

COLLEGE OF HUMAN SCIENCES
Department of Human Development & Family Studies
IOWA STATE UNIVERSITY



CHILD DEVELOPMENT
laboratory school

FAMILY HANDBOOK

2024 - 2025



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The purpose of this handbook is to acquaint all families with the Child Development Laboratory School’s current policies and procedures. The Lab School reserves the right, in its sole discretion, to revise these policies and procedures as needed. Families receive a handbook during enrollment and are given or informed about an updated handbook available on the website during contract renewals—hard copies available through the parent coordinator.

MISSION STATEMENT

The mission of the Child Development Laboratory School (Lab School) in the Department of

Human Development and Family Studies (HDFS) is to provide students, researchers, and practitioner's opportunities to observe and work with young children, while serving as a model early care and education program for young children, including those with disabilities, and their families.

INTRODUCTION

The Iowa State University Child Development Laboratory School is a teaching and research laboratory for university students, faculty, and staff while providing an educational setting for children. The Lab School operates a full-day, full-year teacher-training lab school affiliated with the Department of Human Development and Family Studies (HDFS) within the College of Human Sciences (CHS). The Lab School is licensed by the Iowa Department of Health and Human Services (HHS). The Lab School is accredited by the National Association for the Education of Young Children (NAEYC). The Lab School has a 4 Star rating through the Iowa Quality for Kids (IQ4K) program. The Lab School serves families with children from infancy thru preschool age and is accessible to not only those affiliated with Iowa State but the Ames community and beyond. A primary goal is promoting high-quality early care and education while demonstrating developmentally appropriate practices.

WHAT IS A LABORATORY SCHOOL?

The Iowa State University Child Development Laboratory School is the longest existing College Laboratory School founded in 1924, that is still in operation. It is a laboratory in several senses. First, and most centrally, it is a living laboratory of child development. As a central feature of their study of child development, undergraduate students serve as assistants in the classes, as well as participant observers during their practicum experiences. Of course, their presence also means a high adult-child ratio and the ability of the lead teachers to provide a greatly enriched physical and social environment for the children's exploratory learning activities, as well as much individual attention. Students enrolled in early childhood education or child, adult, and family services courses are collecting "data" in the sense of observing the children as they go about their days in school. Sometimes the students write down examples of children's play or language, as requested by their course teachers, always without any identifying information about the children observed.

As the semester progresses, these students, as well as others who come for a shorter time to the Lab School as part of their course work, may carry out observational or interview studies on various aspects of child development. These projects are developed with the assistance of course instructors and then by the lead teacher. Students present the lesson to the children as part of their activities of the day by the practicum student.

A lab school is also a setting for faculty research. From time to time, early childhood education faculty members carry out research projects at the Lab School. It is also a place where faculty from other departments, such as Kinesiology, can collaborate with ECE and Lab School staff on research related to child development and education. We value our research collaborations with other departments and colleges across the university.

Finally, a lab school is a model of educational practice. Professional visitors from numerous places come to visit and observe at the Lab School to see how our school implements a progressive early childhood educational philosophy. These visitors, as well as observers, may

come into the classrooms, as do prospective parents, to get a glimpse of the school or they may merely observe from the booths. We help the visitors to behave unobtrusively and the children to accept these observers with equanimity. Often, a child offers to show a visitor what is going on, but most frequently, the newcomers become part of daily life in the classroom.

As part of the Lab School community, children and their parents provide a valuable service to a range of students, faculty, and visitors. Children are never identified in any observations; should photos or footage of children ever be considered for other than in-house educational use, parent permission for a specific purpose would be requested. We believe that attending a lab school is an enriching experience for children in many ways, including the fact that they get to know a range of students of different ages and interests and backgrounds—making it also a kind of living laboratory for the children's ongoing "research" into the world.

The Lab School offers the following programs:

Program	Room	Ages	Group Size	HOURS
Lab 1: Program for Infants and Toddlers	0356	Infants and Toddlers	4 infants and 4 toddlers	7:30 am – 5:30 pm
Lab 2: Program for 2- & 3-Year Old Children	0362	Two years old by August 15	12 children 2 to 3 years	7:30 am – 5:30 pm
Lab 3: Program for 3-, 4- & 5-Year Old Children	0372	Three years old by August 15 up to five years old	8 preschool and 10 pre-K children	7:30 am – 5:30 pm
Lab 4: Program for 3-, 4- & 5-Year Old Children	0378	Three years old by August 15 up to five years old	8 preschool and 10 pre-K children	7:30 am – 5:30 pm

GOALS: TEACHING...RESEARCH...SERVICE

The Child Development Laboratory School provides programs focused on the age-appropriate and individually appropriate development of the children in each group using practices that are sensitive to individual, social, and cultural variations. Each program incorporates knowledge about how young children develop and learn in all domains: social & emotional, physical, cognitive, language, literacy, mathematics, science and technology, social studies, and the arts. The curriculum attends to the differing needs, interests, and developmental levels of each child. Additionally, the needs and interests of the whole group of children are addressed. There is also an emphasis on forming a partner relationship between family members and staff.

The purpose of the Lab School is:

- Provide an opportunity for Iowa State students to learn about young children and their families.
- Serve as a teaching laboratory to demonstrate developmentally appropriate early childhood education practices.
- Prepare individuals to be teachers and administrators of programs for young children and their families.
- Serve as a research laboratory for undergraduates, graduate students, and faculty interested in studying infants through 5-year-old children and their families.
- Offer young children a developmentally appropriate educational experience based on their needs and interests and those of their families.

- Provide a forum for exchanging childrearing information with families while respecting their social and cultural heritage.

TEACHING

The Lab School provides a facility for ISU practicum students who are pursuing degrees in areas related to child development. The ISU Lab Schools' high-quality accredited program offers the opportunity for observation and hands-on experience in the early childhood setting. HDFS courses that require practicum and/or observation hours include Development in Young Children, Birth through Age 8, Guidance and Group Management, Assessment & Curriculum: Ages Birth to 2-Years and Ages 3-6 Years, Programming for Children in Early Care and Education and Adapting Programs in Inclusive Settings. Students in these courses observe and participate to develop a frame of reference concerning the growth, development, and behavior of young children. These experiences allow students to participate in the planning, implementation, and evaluation of activities; to observe children's reactions to the routines of the day, to study their progress through the program, and to develop skills in interacting positively with both individual children and groups. All practicum students in the classroom are under the supervision of our degreed and licensed teachers. (See Appendix 1A for more information regarding the practicum experience and how it relates to our classes).

RESEARCH & COLLABORATION

Another purpose of the Lab School is to provide a research population and a collaborative space for faculty and students conducting empirical studies. After receiving approval by the Iowa State University Human Subjects Committee and Institutional Review Board, the Lab School director, the respective head teachers, and families of involved children, research is conducted. Occasionally, individual children leave the classroom with the consent of the classroom teacher for each occurrence; children do not leave the Palmer Building. In rare circumstances, researchers may request that children come to the Palmer Building during unscheduled school hours. Quick replies from families granting permission for children to participate in research is needed, appreciated and is an expectation for Lab School participation.

OBSERVATIONS

Because the Lab School is on the Iowa State University central campus, it is a frequently requested site for observation and research. Each room is adjacent to an observation booth. Observers and observations are, therefore, unobtrusive. A list of observation guidelines is posted in the observation booths for all observers regarding observation guidelines, etiquette, and ethical practices. Observations of classrooms are to be arranged through the director or the parent coordinator.

VIDEO IMAGES AND PHOTOGRAPHS

Various types of video/photo images are used within the Lab School environment to analyze and improve teaching skills. Sometimes, children are recorded to document a child's developmental skills. Other times images are shared with ISU students in the classroom to support teaching and learning.

Parents should be aware of the following:

1. Enrollment in the Lab School constitutes implied consent to have the child appear (without identification) in images used on and off-campus for educational purposes. Only children's first names are used, and no descriptors identifying individual families are released. Occasionally, images including children will be used to publicize the Lab School program or appear in early childhood textbooks/journals.
2. Parental consent must be given before video/photo recording is performed as part of a research project.
3. While the Lab School desires to ensure the privacy and safety of all children, we acknowledge that videos/photos may be taken without our consent (i.e., field trips, social events). The Lab School will not be held liable and will be released of responsibility for photos and video images taken beyond our control.
4. Parents/guardians should refrain from photo/video recording in the Lab School or at Lab School functions out of respect for the confidentiality of other families.

PHILOSOPHY AND GUIDING PRINCIPLES

The program is designed to encourage and support the development of each child and provide opportunities for self-exploration and discovery. A teaching assumption is that children are naturally active and curious. Therefore, learning experiences are designed to stimulate a child's creative and problem-solving abilities. The overall development of the child is considered when planning for a variety of play activities. The staff will assess the needs of each child to prepare for the successful fulfillment of those needs by linking assessment to curriculum planning and decision making. The positive development of the child's image of self is of prime importance in the program and is a priority in all aspects of program planning.

The Lab School follows the guiding principles established by the NAEYC Principals of Child Development and Learning (2009) and adopted the *Iowa Early Learning Standards* (2018) when planning activities for young children. These principles are:

- All the domains of development and learning—physical, social and emotional, and cognitive—are essential. Children's development and learning in one domain influences, and are influenced by, what takes place in other domains.
- Many aspects of children's learning and development follow well-documented sequences, with later abilities, skills, and knowledge building on those already acquired.
- Development and learning proceed at varying rates from child to child, as well as at uneven rates across different areas of a child's functioning.
- Development and learning result from dynamic and continuous interaction of biological maturation and experience.
- Early experiences have profound effects, both cumulative and delayed, on a child's development and learning, and optimal periods exist for certain types of growth and learning to occur.
- Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
- Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.
- Development and learning occur in and are influenced by multiple social and cultural contexts, including the language of the family and home.

- Always mentally active in seeking to understand the world around them, children learn in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all forms of learning.
- Play is an essential vehicle for developing self-regulation as well as for promoting language, cognition, and social competence.
- Child development and learning advance when children are challenged to achieve at a level just beyond their current mastery. Many opportunities should be provided for this mastery.
- Children’s experiences shape their motivation and approaches to learning, such as persistence, initiative, and flexibility; in turn, these dispositions and behaviors affect their learning and development.

