Family Manual

2014-2015

Child Development Laboratory

Margaret Ritchie School of
Family and Consumer Sciences

University of Idaho
College of Agricultural and Life Sciences

Child Development Laboratory
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If you have any questions about our program, please call me or come by to see me:

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Welcome to the Child Development Laboratory!

The purpose of this manual is to introduce you to our program and our philosophy, and to acquaint you with our purpose, goals, and operating procedures. We look forward to working closely with you and your child.

The Child Development Laboratory is a preschool program that serves three to five year old children. Our mission is to provide a high quality, developmentally appropriate program for young children and their families. Staff members plan and carry out activities that encourage children's growth and development.

The laboratory provides a research and learning setting for students and faculty of the University of Idaho. We appreciate this opportunity to work with you and your child: we learn so much together!

You have chosen an early childhood program that is accredited by the National Association for the Education of Young Children, the nation’s largest organization for young children. NAEYC administers the only national, voluntary, professionally sponsored accreditation system for schools and child care centers for young children.

Programs accredited by NAEYC [(800) 424-2460] have undergone a comprehensive process of internal self-study, and in-depth assessment by external reviewers to confirm that accredited centers are in compliance with the Academy's Criteria for High Quality Early Childhood Programs. These criteria are based on national standards for health, safety and education.

The University of Idaho provides equal opportunity in education and employment on the basis of race, color, religion, national origin, gender, age, disability, or status as a Vietnam-era veteran, as required by state and federal laws.

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CURRICULUM

Philosophy

The philosophy of the Child Development Laboratory is based on meeting children's individual developmental needs and group needs. We aim to support children to reach their potential as learners, as well as help them find joy and satisfaction in their childhoods. We believe that family is the most important element of human development. We want to engage families as partners with us.

Assessment

We plan developmentally appropriate activities for preschool age children and partner with families to identify each child's skills and interests so that we can also meet individual needs. We use formal and informal assessment methods to help us learn about all of the children throughout the year. For example we talk with parents, provide child information forms for parents to complete, conduct developmental screenings, record observations in the classrooms, and engage in home visits and parent conferences.

Curriculum Planning

Staff develop the curriculum of the Child Development Laboratory in response to children's skills, needs, and interests. Staff observe and talk with children and talk often with parents to learn about children's needs. We combine what we learn from parents and children with early learning guidelines and developmentally sound practices to develop our program activities. We aim to foster competence in each child.

We are intentional in our curriculum. We believe the way the classroom is organized and managed supports the child's foundational skills. We believe young children learn best through actual experiences and participation.

We organize our classroom, guidance strategies, and class activities around exploration, participation, and play. We highly respect children's play as learning in progress.

Children in early childhood work on social, emotional, cognitive, language, and physical development. Included in such development are skills for daily functioning. We intentionally provide activities for literacy, language, mathematics, science, arts, movement, and social interactions. We help children focus their attention and use memory strategies. Since young children are developing skills for self-control and initiative, we focus on guidance and activities that help shape emotional competence.

Our daily schedule includes a balance of quiet and active activities, individual and small group activities, and child-choice and teacher-directed activities. A variety of materials and prepared activities are available. We aim to provide a rich, educational, and caring environment for your child.

We are mindful of the sequence of development that occurs as children make transitions to kindergarten. We support children to be ready for that next step. At the end of your child's preschool experience, we hope your child will be a self-confident learner. We hope your child will be ready to be in larger groups of children, and ready to succeed in school skills.

Mission Statements

The main missions of the Child Development Laboratory include:

1. To provide a high quality developmentally appropriate early childhood program for children and families.
2. To provide a laboratory for undergraduate and graduate students who are completing degrees in early childhood development and education, or child development and family relations.
3. To provide a research site for child and family and education research.

We aim to provide enriching learning and cultural experiences through the combined efforts of staff, children and families, and the community.

Our mission includes these child and family outcomes:

All children will have satisfying experiences with children and adults, that nurture their growth and learning across all developmental domains.

All families will have positive early experiences where they learn to partner with agencies in the care and education of their child, and receive program and community resources that support their child, themselves as parents, and their family.

Developmental Goals and Skills

Social Development
The children will:

-know routines for working and playing in group settings
-express their needs and feelings with words and appropriate actions
-show understanding of and empathy for others
-take turns and share materials
-know strategies for showing kindness to others.

