

**CHILD
DEVELOPMENT
CENTER

FAMILY

HANDBOOK**

UNIVERSITY OF RHODE ISLAND
College of Human Science and Services
Department of Human Development and Family
Studies

10 Lower College Road
Kingston, RI 02881
874-2758

CHILD DEVELOPMENT CENTER FAMILY HANDBOOK

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September 25, 2009

WELCOME AND INTRODUCTION

TO: Child Development Center Families

FROM: Susan Warford, Director

DATE: September, 2009

Welcome to the University of Rhode Island Child Development Center. The purpose of this handbook is to provide you with information related to the CDC's program and policies. Please read it carefully and keep it for future reference.

The staff of the Child Development Center feels very strongly that families are the most important people in the lives of their children. Consequently, we wish to form a partnership with you to best meet the needs of your child and family. To facilitate this partnership, please feel free to approach us often with concerns, suggestions, or information about your child or our program.

We look forward to a nurturing and rewarding partnership with you and your child.

CDC STAFF

Susan D. G. Warford, M.Ed.	Director	874-2758
Sarah Downing, B.S.	Teacher	874-2758
Marisa Duhaime, B.S.	Teacher	874-2758
Sharon Greenwood, B.S.	Teacher	874-2758
Susan Keefe, M.S.	Teacher	874-2758
Jessica MacLeod, B.S.	Teacher	874-2758
Ann Twomey, M. Ed.	Teacher	874-2758
Denice Couchon	Secretary	874-2758

HISTORY OF THE CHILD DEVELOPMENT CENTER



The present Child Development Center program has its roots in a campus nursery school program started in the 1920s. The original nursery school was a half-day program operating two days a week in a building that is currently the Kingston Inn. In 1958 the present building was designed and constructed to specifically serve as the Child Development Center. The program continued to be a half-day session until 1980 when a full-day child-care option was added. In September of 1995, the Child Development Center introduced a full-day kindergarten option. The Child Development Center serves approximately 40 families per year. The Child Development Center continues to be the campus laboratory school where student training and research are important priorities.

MISSION STATEMENT

Approved by the Department of Human Development and Family Studies
Spring 1993

The Child Development Center is part of the Department of Human Development and Family Studies at the University of Rhode Island. The Department offers undergraduate and graduate degrees in areas related to working with children and families.

The CDC has three missions which mirror those of the University--teaching, research, and service.

- Relative to teaching, the CDC provides high quality early care and education programs for preschool and kindergarten children and their families. The CDC also fulfills a teaching mission for URI students with approximately 150 intermediate and advanced undergraduate students completing practica at the center each year. A larger number of URI students (almost 500 per year) use the CDC as an observation site for assignments in a variety of courses across campus.
- The CDC serves as a research site with the CDC children, families, and staff participating in research studies conducted by URI faculty and students. Investigations may focus on a range of topics related to the social, emotional, physical, and cognitive development of young children; the creation and management of early education environments; relationships between teachers and children, teachers and parents, and parents and children.
- In the area of service, the CDC is dedicated to providing an exemplary early care and education program that serves as a model of the best in early childhood practices. As the campus "lab school," the CDC serves as a resource for early childhood educators in RI. Educators from across the state can call with questions or requests to observe. The staff also participates in outreach to the community by being active in professional organizations devoted to young children and by presenting at state and regional conferences.

PROGRAM PHILOSOPHY

The URI Child Development Center early childhood program is based on a belief in the uniqueness and intrinsic value of each child, family, student, and staff member. We therefore strive to develop a program that will enhance the development of each child and family to the fullest extent possible as functional families encourage healthy development in children. Our program philosophy, curriculum, and objectives are based on the integration of a number of theories of child development and early education as well as on recent research findings.

One significant influence, which informs our decisions is the National Association for the Education of Young Children's position statement on Developmentally Appropriate Practice. This statement emphasizes the importance of basing curriculum decisions on three critical factors: age appropriateness in which decisions are made based on what is known about children's growth and development in the early childhood years, individual appropriateness in which decisions are made understanding that each individual child has unique strengths, interests and needs and social and cultural appropriateness in which decisions are made based on knowledge about child's social and cultural environment. In a developmentally appropriate program, each of these factors inform curricular decisions.

Other influences include the integration of a number of child development and early education theories and approaches. The constructivist theory advocated by Piaget, Forman, Kamii, DeVries and others tells us that children construct their own knowledge as they strive to make sense of the world around them. Children learn when they are actively engaged and intrinsically motivated to learn. The teacher's role is to provide a rich and diverse environment with many opportunities for exploration, investigation, formulating questions, and solving problems.

The Child Development Center's philosophy is influenced by the work of Howard Gardner. His theory articulates the existence of eight intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Gardner emphasizes the importance of recognizing that each child has a unique approach to learning and that teachers must provide curricular opportunities in each of these eight intelligences so that all children can experience success.

Lev Vygotsky's work articulates the importance of social interaction for learning to take place. Additionally, educators from the city of Reggio Emilia, Italy emphasize the importance of providing opportunities for creativity and for documenting children's ideas in a variety of different ways.

Based on the belief that children are best understood within the context of their family and community, the CDC strives to foster strong reciprocal relationships with families and to use knowledge of the community it serves as an integral part of curriculum and children's learning experiences. The CDC seeks to understand families' personal and cultural backgrounds, creates and maintains effective two-way communication and supports and nurtures family members to be effective advocates for their children. Families are encouraged to work in partnership sharing their knowledge of their child's interests, approaches to learning, and the child's developmental needs and to learn about their concerns and goals for their child. Families are encouraged to be active participants in the program and are offered numerous and diverse opportunities to be included in all aspects of the program.

STATEMENT ON CURRICULUM

Based on our philosophy and our program goals, the curriculum of the preschool and kindergarten programs at the CDC are designed to meet the needs of the whole child through a play-oriented, integrated approach. At the Child Development Center, we see curriculum as not only the specific activities presented to children but also encompassing everything that happens in an early childhood classroom. Curriculum includes a consistent daily schedule, a well-defined classroom environment, the positive verbal and nonverbal climate, the teacher's instructional strategies, peaceful guidance techniques, informal discussions, the types of activities presented, among other components. Thus, at the Child Development Center, all decisions we make about practices with young children are an integral part of what we call curriculum.

Translating this view of curriculum into daily practice, the Child Development Center uses an environmentally oriented curriculum based on the work of Diane Trister Dodge who advocates that the classroom environment serves as the overarching structure for curriculum. We provide an environment which is divided into learning centers including an art area, a block area, a manipulative area, a library corner, a family living/dramatic play area, a writing center, a computer area, a texture table, and a science area. During child choice activity times, each learning center provides activities consistent with that area of the classroom. Children are free to choose a center or centers for participation as well as the nature of their interaction with the materials. Thus, each learning experiences provides children opportunities to move toward many goals.

During our activity times, over the course of a week, the following types of activities will be frequently offered:

- Creative art - Examples include painting, collage, gluing, recycled construction, sculpting, etc.
- Manipulatives - Examples include buttons, sifters, small blocks, Lego people, popsicle sticks, tongs, etc.
- Science Experiences - Examples include weights, magnets, balancing, pulleys, pendulums, mixing, catapulting, sensory experiences, etc.
- Texture Experiences - Examples include water, sand, goopy-goop, rice, beans, silly putty, puff balls, etc.
- Creative Dramatics - Examples include circus play, hospital play, restaurant play, beauty parlor, car wash, etc.

- *Large Block / Gross Motor* - Examples include climber, balance beam, trikes, construction with blocks, target activities, dancing, tumbling, etc.
- *Meeting Time* - Examples include songs, stories, instruments, finger plays, games, movement, experiments, literacy activities, listening, etc.
- *Literacy Experiences* - Examples include journal writing, language experience stories, poems and stories on charts, big books, story retelling, book making, dictating experiences, letter searches, etc.
- *Numeracy Experiences* - Examples include graphs and charts, group math games, measuring, calendar, classifying, seriating, etc.

Within this environmentally oriented curriculum, a number of strands are woven into our emergent planning. Guided by Piaget's constructivist theory on how children learn, the use of physical knowledge activities gives children the opportunity to learn how the world works through the movement of objects and changes in objects. Children are engaged in building knowledge of the physical world as they vary and change their actions, make observations and evaluate the results. Children might explore shadow-making, rolling or pendulum swinging.

Another strand is process investigations focus on the processes of the world as opposed to particular content and emerge from children's questions. "Why does that paper towel soak up that grape juice?" may lead to an investigation of the process of absorption. "How do I get this block to stay on this tower?" may lead to an investigation of the process of balancing. Activities related to the particular process being investigated will take place in various centers throughout the classroom.

At the Child Development Center there are a number of content strands, which are woven throughout the curriculum at all times. These content strands are content which we believe are critically important for children's growth and development. These content strands include peacemaking and non-violent conflict resolution; respect for the environment, nature, and an understanding of issues related to conservation; beginning understanding of the value of community service; celebration of diversity and the ability to challenge bias; and increasing independence and self help development. This content is addressed throughout the various activities, which are offered to children.

Each activity is designed to provide the opportunity for each individual child to interact with the materials in a unique way. Each activity is also designed to potentially provide learning encounters in a range of areas. Thus, each child is provided with an individual experience. For example, a group of children playing at the water table may each experience the materials in a different way. For one child, it may be a science experience as the child investigates the behavior of various materials in the water. For another child, it may be a social experience as this child playfully shares the fun of playing with water with a friend. For a third child, it may be a language experience as the child has opportunities to use new language. In this way, each activity provided at the CDC is viewed as enhancing

each individual child's potential for positive learning experiences and development in a range of curriculum areas.

We have developed a program that strives to help each child and family feel safe, secure and comfortable by providing a warm, nurturing, and accepting atmosphere. Our program provides a rich and diverse range of educational experiences in an open classroom environment that maximizes each child's opportunity to make choices about their involvement. Children learn about themselves and the world around them through games, stories, songs, creative art, play, investigations, and interactions with peers and adults. Each day offers the children new and interesting things to explore in a general environment of daily routines that provide the stability and security of familiarity. The daily schedule offers opportunity for active play and quiet times. The children have time to dance, sing, run, explore, create, sit quietly and observe, investigate . . .