Additionally, the Child Development Laboratory School believes in, and practices, Continuity of Care (COC). Continuity of care (COC) has emerged as a strongly recommended practice for infant and toddler care and education, endorsed by NAEYC, Zero to Three, the Program for Infant/Toddler Care, National Head Start Association, and the Ounce of Prevention Fund, among other organizations (McMullen 2017). In COC, children and their caregiving team are kept together in a consistent group of familiar caregivers and peers over a long period—up to two or three years. COC is based mainly on attachment research that recognizes that infants and toddlers thrive in secure relationships with a small number of primary adults, that secure connections take time to develop, and that these critical relationships are best if long-lasting (Bernhardt 2000; Sroufe 2005; Lally & Mangione 2009; Raikes & Edwards 2009; Elfer, Goldschmied, & Selleck 2012).

MULTICULTURAL ENVIRONMENT

The Lab School welcomes and encourages diversity in its population and programs. All families are welcome, regardless of race, religion, cultural heritage, political beliefs, sexual orientation, marital status, or ability.

Appreciation of diversity is immersed in our anti-bias curriculum in daily planning, issues addressed, tolerance of others, class meetings, and involvement with families to share their culture. Dolls, books, posters, and food also provide the children with a multicultural, anti-bias perspective, but it is the daily discussions, activities, and experiences that make a program diverse. Multicultural materials are incorporated when appropriate within the curriculum, so it fits in naturally with what we are doing rather than standing out as “different.” Diversity issues related to culture, ethnicity, socioeconomic status, age, ability, and gender are addressed during curriculum planning and implementation. The natural and timely inclusion of multicultural materials and activities provide children with a meaningful and realistic experience. Providing a multicultural and diverse environment is best met by enrolling children from many different countries, different ethnic backgrounds, different socio-economic levels, a variety of ages, and children with special needs.

Iowa CACFP Non-Discrimination Policy:

“It is the policy of this CNP provider not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, or religion in its programs, activities, or employment practices as required by the Iowa Code section 216.7 and 216.9. If you have questions or grievances related to compliance with this policy by this CNP Provider, please contact the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th St., Des Moines, IA 50319-1004; phone number 515-281-4121, 800-457-4416; web site: <http://www.state.ia.us/government/crc/index.html>.”

USDA 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, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may 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 complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, 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.”

ENROLLMENT

Enrollment is open to children in the community, intending to have a well-rounded, diverse group of children that is representative of the population of Ames. The Lab School uses a random lottery to select children for enrollment. However, the Laboratory School reserves the right to enroll children based on gender, age, race, ethnicity, special needs, and members of a low-income family for high-quality teacher training. The Lab School does not accept requests to place students with specific teachers/classrooms. Instead, we invite you to provide a letter describing your child’s learning needs and characteristics. We will use information in the letter to match the student’s needs to an appropriate classroom setting if more than one option is available.

Siblings of children currently enrolled in the Lab School will receive first consideration, but no guarantee is made that siblings will be enrolled. Age balance will be maintained whenever possible to meet high-quality teacher training.

State-Wide Voluntary Preschool Program (SVPP) is a State of Iowa program that is offered in conjunction with our full-day preschool programs through a contract with the Ames Community School District. The goal of this State-funded program is to provide young children with the opportunity to participate in high-quality preschool programming to develop competencies

needed to enter Kindergarten. Children enrolled in Lab 3 or Lab 4, who will be four-years-old by September 15th, are eligible to participate in the SVPP program. SVPP is a program that works within our program and is not separate. The Lab School classroom teachers provide all SVPP activities and curriculum. To be eligible, parents must complete an application. The Lab School will notify eligible families when SVPP enrollment procedures are available from the ACSD. Families enrolled in SVPP are provided a tuition discount from September through May, contingent upon the Lab School receiving funding from SVPP/ACSD. SVPP attendance days are M, T, Th, F with arrival by 8:30 am. Families whom opt-out of SVPP will pay the full 4 to 5-year-old tuition rate.

Brightwheel is an online childcare management system used by the Lab School to manage child information. Families are able to apply to add their child to the wait list for the program, are able to complete the school enrollment process, as well as storing many other forms of required DHHS paperwork. Once enrolled, Brightwheel will be one of the tools used daily to communicate information and share photos/videos occasionally throughout the week, about your child's day.

SCREENINGS AND ASSESSMENTS

Assessment of each child's development in an early care and education program is essential to planning learning experiences that are developmentally, culturally, socially, and individually appropriate. Within the first 30 days of enrollment, parents are asked to complete the developmental screening tool called Ages and Stages Questionnaire. Throughout the year, parents may also be asked permission to have a vision screening, a hearing screening, and a social-emotional screening done with their child. Ongoing assessment of a child's development is key to the work that we do with children. The Lab School uses Teaching Strategies GOLD as its continuous assessment tool to determine and plan for children's developing abilities.

In the Lab School:

- 1) All staff members are continually involved in the assessment of children.
- 2) Observations and anecdotal writings are the primary method of gathering information for assessment.
- 3) Dated work samples are used to document each child's progress noting the reason for its inclusion in a child's portfolio.
- 4) Ongoing assessment is used to develop narrative summaries and establish goals for each child in the four developmental areas plus five academic areas.
- 5) Parents are given access to their child's GOLD portfolio and are encouraged to ask questions or raise concerns regarding their child's needs related to the assessments used.
- 6) The summaries and goals guide daily planning for the individual child, small group, and large group.
- 7) The summaries facilitate the sharing of information during parent conferences.
- 8) Work samples, portfolios, and summaries are not released to persons outside the Lab School without the parent's written authorization.
- 9) Teaching staff have theoretical and practical training in GOLD assessments through undergraduate coursework, GOLD reliability training, and annual update training during in-service.
- 10) Practicum students also use observations to gather other assessment information and may use work samples, portfolios, and summaries as part of class assignments. If any of this

assessment information is used in the practicum student's professional portfolio required for teacher licensure, children's names and identifiable photographs of children will be removed.

CURRICULUM DEVELOPMENT

The curriculum includes the child-initiated and teacher-directed opportunities for experiences offered to young children that support and enrich their development, learning, and growing independence. The Creative Curriculum is used as a guide for planning curriculum in the Lab School. Curriculum development provides a framework for planning and carrying out work with young children and their families. The Lab School's curriculum is child-centered, interest-based, and hands-on. Although teacher-directed planning may be used, children's interests are considered, and the curriculum is adapted as needed. Each room is designed with interest centers (blocks, dramatic play, table toys, art, sensory, library, music & movement, science, etc.), and children choose from a variety of developmentally appropriate activities throughout the day. Each program has a morning and afternoon self-selection time designed to actively engage children in learning all day long and promote their creative expression.

Emergent Curriculum

Fostering creativity through the work of young hands manipulating objects or making art occurs in an environment that reflects the values we want to communicate to children. Moreover, the classroom environment can help shape a child's identity as a powerful player in his or her own life and the lives of others. In order to foster such an environment, teachers must go deeper than what is merely seen at eye level and develop a deep understanding of the underlying principles of children's thinking, questions, and curiosities.

Children construct their knowledge through a carefully planned curriculum that engages and builds upon the child's current knowledge, recognizing that knowledge cannot merely be provided for the child. The curriculum, often emergent, is based on the interests of the children. When learning is the product of the child's guided construction rather than merely the teacher's transmission and the child's absorption, learning becomes individualized. Most important, teaching becomes a two-way relationship in which the teacher's understanding of the child is just as important as the child's understanding of the teacher.

Emergent curriculum is not a free-for-all. It requires that teachers actively seek out and chase the interests of the children. This kind of teaching environment demands a high degree of trust in the teacher's creative abilities and envisions an image of the child as someone actively seeking knowledge. It is a perspective that turns a structured curriculum, with predetermined outcomes, on its head. A standardized curriculum that is designed to replicate results often eliminates all possibility of spontaneous inquiry, stealing potential moments of learning from students and teachers in a cookie-cutter approach to education in the classroom. Given the diversity of the children we teach, accepting a canned recipe for teaching, evaluation, and assessment is problematic at best. Each child we teach is unique, requiring us to use our judgment, instead of rules, to guide our teaching practice. To teach well, educators must ensure that creativity and innovation are always present. Although good teaching requires organization and routines, it is never inflexible and rarely routine. It dances with surprise. It pursues wonder. It finds joy at every turn. (NAEYC, 2019)

Project Approach

Projects provide the backbone of the children's learning experience. They are based on the strong conviction that learning by doing is of great importance and that to discuss in a group and to revisit ideas and experiences is the premier way of gaining a better understanding of learning. A project is an in-depth investigation of a topic worth learning more about. The investigation is usually undertaken by a small group of children within a class, sometimes by a whole class, and occasionally by an individual child. The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed either by the children, the teacher, or the teacher working with the children. (Katz, 1994).

HOME AND SCHOOL PARTNERSHIP/COMMUNICATION

Parents are welcome and encouraged to visit the Lab School at any time. A close family-school relationship is essential for the school to be fully responsive to the child and for the child to reap maximum benefits from the early care and educational experience. To assist in this, all children in the Lab School are assigned a primary caregiver. The primary caregiver is the classroom teacher who has primary responsibility for the assessment of and planning for your child and also the one responsible for central communication with you as a parent. Open communication between teachers and parents is crucial to the care and education of a young child.

Communication happens in many forms at the Lab School, as noted in the information below. All family information shared with the Lab School, either written or verbal, is kept confidential and only shared with necessary Lab School personnel, which includes the teaching staff working with your child and administration.

Additionally, any information concerning your child, including observations, assessments, and work samplings, will not be shared with anyone outside of the Lab School, such as an AEA consultant, without your written permission. All confidential information is kept in child files located in the Parent Coordinator's office. If you need any information translated, whether verbal or written, please contact either the Parent Coordinator or the Administrator for assistance.