Emotional Development
The children will:

-show attitudes of trust, autonomy, and initiative
-use strategies to manage emotions, control impulses, join in play, and resolve conflicts
-use strategies for initiating and successfully making transitions
-show confidence in their abilities to try activities and to do things.

Physical Development
The children will:

-build a positive image of their bodies through awareness of body parts and functions
-increase strength and endurance for movement, balance, and space perception
-refine hand/finger dexterity by manipulating and controlling objects
-use strategies to relax, relieve tension, and appropriately expend energy
-move to a rhythm for creative movement, dance, and percussion activities.

Cognitive Development
The children will:

-use strategies and skills in matching, grouping, and identifying common properties
-tell what comes next in a series of objects or events
-experiment with and describe cause and effect relationships
-use the scientific process that involves making observations, suggesting reasons why things happen, testing suggestions or predictions, observing results, and making conclusions
-use basic number and numeral understanding
-explore weights and measurement tools.

(Continued…)

Language Development
The children will:

-use picture and print symbols, including letters and numerals
-expand and extend vocabulary and sentence structure
-express feelings and describe objects and events
-make requests, ask questions, and give directions
-use turn-taking in conversation
-respond to requests, questions, and directions of others
-listen to, retell, and make up stories, poems, finger plays, and personal memories.

Self-Help Skill Development
The children will:

-show a sense of responsibility for themselves, their belongings, and their environments
-make choices and decisions
-use skills for dressing, serving, eating, toileting, and cleaning
-identify, observe, and practice safety procedures
-attempt new and/or challenging skills
-request assistance when needed.

GUIDANCE AND DISCIPLINE

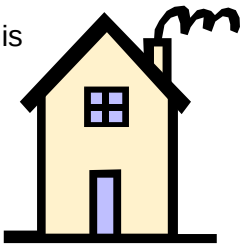
Our goal in providing guidance and discipline is to encourage your child's self-control and self-discipline. We offer choices of activities with structured limits to help children feel safe as they gain self-control. We help children negotiate conflicts with words and problem-solving strategies. Guidelines for behavior are stated in a descriptive manner. An example is "Walk in this room," rather than "Don't run." We especially encourage children to speak their feelings to others, and to use kindness in their interactions.

Minor conflicts arise periodically in the day. Children are encouraged to practice handling these on their own whenever possible and practical. Adults are never far away, however. When appropriate, staff help children use and learn skills for handling conflicts. Staff members always step in if children are behaving in ways that could harm themselves, other children, or property.

HOME - SCHOOL COMMUNICATION

Family is the most important element in young children's lives. Building a strong bond between home and school allows children to feel confident as their social worlds expand. We want you to feel a part of our program, and will do our best to keep you informed of your child's activities at school, and to learn from you about your child.

We believe that your family is an essential partner in helping us know your child. This helps us provide high quality care and education. We hope to talk with you often. We can provide formal and informal ways for you to tell us about your children and to involve you in our program. We want to know what is important to you. We want to know what you feel is important for your child. We will inform you about what we learn throughout the day and about progress your child makes. We value daily communication with parents.



Respecting Children and Families
We believe children deserve the same courtesies and respect that adults receive. Children are often very alert to what is said, even if it appears that they are not listening. Comments made by parents and teachers about children's characters or behaviors tell children what we think of them. This shapes children's images of themselves. Talking about a child in front of a child can be harmful.

We want to talk with you about your child. If children are present, we will include them in the conversation and make every effort to respect their feelings. For some questions, concerns, or comments, you may want to talk to a teacher when your child is not present. We can easily arrange such a discussion whenever needed.

Confidentiality: We are honored that you have chosen our program and hold high principles of confidentiality and respectful privacy of your child and family's personal information. We will share information only with those who have legimate need for it.

Home Visits
During each semester, we arrange home visits at your convenience. By visiting you and your child at home, we meet your children on their own secure ground. These visits provide opportunities to become acquainted with at least one of the teachers before the first day of class. You can talk with teachers without the hubbub of the activities in the center. It is also a good time for you and your child to ask questions about the program. Tell us about your families' needs for your child's preschool experience.

Parent Grievances
We aim to be responsive to your concerns and questions about our program. This includes issues such as programming for children, relationships with staff, issues with our facilities, parking, or questions about fees. Our child development laboratory director is available to speak with you at your convenience about your concerns. The director's number is listed on the first page of the Family Manual.

If you feel that the director does not adequately address your concerns, you may want to contact the Director of the School of Family and Consumer Sciences. The phone number for that office is 208-885-6546.