Instructional Strategies

The curriculum is integrated so that learning occurs primarily through projects, learning centers, process investigations, and engaging learning opportunities that reflect the current interests of children. Instead of teacher-led whole group instruction, specific skills will be taught as the interest or need arises in the context of an ongoing project, activity, or situations of daily living. Teachers help children identify and use prior knowledge and provide experiences that extend and challenge children's current understanding.

Projects will include opportunities for children to investigate and research areas of interest over time. The daily and natural environment of the children will be used as a focus for learning and investigation. Learning materials and activities will be concrete, real and relevant to children's lives. For example, math manipulatives and math board games will be used to enhance children's problem solving skills.

Teachers use a variety of teaching strategies that include a broad range of approaches and responses while creating experiences that engage children in purposeful and meaningful learning.

Teachers build on children's internal motivation to make sense of the world and acquire competence. Teachers model enthusiasm for learning and the principles of justice and democracy.

The classroom is treated as a laboratory of social relations where children explore values, learn rules of social living and democracy, and develop respect for individual differences through experience. Multicultural and nonsexist materials and activities are provided to enhance individual children's self-esteem and to enrich the lives of all children.

Teachers view parents as partners in the educational process. The CDC staff view the family-school relationship as contributing in two key ways. By welcoming family involvement in the daily program, the CDC teachers can integrate important aspects of children's home

experiences into their school experience. By parents and teachers sharing information, the unique perspective of each facilitates the optimal development of children.

We believe that an important goal of an early childhood classroom is to support children's development towards becoming autonomous, self-disciplined individuals. We understand that this is a long-term goal that will not come to completion during the early childhood years. We believe that it is critical to assist children in developing the tools that will lead to autonomy. In order to accomplish this, positive guidance techniques are used as the method of classroom management. Such techniques include setting clear limits, using natural and logical consequences, and involving the children in the establishment of classroom rules and the mediation of problems.

Whenever possible, children with disabilities will be fully integrated into the CDC program. Children with disabilities contribute a great deal to the development of typically developing peers and the presence of children with disabilities enhances the program for all involved. The director and the teachers at the CDC will work collaboratively with the family of a child with a disability as well as with any specialist who works with the child, to ensure the child's optimum participation in the program. The CDC staff will collaborate with the team made up of parents, the director, the child's teacher, and the specialists (potentially a psychologist, an occupational therapist, a speech-language therapist, a special educator) from the home school in developing Individual Education Plans (IEPs) for the child when this step is appropriate. The director of the CDC will serve as an advocate for the child and family, facilitating an understanding of the IEP development process. Once the IEP is developed, the staff of the CDC will collaborate with the child's family and the specialists to ensure that the provisions of the IEP are delivered.

Assessment Techniques

Assessment at the Child Development Center has multiple purposes including identifying children's interests and needs, describing the developmental progress and learning of children, communicating with families, arranging for developmental screening and referral for diagnostic assessment when indicated, improving and informing curriculum, adapting teaching practices and the environment, and planning program improvement.

Assessment at the Child Development Center is closely aligned with curricula goals and is based on the Rhode Island Early Learning Standards for preschool and on the State of Rhode Island Kindergarten Grade Level Expectations. Each child's progress will be assessed on an on-going basis through a variety of means including observations, anecdotal records, skill checklists, and developmental screenings. Each year, standardized developmental testing is implemented, with parental permission, when the State of Rhode Island Child Outreach Screenings are held at the Child Development Center in the late fall and when the URI Speech and Hearing Center conduct speech and hearing screenings in the early winter. Families received the results of these screenings shortly after they occur. On an ongoing basis, the CDC uses authentic assessment tools which look at children's development in a number of domains including the following: aesthetic, physical, social,

emotional, cognitive and language development. Additionally, the curriculum content areas of early literacy, early mathematics, science, technology, creative expression and art, health and safety, and social studies are assessed. Teachers observe children, gather children's work in portfolios, and record anecdotal information pertaining to each child's development. Regularly, this information is transferred onto an assessment tool to enable the teacher to evaluate children's progress, as well as areas of interest, strength and need. The information gathered is used by teachers to individualize their curriculum planning for the children in their group reflecting children's interests and needs as well as to share information with families about the development of their child during scheduled conferences. These conferences, held in November and May, are a valuable opportunity for teachers and families to exchange information in order to best support children and their families. At these conferences, families are asked to share their own goals for their child with their child's teacher to enable the teacher to incorporate these goals into their ongoing planning. Occasionally, teachers or families identify children who would benefit from further evaluation to determine if services are needed to support the child's successful inclusion in the Child Development Center. At these times, families will be informed of the areas of concern, asked about their perceptions of the targeted area of development, described the strategies which have been tried to address the concern, and advised about the resources available in the community to further investigate the concern. At all times, teachers respect families' confidentiality and only share information about a child with other professionals after written consent is obtained from the family on the "Release of Information Authorization" form. The CDC maintains a list of specialists and consultants in the community who families can be referred to, depending upon the specific area of concern.

PROGRAM GOALS FOR CHILDREN

The CDC adopts an integrated, whole-child philosophy, using the broad developmental domains to provide a framework for the development of goals for the early care and education program. These goals are based on NAEYC curriculum standard and the Rhode Island Early Learning Standards.

Cognitive Development: Approaches to Learning

- Demonstrates self-direction and independence.
- Observes objects and events with curiosity.
- Exhibits flexibility.
- Shows perseverance in approaching tasks.
- Applies knowledge or experience to a new context.
- Respects and cares for classroom environment and materials.
- Is aware of classroom routines and expectations.
- Follows classroom routines and expectations.

Cognitive Development: Literacy

- Enjoys and values books.
- Demonstrates an understanding of print concepts.
- Demonstrates knowledge of the alphabet.
- Uses emergent reading skills to make meaning from print.
- Comprehends and interprets meaning from stories and informational text.
- Recalls and retells familiar stories.
- Understands the purpose of writing.
- Writes letters and words.

Cognitive Development: Mathematics

- Classifies objects.
- Makes comparisons.
- Uses measurement.
- Arranges objects in a series.
- Recognizes patterns and can repeat them.
- Shows awareness of time concepts and sequence.
- Shows awareness of position in space.
- Uses one-to-one correspondence.
- Uses numbers and counting.
- Understands numeral-quantity associations.
- Uses language to compare numbers of objects with terms such as less than, fewer, more, etc.
- Recognizes and names common shapes.

Cognitive Development: Science

- Explores cause and effect relationships.
- Asks and pursues questions about the natural and physical world.
- Makes observations, predictions, hypotheses, form generalizations and draws conclusions about the natural and physical world.
- Pursues experimentation.
- Uses senses and simple tools to explore and gather information.
- Uses past experiences to discuss predictions and generalizations.

Social Development and Social Studies

- Seeks other children as playmates.
- Plays cooperatively with other children.
- Expresses feelings, needs, and opinions without harming self, others or property.
- Recognizes the feelings and needs of others and responds appropriately.
- Respects the rights of others.
- Participates in the conflict resolution process.
- Understands how actions affect others
- Accepts the consequences of actions.
- Accepts and appreciates similarities and differences among people.
- Uses compromise and discussion to resolve conflicts with peers.
- Appropriately seeks adult interaction and support.

Emotional Development

- Shows ability to adjust to new situations.
- Demonstrates appropriate trust in adults.
- Recognizes own feelings and manages them appropriately.
- Stands up for rights appropriately.
- Takes responsibility for own well-being.
- Demonstrates and expresses an awareness of self.
- Expresses pride in accomplishments.

Language Development and Communication

- Hears and discriminates environmental and linguistic sounds.
- Expresses self using words and expanded sentences.
- Understands and follows oral directions.
- Responds to questions with relevant information.
- Asks questions.
- Effectively participates in conversations.
- Shares life experiences.
- Can regulate the volume of own voice appropriately.

Creativity and Aesthetic Development

- Takes on pretend roles and situations.
- Makes believe with objects.
- Makes and describes representational creations.
- Demonstrates self-expression through art, music, movement, drama or dance.
- Demonstrates aesthetic awareness.

Physical Health and Development and Safety

- Demonstrates basic locomotor skills (running, jumping, hopping, galloping).
- Shows balance while moving.
- Climbs up and down.
- Pedals and steers a tricycle (or other wheeled vehicle).
- Demonstrates throwing, kicking, and catching skills.
- Demonstrates upper body strength.
- Controls small muscles in hands.
- Coordinates eye-hand movement.
- Uses tools for writing and drawing.
- Can regulate the force of own body movements.
- Shows awareness of own body in space.
- Demonstrates an appropriate energy level.
- Is able to relax own body.
- Engages in sensory activities appropriately.
- Has appropriate response to sensory input.
- Demonstrates independence in self-help skills.
- Is aware of health and safety rules.
- Makes healthy and safe choices.

PROGRAM GOALS FOR FAMILIES

The Child Development Center Families will:

- Build community with other families and the CDC staff
- Develop reciprocal relationships with CDC staff to benefit children, families, and staff
- Maintain open and honest communication with the CDC staff in order to benefit children, families, and staff
- Embrace and celebrate the diversity of families at the CDC
- Feel empowered to become advocates for their children
- Serve as resources for other families
- Develop appropriate expectations for their children within the context of their family structure
- Identifying resources and opportunities available to young children and their families within the community
- Utilize age appropriate guidance strategies with their children
- Solicit resources or support from the CDC staff regarding the many challenges associated with parenting

GOALS for the CDC PROGRAM

Based on our belief that high quality programs include goals for children, families and the program, the goals for the Child Development Center reflect the 10 core standards of NAEYC and standards unique to a University laboratory school.

- The CDC creates positive relationships among all children and adults to encourage strong social and emotional competence.
- The CDC's curriculum is consistent with goals for children promoting learning and development in all developmental domains.
- The CDC uses developmentally, culturally, and linguistically appropriate and effective teaching approaches to enhance the learning and development of each child.
- The CDC uses systematic, ongoing, authentic assessment to inform planning within the context of reciprocal family communication.
- The CDC promotes the nutrition and health of children protecting children and staff from illness and injury.
- The CDC employs teaching staff that has the professional commitment, educational qualifications and positive dispositions to support healthy learning and development for children and families.
- The CDC establishes and maintains collaborative relationships with each child's family with sensitivity to family composition, language and culture.
- The CDC establishes relationships with and uses the resources within the community.
- The CDC has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes materials to facilitate child and adult learning and development.
- The CDC effectively implements policies, procedures, and systems to support strong staff development. Effective program management will give children and families high-quality experiences.
- The teaching staff and the director effectively mentor University undergraduates in their experiences at the CDC ensuring that adult students have the opportunity to connect practice with theory, implement practices consistent with program philosophy and grow and develop into committed professionals.