Parent Orientation is held each fall. Orientation is an opportunity for parents to learn more about the Lab School and, in particular, about their child's classroom and staff. The teaching staff will explain their classroom, activities, schedules, etc. at this meeting. This interaction is also a fantastic opportunity for parents to ask general questions about the Lab School. If parents cannot attend this meeting, the staff would be happy to set up an individual meeting to answer any questions you may have. Translators are available to assist with Lab School family communication at all events, meetings, etc. upon parent request.

Parent Participation Parent participation is welcomed in the program and enriches the experience for your child as well as his or her classmates while providing learning opportunities for teachers, students, and other parents. Grandparents and other significant adults in the child's life are also welcome to visit, observe, and participate in classroom activities. Your participation can take many forms. Some possible ways one could participate include:

- field trips
- leading or assisting special projects in the classroom (carpentry, sewing, music, cooking, science experiments, cultural experiences, etc.)

- construction or collection of materials for classroom use such as paint aprons, raw materials for art projects, dress-up clothes, dramatic play props, carpentry materials, etc.
- attending, planning, or leading parent workshops
- eating afternoon snack with your child – please make arrangements one week in advance
- serving on the Advisory Group as a representative for your child’s classroom

We ask that when you participate in our program, you refrain from providing guidance or discipline of any sort to the children (except for your child). Lab School staff members are responsible for the supervision of the children at all times. If you see a behavior that should be addressed by the staff members, please feel free to bring it to their attention.

Special Occasions Holidays, birthdays, and other traditions are celebrated in many different ways throughout the world. To respect the many different customs of families that attend the Lab School, we do not celebrate specific holidays or other traditions in our program. Each classroom may set aside one day a month to recognize special occasions while maintaining the regular classroom routine.

Children can be very generous and want to share “Goodie bags/treat bags” and/or food treats with friends at school. For the safety of everyone, please save these for out of classroom celebrations/parties. When planning a child’s home birthday party or celebration, parents should consider inviting all of the children in the classroom. This prevents children from feeling left out if they discover they are not invited.

Posting of Weekly Lesson Plans: Weekly copies are posted outside of each classroom and on our website at <http://www.cdls.hs.iastate.edu>. It is helpful to review activities planned for the day with your child. Since the curriculum is designed in advance, some changes based on spontaneous learning opportunities and child needs can be expected.

Electronic Communications: While face-to-face communication is key, often information is traded through other virtual platforms such as email and Brightwheel. All labs communicate routines and daily information through Brightwheel with the exception of infants 0 – 12 months. You will be sent an invitation through Brightwheel at the start of your application and enrolment process. If you do not receive the email, contact the parent coordinator to resend the invitation.

Daily Communication Sheets: Labs 1 and 2 have a daily communication sheet that is requested of parents to complete in the morning to communicate how the evening and morning of, have gone. This information is helpful as teaching staff may need to adjust the schedule to accommodate for individual needs. A full daily written communication sheet is used for children 0 – 12 months that shares daily routines and observations to parents from the primary caregiver. Additionally, the wipe-off boards outside of each classroom are utilized to give the parents general classroom information. Please read the board *each day* for this pertinent information.

Palmer Press: Every other month, the Palmer Press newsletter is electronically distributed to family and friends of the Lab School. The newsletter showcases the latest information in culturally responsive best practice and research on early care and education topics.

Classroom Observations from the booth are available when children are in attendance. Children are not allowed in the observation booths, even when accompanied by an adult. You may want to observe your child before meeting with the teacher for scheduled conferences. Observing allows a parent to note age- and individually related behavior patterns while watching a child interact in a social environment. If you have questions about what you observe (i.e., children's behavior, use of materials, teacher's behavior, etc.), please ask the teacher about it. Often an individual in the booth will observe a snapshot in time and may not clearly understand the reasoning behind a particular action taken in the classroom.

Parent-Teacher Conferences are valuable opportunities for the parents and teachers to gain insights about the child, the classroom, and the home setting. Conferences provide a forum to share information and to plan future exchanges and to determine educational goals for the child. Teachers will share written summaries from assessments and screenings, as well as discuss any concerns or goals that you have for your child. Typically, conferences are scheduled in the fall and spring. You are welcome to arrange additional meetings by contacting your child's primary caregiver. If you need translation services for any written or verbal communication in order to fully understand the information shared during conferences, please inform the staff before the meeting, and we will make arrangements.

Child's Permanent Record: Your child's file is kept in Brightwheel and is only fully available to parents and by lab school administration. A child's permanent record is a file that contains enrollment, health, safety, development, and guidance documentation in order to meet the State of Iowa, NAEYC accreditation, CACFP, SVPP, and Iowa State University requirements. Teaching staff may access the file with the consent from a parent or legal guardian. Parents or legal guardians may also give access to outside agencies, such as AEA or the public schools, as needed with written consent.

Family Night Events are held throughout the year. These activities provide parents opportunities to get to know other families in their child's program. Please let your teachers know if you have ideas, time preferences, and activities you would like to do at a family night event.

Parent Questions/Concerns: The Lab School staff is committed to a team approach in working with parents to resolve questions and/or concerns. We believe that clear communication is very important with this approach. We encourage you to talk through questions or concerns with your child's teacher. Should you feel your question or concern is not be addressed adequately, please contact the parent coordinator at 294-3040. Further questions or concerns not resolved through the teaching staff or parent coordinator through discussion, conferences, or meetings, the Lab School Director can help further address the question or concern. If the matter is still not resolved, parents may contact the HDFS Department Chair.

Parent Program Evaluations: The Lab School asks parents to complete annual program evaluations. The information shared in these evaluations is used by the staff to develop annual program goals. Obtaining feedback from parents is very important to the process of continually striving to improve the quality of our program.

Advisory Group: Two parents from each room are needed to volunteer to serve with representatives from various early childhood collaborative groups on the Lab School Advisory Group. The group meets quarterly to share ideas and provide feedback about the Lab School. If you are interested in serving on this committee, please talk to one of your child's teachers or the Parent Coordinator.

Additional Means of Communication: Additionally, the Lab School staff often will engage in the following forms of communication: telephone calls, informational flyers, displaying children's work, having a child's portfolio available for review in GOLD on-line, post information on the bulletin boards in the main hallway and outside the classroom, have informal chats at drop off and pick up, and write daily pertinent information on the whiteboards located outside of the classroom. The Lab School website, <http://www.cdls.hs.iastate.edu>, also has valuable information for parents, such as lesson plans, daily schedules, calendars, menus, etc. These methods of communication assist us in building a solid partnership between you, as a parent, and your child's teachers.

SOCIAL MEDIA

The ISU Child Development Laboratory School strives to maintain appropriate relationships with the families and students we serve. The practice of "friending" our employees on Facebook or other social media platforms is not allowed unless there is already an established relationship (unrelated to the Lab School) prior to your child enrolling in the Lab School.

OPEN DOOR POLICY

The Lab School encourages and extends an invitation to visit your child's classroom at any time. Arrangements may be made to schedule your visit by contacting your child's classroom teacher. Attached to each classroom is an observation booth. Appointments are not needed to observe from the booth. It is essential to understand that you are observing for a short period and may not fully understand the dynamics of the situation that you are watching (previous history, what happened five minutes before you arrived, etc.). Feel free to talk with your child's teacher or administration if you have questions about your observation. Children are not allowed in the booths for safety reasons.

LIMITED ACCESS POLICY

The Lab School has a secure door and allows access with ISU issued identification or proximity cards. The card recognizes persons entering the program by name. For this reason, please do not share cards. For those not associated with ISU, a proximity card can be issued using an email address. Parents have access to the door from 7:30 am to 5:30 pm. If you are late, you will need to call your child's classroom to be let in by your child's teacher. To help in security, please **do not** hold the door open for others. Visitors, or those without proximity cards, can ring the doorbell and be allowed access by a Lab School staff member.

ENROLLMENT PAPERWORK

All children enrolling in the ISU Child Development Lab School, per our DHS licensing requirements, must complete and have on file, the following documents:

Initial Enrollment

- Enrollment Form
- CACFP Form(s), if applicable
- Income Verification, if applicable
- Child Medical Form with Current Immunizations

Annually

- Enrollment Form Update
- Any updated medical information

HEALTH, SAFETY & EMERGENCY PROCEDURES

Health and Dental Requirements Parents are required to provide the Lab School with the name and contact information of the child's doctor and dentist. Additionally, parents need to provide the Lab School with a physician's report of their child's physical examination and a dental exam done within the twelve months before attending the Lab School and **annually** after that.

Immunizations: Immunization requirements for child care facilities are determined by Iowa Code, Chapter 139a.8(6), and Iowa Administrative Code, 641-7.7(139). An Iowa Department of Public Health Certificate of Immunization, or valid Certificate of Immunization Exemption, or Provisional Certificate of Immunization must be on file and current for each child attending the Lab School. Under-immunized children will be excluded from care if a vaccine-preventable disease occurs to which children are susceptible. Safe return to care for an under-immunized child would be based on the recommendations of local and state public health.

Illness: Families are requested not to bring a child to school when signs of illness or infections are present. If the child is not well enough to play outdoors or not well enough to comfortably participate in activities, the child should stay at home. Please notify your child's classroom by 9:00 AM via Brightwheel whenever your child is ill. Families will receive email notification when children have been exposed to a communicable disease. Additionally, notices of exposure will be posted by your child's classroom door. Families should immediately notify the child's teacher if their child becomes ill with an infectious disease.