Come to Preschool Anytime
You are welcome in the laboratory at any time. We encourage parents to come to observe or participate with the children. We especially enjoy having parents share a skill, interest, or hobby.

Siblings
We recognize that sibling relationships are significant. We will be happy to offer suggestions for helping with transitions to and from preschool, for your child and siblings. ***If siblings accompany you to the laboratory, please supervise them.*** The laboratory environment and activities are specifically prepared for children enrolled in our program. Some activities are inappropriate or even unsafe for younger or older children. **Please be especially watchful of young children in the hallways**. University professors and students use the hallways as they enter and exit their classrooms and they do not watch for children. **Doors open rapidly and with force! Important: Siblings are welcome in the laboratory at any time. Please note:**
Parents must always be present with siblings younger than 18 years old. Our insurance only covers children who are enrolled.

Separation from Parents
It is common for young children to be concerned about leaving parents. Your child may be anxious about leaving you when coming to preschool. Sometimes this appears on the first day, sometimes it appears later, and sometimes it does not happen at all. Some children find it comforting to keep an item belonging to their parents with them. This makes them feel secure. It assures them that their parents will return. Children like to know where you will be and what you will be doing while they are at school.

We want to work with you to help your child make a happy smooth transition. If your child experiences separation anxiety, we can work together using strategies that help your child make the separation from home and parents to school.

The Daily Schedule
Each week, a schedule is sent home. You may want to look through the schedule and discuss it with your child. Children may have difficulty answering a general question such as "How was school today?" Many parents find they get a more vivid description when they ask about activities from the schedule.

The daily schedule usually includes the following:

Arrival: During this time children come into the laboratory, hang up their coats, put on their nametags, and select activities.

Grouptime: The children gather as a group one or two times a day. Songs, creative movement, stories, discussions, and special presentations take place.

Small Group: Children go to small groups to work on specific activities and/or skills planned by the teachers. Activities range from experimenting and creative problem-solving, to storytelling, role-playing, and physical challenges.

Worktime: During worktime children use all parts of the classroom, and sometimes the outside area. Children choose from activities intentionally set up for play and participation. Look for opportunities for physical experiences and literacy, mathematics, science, and social interactions in their play.

Clean-up/Transition: The children assist in cleaning up as they go along and after arrival and worktime. Transition activities are designed to help children move smoothly from one part of the day to the next.

Snack: The children sometimes help prepare their own snacks. Nutrition faculty in the School of Family and Consumer Sciences cooperate with the laboratory staff to recommend offerings of a variety of foods.

Outside Play: Activities that use large motor skills are sometimes best offered outside. Unless the weather is completely forbidding, children go out for part of each day. *Please help your child select clothing appropriate for the weather and rugged outdoor play. Please note: Closed toes shoes are required for riding tricycles and scooters.*

Departure: Departure brings another transition for children. Teachers will assist you and your child to make this time as relaxed as possible. For your child's safety, always check off your name with the teachers as you depart with your child.

Parent Announcements and Information/Family Letter
Along with the daily schedules, parent announcements and family letters are placed in your child's cubby. These inform you of upcoming events, describe activities you may enjoy with your child, and discuss items of concern to you or your child. Announcements may also be posted on the laboratory door.

A parent bulletin board is located just outside the laboratory door. This has a changing display of information for parents.

Informal Communication
The teachers use notes and telephone calls to communicate with you, and hope you will do the same. Arrival and departure times are good times to exchange quick information. If you have a particular concern about your child or the program, we are available to set up a time to privately meet with you at your convenience.

Conferences
At the end of each semester, parent/teacher conferences are scheduled. This is an opportunity for you and our staff to discuss your child's growth and development. We will share information that we have collected about your child. We also look forward to talking with you to hear other information or concerns you have about your child.

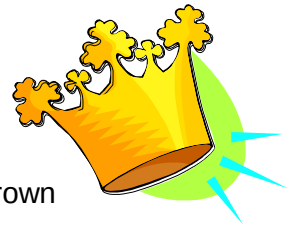
Cubby Mail Policy
Please remember to check your child's cubby at arrival and departure. You never know what exciting items may be there. Teachers use the children's cubbies as a means of communicating with parents. Informal notes from the staff to parents, from children to parents, or from children to children may also be placed in the cubbies. Staff may pass on articles and information about community activities that are of interest to parents.

Distribution of political or religious information is strictly prohibited by university regulations. All material distributed through the cubbies must be approved by the laboratory director before being placed in the children's cubbies.