STATEMENT ON DIVERSITY

Stemming from the Child Development Center's focus on the individual and our acceptance of differences, we are committed to incorporating and celebrating diversity in our program. One of the most important things we do in our work with children, families, and students is to encourage the recognition and acceptance of each individual's intrinsic uniqueness. This includes a variety of practices. For example, we have a sliding fee scale to encourage economic diversity in the families that enroll children in the CDC. Each year we also enroll a number of children with disabilities whose inclusion enriches our program in many ways. We encourage all families to share various aspects of their cultural heritage as part of our program on an ongoing basis. For example, families have visited the CDC to share stories, songs, and recipes of their culture which are used and re-used throughout the year. This type of on-going activity strengthens the link between a child's home and school and encourages acceptance of differences.

We do not, however, sponsor school-wide celebrations of various holidays such as Halloween, Thanksgiving, Hanukah, Christmas, Valentine's Day, Easter, and Chinese New Year. This is the result of a conscious decision that grows out of one critical goal of the CDC which is to foster understanding and respect for diversity. The CDC cannot celebrate all possible holidays by having special events. Due to the variety of cultures represented at the CDC, the number of potential celebrations is prohibitive. Thus, we would have to choose certain holidays as a focus. By the CDC celebrating some holidays and not others, we would validate some individuals/groups and make others feel ignored if not excluded. Thus, without intending to, we would build a barrier between the program and some children and families. One of our most important priorities is to include all children and families. While we do not sponsor school-wide celebrations of holidays, we do invite children and their families to share aspects of their heritage, culture, and experiences. For example, we invite families to teach us songs, folktales, and stories that can be recorded and reused throughout the year. We invite families to come and cook and help us learn special recipes that can also be reused over the year. We do not hold birthday parties or last day parties at the CDC but invite parents to provide a special snack to celebrate a child's birthday or last day. While we will not hold a CDC Christmas Party, if a child receives a book about Christmas or a tape of Christmas music as gifts from a grandparent and wants to share these items, we welcome that and may include it at circle time. Although we do not want the exchange of cards and candy at Valentine's Day to occur at the CDC, a child-initiated discussion of Valentine's Day and the ways it is celebrated by various families may occur.

There are a variety of ways for children and families to share aspects of their culture and heritage with the CDC community. We welcome and celebrate this sharing. We do not deny the important role that holiday celebrations play in family life but feel that it is inappropriate for these holiday celebrations to take place in the school setting. Rather,

cultural diversity is experienced day to day through music, stories, literature, cooking, dramatic play, and classroom pictures.

An anti-bias approach to curriculum is one that challenges prejudice, stereotyping, and bias. At the Child Development Center we feel it is not enough for children to observe people of different gender, ethnicity and ability but rather we must actively intervene and challenge images that perpetuate stereotypes and bias. A natural task for the preprimary child is figuring out who they are and how they feel about themselves and those around them. Children construct their identity and attitudes through interactions and experiences within their environment. Gender, ethnicity, culture and physical ability are identity issues children struggle to understand during this period of development. Research has shown that children notice differences early. Our goal is to develop an environment that encourages children to ask about their physical characteristics, provide accurate information in response to children's questions or comments, help children feel pride in their identity, develop respect for each other and challenge biases they encounter.

One of the important things we do in our work with children is to create an environment that is rich in possibilities for exploration of gender, race, culture and ability. We do this in a variety of ways. One way is to use images in the classroom that reflect a wide variety of people. Pictures in the classroom include children, staff and their families. Images include women and men doing jobs in and out of the home, elderly people, people with different physical abilities, people in diverse family structures, and people of diverse cultural backgrounds engaged in current daily activities. Books reflect accurate and diverse images of people. Materials, such as puzzles, Lego people, and games depict a variety of children and adults of different gender, race and ability. Through music, art and language, children have the opportunity to explore and experience diversity.

At the Child Development Center our goal is to encourage children to develop positive attitudes about the many ways people differ from one another through active, purposeful intervention, opportunities for expanded experiences and confronting stereotypes to create a more just society.

STATEMENT ON GUIDANCE

Becoming self-disciplined is a long term process. One of the major tasks in an early childhood classroom is assisting children with this process. At the Child Development Center we are committed to supporting each child's progress toward becoming independent and self-disciplined. In practice, we provide an environment which encourages children to make choices and decisions with a limited number of rules. We promote freedom within our environment as long as children do not disrupt the classroom, or disregard the few rules that we do have. We do not allow children to hurt themselves, to hurt others, to hurt other people's feelings, or to damage property. We help the children to quickly learn our routines and expectations while assisting them in developing ownership of these few rules.

Generally, children need guidance in using materials and interacting with others. At the Child Development Center if after an initial reminder, a child continues to use materials inappropriately that child is asked to find something else to do. This logical consequence is a clear reminder to children that materials have appropriate uses. If two children are in a conflict, they are encouraged to negotiate and discuss alternatives to solve the conflict peacefully. In some cases, this requires a great deal of teacher support and modeling. With practice, children can become independent in conflict resolution. In instances where children are repeatedly disruptive, out of control, or injuring themselves or others, they are removed from the group for the short time it takes for them to be calm enough to discuss alternate behaviors. They are then assisted in rejoining the group.

At the CDC, adults provide a positive, nurturing, supportive environment. Adult interactions include facilitating, mediating, guiding, and redirecting. Violence towards children is NEVER acceptable behavior. At the Child Development Center, adults will never yell at, belittle, embarrass, or physically strike children and will take every measure possible to create a positive verbal and non-verbal environment where children are always physically and emotionally safe.

In our child-centered environment children are actively involved and challenged and, consequently, classroom problems are minimized. Within a framework of trusting relationships with teachers, each child is individually assisted in increasing their levels of self-discipline and independence.

STATEMENT ON CONFIDENTIALITY

At the Child Development Center we will maintain confidentiality and respect all families' right to privacy, refraining from the disclosure of confidential information. Additionally, the CDC director and teachers will only disclose children's records or have verbal communication about children with other professionals after family consent has been obtained. Personal information including medical records, family history and assessment information is stored in a secure location within the CDC. Access to this information is limited to teaching staff, CDC's bookkeeper and state licensing authorities.

When there is reason to believe that a child's welfare is at risk, however, it is our obligation to share confidential information with agencies that may be able to intervene on the child's behalf. Any staff member who suspects that there is reason to believe a child's welfare is at risk will inform the director, who will take the appropriate action.

The Child Development Center is the laboratory school for the Department of Human Development and Family Studies at URI and, consequently, various people will observe and/or interact with the children. As a laboratory school, an important part of the Child Development Center's mission is to train undergraduate students about early childhood curriculum, assessment, and planning. In order to effectively teach undergraduate students about these topics, the CDC director and teachers will have limited discussions about individual children's strengths, interests and needs with relevant URI students. Nevertheless, it is critical for all CDC staff to respect families' confidentiality and privacy. We will also take steps to ensure that all students, staff, and researchers involved at the CDC do the same. These steps include training on confidentiality, monitoring behavior, and requiring each person to sign a "Statement on Confidentiality Agreement".

PROGRAM OPTIONS

The URI Child Development Center is open year-round. Three programs are available.

I. MORNING PRESCHOOL

8:45 - 12:00 daily

Ages: 3 to 5

II. FULL-DAY PRESCHOOL

7:45 - 5:00

Ages: 3 to 5

III. KINDERGARTEN

8:45 - 3:30 daily

Ages: 5 to 6

Extended day available

PRESCHOOL DAILY SCHEDULE

7:45	<u>Center Opens</u>
7:45-9:45	<u>Child Choice Time:</u> Children engage in free choice activities such as blocks, art and science activities, dramatic play, computer, water play, small manipulatives and books. During this time all children are encouraged to utilize the whole classroom and interact with same-age and mixed-age peers.
8:45	<u>Morning Preschool Begins:</u> Children enrolled in the morning preschool join the on-going activities.
9:45-10:15	<u>Snack Time:</u> In age-divided groups, the children help prepare and serve themselves snack. This is a natural opportunity for children to make choices and learn self-help skills such as hand washing, pouring juice, and spreading cream cheese.
10:15-10:30	<u>Group Time:</u> This is a time when children, in their age-divided groups, are involved in stories, songs, language arts, games, creative movement, and other group experiences. The choices for the following activity time are discussed.
10:30-11:30	<u>Activity Time:</u> Each group has three or four activities for children to choose from. These may include small manipulatives, sand or water play, dramatic play, and creative art.
11:30-12:00	<u>Outdoor Time:</u> Children engage in a variety of activities that are an integral part of the curriculum. Sample activities include bikes, climbing, sand play, dramatic play, easel painting, reading a book under a tree, and raking leaves.
12:00	<u>Morning program ends</u>

- 12:00-12:30** **Lunch:** Children sit in small informal groups for lunch. Children are encouraged to independently complete their meal while discussions occurs about the day's events.
- 12:30-12:45** **Transition Time:** Children prepare for nap by cleaning up, using the bathroom, and looking at books.
- 12:45-2:30** **Nap/Rest Time:** Children rest on cots. Quiet records are played, stories are read, and backs are rubbed to help children fall asleep.
- 1:15-1:45** **Group Time:** Children are involved in stories, songs, language arts, games, creative movement, and other group experiences.
- 1:45-3:00** **Activity Time:** Children who do not sleep engage in an afternoon activity time.
- 3:00-3:30** **Snack Time:** Children set up and serve themselves afternoon snack.
- 3:30-4:15** **Outdoor Time:** Children are active in utilizing equipment such as climbers, swings, wagons, bikes, bubbles, and balls.
- 4:15-4:45** **Child Choice Time:** Various toys and activity centers are available for the children to choose from.
- 4:45-5:00** **End of the Day Quiet Time:** Children choose from books or puzzles while waiting to be picked up.
- 5:00** **Center Closes**

KINDERGARTEN DAILY SCHEDULE

- 9:00-9:30** **Meeting Time**: Children are involved in discussing the calendar, the weather, and the morning message. They also participate in songs, poetry, stories, language arts experiences and group games.
- 9:30-10:45** **Activity Time**: Children engage in a variety of different activities such as dramatic play, blocks, writing center, computer, science area, manipulative area, art area, texture table, self serve snack, and library corner.
- 10:45-11:00** **Review**: Children will come to the meeting area to discuss the activity time. Each child will fill out their daily review sheet.
- 11:00-11:30** **Outdoor Time**: Children will have opportunities to play in the outdoor environment using a variety of equipment. The outdoor area will be thought of as an extension of the classroom.
- 11:30-12:00** **Small Group Time**: Children will participate in one of three teacher chosen activities. One activity will be journal writing, one activity will be a group math activity and the third activity will be a problem solving experience.
- 12:00-12:30** **Lunch Time**: Children will sit in small informal groups for lunch. Children are encouraged to independently complete their meal while discussions occur about the day's events.
- 12:30-1:00** **Rest Time**: Children will rest on mats while listening to story tapes, music or chapter books.
- 1:10-1:40** **Meeting Time**: Children will plan for the afternoon activity time as well as participate in songs, poetry, stories, language arts experiences and group games.
- 1:40-3:00** **Activity Time**: Children engage in a variety of different activities such as dramatic play, blocks, writing center, computer, science area, manipulative area, art area, texture table, self serve snack, and library corner.
- 3:00-3:30** **Review**: Children will come to the meeting area to discuss the activity time. Each child will fill out their daily review sheet and participate in a song and story.