If your child becomes sick and is unable to fully participate or is requiring a greater need for care than the teaching staff can provide without compromising the health and safety of the other children as determined by the staff, you will be called and asked to pick up your child. If your child has had any of the following symptoms or illnesses within the last 24 hours or develops these symptoms/illnesses while at the Lab School, your child must be excluded **until symptom-free for 24 hours**:

- Fever, over 101 (children under 2 months, over 100.4) accompanied by behavior changes or other signs or symptoms of illness
- One or more incidents of vomiting or diarrhea
- Blood in stools not explainable by dietary change, medication, or hard stools
- Persistent abdominal pain or intermittent pain with fever
- Severe or uncontrollable coughing
- Wheezing or difficulty breathing and/or an unspecified respiratory tract illness
- Inexplicable irritability or persistent crying

- Inexplicable lethargy
- Unexplained rash and any rash with fever or open, weeping wounds
- Mouth sores with drooling
- Yellowish skin or eyes
- MRSA (Methicillin-restraint Staphylococcus aureus)
- Any child determined by the local health department to be contributing to the transmission of illness during an outbreak.
- Chickenpox that is not scabbed
- Tuberculosis
- Head lice, including nits being visible (until after first treatment)
- Visible impetigo
- Strep throat
- Pertussis (e.g., whooping cough)
- Mumps
- Hepatitis A virus until one week after onset or as otherwise directed from the health dept.
- Measles or Rubella
- Shingles
- Herpes simplex
- Respiratory illness including influenza, COVID-19, and RSV - until fever free AND respiratory symptoms are mild and improving

NOTE: As a safeguard for all the children in the program, any exceptions to our health policies require a written statement from the child's physician, noting that he or she is not contagious and is able to fully participate in a child care program. However, the final decision of participation in the program resides with the administrative personnel.

Medical and Dental Emergencies: If a child is injured or becomes ill after arriving at school, a parent will be called immediately. It is the parent's responsibility to update the family's emergency contact numbers as needed. If we cannot reach a parent, the emergency contact will be phoned. Parents will be notified of all known minor and major injuries by a written incident report.

If a child needs **immediate** medical attention, the staff will call **911**. Then the parent or the child's physician will be contacted. If we cannot reach the parent, attempts to reach the emergency contact will be made. A staff member will accompany the child in the ambulance to the hospital and will bring records and parent permission forms. Similarly, if a child experiences a dental injury, the child's dentist will be contacted, as well as the parent or emergency contact person.

Medications: It is preferred that all prescription and non-prescription medication be given to a child at home. In the event medication does need to be given during child care hours, it is preferred a parent come to the Lab School to administer the medication. Only Lab School staff with medication administration training are allowed to administer medication if all of the following conditions are met:

- Prescription medications must be provided in the original container labeled with the child's full name, name of the medication, dosage, name of prescribing physician, and date prescription was filled.
- Over-the-counter medications must be provided in the original container labeled with the child's full name.
- A Request for Medication Administration form must be completed and signed by a health care professional and a parent/guardian. These forms are available from the Parent Coordinator. This form must be completed for the administration of either prescription or over-the-counter medications.
- Trained staff have time to administer medication while still maintaining classroom ratio requirements.

Physicians must indicate a start date and end date (no longer than one year) for the medication authorization to be in effect. This includes over-the-counter medicine includes such items as medicated lotions, cough drops, ibuprofen, etc. The medication and all paperwork should be placed in a Ziplock

bag together so as not to contaminate other medications that might be stored in our locked medication box. The only exception to medication not stored in the locked medicine box is diaper cream, lotion, lip balm, hand soap, and toothpaste, which may be stored in an out-of-child's-reach cubby. The trained staff member will document the medication, the dosage, and the time it was given immediately after administration on the correct form. Expired forms will be placed in the child's file. Unused medicines or Epi-Pens will be returned to the family or disposed of if the child is no longer in care.

Emergency Medications: Any emergency medications (ex. Epi-Pens), will be subject to the above regulations, except for storage procedures. Emergency medications will be stored in the classroom "fanny pack." The "fanny pack" will be stored in the classroom bathroom and will be out of the reach of children. When going outside/field trips/etc., the "fanny pack" will be worn by the teacher. If a child requires emergency medication, such as an Epi-Pen or inhaler, and that medication expires, the child cannot attend child care until a new, current prescription is filled and brought to the center.

Allergies/Food Exceptions: Please notify the Parent Coordinator and classroom teacher of any possible allergies. An allergy action plan form with your child's picture should be completed and posted in the classroom and kitchen. Remember, if medication is to be given to the children in the event of an allergic reaction, a medication permission form must be completed and signed by a physician. If your child has a *food* allergy or intolerance, an allergy/food exception form must be completed and signed by the child's physician and parent to ensure that proper food substitutions can be made. Your child's allergy/food exception information will be posted in the kitchen and the classroom. See the Food Service section for details regarding food-related allergies and procedures.

Fire, Tornado, Bomb Threat, or Other Emergency Procedures: Fire regulations and tornado warning procedures are posted in classrooms and observation booths.

Compliance with licensing regulations and the general safety of the children and staff requires monthly drills. NOTE: If the fire alarm is sounding, do not assume that it is a drill. Proceed to a safe outdoor location with your child.

In case of a fire, bomb threat, or other evacuation emergencies, the children and teachers will primarily go to the ground level hallway of Bessey Hall (across parking lot 43) or, as a secondary exit, go out classroom doors to the far ends of the playground. If local EMS would move us to another location on campus, we will notify parents of our location, after we have arrived safely, via email or telephone.

In the event of a tornado, the children and teachers utilize the hallway between Labs 1 & 2 as a primary tornado shelter. If there is no time to go to the primary shelter, each classroom has a secondary tornado shelter. Please see the maps located in each classroom for details.

In the event of notification of an armed or dangerous person on campus, the Lab School would follow the procedure noted below as "shelter-in-place". For the safety of everyone, the school will be kept in "lock-down" status. Lock down status means that staff and children are not be permitted to leave the facility until public safety officials give the "all-clear" message to the program. For the safety of children and staff in the program, parents would not be allowed into the program until public safety officials gave the "all-clear" message.

Shelter-in-Place Procedures: In the event of a chemical or biological emergency, the Child Development Laboratory School will follow a security plan known as "Shelter in Place" developed by the National Institute on Chemical Studies and recommended by the U.S. Department of Education. It is based on the notion that in a chemical or biological crisis, people are often safest if they remain inside. Similar plans have been put in place by some school districts and local governments near

nuclear plants, armories, and chemical factories. The plan is designed to keep students safe for several hours until hazardous substances are carried away by the wind.

In the event of such an emergency, children outdoors will be brought inside the building without delay. Windows will be shut, and entry doors to the school will be locked to get a better seal. Teachers will immediately take attendance to be sure all children are present.

For the safety of everyone, the school will be kept in “lock-down” status. This condition would mean that staff and children would **not** be permitted to leave the facility until public safety officials relay the “all-clear” message. While being separated from a child in an emergency can be extremely unsettling, having parents come to the school to pick up their child could expose themselves, their child, and others in the Lab School to hazardous conditions. Cooperation from everyone using these guidelines will offer the best protection for the children, families, and staff.

Child Abuse: Every Lab School staff member is a mandatory reporter of child abuse to the Iowa Department of Human Services. If a staff member suspects any kind of child abuse, it must be reported to authorities. Strict confidentiality will be maintained.

Court Orders: A copy of any document issued by the court, such as a “no-contact order” or “joint custody order,” must be on file with the parent coordinator for the Lab School to fully abide by the orders.

Emergency, Temporary, or Long-Term Closings:

On rare and unique occasions, the Lab School may need to close. These closures can happen for a variety of reasons including, but not limited to, mechanical or electrical building failure, natural disaster damage, or national health crisis. Emergency closure and the subsequent decisions that may be necessary will be made by Lab School administration in conjunction with HDFS and College of Human Sciences administration using the best available information at that time. As more information becomes available regarding the reason for closure, changes can be made to determine when the center can re-open and at what capacity. Information known will be conveyed to families via Brightwheel messaging first, then followed up with an email as quickly as possible.

The closure of Iowa State University does not automatically determine a closure of the Lab School. As a program that serves families in the Ames and surrounding communities, we may determine that remaining open is the best option based on the information. Again, this will be determined by Lab School, HDFS, and College of Human Sciences administration.

Sign In/Sign Out: On a daily basis, please accompany your child into his or her classroom, sign in your child on a paper attendance form and log them into Brightwheel on the iPad, make verbal contact with a teacher, and assist in supporting your child through the hand washing process. At the end of each day, please verbally inform your child’s teacher that you are taking your child. Please proceed with signing them out for the day by connecting with the classroom teacher then signing out on the paper attendance form. In the morning at drop off, the Lab School is not responsible for a child until the parent exits the classroom. In the afternoon at pick up, the parent/guardian is responsible for the child once he/she has let the teacher know of their arrival for pick up. **It is crucial for a parent to verbally communicate with a staff member upon arrival and pick up to assure the safety of each child.** It is appreciated when parents leave promptly after signing out your child for the day. Follow safety rules in parking your vehicle and bringing your child into the building. Teach your child to follow the safety rules.

Unattended Children: To maximize safety and minimize administrative disruptions, please remain with your child(ren) at all times in the hallway, Atrium, outside of the building, and parking lot. State

of Iowa childcare regulations dictates that children within a child care facility be monitored by an adult at all times. It is a parent's responsibility to stay with their child at all times until departing the facility. Parents who do not follow this regulation may be subject to termination of care.

OUTDOORS

We believe that children learn best through play and hands-on experiences. We also believe that the outdoors is an extension of the indoor learning environment. We typically go outside twice each day. Toys, materials, and activities are available outdoors to enhance the children's play experience.

Parents need to provide the appropriate clothing and outerwear for the weather conditions (e.g., coat, snow pants, boots, gloves, etc.). Children are **NOT** allowed to wear sweatshirts/jackets /tops/hats with drawstrings or strings attached or scarves at the Lab School. If a child's clothing does have drawstring/strings, the teachers will ask the parents to remove them or provide the program with different attire for their child. Additionally, the Lab School does not recommend that children wear open-toed or open back shoes. The children run and climb when outdoors and flip flops, sandals, or inappropriately sized shoes can be very dangerous on small children. Please **label** all articles of clothing with the child's name. The Lab School has a few extra hats, mittens, and other clothing items but not enough for everyone. Staff members use the Child Care Weather chart produced by the Department of Public Health when determining whether or not to go outside. For more information, please review the weather chart posted in each room or on our website at http://www.cdls.hs.iastate.edu/wp-content/uploads/2013/10/weather_chart.pdf

The Lab School encourages children to get plenty of liquid to replenish body fluids, especially when participating in outdoor activities. Water is provided and children are encouraged to take water breaks throughout the day, including outdoor time. Parents are encouraged to grant permission for the program to use sunscreen and insect repellent on your child (6 mos & older). The Lab School will provide sunscreen and insect repellent with 10%-30% DEET.