Any information that parents would like to share through "cubby mail" must also be approved by the director. **Please be kind about passing out party invitations in the cubbies or at school, including the parking area. Unless every child is invited, this results in hurt feelings**.

Birthdays
Many families express interest in celebrating their child's birthday at school. Here is how we celebrate at the Child Development Laboratory. On children's birthdays we will have:

- A board where children celebrating birthdays can display photographs from home. These can include one or more photos of anything the child thinks is significant (e.g., a recent snapshot, a family picture, a picture of the child as a baby).
- A birthday crown. Children celebrating a birthday will be offered an opportunity to make and decorate a crown. The child may wear the crown throughout the day whenever he or she chooses.



- A birthday picture. We will take a digital photograph of the child wearing the crown and put it up in our classroom to honor the child.
- A recognition of the birthday during snack time. As always, we hope families will be able to join us for snack time when we will sing "Happy Birthday."

Please note: We are unable to serve the children any food brought from home. Best practice in early childhood programs stresses following food service and food safety regulations. These regulations stress that we must serve only food that has been prepared on site. Please talk to the laboratory director if you have questions or comments about this policy.

Babysitting
It is the policy of the Child Development Laboratory program to refrain from recommending baby-sitters from among our staff and students. Contact between children and staff outside of the laboratory is at the parents' discretion. If a staff member or student is asked by a parent to baby-sit, that arrangement becomes the responsibility of the parent, with the program bearing no responsibility or liability.

Bringing Special Items from Home
We encourage a home-school connection by having the children bring items from home. This occurs informally when the children bring in a nature object found in the park or backyard, a picture from a family celebration or trip, or the fascinating contents of their pockets. We offer the following guidelines to help you and your child determine which items are appropriate to bring to school.

- Bringing blankets or other "favorite" security items is typical of young children. We respect children's attachment to these items.
- Fragile or precious items should be accompanied by an adult. While we teach respect for the property of others, accidents can and do happen. If your child wants to share a fragile or very precious object, please come with your child and help him or her show it to the class. If items are very small, please enclose in a safe container children can view the item through (such as a clear plastic container with a lid). Small objects are a choking hazard for young children.
- Please put your child's name on objects brought from home. Sometimes children bring similar objects and/or we find stray objects in the laboratory. A name makes it much easier to make sure objects go home with their owners.
- Some things that have been shared successfully in the laboratory are: pictures, plants, books, homegrown vegetables, rocks (a favorite of many children), non-fragile items from a family's travels, tools, grandparents, baby brothers and sisters, art or craft projects, and nature items.
- If you ever have a question about something your child wants to bring, please call us. We can discuss strategies with you to help your child have a successful sharing experience.

Please note: Everyday toys brought from home are not encouraged, as they often distract or prevent children from engaging in activities offered at preschool.

Pet Policy
We know that family pets are often important in the lives of you and your children, and many of us enjoy animals too! We ask, however, that you not bring your family pet to preschool. Some children may be fearful of or allergic to certain animals, some animals are known to carry diseases, and even pets who are very gentle at home can act unpredictably in a strange environment. If you have a pet at home your child is excited to share with the class, please talk with us about an alternative way for your child to do this. For example, your child may want to bring in some photographs and/or a story you have helped him or her write about the pet.

Toy Guns/Swords and Aggressive Action Figures
There are many different values concerning toy weapons. While some children this age know the difference between real and toy weapons, others may not. Children also have differing backgrounds in their awareness and understanding of weapon use and safety. In a group setting, the safety and comfort of all the children is important. To avoid confusion and to help all of our children feel secure, we ask that you not allow your child to bring toy weapons to school. This includes guns of all types, swords, or other toys that are replicas of weapons. Toys that transform to weapons or toy action figures that use weapons should not be brought to the laboratory.

OPERATING PROCEDURES

Fees and Refunds
Semester fees are due by September 26 and February 13. Payments should be given to the laboratory director. Please write a check payable to the University of Idaho Bursar. You will be given a receipt after you make your payment.

Fees paid cover the cost of each semester of preschool. Fees are not calculated on an hourly basis. Due to student or program needs, hours may need to be adjusted on occasion. *Full payment for each semester is required, regardless of absences or early exits from the program.*

If full payment cannot be made on time, please let the laboratory director know. A payment plan can be arranged.

Selection Policy
Children and their families are purposefully selected for enrollment from those who apply. Children must be at least three years old and no older than five years old before September 1, the year of enrollment. Efforts are made to balance the enrollment with girls and boys from a variety of backgrounds.