CALENDAR 2009-2010

Tuesday, September 8, 2009	CDC Opens
Monday, October 12, 2009	Columbus Day, State Holiday Center is Closed
Wednesday, November 11, 2009	Veteran's Day, State Holiday Center is Closed
Thursday, November 26, 2009 and Friday, November 27, 2009	Thanksgiving Holiday Break Center is Closed - 2 school days
Thursday, Dec. 24, 2009 to Monday, January 4, 2010	Winter Holiday Break Center is Closed - 7 school days
Monday, January 18, 2010	Martin Luther King Jr.'s Birthday, State Holiday Center is Closed
Monday, March 22, 2010 thru Friday, March 26, 2010	URI Spring Break Center is Closed - 5 school days
Monday, May 31, 2010	Memorial Day, State Holiday Center is Closed
Wednesday, June 23, 2010	Last Day of School Year
Thursday, June 24, 2010 and Friday, June 25, 2010	Center is Closed
Monday, June 28, 2010	Summer Program Opens
Monday, July 5, 2010	Independence Day Celebrated, State Holiday Center is Closed
Monday, August 9, 2010	RI Veteran's Day, State Holiday Center is Closed
Monday, August 23, 2010 thru Monday, Sept. 6, 2010	Summer Vacation Break Center is Closed - 11 school days

JOB DESCRIPTIONS

The successful operation of the Child Development Center depends on a variety of people doing a variety of jobs. The following job descriptions are included to clarify the varying tasks and responsibilities.

DIRECTOR

General Description

The position of Director at the University of Rhode Island Child Development Center is designed for a person with a Masters degree in early childhood education, child development, or a closely related field and experience working with and/or supervising university students. In addition, it is expected that this person will have considerable experience in directing or coordinating early childhood programs as well as classroom teaching experience, especially in day care with preschool age children. The Director works under the supervision of the Chair of the Department of Human Development and Family Studies. Because the Child Development Center is an integral part of the Department of Human Development and Family Studies, the position has 8 distinct but interrelated components that contribute to the missions of the Department.

1. Coordinate and manage the implementation of the day to day program at the Child Development Center.
2. Coordinate, supervise, and evaluate the Child Development Center staff.
3. Create a yearly budget while coordinating and managing program supports and maintaining appropriate records within the context of long-range fiscal planning and budgeting.
4. Coordinate support for research projects.
5. Coordinate and facilitate effective communication between families and the Child Development Center program.
6. Foster and maintain relations within the University and the larger community.
7. Provide conceptual leadership as well as coordinate the role the Child Development Center plays in instructional activities.
8. Participate in undergraduate instruction.

TEACHER

General Description:

The position of teacher at the University of Rhode Island Child Development Center is designed for a person with a Bachelors Degree in early childhood education, child development, or a closely related field who is certified by the State of Rhode Island in early childhood education. It is expected that the person have prior experience working with young children, preferably in a university laboratory school setting. In addition, it is expected that this person have supervisory experience as well as the capacity to articulate theoretical and empirical rationales for classroom practices. Because the Child Development Center is an integral part of the Department of Human Development and Family Studies, the position has 7 distinct but interrelated components that contribute to the missions of the Department:

1. Implement the day to day program for children at the Child Development Center.
2. Communicate with families of the Child Development Center Program.
3. Participate in the training and supervision of undergraduate practica students at the Child Development Center.
4. Participate in the evaluation of the Child Development Center.
5. Be aware of and contribute to program support and record keeping requirements.
6. Participate in and facilitate approved research projects conducted at the Child Development Center.
7. Serve as a representative of the Child Development Center.

TEACHER ASSISTANT / WORK STUDY

General Description:

The position of teacher assistant/work study at the URI Child Development Center is designed for an undergraduate student who is interested in gaining experience working with children. No prior experience is necessary for this position. Depending on the time of day, assignments for this position include the following activities:

1. Assist the teaching staff in the implementation of the daily program of the CDC.
2. Assist the teaching staff in the overall maintenance of the classroom (e.g., cleaning the art closet, storing cots, putting toys away).
3. Participate in meal preparation and clean-up (e.g., heating food, preparing snacks, loading dishwasher).
4. Supervise and interact with the children during lunch and snacks.
5. Supervise nap time.
6. Participate in maintaining the cleanliness of the classroom and CDC building (e.g., sweeping floors, washing tables, stacking chairs).
7. Participate in professional development activities (e.g., read staff handbook and other handouts, attend meetings).
8. Attend regularly and show flexibility in meeting the CDC's scheduling and emergency needs.
9. Notify teaching staff of significant events related to the CDC program; request assistance and support when needed.
10. Show initiative in recognizing CDC needs and independently follow through on tasks to completion.

STAFF ORIENTATION, PROFESSIONAL DEVELOPMENT, STAFF EVALUATION, AND PROGRAM EVALUATION

STAFF ORIENTATION

The staff handbook is an introduction to policies and procedures of the University of Rhode Island Child Development Centers. All staff are required to read the handbook including NAEYC Code of Ethical Behavior and State of Rhode Island Title 40: Abused and Neglected Children. Staff will acknowledge their understanding and compliance with CDC policy by their signature.

Each year before the beginning of the Fall semester, the CDC holds a week-long orientation for returning and new staff. During this orientation, staff members participate in planning and preparing for the upcoming year. This includes discussion of individual children, building positive relationships, curriculum, assessment, daily and weekly scheduling, building reciprocal relationships with families, working with diverse families, information related to working with university practicum students, rules and regulations related to licensing requirements, established CDC policies and procedures, collaboration, among other topics. All staff are required to read and be familiar with the contents of the Staff Handbook. Assistants participate in an orientation meeting where policies and procedures are presented and a variety of topics are discussed including curriculum, assessment, relationships, ethical conduct, health and safety, child abuse and neglect reporting policy among other topics. Staff that are hired mid-year receive an individual orientation by the Director.

PROFESSIONAL DEVELOPMENT

As a model program, the staff of the CDC is expected to strive for continual improvement in all aspects of our work with children and families. One way to insure this improvement is through on-going professional development. Each staff member will develop, in conjunction with the CDC director, a personal professional development plan on a yearly basis. This plan is developed at the yearly evaluation discussion where teachers and the director reflect on the last year and set goals for the following year. This plan will include a minimum of 20 hours of professional development activities. For the part-time assistants and work study students, group professional development activities will be presented and they will be encouraged to participate in professional development activities including relevant coursework. Additionally, the assistants are provided with ongoing mentoring and coaching by the teachers and the director. For the permanent staff, these plans will be tailored to the interests and skills of the individual. Some of the options for permanent staff include:

- reading professional journals such as Young Children on a regular basis

- preparing and presenting workshops at local conferences
- enrolling in relevant credit-bearing coursework
- attending local and regional workshops
- attending local and regional conferences
- participating in state-wide early childhood committees such as Week of Young Child or Rhode Island Early Childhood Conference Planning Committee
- serving as a board member for professional organizations
- participating in staff meetings
- participating in in-service training
- mentoring by the director or more experienced teachers

Teachers will maintain professional development information in their file that includes documentation of all course work, attendance at conferences and workshops and participation in relevant training.

Teachers will have at least 30 minutes per day away from children. This time can be used to reflect, plan, evaluate, etc. In addition to time away from children for planning, each teacher will have the opportunity to gather materials for activities and to put away materials from activities. The shared environment means that each teacher shares in the responsibility for the maintenance of a safe, engaging, and clean environment.

STAFF EVALUATION

An important aspect of the professional development of the CDC staff is evaluation. Information used for evaluation purposes is derived from a variety of sources. Near the end of each semester, students enrolled in practica at the CDC are asked to complete evaluations on their cooperating teacher. Parents of children enrolled in the CDC are also an important source of information. Parents are asked to provide information about their perceptions of the CDC program and staff yearly. In addition to this information, staff complete self-evaluations of their work with children, families, and students. All of this information is used for each individual staff member's professional development. The information is discussed in a meeting with the director and a formal letter is written to summarize the discussion and to note strengths and needs. At this time, goals are set for the following year and a professional development plan is developed.

PROGRAM EVALUATION

Annually, the director, families, and teachers participate in a comprehensive program evaluation that measures the CDCs progress toward goals and objectives. The annual evaluation process includes gathering of evidence from families, University of Rhode Island undergraduate students, teachers, teaching assistants, and budgetary department. The CDC uses feedback to establish goals for continuous improvement.

POLICIES AND PROCEDURES RELATED TO THE CDC PROGRAM FOR CHILDREN

ENROLLMENT

Admitting Children

The University of Rhode Island Child Development Center is open to all families regardless of race, creed, ethnic, or cultural background. The CDC serves children from three to six years of age from URI affiliated families and from the community at large. Children with disabilities are included in the program. There are 15 full day preschool slots, 5 half day preschool slots and 14 full day kindergarten slots available each year.