CLASSROOM GUIDANCE STRATEGIES AND POLICIES

One goal of the Lab School is to help children develop a positive self-image. We hope to encourage children to be self-directed and to exhibit self-control. To do this, children need the opportunity to build a healthy self-concept (knowing whom one is as a person, knowing one's talents, strengths, and limitations). This guidance includes giving children respectful, but honest feedback, acknowledging their accomplishments, helping them cope with their limitations, helping them to realize their potential, continuity in their schedule and daily activities, and continual development of strengths.

Young children, developmentally, are not capable of understanding the ramifications of many of their behaviors; therefore, the Lab School's role is to help them learn and understand how to be safe, be responsible, and be kind. This learning can best be accomplished through preventative guidance strategies including, but not limited to, close supervision, redirection, and teaching/re-teaching appropriate behavior. Children need to identify and express their feelings through the identification and verbalization of those feelings by their teachers.

Another fundamental disciplinary approach is to remember that small children are very egocentric. They are not yet capable of understanding the concept of sharing and taking turns. Therefore, it is our responsibility to lend guidance through redirection to other activities when conflict situations occur. Caring for young children requires a lot of patience, as they often need to be reminded about rules over and over again. Each ground rule will be stated clearly and precisely to help children follow the rule by showing other acceptable, safe activities. These rules will be stated positively to foster an atmosphere of what a child can do. Roleplay helps children develop words to express emotions. As children develop, the emphasis shifts toward teaching children how to solve their problems and conflict resolution.

Positive Guidance: Positive guidance strategies are practiced to keep children constructively involved with satisfying and challenging learning activities. Clear expectations, appropriate behaviors, and social skills are taught and retaught as necessary to the children. Children need to experience repetition. It is expected that relatively few rules are used. Established rules should be stated positively, such as, be safe, be kind, and be responsible. Generally, young children have constructive/positive experiences when teachers:

- understand each child's temperament,
- develop meaningful relationships with each child,
- prepare and plan for each child,
- work to understand the function behind children's behaviors; and
- positively and firmly manage the daily schedule and classroom space.

At no point are harmful discipline strategies utilized (ex. physical punishment, psychological abuse, coercion, hitting, shaking, withholding food, threats, derogatory remarks, etc.). Each member of the teaching staff is a Mandatory Child Abuse Reporter through the State of Iowa.

Adults provide support, focused attention, physical proximity, and encouragement to the children. Self-control is facilitated. The natural, expected sounds of the early childhood classroom are giggling, whispering, animated voices, relaxed talking, and sounds of engaged children, as well as occasional crying, shouting, and frustrated voices. It is sometimes necessary to enforce guidance limits either by planned ignoring, removing the material, or removing the child from the situation. The teaching and re-teaching of developmentally appropriate behaviors are necessary until the child master's the desired behavior. Teaching staff members and student participants are critical role models for young children in offering and maintaining a constructive classroom learning environment for children, parents, teachers, and students.

The specific guidance strategies used by Lab School staff and students include, but are not limited to, the following approaches:

- Maintaining developmentally appropriate expectations of children
- Providing clear and simple limits
- Planning an environment that facilitates a caring atmosphere
- Keeping children engaged to prevent problems from occurring in the first place
- Modeling appropriate behaviors
- Teaching appropriate behaviors and social skills and re-teaching as needed
- Redirecting inappropriate behaviors toward desired outcomes
- Giving children choices between two appropriate alternatives
- Encouraging children to work together to solve problems and make cooperative decisions
- Encouraging children to use their words to solve problems or to elicit peer cooperation
- Understanding the function of a child's inappropriate behavior and teaching appropriate replacement behaviors
- Providing logical and natural consequences for children's actions
- Removing children from the situation until they are calm and able to discuss the problem
- Conflict resolution (for older preschoolers)
- Providing an engaging environment with enough activities for all children with minimal waiting
- Maintaining a consistent daily schedule with only some variation when appropriate (the librarian coming once a month, for example)
- Empowering children to recognize their feelings and act on them in developmentally appropriate ways

Addressing Challenging Behavior: Our goal is to provide an educational environment that supports children's growth and development through the developmentally appropriate curriculum and experiences while respecting the diversity of the families and children we serve. We seek to accommodate a wide range of individual differences; it is only in unusual circumstances where it may be necessary to remove a child from a program for a day, a week, or permanently. We use this as a last resort after all efforts and means available to us have been exhausted.

Every effort will be made to ensure a healthy environment in each program. Physical and emotional safety for all children and adults is a fundamental assumption in our programs. The best interest of all involved will be considered. Addressing challenging behavior is done on an individual basis and a child's need for additional support will look different based on age and development. While there is not one formula used to determine if and when a child needs additional support for challenging behavior there are some common situations that will initiate the need for support, such as biting or other aggression toward children or adults, inability to self-regulate emotions such as anger or frustration, and prolonged inability to listen to instructions from teaching staff. Each of these examples look different based on the age and development of the child being observed by the teaching staff.

The teaching staff is responsible for keeping the director informed about children experiencing challenging behaviors and events, the guidance strategies they are using with children, and the ways they have informed and involved parents in the process.

Efforts to master success in the classroom include a well-planned process that includes the following steps. Each step is necessary to ensure the best possible outcome for the child. In using the Early Childhood- Positive Behavior Intervention and Support (EC-PBIS) pyramid model and (Prevent, Teach, Reinforce- Young Children (PTR-YC), we engage in specific activities throughout the entire process. Those activities are a continual assessment of the environment and the relationships the child is experiencing and frequent communication with parents and the Lab School administration.

1. Acknowledgment that a child repeatedly engages in challenging behaviors over weeks and those behaviors are unresponsive to the regular guidance, redirection, and instructional strategies used within the classroom, including Tier 1 strategies looking at relationships and environments.
2. Documented observations over that period of weeks showing unresponsiveness to regular guidance, redirection, etc. Initial conversations with parents should take place during this time to understand any home factors that may be contributing to the behavior. Create a team for this child. A Functional Behavior Assessment should be completed by both of the child's teachers, parents, and any other pertinent team members.
3. Functional behavioral data should be summarized and discussed with the child's team using hypothesis statements. The team should create an intervention plan.
4. Implement an intervention plan for 30 days.
5. Assess and re-assess plan for child successes and setbacks
6. At the end of 30 days, assess challenging behavior. If behavior remains, look to outside expertise within the College of Human Sciences.
7. Based on the expertise of CHS faculty, create and implement a behavior management plan. 30 days.
8. Assess and re-assess plan for child successes and setbacks
9. At the end of 30 days, assess challenging behavior. If strategies produce little or no positive result, refer to Education Agency or other outside resources.

Leadership, along with the Lab School PBIS committee work to support the teaching staff through addressing any supports that the teachers/classroom need in order to enact the strategies outlined in the

previous process. This will look different for each situation and includes but is not limited to arranging outside experts, daily observations, coaching and brainstorming ideas, sitting in on meetings with the family, purchasing support materials, and stepping into the classroom to assist with support for the child or their peers.

Additionally, parents/guardians are our best partners when working through a challenging behavior with a child. Again, while child and situation specific, we bring parents/guardians into the conversation early, letting them know the behaviors we are seeing, how the behavior is affecting their child's care and education, and what strategies have already been tried. Understanding home life and parenting style are key to supporting the child at school and at home, conversations between the parent/guardian and teaching staff occur early and can occur often and the teaching staff take their cues from the parents/guardians as some want to be more involved than others. At no time do we push parents/guardians to support or accept support from outside experts.

Data Collection for Challenging Behaviors: As described above, documenting when and why challenging behaviors occur is an important step in making sure that staff are able to make informed decisions for supporting a child's social and emotional development. As participants in the Program-wide Positive Behavior Interventions and Supports program (PW-PBIS), in cooperation with the Iowa Department of Education (IDoE), we are required to report data to the IDoE regarding the monitoring of behaviors on an as needed basis through the Pyramid Model Implementation Data System (PIDS). Families will respond to a request for permission to report this data upon enrollment and will always be invited to contribute to planning for behavior support needs if applicable to their child. Questions about the process may be directed to the Parent Coordinator and/or director at any time. Data reported to the IDoE is stored in a secure cloud-based program chosen by the IDoE and individual identifying information is NOT shared beyond the Lab School Program. Even within the Lab School, editing of data is restricted to the designated data coordinator and the child's classroom teachers are able to view the data.

Referral of Services for a Child: Occasionally, a child will need support that goes beyond the expertise and licensure of the Lab School teaching staff (examples are speech therapy, occupational therapy, and play therapy). These services must be provided by professionals holding their respective credentials. Lab School staff will work with parents to refer a child to an outside service provider, such as ChildServe or Mary Greeley Medical Center, to connect families with the needed services. For the Lab School to share child information, or for an outside service provider to come to observe/interact with a child, we must have a consent form signed by the parents.

Removal, Suspension, and Expulsion from Classroom or Program: While we believe in the high-quality care and education provided at the Lab School, not every child/family will find success within our program for various reasons. Our goal is to provide an educational environment that supports children's growth and development through the developmentally appropriate curriculum and experiences while fostering the diversity of the families and children we serve. We seek to accommodate a wide range of individual differences; it is only in unusual circumstances where it may be necessary to consider removing a child from the classroom or program. Only in extreme situations can a child be removed from the classroom as we do not have adequate staffing to keep the room within ratio without the teacher who left with the individual child. Children cannot be placed in another classroom as this may alter room ratio, and we do not have adequate staffing for that scenario.

Efforts to master success in the classroom include behavior management plans, adjusting the environment, working with the parents to ensure home and school is consistent in developmentally appropriate expectations, bringing in outside experts from our early childhood education department or the Area Education Association, creating an Individual Education Plan, etc. Parents are involved in

every step of the process. The head teacher will keep the director as informed as necessary based on the needs of the child and the classroom.