Days and Hours of Operation
The Child Development Laboratory operates during the fall and spring semesters of the University of Idaho school year. Classes for the children typically start one or two weeks after U of I classes begin and end two weeks before the end of the semester. We observe university holidays and emergency closures.

The morning class meets Monday, Wednesday, and Friday from 9:00 to 11:20. The afternoon class meets from 1:00 to 3:20. Young children need time to make the transitions between home and school. We plan ten minutes at the end of our scheduled day for departure. Departure of children by 11:30 a.m. or 3:30 p.m. is very important to the teachers. All members of the staff, including the graduate teachers, must attend a class immediately following preschool.

Prompt pick-up is important. A "left-behind" child often becomes concerned when parents are late, despite the reassurances of our teachers. If you are going to be late, please call us so that we can relay the information to your child.

Parking
Several, but a limited number, of parking spaces are reserved for those who will drive children to school. You will receive information about how to obtain a permit to park in these spaces. We welcome parents to the classroom and hope you will join us often. We also ask that you please be thoughtful about the other families who also need to park and plan for alternative parking arrangements if you will be staying for longer than the 15 minutes designated in the short term parking spaces. Tickets may be issued by parking services to vehicles in violation of the time limit or to vehicles not displaying the required permit. These efforts support our families and program and we are thankful for a longstanding supportive relationship with Parking Services.

Delivering and Picking Up Children
Please enter our building through either the South entrance up a few stairs from the back of the parking area, or through the East basement entrance accessed by going down the stairwell at the back of the parking area. Our entry door is located on the basement level, near the East entrance to the building. When the door is opened a few minutes before 9:00 or 1:00 there will be a teacher nearby with an attendance sheet. As he or she welcomes you, your child will be checked in and out of the program. The person who brings and picks up each child is recorded. **For safety reasons, we require that an adult accompany children to and from the laboratory door**. Many of our lab families have young children in addition to the preschooler and need extra help getting from the car to the lab. Please let us know if you need help at arrival and departure as you move from the parking lot to the classroom. *We strongly discourage parents from leaving a child in the car alone.*

The staff use the hour before each session to prepare for the day's activities. Please remain with your child outside of the classroom until the doors are opened near 9:00 a.m. or 1:00 p.m. We will then be ready to give full attention to the children.

At the end of the school day, your child will be released only to you or an adult you designate **in writing**. Your child will only be released to an adult. Please avoid sending older siblings inside to pick up your child. When you pick up your child, always checkout with the teacher assigned to departure duty before leaving.

Food and Drink from Home
No food or drink from outside the laboratory can be brought into the laboratory. Best practice in early childhood programs stresses following food service and food safety regulations. These regulations stress that we must allow only food that has been prepared on site. In addition, some children and adults have serious food allergies that can be affected by even small exposures. Please be sure to check that siblings also do not bring food or drinks on site. Please talk to our director if you have questions or comments about this policy.

Clothing
Please note our "Ooshy Gooshy Play Policy." We strongly recommend that children wear clothes and shoes that can get dirty.

Dismissal from the Program
Participation in the Child Development Laboratory is at the discretion of the University of Idaho. A major mission of the Child Development Laboratory is to provide a laboratory for students and faculty of the University of Idaho. A second mission is to provide a successful preschool experience for children and their families. When either mission is threatened by continued participation of a family, the family may be dismissed from the program. The family will be given a grace period of two weeks before dismissal will be final.

Safety, Illness, and Injury
Information on your child's Physical Exam, Child Information, and Emergency Forms should be complete and accurate. Please notify the staff of any changes that could affect our ability to help your child or us contact you.

Chewing Gum and Candy
Chewing gum and candies are choking hazards for young children. Please help us keep the children safe by not sending your child to school with these items.

Immunization Requirement
All children in our program must be fully immunized for their appropriate ages. Your physician or the local health department are helpful sources for ensuring that your child is immunized according to Idaho current requirements. The required annual wellness visit to a physician is a recommended time for verifying that your child is up to date with immunizations. Be sure to give the head teacher or director evidence of your child's proper immunization before the first day of class. Children who are not properly immunized will be excluded from the program and will not be allowed to enter until evidence of immunization is provided. Parents are also responsible for maintaining current immunization status as children require additional vaccines.
Children whose parents choose not to have them immunized will be excluded promptly if a vaccine-preventable disease occurs in the community. Parents who choose not to have their child immunized are required to present appropriate exemption documentation.