Families wishing to enroll a child in the program complete an application form and submit it to the CDC. Upon receipt of the completed application, the child's name is placed on the waiting list. Children are enrolled in accordance with program, undergraduate teaching, and research needs of the Department of Human Development and Family Studies. For example, the program is typically balanced with respect to sex and age. Also, preference is given to siblings of currently enrolled children. Vacancies in the program are filled on the basis of these criteria, rather than strictly on the basis of date of application. There is often a waiting list for enrollment in the CDC Program. Openings are filled from the waiting list.

Guidelines for Enrolling Children with Disabilities

The CDC program has three spaces reserved for children with disabilities from the surrounding community for whom a typical, open classroom, early childhood program is the appropriate least restrictive environment. The affiliated school system will be responsible for the fees for these children's placements. If an appropriate child with a disability is not available for a space, the space will be filled from the regular waiting list.

Enrollment slots for children with disabilities are filled through consultation with the CDC director and teachers.

Withdrawal Procedure

If you plan to terminate your child's enrollment for whatever reason, we must have 2 weeks prior written notice of your intention. This gives us time to register another child in your child's place, and for a transition to help your child and his/her classmates adjust to the change. If you do not give two weeks notice you will still be responsible to pay two weeks tuition from the date written notice is given.

Tuition Payments

Tuition Payments for the Child Development Center are due every two weeks. Most payment days are Mondays, although occasionally circumstances will make paydates on other days. Generally, your payments are for the week before the paydate and the week after the paydate. You will receive a copy of the current fees and the current payment schedule at the beginning of each year.

Payment is due for all days that the center is open, regardless of days your child is ill, on vacation, or does not attend for any reason.

A bi-weekly statement will be prepared for your/our records. Please note that your weekly fee will vary according to actual days the center is scheduled to be open. You are not charged for Holidays. You will, however, be charged for unanticipated closing such as snow days or electrical outages.

Payments are required to be checks or money orders to assure proper credit to your account. Checks are made payable to - URI Child Development Center. Checks may be placed in the box by the parent sign-in sheet.

Please make sure balances due at the end of each pay period are paid. Checks need to be made out for the exact bi-weekly balance. If you are making a partial payment, it must match the latest weekly fee as listed on your statement.

Tuition payments cover teachers' salaries so promptness is imperative. Any family whose account is more than 3 weeks in arrears must make arrangements for payment by discussing a plan with the secretary or director. If a plan for payment is not developed by the time the account is 6 weeks in arrears, the family will be asked to withdraw their child and the Office of the Controller will be notified about the outstanding balance. The Office of the Controller will turn the account over to a collection agency that will pursue payment.

Overtime will be charged if you drop your child off earlier or pick your child up later than their scheduled program. The overtime rate will be \$5.00 for every 5 minutes that your child is at the Child Development Center past their scheduled time. The morning program hours are 8:45-12:00. Lunch ends at 12:30. The full day kindergarten programs hours are 9:00-3:30. The full day program is 7:45-5:00.

Required Forms

The following forms must be completed before a child can begin attending the Child Development Center:

Registration Form	Parent Information Form
Child's History	Authorization for Emergency Treatment
Health Record	Student Observation Form
Shot Record	Documentation of lead screening
Release Form	Photography Permission Form
Sun and Insect Protection Form	

Home-School Transition

- Separations

Because children are individuals, they tend to respond in different ways to the first days and weeks of school. Many children will quickly become acclimated to the CDC and will not be the least bit concerned with saying good-bye to Mom or Dad. Some children may be apprehensive initially but rapidly adjust to the new environment. A few children will take longer to adjust. The CDC staff will assist families in making this transition as smooth as possible.

At the CDC, to accomplish this, we do the following things:

1. Before enrollment, families are encouraged to come for visits with their child so that the child can investigate the environment with the security of a nearby parent.
2. Adjustment to school will be easier if the child is prepared for it. In addition to visiting the CDC with your child, you should begin talking with your child about going to school several weeks before the starting date. Talk about things the child will be doing at the CDC such as playing with blocks, painting, playing with the water table, etc. Also, talk about what you will be doing while you are apart. For example, you may show your child your office or a classroom and tell them about your activities.
3. During the first few days, families are encouraged to spend time at the CDC getting their child settled.
4. With the initial few separations, parents are encouraged to let their child know when they will be returning. Due to the developmental characteristics of preschool children, it works best if parents use a concrete marker of time such as "I'll be back to pick you up after lunch" instead of saying "I'll be here to get you at 1 o'clock."
5. Teachers will assist parents in establishing a consistent routine for the separation. This routine may include waving at the window, walking to the door together or finding a teacher to play with.

6. In the case where the child is upset at the separation, teachers will comfort the child and encourage the parent to complete the separation routine and promptly leave.
7. Parents are encouraged to call later in the morning or afternoon to find out about their child's progress.

- Items From Home

Children like to bring toys or other objects from home to school. This practice often assists the child in the transition from home to school. While this practice should be supported, it must be noted that problems of sharing, breaking, and lost items may occur. Children are responsible for their items from home and families are asked to keep the number of toys from home to a minimum. When children bring toys from home, we encourage the children to play with the toys with their friends for a short time and then store the toys safely in their cubby.

Guns, war toys, or other toys of destruction are not appropriate in our school. Although aggression is developmentally appropriate behavior for preschool and kindergarten children, we feel that when a child is given a weapon as a toy this encourages and magnifies violent behavior. Children must be supported in developing alternative means to express their feelings of aggression. The staff of the Child Development Center will assist children in redirecting and expressing these aggressive behaviors in socially acceptable ways and support children in developing an understanding of the consequences of violent responses to conflict.

- Clothing

The CDC provides a variety of experiences for young children which may involve clothing getting soiled. Parents should send children to school in casual clothing which is easily laundered and shoes with non-skid soles. Children dressed inappropriately may feel inhibited about becoming involved in some messy activities.

At the beginning of each year parents are asked to bring a complete set of extra clothing to be left at school in case of an accident. Please clearly label this clothing with your child's name. Any clothing put on children while they are at school should be returned after having been laundered. Please check your child's extra clothing occasionally to make sure it still fits and is seasonally appropriate.

- Videotaping and Photography

Videotaping is done periodically to document the program and to assist practica student in developing their teaching styles. Photographs and slides are also taken for that purpose. We frequently get requests from students, professors, and people in the community who are not affiliated with our program to photograph the children. We do not allow this to happen without written permission from the families.

Family and Community Relationships

Integral to the CDC philosophy is the belief that parents are the primary educators of their children. It is our function as teachers to support and facilitate the parent/child relationship because parents are the "expert" when it comes to knowing their own child. The CDC functions best when reciprocal relationships are nurtured between the school and the family and when families are encouraged to share their perceptions, feelings, and observations about their children. It is critical that the CDC staff form a partnership with parents to meet the needs of the families and children in our program.

There are a variety of ways in which families can participate in the CDC program. The following are some of these options:

Family Functions

Each year we have a number of large family functions which we encourage all families to attend. These include, among others, an October Open House, a January Pot Luck Dinner, and a picnic lunch in the spring. These parties provide an excellent opportunity for children to have a special time with their families at their school as well as a chance for parents to meet other families.

Family-Teacher Interaction

The teachers are expected to talk informally with parents for a few minutes each day. In addition, teachers also schedule conferences with the parents to discuss the child's progress and any special accomplishments or concerns. Parents are encouraged to request additional individual conferences when they deem them necessary. The teachers also have the prerogative to invite parents in to discuss special concerns about individual children.

Family Workshops

We have had parent workshops on such topics as activities to do in the home, discipline, creativity, and developmentally appropriate behavior. We welcome suggestions from parents or teachers for topics.

Family Notices

Each parent has a mailbox near the entry door. Staff may use the mailboxes as a means to communicate with parents.

Family Visits

Parents are welcome at the Child Development Center at any time. They may come and observe the program, help out in the classroom, or come for lunch. We also welcome their assistance on our walking field trips. If you would like to participate in the classroom, please discuss this with your child's teacher to work out an appropriate time.

News of the Day Bulletin Board

Preschool teachers post information relevant to the activities of each day on this bulletin board to provide parents with a glimpse of their child's day. In kindergarten, daily activities are summarized on children's individual review sheets which are sent home with children at the end of each day.

Family Newsletter

Throughout the school year, the Director and the Teachers will send home family newsletters. The newsletters will contain a variety of information such as notices and reminders, updates on children's activities, and suggestions for activities that parents and children can do at home.

Family List Serv

Responding to the needs of families, the CDC maintains a list of email addresses for families choosing to receive information electronically.

Grievance Policy

Grievances by parents of children at the Child Development Center are handled on an individual basis. Parents are encouraged to first speak with the child's teacher directly. Meetings can be set up to discuss the grievance. Parents not satisfied with the results of this meeting have the opportunity to continue this process by speaking with:

- | | |
|--|-------------------|
| • Director of the Child Development Center | Sue Warford |
| • Department Chair of the Human Development
and Family Studies Department | Dr. Jerome Adams |
| • Dean of the College of Human Science
and Services | Dr. Lynn McKinney |

Community Relationships

The director and teachers work to develop partnerships and professional relationships with agencies, consultants, and organizations in the community to support the program in meeting the needs of all children and families. The CDC participates in URI events such as Diversity Week and holds an annual "Art Exchange" to raise money for a local charity. Every spring, the CDC will inform families about the transition to public/private area schools. The bulletin board in the entryway includes information about community activities such as the public library, children's museum or family-friendly displays and exhibits. The CDC works closely with state organization receiving information that may have effect children and families. The CDC encourages families to be advocates for their children by supporting local initiatives and community improvement projects. This might include public rallies at the State House and corresponding with legislators.

HEALTH AND SAFETY

The health and safety of the children is of utmost importance. Thus, there are many policies related to health and safety at the CDC. In the sections below, these policies will be discussed.

Attendance

Regular attendance is important for children to receive the maximum benefit from the program.

Arrival and Dismissal

While the CDC building has available many fine facilities, an adequately sized parking lot is not one of them. Because of the great number of cars that move through the area each day, it is most helpful if parents are able to car pool with one or more families. A list of names and general location of homes is provided to all who show an interest in "networking". This list is usually compiled in the fall.

At the time of arrival and departure, parents must avoid blocking already parked cars.

Moving cars make the parking lot a particularly dangerous place for young children. Therefore, it is critical that drivers **NEVER** drop off a child in the parking lot or at the door of the building. Drivers must **ALWAYS** accompany the child into the school.