Should a child be an immediate danger to himself or others, the director will be contacted to determine the next steps. If it is determined that a child will be removed for the day, the teaching staff, with permission from the director, will contact the parents to pick up their child. Also, the teaching staff will schedule a conference to discuss the situation and to determine the child's continued enrollment status. The director, the teachers, and the parents shall be present at this conference. In very rare instances, after all options have been exhausted and the challenging behavior has not improved, it may be necessary to exclude a child permanently from the program. If exclusionary measures must be taken, the program suggests resources to the family in accessing services and alternative placement. Our policy is based on the research and recommendations of the U.S. Department of Health and Human Services Office of Early Childhood Development. To read the full brief: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://oese.ed.gov/files/2020/07/policy-statement-ece-expulsions-suspensions.pdf>

With additional support from the NAEYC: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/Standing%20Together.Joint%20Statement.FINAL__9.pdf

Decisions to remove, suspend, or expel a child is a decision that is not made lightly and is assessed on a case-by-case basis considering the child's needs, the classroom needs, etc. There is no one situation that may or may not lead to removal, suspension, or expulsion as the classroom environment, teaching staff, dynamic of children enrolled, child's age and development must all be taken into consideration. There is also not a set timeframe used to determine when a child may be removed, suspended, or expelled. It is truly on a case-by-case basis.

BITING POLICY

Biting is a developmentally appropriate behavior among children birth to three-years-old in group care. Every effort will be made to determine the reasoning or the function behind the biting behavior so teachers and parents can implement strategies to teach the child more appropriate responses than biting.

Children bite for many different reasons. Some of the reasons include, but are not limited to, exploration, teething, investigating cause and effect, attention, frustration in expressing needs or wants, becoming independent, learning to play with other children, anxiety, or feeling threatened by a new or changing situation.

When biting occurs, teachers will record incidents and document observations to better understand the context before and after a bite (where, when, how, who), as well as noting when the behavior is absent. Teachers will also note the location and availability of staff during the incident to ensure proper supervision is taking place. As staff members are working to better understand why the child is doing the behavior, they will work to be proactive in striving to prevent future incidents.

When a child bites another child, the staff will

- Intervene immediately.
- Help the child who was bitten by showing concern and support. First aid will be given, such as washing the wound with soap and running water as well as providing a bandage for an open wound and an ice pack if needed.
- Work to teach the child with the challenging behavior in a caring and firm way that the behavior is not acceptable as well as alternate behaviors that are acceptable.
- Reinforce positive behaviors.

- Provide a confidential incident report to the parents of the bitten child and a confidential biting report to the parents of the biter. These forms assist in documenting and identifying patterns so that staff can work to prevent future incidents by changing the environment and implementing intentional teaching strategies (social-emotional supports). A copy of the incident or biting report will be kept in the child's file. Confidentiality will be maintained by not using other children's names on the forms and training staff to not release children's names when questioned.

If the biting continues, we will

- Meet with the parents of the child who is biting to plan strategies for supporting the child in positive social behaviors.
- Assign a teacher to shadow the child as much as is possible within the confines of group care.
- Consider if changes to the environment and/or routines will assist in reducing future incidents.
- Seek consultation for assistance, if needed.

On the very rare occasion that the biting continues without improvement, the Lab School reserves the right to ask the parents to remove the child from the program so that the parents can find another learning environment that will better meet the child's individual needs.

REST TIME

A daily rest period is required for all young children. Children are not required to sleep but must lay down to rest on the crib/cot provided for each child. A small blanket and one stuffed animal or soft doll may be brought from home for use by toddlers and preschool children. Items from home must fit into the provided storage container at the Lab School, per health requirements. Infants under 12 months of age will be placed on their backs. No pillows, quilts, blankets, comforters, sheepskins, stuffed toys, or other soft products are allowed in cribs of infants less than 12 months. Infants will not be left asleep in car seats, bouncy seats, or other equipment not certified for infant sleep.

SUPERVISION

Children shall be supervised at all times (inside and outside, getting drinks, going to the bathroom, etc.) and ratios maintained. When needed, the parent coordinator, director, or kitchen staff will work in a room on an emergency basis.

Infant & Toddler Supervision: Teaching staff supervises infants and toddlers by sight and sound at all times. This includes rest/nap time and restroom routines.

Preschool Supervision: Teaching staff supervises children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers frequently check on children who are out of sight. An example would be those who can use the toilet independently or who are napping.

FOOD SERVICE

At the Lab School, children are served a nutritional morning snack, lunch, and afternoon snack. The Lab School participates in and follows the guidelines of the Child and Adult Care Food Program (CACFP) through the U.S. Department of Agriculture. Menus are posted on the bulletin board outside each classroom and on our website, www.cdls.hs.iastate.edu. Your child will be encouraged to sample all foods served, but will never be forced to eat.

As participants in the CACFP program, our program must ensure that all children's nutrition needs are being met according to the CACFP guidelines. The only way to monitor this is to have the children eat the food provided by the program. If your child has a medical condition or different dietary needs (e.g., vegetarian, vegan, lactose intolerant), please inform the Lab School by indicating this on your

enrollment form and also completing an allergy/food exception statement. For food allergies/intolerance or other medical conditions, the form must be signed by a medical professional indicating the allergy and the appropriate substitution. We may also need an action plan to be written for food allergies.

CACFP food regulations restrict food brought from home. If food exemptions are medically-necessary, documented, and the Lab School cannot make accommodations, the parent may be asked to provide a supplement/substitution. If a parent provides a supplement/substitution, foods must meet CACFP regulations: food must be in original, unopened packages with a food ingredient label. The Lab School is a “nut-sensitive” facility.

As an essential part of our curriculum, meals are learning experiences for children. Small groups come together to interact, which fosters self-help skills and good nutritional habits socially. Conversation is encouraged at mealtimes and snacks. Parents/guardians are invited to join their children for lunch or snacks whenever possible. We do not allow parents to bring lunch from outside the Lab School. We feel it is essential for parents to be role models for good eating habits by consuming the same food as children. Lunch can be purchased at a nominal fee and a one week notice. If you prefer not to eat, you may still sit with your child to foster positive social skills.

Tooth Brushing

At least once a day, children will practice brushing their teeth after a meal. The Lab School provides toothbrushes for each child. Toothbrushes will be changed monthly or, more often, if a brush becomes contaminated.

NUT SENSITIVE POLICY

To provide a safe learning environment for all students and staff at the Lab School, our school has declared itself a Nut Safe Environment. This means that all children and adults should refrain from bringing to school any food products that contain peanuts, peanut oil, and peanut butter.

Allergies to peanut or tree nut products are potentially fatal. An allergic child or adult, either through consuming, touching, or even smelling the product, can go into anaphylactic shock or die within minutes.

All parents/guardians are asked to check ingredient labels on all food products brought into the Lab School. Children who eat peanut butter at home before coming to Lab School should wash their hands and face before leaving home.

If peanuts/nut products are found at the Lab School, they will be disposed of immediately to inhibit accidental exposure to children/staff with potential or known allergies.

TRANSPORTATION AND PARKING PRIVILEGES

Parents have full responsibility for transporting children. Parking during drop off and pick up of Lab School children is provided on the west side of Parking Lot 43, located immediately east of the Palmer HDFS Building. Families will be provided with a parking sticker to place on your windshield that allows temporary parking for drop-off and pick up. *If you are in the building for longer than 15 minutes, you need to get a special parking tag from the Laboratory School Parent Coordinator to avoid getting a parking ticket.* We will not be able to “take care of” parking tickets given for parking in the reserve parking spaces (east side of Lot 43) or left in unauthorized handicapped spaces.

CARS WITH PARKING PERMITS MAY NOT BE LEFT IN THE PARKING LOT WHILE PARENTS WORK, RUN PERSONAL ERRANDS, ATTEND CLASSES, OR DURING THE DAY WHEN CLASSES ARE NOT IN SESSION OR ON BREAK. If you park overtime or in

unauthorized spaces, your car may be ticketed or towed.

Traffic Safety Guidelines

- When parked, cars should be turned off and not left to idle while dropping off or picking up your child. Running vehicles left unattended can be a safety hazard should the vehicle malfunction while idling in a busy parking lot.
- **PLEASE teach your children to stay with you when leaving and entering the building.**
- **We recommend holding your child's hand.** Children running ahead in the parking lot and inside the building can be in danger of serious injury.
- DRIVERS MUST EXERCISE THE UTMOST PATIENCE AND CAUTION WHEN ENTERING AND LEAVING THE PARKING LOT. **Do not leave any children unattended in a vehicle.**
- Please do not allow your child to climb on the handrails outside of Palmer. The handrails are not designed for this. If a child were to fall, the cement steps could cause serious injury.

When entering campus from the east, drivers are encouraged to turn onto Farmhouse Lane and access Lot 43 from the south side of Bessey Hall to ease traffic congestion that happens on Osborn Lane.

CLOTHING AND PLAY ITEMS FROM HOME

Play Clothes. Send your child to the Lab School in comfortable play clothes and shoes. Play is usually active and often messy; comfortable, washable clothes are important if your child is to participate fully in the program. Outdoor play is scheduled every day as an integral part of our planned curriculum. We expect that you will send your child to school dressed for both indoor and outdoor activities. Children are NOT allowed to wear sweatshirts/jackets/tops/hats with drawstrings or strings attached at the Lab School. If a child has drawstring or strings attached, the teachers will ask the parents to remove them or provide the program with different attire for their child. Additionally, the Lab School recommends that children wear properly sized, closed-toed and closed-back shoes. The children run and climb when outdoors, and flip flops and sandals can be very dangerous on small children.

Please send your child in clothes that are easily manageable when toileting. All children occasionally get their clothes wet and have toileting accidents. Whenever this occurs, it is best to change the child's clothes into an "extra" set of clothing provided by the family. Your child's teacher will request that you bring a complete change of clothing, including underwear, to be kept at school and replenished as needed. Please be sure that you clearly label all items of clothing. It is against child care regulations to have plastic bags in children's cubbies, so please give your child's extra clothes directly to the teaching staff so they can store them appropriately.

Play Items and Other "Things" from home may help your child be more comfortable at school from time to time throughout the year. However, it is often difficult for young children to share their special "treasures" with classmates. Since some items may be more appropriate than others in the group setting, please contact your head teacher before bringing toys, pets, and other things from home. Please note that some animals are not permitted in licensed child care programs by the Department of Human Services (DHS).