Illness or Injury at School
If a child becomes ill or is injured while at school, first aid will be administered as needed, parents will be notified of action taken, and an accident/illness report will be filled out. In the case of serious illness or injury, the information you provided on the Emergency Information Form will be followed.

Medications
The program staff will not administer medications. Exception can be made if medication is required on an emergency or other essential basis. It is expected that a physician's directive will be filed in the children's personal files. Specialized training on administering the medication is expected to be planned and provided by the parents requesting the medication.

Deciding Whether Your Child is Too Sick for Attendance
The effect of illness on attendance is dealt with on a case-by-case basis. Please let us know if your child has been sick and you have questions about whether he/she should attend school. Sick children need not be excluded for occasional coughing or sneezing. Exclusion is warranted for significant fever (100°F or higher); for frank diarrhea, which is defined as two abnormal stools in a 24-hour period; for contagious illness such as mumps; or nuisance diseases such as head lice. Such exclusion protects well children. Our primary concern is for the health and comfort of all the children involved. Guidelines we consider are: how long the child has been free from fever, type of illness, likelihood of contagion, and ability of the child to handle the regular school routine.

We plan to play outside every day. Fresh air and exercise are important for children’s well-being, and are not known to cause or complicate minor illnesses in children. We are not able to keep children inside at parents’ request. If you feel your child is too ill to play outside, please keep him or her home that day.

Children's Personal Safety
During session hours, we strive to provide a safe environment for your child. Children are always within view and/or earshot of at least two adults. Staff members are instructed to refrain from touching children's bodies generally covered by a swimsuit. Staff members will, however, provide assistance with toileting hygiene. Please let us know what your child's toileting needs are, on the Child Information Sheet.

Safety Rules Protecting Against Smoking or Firearms
Smoking is not allowed in or within 25 feet of the Niccolls Building, which houses the Child Development Laboratory. Smoking is also not allowed on the playground.
Firearms are absolutely prohibited in the Child Development Laboratory except for authorized law enforcement officials or others authorizeded by law or University policy.

Suspected Child Abuse
Staff members notify the laboratory director if suspicious injuries or symptoms of child abuse are observed. Idaho law requires that we report signs of abuse to Children and Family Services.

Adult Roles
Laboratory Director: This faculty member oversees the Child Development Laboratory and guides the staff. The director works closely with the faculty instructor and has authority and responsibility for the administration of the laboratory program as it affects the university students, faculty, and enrolled children and their parents. The director is also responsible for management of the laboratory, including overseeing daily routines and procedures. The director is available for consultation with you about our program or your child's needs.

Faculty Professor: This faculty member advises and teaches the practicum student teachers both in the laboratory and during weekly professional seminars. This person has often taught the students in some of their earlier classes that have prepared them to teach in the laboratory. The professor is an essential part of the staff and works closely each week with the laboratory director and teachers, as well as the practicum students.

Graduate Student Lead Teachers: Each of the laboratory sessions has a lead teacher who is a graduate student studying child development/family relations. The lead teacher plans and carries out activities, supervises the class, trains and supports practicum teachers, conducts parent conferences, and carries out management duties in the laboratory. The lead teacher is the major contact for day-to-day parent concerns.

Practicum Student Teachers: These are junior and senior child development and family relations or early childhood development and education majors. They participate in a semester-long experience in the laboratory. They initially serve as supporting teachers and then exchange lead teacher responsibilities of planning and leading activities and communicating with parents.

Other University Students: Students in child development courses are actively involved in working with or observing the children and their development. Students in family relations courses provide parent education and support group activities.

Research and Instructional Staff: Research activities are often carried out with children and families in the laboratory. Research projects conducted in the laboratory are approved following standard university guidelines. *Formal research projects that focus on an individual child require parental consent.* The staff or faculty may carry out videotaping of typical development and activities in the laboratory. These tapes may be used for instructional purposes in classes and presentations. A parental Permission to Videotape and Photograph form is included with the other forms in the final section of this manual.

Parents: Parents are important to our program. We welcome opportunities to build relationships between school and families. Please visit, observe, and participate!

Child Development Laboratory

Creativity is an important part of our program. The children work with tempera paints, fingerpaints, watercolors, food coloring, markers, crayons, chalk, pastels, glue, playdough, sand, water, and other creative materials.

While we have children wear smocks, it is difficult to prevent all contact between clothing and materials. Please have your child wear clothes that can "take" the severe workout our young creators give them.