In order to ensure the security and safety of the children and continuity of the educational program, the following policies will be in effect:

- Each child must be escorted into the classroom by a parent or legal guardian each day. Families enter the school through the main door in the play ground. In case of inclement weather, families may use the side door. We encourage parents to arrive with enough time to bring their child into the classroom and get settled at an activity before saying good-bye.
- Each child will be released only to his/her parent or legal guardian, unless written notice is given to the Director. Siblings under the age of 16 are not permitted to pick up a child.
- Parents must sign children in and out each day, as they arrive and leave with the child. This is done on the sign in sheet which can also be used to leave messages for the CDC staff.

- When parents are on site to pick up or drop off their child or during school parties, they are responsible for their own children and are expected to enforce Child Development Center safety rules.
- Families are expected to bring children in on time. Children who arrive late find it difficult to become involved in on-going activities. Also, the early portion of the day involves many challenging and exciting activities and provides an introduction to the whole day. Therefore, punctual arrival allows us to most effectively meet children's needs.
- Families are expected to pick their children up on time. The CDC closes at 5:00 P.M. We ask that parents arrive at least five minutes before this time so that they have time to gather their child's belongings. Because this has been a problem in the past, there will be a \$5.00 charge for every 5 minutes after 5:00 that a child is at the CDC.
- Family members must not allow their children to leave the building without them.

Release Policy

A release form with the names, addresses, and telephone numbers of all those people authorized to pick the child up from school will be kept in each child's file at the CDC. Children will only be released to those people whose names are on this list. Thus, parents are asked to keep this list current.

If parents will not be picking up their child on a particular day, they are asked to write on the sign in sheet the name of the person who will be picking the child up and make sure this person's name is also on the release form in the child's file. In addition, parents are asked to convey this information to either the Director or to one of the teachers. When an unfamiliar person arrives to pick up a child, a teacher will ask for identification.

In the case of an emergency where a parent does not know in the morning that someone different will be picking up their child, we will release children only to those people on the release form. Parents are requested to call and let us know about this change in their plans.

We understand that on rare occasions it may be impossible for a parent or anyone on the release form to get to school to pick up a child. On these occasions, when a parent calls to tell us the name of the person who is picking up the child, we will ask for the child's birthday. If for any reason you do not actually want your child to be released to the named person (as in the case of a potential abduction) you should tell us the wrong birthday. We will not release your child unless you tell us the correct birthday.

When a custody arrangement or restraining order impacts child release decisions, the following procedures will be followed:

Written documentation of the custody decision or restraining order will be kept in the child's file. If an unauthorized person attempts to have contact with the child in question, a CDC staff member will utilize this documentation to deny contact with the child. If the

unauthorized person refuses to leave the CDC after seeing the documentation, the CDC staff will notify campus police by calling 874-2121.

CDC Closings

The CDC is closed for all state holidays and most federal holidays. Refer to the yearly calendar for more details.

In the case of severe weather, the CDC closes when South Kingstown Schools are closed or when the University closes. Occasionally, the CDC must close for reasons beyond our control such as for power outages or other unanticipated building closings.

Field Trips

We believe that field trips are an important part of a young child's learning experience. For this reason we take the children on a variety of "trips" into the "field" outside the classroom. The majority of these field trips are walking tours to points of interest near the CDC. For example, we may take nature walks focusing on seasonal changes or a trip to an office where a parent works on campus.

We do have to limit the number of field trips that require more than an hour away from the CDC because of our commitment to university students. Many of our students are taking classes before and after their lab session, and thus it is difficult to organize the trip around their schedules.

When planning a field trip, CDC staff will do the following things:

1. At least 1 day prior to the field trip, teachers will post a notice informing parents of the destination and inviting you to participate.
2. Assign adults (parents, students, teachers, aides) to specific children who they will be responsible for supervising for the entire trip.
3. Take the field trip backpack which contains first aid supplies as well as emergency information for all children.

We do not take children on field trips that involve transportation to off-campus destinations. All off-campus trips for university child care centers are specifically excluded from the University's liability insurance. This exclusion prohibits us from taking such trips.

Supervising Children

Maintaining the safety of the children at the CDC is of utmost importance. A general practice to ensure this is for the attention of the staff to be focused on children **at all times**. To adequately supervise and interact with the children, staff will devote 100% of their attention and energy to this task. Staff will always position themselves in a way that they can see as many children as possible. Additionally, strategic placement of different

staff members should ensure that all children are consistently under supervision both inside and outside. Supervision of children is achieved primarily by sight. Preschool children who can independently use the toilet and kindergarten children in a variety of instances (i.e. toileting, getting items from the upstairs classroom area, bringing an example of artwork to the Director) may, for short intervals, be supervised by sound. However, in these instances, teachers will make frequent checks on the children who are out of sight.

Teaching Staff-Child Ratios

The Child Development Center maintains developmentally appropriate teaching staff-child ratios within each group to facilitate adult-child relationships and interaction and constructive activity among children. The two preschool groups, made up of 10 children each, always have a teacher and an assistant for each group. The kindergarten group of 14 children always has a teacher and an assistant. These staff-child ratios are maintained at all hours of operation including indoor time, outdoor time, and on walking trips around campus.

General Safety Rules

The CDC has a number of common practices to ensure the children's safety. The following is a partial listing of these practices related to frequently occurring situations.

- Bikes and wagons stay on the pavement.
- Children may run outside on the flat areas of the playground but not inside or on the playground hill.
- Children should not carry sharp objects when moving about
- Heavy objects should not be held above the head
- Climbing is allowed in the climbing tree or on the climbers. Staff should be within arms reach of children who are climbing. Monkey bars, climbing tree, and corkscrew are only open when an adult is present.
- Children may be in the kitchen or on the deck only when directed by a staff person.
- Block structures should be built no higher than shoulder level.
- Children are only allowed in areas where they can be seen. Staff will position themselves where they have a clear view of all children.

Outdoor Play Policy

Children will have opportunities to play in the outdoor environment each day (when weather, air quality, or environmental safety conditions do not pose a health threat). On ozone alert days, outdoor time will be limited to a very short time. Since our playground has many shady areas, in hot weather, children always have the opportunity to play in the shade. Additionally, a large water cooler with water for drinking is always available outdoors on hot days. When they are in the sun for extended periods (i.e. walks and splash days), SPF 15 or higher skin protection will be applied to exposed skin (with written parental permission).

Children will wear clothing that is dry and layered for warmth in cold weather. When the temperature is below 20 degrees, we do not go outside. When public health authorities recommend the use of insect repellants due to high risk of insect-borne diseases, only repellants containing DEET are used. CDC teachers will apply insect repellent no more than once a day (with written parental permission).

Hand washing

Hand washing has been identified as the major way to prevent the spread of all communicable diseases. Children will be required to wash their hands after toileting, before meals, before and after use of the water table and after messy activities. They will also be required to wash their hands after sneezing, wiping their noses, etc. Staff will also follow these practices to prevent the spread of disease and to model proper health practices for practicum students and children.

Water Play

Precautions will be taken to ensure that communal water play does not spread infectious disease. In addition to washing their hands before and after water play, children will not be allowed to drink the water play water. Children with open sores on their hands will not be allowed to participate in the communal water play. Fresh water will be used in the water play and the water will be drained at the end of the water play experience.

Toy Cleaning

Precautions will be taken to ensure that all toys that children play with remain clean. Toys will be cleaned and sanitized on a regular basis. Additionally, any toy that a child has placed in his or her mouth or that has been contaminated by bodily secretions will be removed from the classroom, washed by hand using water and detergent, then rinsed, sanitized, and air dried before being returned to the classroom.

Storage of Hazardous Materials

All cleaning supplies must be kept out of children's reach at all times. These materials must be kept in a locked closet or in areas only accessible to adults.

Cigarette Smoking

Rhode Island Department of Health RI General Law 23-20.9-5 prohibits cigarette smoking within 25 feet of the CDC building.

Weapons

Rhode Island Statute 11-47-60 prohibits any person from having any firearm or other weapon on school grounds.

Lunches and Snacks

Eating is a social activity that children and adults will participate in for all of their lives. Good eating habits are acquired through imitation, practice, encouragement, and guidance. It is important that children enjoy meal time and the foods they eat. The CDC staff facilitates this by allowing mealtime to occur in a relaxed atmosphere which allows for social interaction with peers and adults.

The CDC serves one morning and one afternoon snack daily. Snacks are provided by the CDC and are nutritionally sound. Along with snack, we serve children 100% fruit juice to drink. Snack menus are posted on the parent bulletin board weekly. Parents will inform us if their child has any allergies or dietary restrictions and the staff accommodate for these restrictions. To avoid the risk of choking, children younger than four years are not offered the following foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

Lunch begins daily at 12:00. Children bring their own lunches from home. Lunches should be in lunch boxes or bags that have the child's name clearly marked on the outside. When arriving at school, please assist your child with placing his or her lunch in the refrigerator.

At lunch time, children will be encouraged to eat a portion of their main course. Once they have eaten a portion of their main course, they are then encouraged to finish their healthy food before moving on to the "dessert" portion of the meal. Children may not share lunches with each other since some families have dietary restrictions and some children are allergic to certain foods. Children's uneaten food will be returned to their lunch box to go home unless this is impossible without creating a mess. Children are not required to eat snack or lunch if they are not hungry.

We serve milk at lunch to all children. If a child is allergic to milk, parents can provide an alternative such as soy milk or we will provide water or juice. Parents whose children are not allergic to milk are asked to not send a drink in with their child's lunch. We will also provide cups, napkins, and silverware.

We can warm food for children in our microwave if it is already cooked and is in a microwave-proof container. Please check the box on the sign-in sheet to indicate "Please warm food" when you want your child's lunch heated. Liquids and foods hotter than 110 degrees Fahrenheit are always kept out of children's reach and staff monitor the warmed food to be sure it is not too hot for the children.