Weapon Play and Competition There is a strict policy regarding no weapon play in the Lab School. Children are not permitted to play with weapons of any type or size or to pretend that other items are weapons, including their fingers, hands, or blocks. Viewing aggressive acts in movies, television, or video games is NOT recommended for children. Competitive behavior is minimized in our programs. In young children, competition often increases negative behavior and decreases the acceptance of others.

Furthermore, competition can work against the positive characteristics we are trying to instill in

children, such as cooperation, positive self-concept, acceptance of others, and friendship. Bullying is not considered acceptable behavior; all efforts will be made to guide children in finding appropriate ways to interact with others. Your help in this area is especially appreciated.

INFANT AND TODDLER/ 2's and 3's SPECIFIC INFORMATION

If your child is in Lab 1 for Infants and Toddlers or Lab 2 for 2's and 3's, please review the following information:

- Lab 1 and Lab 2 implement a continuity of care model in caring for our young children. This model means that your child's primary caregiver will remain your child's caregiver until your child moves out of Lab 2. Your child will also be with a cohort of children from infancy to three years of age. This model provides children a sense of security and helps to build their self-confidence and self-esteem.
- Lab 1 is a "shoeless" environment. For safety and health reasons, shoes, pantyhose, and/or bare feet will not be allowed in the room. We are committed to keeping the floors as clean as possible for crawling children. Booties are available at the door to the room to either cover your shoes or to put over your foot.
- Parents must supply disposable diapers (the Lab School will only use cloth diapers when a doctor documents that it is medically necessary), wipes, bottles, formula (if not using the Lab School's formula), extra clothing, and something that the child uses to comfort themselves (if desired). Please mark all items with your child's name.
- For children in Lab 2, the wipes you provide will be used by everyone. **IF** this is a concern for you, please talk to the teaching staff. For children in Lab 1, each child uses only their wipes.
- Children may use pacifiers during rest time or as needed for comfort. If your child uses a pacifier, please mark the pacifier with your child's name. We also ask that when pacifiers are used, you supply two pacifiers for your child.
- We recommend that all new food be tried at home first since a child could have an allergic reaction to a new food. Because of this, please inform us on your daily communication form of any new foods that your child has tried.
- Please talk to your child's teachers if you are a breastfeeding mother for specific procedures related to the storage of breast milk. Please also share with the teachers when you would like breast milk bottle-fed to your child, and when you would like to come in and feed your child. A child can be breastfed in the classroom; however, there is a chair in a secluded area in the observation booth that you can choose to use for privacy during feedings. Lactation rooms are also available throughout the ISU campus and can be located by referencing the following link:
<http://www.mswc.dso.iastate.edu/lactation-locations>
- The National "Back to Sleep" campaign has dramatically reduced the number of deaths due to SIDS (Sudden Infant Death Syndrome). Until one year of age, all babies in the Lab School will be placed on their backs to sleep. If a child is not to be placed on their back, a waiver must be signed by a physician indicating the reason for the exception.
- Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs for infants younger than 12 months.

EXPECTATIONS OF PARENTS

Fees: The Child Development Laboratory School utilizes ISU's centralized billing system through ACCESS+. Billing statements are posted by the last Friday of each month for the following month's tuition. Students and employees of ISU will only receive an e-mail notification of their University bill. Please advise us immediately if you do not receive a billing statement. Pay your bill as soon as possible after receiving the statement to avoid finance charges and to ensure your child's eligibility for continuous enrollment. Payments are due by the 20th of each month. Accounts not paid by the statement due date will be subject to penalty per ISU policy and/or termination of care.

For ISU employees, the most efficient and preferred method of payment is to utilize Payroll Deduction. This option can be set up through your AccessPlus account. Log in to AccessPlus, go to Employee Tab, then select Account/U-Bill, then Payroll Deduct Signup. ISU Students can utilize AccessPlus to conveniently pay from your checking or savings account. Non-ISU families will receive payment instructions from the ISU Treasurer's Office. Questions about tuition billing can be directed to ISU Treasures Office, 1220 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011-2103. ISU will not accept credit/debit cards or cash for tuition payment. Fees include:

- **Enrollment Fee.** A non-refundable, one-time enrollment fee of \$100.00 is charged upon acceptance of a child to any of our programs.
- **Tuition Fee.** A monthly fee is determined by total family income and program. To qualify for the lowest or middle-income fees, a family must submit tax documents. The Lab School will use the most recent year federal income tax returns for income verification. Parents can provide just the first two pages of the federal tax return. Income verification must be provided at the time of enrollment and annually after that. Until current income tax return documentation is provided, the family will be charged at the highest tuition level. If tax documents are not available, please see the Parent Coordinator for acceptable alternative documents. At any time throughout the year, should a family's income change (increase or decrease), please let the Parent Coordinator know so we can ensure that you are being charged the correct tuition. Upon disenrollment, tax documents will be redacted to protect the confidentiality of the family. Financial information is kept for three years and then destroyed.
- Because we use funds from the Child and Adult Care Food Program (CACFP) to support our sliding fee scale, parents using the lowest or middle-income categories on the sliding fee scale are required to complete a CACFP eligibility application. Refusal to complete the CACFP form promptly will result in being charged tuition in the highest income bracket. Children in families with an overdue account may lose their enrollment slot and would not be given priority for future enrollment in the Lab School. Contact the Lab School Parent Coordinator to discuss delinquent fee payments or any exceptional circumstances that may effect on-time payment.
- **Late Pick-up Fee.** Parents will be charged ***\$5.00/minute*** after 5:30. **After two late pick-ups, parents will be charged a \$100 fee +\$5.00/minute.** Teachers will record late fees for processing. If there is a late pick-up fee, the fee will appear on the monthly billing statement from the University. All late fees must be paid each month.
- **Proximity (Access Card) Fee.** Each parent/guardian who does not have an ISU ID will receive a proximity card to access Osborn Drive and the Lab School door. Upon withdrawal from the program, the card will be deactivated, denying access to the Lab School. If a card is lost, there is a replacement charge determined by the University.

Credits or Refunds of tuition will be processed only if parents notify the director or parent coordinator in writing 45 days before the intention to withdraw the child. If 45-day notice is not provided, the family is responsible and will be billed tuition for 45 days.

Financial Assistance Students who qualify for Pell Grant assistance may be eligible for the Child Care Access Means Parents in School (CCAMPIS) program. Families with preschool-age children at or below 200% of the poverty level, not receiving other state or federal assistance, may be eligible for Early Childhood Iowa Preschool Scholarships. The Lab School is a partner program with Ames Community School District in the state's voluntary preschool program (SVPP). Families of children 4-years-old by Sept. 15 participating in this program may receive a reduction in tuition, if available. Contact the Parent Coordinator for more information and assistance in applying for any of these financial assistance programs.

Withdrawal of Child from Program. Notification in writing is required 45 days before the departure

of a child from the program. If a 45-day notice is not provided, the family will still be billed and responsible for tuition for 45 days from the date notice was given. Since many families are waiting for a slot in the Lab School and full enrollment is required to meet our goals, this practice enables us to initiate procedures to fill the vacancy.

Termination of Services. In unusual circumstances, and after exhausting all options, the administrator may ask the parents to remove a child exhibiting challenging behaviors and schedule a conference with the parents and classroom teachers. If the child is removed from the program at the request of the Lab School staff, thirty days is not required.

Additionally, the Lab School reserves the right to terminate services to a family due to misconduct on the part of a family member. Misconduct could include, but not limited to, any of the following concerns:

- Past due bill
- Violating any part of the parent agreement
- Abuse of attendance policy
- Refusal to comply with requests related to the Lab School's ability to provide quality care and education for the child
- Unrealistic demands for a group care setting or demands that do not follow Lab School policies
- Acting physically or verbally threatening toward staff, children, other Lab School families, or ISU students (i.e., not abiding by ISU Violence-Free Campus Policy),
<http://policy.iastate.edu/policy/violence/>

DAILY SCHEDULES/MONTHLY CALENDARS

Daily Schedules: Laboratory School teachers implement daily activities planned to meet our program goals and objectives. Each classroom follows a developmentally appropriate daily schedule adjusted to meet the unique needs of the children served. The Daily Schedules for each classroom are posted on the bulletin board outside of the room and on our website at <http://www.cdls.hs.iastate.edu/program-information/class-schedules/>

Annual Calendar is available on our website at <http://www.cdls.hs.iastate.edu/families/calendar/>

HOLIDAYS

The Laboratory School is closed on the following nine University holidays:

Labor Day	New Year's Day
Thanksgiving Day	Martin Luther King, Jr. Day
Friday after Thanksgiving	Memorial Day
Christmas Eve Day	Fourth of July Holiday
Christmas Day	

The Lab School may elect to close for additional days during the holiday break. For example, if Christmas Eve or New Year's Day falls on a Tuesday, we may elect to close on that Monday as well.

PROFESSIONAL DAYS

The Laboratory School is typically (non-pandemic year) closed for five days in August to allow for deep cleaning of the program rooms and preparation/training of staff for the new school year. This time is considered an essential part of establishing a high-quality program. The Laboratory School may be closed one or two additional days, or the equivalent of, for the teachers to attend professional development meetings. At least a 30-day notice will be given to families noting Lab School closings for professional development in electronic communication from the parent coordinator or director. All closings have previously been figured into the cost of care, and

deductions are spread out over the 12 months of payment. Therefore, the monthly tuition rates are the same for each month.

ATTENDANCE

As a laboratory school, part of our mission is to provide students, researchers, and practitioners opportunities to observe and interact with children. To do this, we require regular attendance, which benefits not only our instructional college program but also the children. Due to the teaching mission of the ISU Lab School, chronic absences and tardy arrivals cause significant disruption for our teachers and students. As such, chronic absences and tardiness will put your child's placement at the Lab School in jeopardy. By sending your child to the ISU Lab School, parents in effect agree to have their child in attendance five days a week arriving by 9 am and stay until 4 pm, with the understanding that 8:30-5:00 is preferred. *

Occasional absences and tardy arrivals are to be expected from time to time. And the Lab School administration certainly understands that illness, family emergencies, religious holidays, doctor's appointments, weather-related issues, family vacations, and similar life events would and should prevent your child from attending on time or at all for a period of time. As situations are as unique as the families we work with, this is just a list of typical reasons that families would have absences or tardiness. If your family is facing extenuating circumstances, we encourage you to talk with the parent coordinator or director.