We also have a large sandbox outside in which many children love to dig and explore. Shoes and clothing are likely to go home with some sand attached!

Thanks!

We welcome the opportunity to be a part of your family's life. Thank you for sharing the opportunity to grow with your child and family.

FORMS

Parents:

Please carefully read and complete all of the forms in the following section before preschool begins. Please note that the forms for your child's visit to a physician/health care provider are included. *(The Child Development Laboratory may request that you send some forms in prior to the beginning of the school year.)*

Dear Parents,

The Child Development Laboratory is used for educating students and for research for the University of Idaho School of Family and Consumer Sciences. We are interested in showing our students episodes of TYPICAL development. During laboratory sessions, we videotape or photograph the children and teachers in the laboratory in their normal classroom activities. These videotapes and pictures are sometimes used for instructional purposes in classes, presentations, reports, or for a web course.

Our belief in respecting children as people guides our showing of children in presentations. All tapes and pictures used are presented with respect for the children who are in the episodes.

We would like your permission to use visuals of your child engaged in typical activities for classes, educational materials about the Child Development Laboratory, and professional presentations. If we want to show anything other than children in typical day to day activities, we will seek special permission from parents.

Please sign the attached forms if you will allow us to use visuals of your child. If you object to having your child photographed, please call me at 208-885-6357. Thank you for your support for our laboratory.

Sincerely,

Suzanne Planck
Director, Child Development Laboratory

2014-2015

Permission to Videotape and Photograph

I give permission for my child, _____, to be videotaped and/or photographed during regular classroom activities in the Child Development Laboratory and for the resulting visuals to be used for instructional and other educational purposes.

_____ _____

Date **Signature of Legal Parent or Guardian**

2014-2015

Field Trip Authorization

The Child Development Laboratory does not leave campus for field trips. We do however, leave the preschool to take nature walks and visit other sites on or near campus.

Yes, _____ **has** my permission to participate in field trips on the University of Idaho campus.

No, _____ **does not** have my permission to participate in field trips on the University of Idaho campus.

_____	_____
Date	**Signature of Legal Parent or Guardian**

CHILD DEVELOPMENT LABORATORY **2014-2015**
SCHOOL OF FAMILY AND CONSUMER SCIENCES
UNIVERSITY OF IDAHO

CHILD and FAMILY INFORMATION SHEET

Child's full name _____ Birthdate _____

Name(s) used by family or preferred for school _____

Home address _____ Home Telephone _____

Legal Parent/Guardian Name _____ Age _____

Education _____

Occupation _____

Hobbies and Interests _____

Legal Parent/Guardian Name _____ Age _____

Education _____

Occupation _____

Hobbies and Interests _____

Other adult family members in the household

Name	Relationship to child

Children in family - please list all children in order of birth (including the child enrolled in this program)

Name	Sex	Birthdate

Other significant adults in the child's life _____ Relationship to Child _____

_____

_____

Either parent not born in the USA? _____ Where? _____

What is the dominant language used in the home? _____

Other languages used in the home _____ By whom? _____

If a language other than English is your child's dominant language, please tell us your preferences for your child's communication and language use at preschool.

_____

_____

_____

_____

If a language other than English is your (parent) dominant language, do you have suggestions about how we may most effectively communicate with you?

_____

_____

_____.

List any food allergies your child has _____

_____

List name and amount of any regular medication(s) _____

_____

Has your child had any serious illnesses, operations, or accidents? If so, please describe briefly.

Is your child up-to-date on immunization? Idaho State law requires that a copy of your child's up-to-date immunizations be on file before your child attends our program. This is in addition to the physician's form. Evidence of appropriate immunizations must be presented to the Head Teacher before a child may attend the laboratory. (See p. 13) _____

_____

_____

Are there any special considerations we should make for your child due to his/her general physical condition?

Does your child show a preference for right hand? _____ Left? _____ Neither/both? _____

What words does child use for urination? _____ Bowel movements? _____

What responsibility does your child assume towards toileting? _____

_____

_____

Does your child prefer to play alone? _____ With other children? _____With adults? _____

What types of activities does your child enjoy sharing with family members?

List favorite toys and activities:

Indoors---

Outdoors---

List favorite companions of child - real or imaginary (please specify)

Describe your child's interests:

Does your child have any concerns or fears of which the preschool staff should be aware?