Rhode Island day care regulations mandate that we must provide written guidelines highlighting aspects of nutritionally balanced bag lunches. For your information, below are their suggestions outlined by the Food and Nutrition Board of the National Research Council:

LUNCH**Ages 3-6**

1. Fluid Milk	3/4 cup
2. Meat or poultry or fish or cheese or egg 1 ounce or cooked dry beans or peas or peanut butter	1 1/2 ounces 1 1/2 ounces 3/8 ounce 3 tablespoons
3. Vegetables and/or fruit (2 or more total)	1/2 cup
4. Bread or bread alternate	1/2 slice

Food Safety

Preparation for snack and lunch will follow USDA guidelines for food safety in a community setting. All preparation surfaces and eating surfaces will be sanitized before and after use. All cold foods will be stored in a refrigerator until prior to serving. No food will remain unrefrigerated for more than 2 hours. Any food left out at room temperature for more than 2 hours will be discarded. Hot foods will be heated to above 140 degrees. Cold foods will be kept at below 40 degrees.

All utensils, cups, bowls and serving items will be washed in the dishwasher after each use. All left-over food from each child's snack will be discarded. To reduce waste, staff preparing snack should consider the number of children being served. It is more economical to refill a bowl with dry cereal or yogurt than to throw away left-over food.

Nap Time

All full day children will have a rest time after lunch. Preschool children rest on individual cots covered with sheets provided by the Child Development Center. Kindergarten children rest on individual mats. All children are assigned a specific cot or mat which is their resting space for the year. Families provide pillows and/or blankets and a soft resting item for rest time. Sheets are washed each week and blankets and pillows are sent home to be washed every Friday. Children are not required to sleep at rest time. Rather, they are expected to rest their bodies quietly. Kindergarten children listen to chapter books during their short rest time.

Illness

The Child Development Center staff is dedicated to maintaining a healthy environment for children and staff. In order to do this, we ask that parents be aware of and respect the following guidelines:

- If a child is judged ill while at the CDC, the family will be contacted and requested to come for the child as soon as possible.
- Families are expected to call the CDC office and leave a message for the Director when a child will be absent due to illness.

- If a child should come down with a contagious condition of any kind, the family is expected to notify the Director who will then notify other families of the potential for this contagious disease.
- We are committed to safeguarding the health of all children attending the CDC by requiring families to follow the guidelines below when deciding if a child is well enough to attend. The final decision rests with the Child Development Center Staff:

Symptom	Keep child home until
Fever	Fever registers below 100° without medication for 24 hours.
Runny nose	Thick yellow or green discharge clears up.
Earache	A physician examines the ear and recommends returning to school.
Rash	A physician determines the cause and recommends returning to school.
Sore throat	A physician determines the cause and that no strep infection exists and the throat is healed.
Cough	Coughing subsides and no longer interferes with child's ability to function in the classroom.
Pale or flushed	Color returns to normal.
Red or watery eyes	A physician determines the cause and recommends returning to school.
Upset stomach, vomiting or diarrhea	Child has not had diarrhea or vomited in 24 hours and is eating normally.
Draining sore	Until draining stops.

Medicine

Staff will administer prescription or non-prescription medication to children only when a parent completes a "medication permission form" stating the date, name of medication, dosage, and time at which it should be administered. The medication must be in the original container with the child's name on it. State regulations mandate that teachers cannot, under any circumstances, give children a prescription drug that has another person's name on it. To maintain the privacy of children and families, medication information is stored in a non-public location.

Parents are required to hand the medication to a teacher or the CDC Director. Medication should never be in the child's cubby or lunch box. Medication which requires refrigeration will be placed in the upper refrigerator so the children do not have access to it. Medication which does not require refrigeration will be placed on top of the refrigerator. Only teaching staff and the director will administer medication. The adult who is responsible for administering the medication will document this administration on the "medication administration form" which lists the date, time, name of child, name of medication, and medication dosage.

If the medication is a prescribed antibiotic, your child must complete one 24 hour cycle before returning to school.

Allergies

It is not unusual for children with allergies to food or other substances to be enrolled in the program. With food allergies, the CDC staff will provide substitutes when this is necessary. For example, when children are allergic to milk, they will be given juice at lunch. A list is maintained in the kitchen which documents children and their food allergies. Parents should provide this information on the enrollment forms. Adjustments are made as necessary to ensure individual children with other types of allergies can safely participate in the program.

Animals and Pets

The Child Development Center does include animals as an important part of the ongoing curriculum for children. There have been a variety of pets in the classroom over the years including birds, hamsters, rats, and fish. These classroom pets provide many educational opportunities for children and are a valued part of our community. All pets that we have in the classroom are purchased from a licensed pet store or are donated from a local veterinarian. Occasionally, family pets will visit the classroom for a prearranged visit. In these cases, families will be required to show proof that the animal is licensed (for a dog) or has been vaccinated against rabies (cats and dogs). If an enrolled child has an animal allergy, teachers make sure that the child is not exposed to that animal. Teachers supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.

Accidents

Annual pediatric CPR and first aid training is available for the director and teaching staff. One adult with pediatric CPR and first aid training will be at the CDC at all times. A CPR poster and choking poster is displayed in the kitchen areas. A first aid manual is available for adult use as needed.

First aid supplies are kept in the locked first aid cabinet on the deck. Each staff member should familiarize themselves with this location, the supplies and the universal precautions

described below. Fully equipped first aid kits always accompany a teacher in the "field trip backpack" whenever a group of children leave the Child Development Center. A fully equipped first aid kit is always in the entryway to the playground in case it is needed when children are playing on the playground.

In the case of a minor accident that requires simple first aide procedures, the child's injury should be cleaned and treated as necessary. Staff should then complete an accident report in duplicate. One copy of this report should be placed in the parent mailbox; the other copy should be placed on the Director's desk. If possible, the parent should be verbally informed of the incident and treatment when they come to pick up their child at the end of the day. When this minor accident involves injury to the head or insect bites, the parent should receive a phone call from the teacher or director informing them of the incident. Otherwise, the procedures noted above should be followed.

If the injury requires a doctor's treatment, but is not an emergency (e.g., a superficial wound requiring stitches), the child's parents should be called and requested to pick up the child. While waiting for the parent's arrival, staff should administer temporary first aide and complete an accident report as specified above.

If a child or adult receives a serious injury and the injury requires immediate, professional medical treatment (e.g., severe bleeding, stopped breathing, broken limb, head injury, poisoning, electric shock, severe allergic reaction to insect bite or sting):

- immediately call the URI Police (2121) and request an ambulance.
- have someone locate the Director.
- call the child's parents.
- send someone to meet the ambulance.
- after the child's needs are attended to, complete an accident report as specified above.

Accident Insurance

The Child Development Center carries an accident insurance policy with The Hartford Insurance Group. The fee is per child, and is payable by parents on an annual basis. This insurance covers children and staff.

Fire

In case of fire, the Child Development Center facility is connected to the central University alarm system. The Fire Station is several blocks away from our building. The children will be evacuated to the fence near Lower College Road in the playground where attendance will be taken. Please notice the evacuation routes posted by each set of stairs as well as by the kitchen.

Complete fire drills are conducted 15 times over the course of a year so that all staff and children are familiar with the procedures. Additionally, "mock" fire drills that do not include the final step of going outside are conducted in the cold winter months to ensure continued familiarity with the procedure. These "mock" drills are conducted monthly during the winter months of December, January, February, and March.

During fire drills, the following are important steps we take to ensure children's safety:

- Walk with children quietly out the door in the cubby area into the playground.
- If the door by the cubbies is obstructed, exit with the children through the side door by the parking lot.
- Proceed quietly up the hill to the fence.
- Remind children to put their hands on the fence.
- A teacher or the director will take attendance at the fence to ensure that all children are accounted for.

In the event that children are enrolled in the program that are not able to independently evacuate the building, a specific staff member will be assigned to assist specific children. These assignments will be made on an as needed basis.

Universal Precautions

The guidelines issued by the Center for Disease Control identify universal precautions as the means that should be employed to prevent infection via blood-borne pathogens. These guidelines state that all blood and body fluids that may contain blood should be considered potentially infectious, and precautions should be taken to protect yourself against them. To reduce the risk of infection, you should:

- ALWAYS place a barrier between you and someone else's body fluids (ex. latex or vinyl gloves found in locked medical cabinet).
- Cover all cuts and scrapes.
- Minimize the splashing of body fluids.
- Handle any sharp object with caution.
- Do not handle food when around body fluids.
- Ensure that body fluids are cleaned and the area is properly disinfected.
- Wash hands or any exposed area immediately and thoroughly after you provide care or clean a spill.

Child Abuse and Neglect Reporting Policy

State law in Rhode Island requires that anyone who suspects child abuse or neglect must report that suspicion to the RI Department of Children, Youth, and Families. The Rhode Island Statute "Abused and Neglected Child" can be found at

<http://www.rilin.state.ri.us/Statutes/TITLE40/40-11/INDEX.HTM>.

Child abuse cases in RI are handled by the Division of Child Protective Services. The toll free number is 1-800-RI-CHILD (1-800-742-4453).

Staff should be aware that in suspected cases of child abuse or neglect that their role is to request an investigation, not to investigate.

There are four general types of abuse and neglect. These are

1. physical abuse
2. neglect
3. emotional abuse
4. sexual abuse

The official Child Development Center Child Abuse and Neglect Reporting Policy is that:

1. any staff who suspects child abuse or neglect must immediately report the suspicion to the Director
2. the director will call the Child Abuse Hot Line.
3. the director will discuss the situation with the parent unless doing so would jeopardize the safety of anyone involved
4. at the Child Development Center, children are never alone with one adult

Emergency Procedure

In case an emergency situation arises at the Child Development Center the following steps should be followed:

In an emergency where the children's safety is at risk

- immediately call the Campus police at 4-2121 and request support
- locate the Director and inform her of the situation
- gather the children in a safe location in the school.

In an emergency where there is a problem with the building

- call the Trouble Desk at 4-4060 and request support
- locate the Director
- evacuate the children if necessary following the fire drill procedures
- take the children to the Transition Center once it is determined that all of the children are accounted for and begin to call families.

In a situation where there is severe weather

- gather the children in a safe area of the building
- contact families to pick up their children

POLICIES AND PROCEDURES RELATED TO UNIVERSITY TEACHING, RESEARCH, AND SERVICE

The University of Rhode Island Child Development Center is part of the Department of Human Development and Family Studies (HDF) in the College of Human Science and Services and serves children, families, the university and the community. As the laboratory for HDF and other departments across campus, the CDC plays an integral role in many student, faculty and community academic experiences. In all of these experiences, our primary consideration is to ensure the physical, mental, and psychological safety of all of the children in our program. Members of the CDC faculty have extensive knowledge of each individual child enrolled in the program, maintaining a commitment to developmentally appropriate practices as defined by the National Association for the Education of Young Children (NAEYC). Because of this, members of the CDC faculty reserve the right to withdraw a child from any project involving the Center or intervene in any specific project interaction if the child's participation leads to undue stress or the interaction is not consistent with Child Development Center philosophy.