*For children enrolled in the Statewide Voluntary Preschool Program (SVPP), attendance days are Monday, Tuesday, Thursday, and Friday when ACSD is in session. Children must arrive by 8:30 am to be recorded as on-time per Ames Community School District (ACSD) policies. Child attendance records are reported to the ACSD and become a part of each child's permanent record. SVPP families who do not meet day/time attendance requirements will be excluded from the program and will be charged the full tuition rate.

If this Monday through Friday routine does not work for the parent's or the child's needs, the Lab School certainly understands and appreciates their particular situation and is sorry that we cannot meet their needs. In these cases, the Lab School encourages parents to seek other means of care.

Excused Absences:

The Lab School will grant an excused absence upon a parent/guardian telephone call/message in Brightwheel (before 9:00 on the day of absence) or in-person verification (before the day of the absence) of the child's absence for reasons listed above or any other extenuating circumstance that may come up.

Tardy:

The Lab School will grant an excused tardy upon a parent/guardian telephone call/message in Brightwheel (before 9:00 the same day). Because a tardy constitutes a class disruption, each *unexcused* tardy will be treated as a violation of the attendance policy above.

It's effortless to avoid unexcused tardies by ensuring you call your child's classroom/send a message in Brightwheel by 9:00 (8:30 for SVPP). A tardy is arriving at the Lab School after the 9:00 agreed upon time in the Parent Agreement. An absence is typically a full day away from the program, and families have always been asked to call their child's classroom by 9:00 to let us know if their child will not be attending on a particular day. This communication not only helps the teachers adjust practicum student assignments but also the kitchen staff to know how many

servings to prepare at snacks and lunch per our Child Adult Care Food Program (CACFP) regulations.

Should families show consistent *unexcused* tardy behavior, the parent coordinator and/or director will work with families to encourage regular and consistent attendance. Families not able to make this commitment should consider enrollment elsewhere.

ARRIVAL AND DEPARTURE

Since teachers need time to prepare the environment and for safety reasons, under no circumstances can children be admitted into the classrooms before the Lab School opens each day.

When you arrive, take your child into the classroom, sign your child in using the attendance form, and speak to the teacher in charge. When you pick up your child, let the teacher know that you are leaving and sign out using the attendance form. If someone we do not know is to pick up your child, you must inform the teacher in advance of the pick-up. This person must be listed as an authorized person in your child's Brightwheel contacts. Remind the authorized person that we may ask for identification to ensure your child's safety.

During arrival, it is essential to set up a routine that your family can follow every day. This routine provides your child with a sense of security. It is expected that you walk your child into the room, sign in, greet the teachers and friends, help put away items in the cubby, fasten a nametag on your child, supervise hand washing, and assist your child in selecting a toy or joining an activity. When it is time to go, tell your child you are leaving and say good-bye. If your child is having difficulty separating, signal a teacher for assistance. If your child is upset when you leave, feel free to call us later, and we will let you know how he or she is doing.

During departure, it is also essential to follow a set routine. We recommend that you greet your child and the teachers upon arrival and let your child know how much time he or she has to wrap up the project or activity and sign out. While your child is finishing up, you may touch base with the teachers to discuss your child's day. However, we ask that this conversation be kept to a minimum as the teachers still have responsibilities of supervising other children. (If more conversation is needed, we invite you to set up a time to talk to your child's teacher during his/her office hours). On the way out, check your child's cubby. Be sure and say good-bye to your child's teachers, so they know you are leaving. Due to parking limitations during pick up times, you are asked to avoid a prolonged departure.

Since the laboratory teachers have additional responsibilities at the end of each day, your child must be picked up on time. The time immediately following the dismissal is used to put away materials and equipment, assess the day's events, and to modify the curriculum plans for the next school day. Being prompt is expected and much appreciated.

Once you have reunited with your child and are departing, the Laboratory School is no longer responsible for your child. For safety reasons, please do not let your child run ahead of you inside or outside of the building. We recommend that you hold your child's hand when entering and leaving the program, especially when close to the parking lot.

If parents do not arrive to pick up their child from the program, staff members will first try to contact the parents. If parents are unable to be reached, staff members will try to contact your emergency contact persons. If staff members are unable to contact emergency contact persons,

the Administrator will be notified, and he/she will then notify the Department of Health and Human Services and/or the ISU Department of Public Safety.

PROGRAM CANCELLATION

Incident Weather: Iowa State University will issue one of two types of closure based on weather conditions or other situations. If the University issues a **FULL CLOSURE of its offices, the Child Development Laboratory School will also be closed.** Due to the remote teaching and learning opportunities available to the University community, the University may choose to issue a **PARTIAL CLOSURE**, moving classes to an online format. In this instance, the ISU Lab School reserves the right to make independent closure decisions based on a number of factors including but not limited to the type of weather-related event, risks to families and children, and travel risks to teaching staff. In the rare circumstance that the Lab School remains open during a weather event but travel conditions prevent enough staff on-site to meet the required staff per child ratios, the Lab School is not permitted to operate.

Electrical or Water issues: The Lab School is not permitted to operate without running water or electricity and would close in those situations.

Families will be contacted by Brightwheel regarding closures. A follow up email will also be sent also with more information when available to administration. Notification of closure or delay will be posted on the ISU homepage under “News”.

FIELD TRIPS

Although the children will go on occasional field trips, the number of field trips is limited for two main reasons. First, whenever we leave our building, our regulations dictate that we must take one additional paid staff member to assist with the supervision of the children. Secondly, the children must be in the Lab School when the practicum students are scheduled to be in the rooms. When trips are scheduled, parents will be informed and must give permission for their child to go. Because we have the benefit of being on a university campus, many times of our field trips are “walking” field trips to places like the horse barns, the greenhouses, the campanile, etc. If we go off-campus, public transportation will be used. If you do not wish for your child to attend an outing, please make alternative child care arrangements. Parents are always welcome to join the class on field trips.

CONFIDENTIALITY OF INFORMATION

Each child’s permanent record is stored in Brightwheel and only fully accessible to families and Lab School administration. Files include contact information, health and safety records, and assessment documents. These files are confidential and only available to those who have direct need, such as the child’s primary caregiver, the director, or the parent. Additionally, regulatory agencies may review files at random during licensing or accreditation visits. Parents and guardians may request immediate access to a child’s file.

TOBACCO-FREE/NICOTINE-FREE PROGRAM

As a part of Iowa State University, we are a smoke free campus per the Smokefree Act of 2008. The full policy can be viewed here: <https://www.policy.iastate.edu/policy/smoking>. In addition to the Smokefree Act of 2008, the Child Development Laboratory School prohibits the use of tobacco, nicotine, electronic cigarettes, and vaping not only inside the program space, outdoor

learning and gathering space, but also prohibits the use of tobacco, nicotine, electronic cigarettes, and vaping while on breaks. While we don't transport children to and from the Lab School, we prohibit the use of the above listed nicotine products while on fieldtrips or other activities associated with the Lab School that may be off-campus. Additionally, staff are prohibited from smelling like smoke while working (i.e. clothing, hair).

TAX INFORMATION and FLEXIBLE SPENDING ACCOUNTS

The Laboratory School's tax identification number is 42-6004224. Your statement sent monthly by the University serves as your receipt for income tax purposes. If you have not kept your statements and need to receive a record of your charges for the year, you may contact Accounts Receivables at 294-7388. There may be a charge for this service. If you have an ISU Flexible Spending Account and wish to be reimbursed during the year, we ask that you bring the completed form to the parent coordinator for signature verification (www.asiflex.com).

LICENSING INFORMATION

A copy of Licensing Rules for Child Care Centers in Iowa is available for review in the Lab School office, Room 0351, or from any of the teachers.

APPENDIX 1A

To fulfill our mission of providing students, researchers, and practitioner's opportunities to observe and work with young children, each semester, the Laboratory School works within the Department to accommodate the following HDFS classes:

- HDFS 1020 - Overview of life-span developmental tasks (physical, cognitive, language, social, emotional) examined from various theoretical perspectives. Discussion of topics related to family diversity, individual/family health and well-being and reciprocal relationships as affected by external factors.
- HDFS 2240 - Child Development Birth through 8 Years: This is an introductory course into the growth and development of young children. The Lab Schools' role in this course is to provide students in this practicum observation time as they do not interact directly in the classroom.
- HDFS 3400 - Assessment & Curricula Ages Birth through Two Years: This course focuses on assessment strategies for infants and toddlers. This class can have up to 30 students. The practicum student's role is to interact directly with children. The Lab Schools' role is to provide the student with a 3-hour block of time once a week. Practicum students who feel comfortable interacting with parents may initiate conversations.
- HDFS 3420 - Guidance and Group Management in Early Childhood: This course focuses on teaching pre-service teachers' guidance, prosocial development, and self-regulation in young children. The role the Lab School plays in this course is to accommodate HDFS 3420 students in conjunction with their enrollment in either 3400 or 3430. No additional lab time is created for this group of students; however, they may be asked to observe from the booths.
- HDFS 3430 - Assessment and Programming: Ages 3 through 6 Years: This course focuses on assessment strategies for preschool and kindergarten-aged children. This class can have up to 30 students. The practicum student's role is to interact directly with the children, assess child development, as well as plan and teach lessons. The role the Lab School plays in this course is to accommodate HDFS 3430 students for a three-hour block of time once a week.
- HDFS 3440 - Programming for Children in Early Care and Education: This course is for Child Adult & Family Services majors and focuses on teaching practicum students to develop, implement, and evaluate learning environments in inclusive child care centers and family homes including those with special needs for children birth through age 8. This class can have up to 40 students. The role the Lab School plays in this course is to provide HDFS 3440 students with a 3-hour block one day a week. In this course, the student's purpose is to learn about programming and working with teachers and children.