Please list the names of any individuals you would like to authorize to have access to health information about your child (if applicable):

Name of individual	Signature of Legal Parent or Guardian
Name of individual	Signature of Legal Parent or Guardian
Name of individual	Signature of Legal Parent or Guardian

If you wish, please tell us anything else you would like us to know about your race, religion, culture, or family structure._____

_____

_____

_____

_____

_____

EMERGENCY INFORMATION 2014-2015

Please note: If you would like people on your emergency form to be able to pick up your child, you must also include them on the authorization to pick up form on the next page

Child's name _____ Home phone _____

Legal Parent/Guardian name _____ Day phone _____

Legal Parent/Guardian name _____ Day phone _____

Home address _____

Child's doctor _____ Phone _____

In case of emergency and/or parents cannot be reached, please notify:

Name _____ Phone _____

Name _____ Phone _____

EMERGENCY MEDICAL TREATMENT PROCEDURE

It is the policy of the Child Development Laboratory to transport an injured child to the Gritman Medical Center Emergency Department, should a child be hurt while at school and require emergency treatment.

This policy will be followed if it is the judgment of the person in charge that delay in securing treatment would not be in the best interest of the child.

Whenever possible, the parents will be notified and the child released to the parents for medical treatment.

_____ Yes, we would like the above procedure followed for _____
(Child's name)

_____
(Signature of Legal Parent or Guardian)

_____ No, we don't want the above policy followed for _____
(Child's name)

We would rather have the following procedure followed:

_____

_____

_____

_____
(Signature of Legal Parent or Guardian)

Please also complete <u>both sides</u> of the Emergency Medical Treatment Form you will receive from the Child Development Laboratory. Be sure to include your child's health insurance policy number.

AUTHORIZATION FOR PICK UP 2014-2015

THE FOLLOWING PEOPLE ARE AUTHORIZED TO PICK UP _____
(Child's name)

(Those picking up children must be age 18 or older. Please be sure to include your emergency contacts, if you would like them to be able to pick up your child.)

1. _____
Name of person authorized

_____
Legal parent/guardian signature

2. _____
Name of person authorized

_____
Legal parent/guardian signature

3. _____
Name of person authorized

_____
Legal parent/guardian signature

4. _____
Name of person authorized

_____
Legal parent/guardian signature

If you **do not** wish to authorize others to pick up your child, please indicate this below:

___I do not authorize anyone other than my child's legal parent/guardian to pick up my child.

Student Schedules

If either parent or guardian is a student at the U of I, please list your schedule(s) for the times your child is in the Child Development Laboratory. Please provide us with a new schedule for the spring semester once you have registered.

PHYSICIAN'S EXAM FORM 2014-2015

(Physicians: Please complete all items. Be certain to verify that immunizations are up-to-date and provide a current copy of the child's record.)

Child's name _____
last first middle

Address _____

_____

Sex M F

Birthdate _____

OVERALL STATEMENT OF HEALTH

I examined this child on _____
date

In my opinion, this child is in _____ excellent _____ good _____ poor health.

Notes on results of the physical exam

Weight _____

(percentile) _____

Height _____

(percentile) _____

Blood pressure _____

Vision _____

Audiogram _____

Ears/nose/throat _____

Eyes _____

Neck _____

Chest _____

Lungs _____

Heart _____

Extremities _____

Abdomen _____

Neurological _____

Coordination _____

Recommendations _____

_____

Restrictions _____

_____

PHYSICIAN'S EXAM FORM

Known allergies _____

_____

Medications or supplements _____

_____

Health History

Prenatal, perinatal, and postnatal development. Are there any significant findings that could influence this child's adaptation to an early childhood program (e.g., physical handicap, sensory loss, developmental irregularities)?

Chronic illnesses. Does the child have any chronic illness that may require regular medication, special observation, or precautions in a group setting (e.g., recurrent ear infections, seizure disorder, or allergies)?

Hospitalizations, surgery, or special tests

Pertinent family, social, or health characteristics

PHYSICIAN'S EXAM FORM

Past illnesses

Illness	Date	Illness	Date
Diphtheria	_____	Chicken pox	_____
Pertussis	_____	Pneumonia	_____
Measles	_____	Scarlet fever	_____
Mumps	_____	Other _____	_____
Rubella	_____	Other _____	_____

Are this child's immunizations up-to-date? _____ Yes _____ No (explain)

<u>Attach a copy of the child's immunization records.</u>

_____

Signature of examiner Date

Printed name of examiner _____

Address _____

Phone _____