This document outlines policies and protocol for the different ways that students, faculty, and other members of the community have experiences at the Child Development Center. Such experiences include:

- I. Practicum courses in the HDF major
- II. Research involving children at the CDC
- III. Observation assignments within HDF and other departments
- IV. Course-based single interaction assignments

In laying out these policies and procedures the CDC follows protocols that respect in equal measure the rights, duties and needs of all involved parties, including children, their parents, CDC teachers and university staff and faculty members. These protocols are:

- (i) Initial Feasibility Consultations between faculty and staff members requesting use of the CDC and the CDC Director, as well as CDC Teachers when appropriate
- (ii) Approval by the CDC Director, and CDC Teachers where appropriate, of Project and Assignment Development
- (iii) Implementation and Monitoring of on-site students or personnel as the approved project and assignments are carried out at the CDC, with appropriate input or intervention as needed.

I. Practicum courses in the HDF major

The Child Development Center is actively involved in the delivery of academic content for two courses in the HDF curriculum, Introduction to Work with Young Children (HDF 203) and Early Childhood Practicum (HDF 303). Students enrolled in these courses have extensive involvement at the CDC through a weekly practica experience.

A. HDF 203 Introduction to Working With Young Children

1. Description of Experience

Students in HDF 203 spend 3 hours per week for 12 weeks of the semester in the role of a teacher aide. For many of these students it is their first experience working directly with children and thus expectations for these students include interacting with the children appropriately, assisting the teacher in daily tasks, becoming familiar with developmentally appropriate practices, and learning positive guidance techniques. Each semester there are between 25-50 of these students in the classroom on a weekly basis.

2. Feasibility Consultation

The professor teaching the course and the CDC director collaborate to design student experiences working directly with children as well as both observational and reflective assignments.

3. Project/Assignment Development

Once assignments are developed, the professor provides a copy of the assignments to the CDC director, who will share these with the CDC teachers.

Students will complete their assignments during time other than their three hour a week practicum.

4. Implementation and Monitoring

The CDC teachers provide weekly supervision and mentoring of these students and conduct extensive midterm and final evaluations. These evaluations comprise approximately one third of the students' course grade. The CDC teachers and director visit the academic classroom once during the semester to meet with the students about issues related to their experience at the CDC.

B. HDF 303 Early Childhood Practicum

1. Description of Experience

Students in HDF 303 spend 3 hours per week for 13 weeks of the semester working with one group of children at the CDC. These students are working

towards early childhood teacher certification and plan a career working with young children. The expectations for these students include planning weekly integrated activities, leading group times, taking on the role of a head teacher (where the student plans and implements all activities, transitions, and group times for an entire morning or afternoon), assessing young children and refining their skills of interacting and guiding young children. All of this occurs under the direct guidance and supervision of the CDC teachers.

2. Feasibility Consultation

The professor teaching the course and the CDC director collaborate to design student experiences interacting with children, and developing and implementing activities. This practicum builds upon prior experiences in HDF 203 and, consequently, student expectations are significantly more extensive.

3. Project/Assignment Development

Once assignments are developed, the professor will provide a copy of the assignments to the CDC director, who will share these with the CDC teachers.

Students will complete their assignments during times other than their three hour a week practicum unless the assignments involve direct interaction with children.

4. Implementation and Monitoring

The CDC teachers engage in extensive weekly supervision of the HDF 303 students: providing feedback and grading integrated activity plans, activity evaluations, Head Teacher Day plans; administering a midterm and final evaluation; and, in the classroom, mentoring, modeling, and offering individual supervision. Approximately half of the students' final course grade includes their CDC experiences. The CDC teachers visit the academic classroom twice during the semester to meet with the students about issues related to their experience at the CDC.

II. Research involving children at the CDC

1. Description of Experience

The Child Development Center is actively involved with faculty and students from across the university in the generation of new knowledge and the development of innovative educational practices. The CDC is an excellent resource for the study of the child in the context of the family and the community.

Research projects may involve the development of research instruments, master's theses, pilot efforts leading to outside funding, and full scale studies.

Potential investigations may focus on a range of topics related to the social, emotional, physical, and cognitive development of young children; the creation and management of early education environments; relationships between teachers and children, teachers and parents, and parents and children.

2. Feasibility Consultation

The principal investigator should contact the CDC director to discuss the idea for the research project and its feasibility at the CDC.

During the feasibility consultation, the proposed research request will be considered based on the following criteria:

- appropriateness for population and facilities of CDC
- involvement required of staff
- length of involvement and type of involvement required of the children
- consistency with philosophy of the CDC, including maintaining a positive verbal environment
- procedures for informing families and staff of the CDC about the proposed project
- procedures for informing families and staff about project results
- prior commitments of the CDC program resources

3. Project/Assignment Development

a. Secure formal CDC approval of the proposal

A full proposal will be submitted to the CDC research committee consisting of at least one teacher, one parent, one HDF faculty member and the CDC director. Research proposals will be reviewed within a month of their submission to the CDC research committee.

b. Secure IRB approval of the proposal

Once the project has received an approval letter from the CDC director, it must receive approval from the Institutional Review Board. A copy of the IRB approval will be kept on file at the CDC.

4. Implementation and Monitoring

Approved research projects are monitored by the CDC director and teachers to insure the maintenance of developmentally-appropriate practices as defined by NAEYC

Families must sign authorizations for each specific research project in which family or child participation is requested. Researchers are required

to provide families with sufficient information about the research project to enable them to make an informed decision about their child's participation.

It is the responsibility of the PI of the research project to ensure that implementation is consistent with CDC policies.

Prior to implementation, anyone having direct interactions with the children is required to participate in an orientation session, which will include a classroom observation and a review of child interaction protocol. All student investigators must be sponsored by a faculty member.

During the research project, the CDC teachers or director may decide to withdraw a child from the project or intervene in an interaction if participation leads to undue stress or the interaction is not consistent with Child Development Center philosophy.

A copy of the research project results will be provided to the Child Development Center.

III. Observation assignments within HDF and other departments

1. Description of Experience

The Child Development Center serves as an observation site for courses in the HDF department as well as for courses from several departments across campus. These Child Development Center observations coincide with the content being taught in the academic classrooms. Additionally, high school child development classes from throughout Rhode Island utilize the CDC for observation experiences. Most of the time these observations occur one time a semester and the students have a specific assignment to target their observations.

2. Feasibility Consultation

Any professor or other teacher who is interested in utilizing the CDC as an observation site should contact the CDC Director to discuss the purpose of the observation and to coordinate the timing of the observation.

3. Project/Assignment Development

The professor or teacher will provide a copy of the student's assignment to the CDC Director prior to the observation date.

The professor or teacher will provide the students an orientation to the CDC prior to the observation date. This orientation will include information about the CDC as well as observation expectations.

4. Implementation and Monitoring

In classes with an enrollment above ten students, the professor will create a sign up sheet ensuring that there are no more than six observers in the building

at a time. This sign up sheet will be on the wall at the CDC where students will sign in when they arrive for their observation.

In classes with an enrollment at or below ten students, the students will sign in with the CDC secretary when they arrive for their observation.

When high school classes conduct observations, the entire class will observe at the same time. In these instances, all observers will remain on the observation deck.

Students will conduct their observations from the observation deck when the children are inside and from outside the fence when children are outside.

Students will turn their cell phones off when they enter the building and will refrain from eating, drinking and, talking to each other, and talking with children or CDC staff while conducting observations.

IV. Course-based single interaction assignments

1. Description of Experience

The CDC can serve in the capacity of a one-time lab setting for courses in fields related to early childhood education and child development. In these instances, faculty members from HDF or other departments request that the students enrolled in their class have an experience at the Child Development Center directly interacting with children. Because of the unique expertise of the CDC director and teachers, their intimate knowledge of the enrolled children, and the trust families have placed in them to maintain the integrity of their child's CDC experience, these requests will be carefully reviewed.

2. Feasibility Consultation

Any professor who is interested in having their students interact directly with the children at the CDC should contact the CDC Director prior to the beginning of the semester to discuss if, how, and when their idea for an interaction can be implemented at the Child Development Center.

During the feasibility consultation, the proposed assignment will be reviewed in light of the following criteria:

- Length of time each child will be involved is limited to 30 minutes in one sitting.
- Number of students who will be in the classroom is limited to no more than 2 students in each classroom at one time.
- The interactions are scheduled to fit into the CDC daily schedule.
- The assignments to be implemented by the students are developmentally appropriate for preschool and kindergarten children as delineated by the National Association for the Education of Young Children.
- The assignments that will be implemented are consistent with the CDC philosophy and curriculum.

3. Project/Assignment Development

The professor will share a copy of the proposed student's assignment with the CDC director and teachers. Once approval has been obtained, the professor will work with the CDC director to schedule the experience.

At least a week before the actual interactions, the professor will provide the CDC director with a sign up sheet indicating specific dates and times for each student who will be at the CDC for their interaction.

Families will be informed about the students' experience and their children's experience by the CDC director.

4. Implementation and Monitoring

Approved course-based single interactions will be closely monitored by the CDC director and teachers.

Students will sign in with the CDC secretary or director when they arrive for their interaction. The CDC director or a teacher will introduce the student to their assigned child and provide an appropriate location in the classroom for the interaction.

During the interactions, the CDC teachers or director may decide to withdraw a child from the project or intervene in an interaction if participation leads to undue stress or the interaction is not consistent with Child Development Center philosophy.

SERVICE

In the area of service, the CDC is dedicated to providing an exemplary early childhood education program that serves as a model of the best in early childhood practices. As the campus "lab school," the CDC also serves as a resource for early childhood educators in RI and New England. The CDC is a "Mentor Classroom" for the Rhode Island Department of Education's Early Learning Standards Technical Assistance Project. Educators can call with questions or requests to observe the CDC program to learn more about developmentally appropriate, high quality early childhood practices. Additionally, the staff participates in outreach activities by being active in professional organizations devoted to young children, by presenting at state and regional conferences, and by serving as consultants in early childhood classrooms throughout Rhode Island.