This handbook is designed to acquaint all families with the Child Development Laboratory School's current policies and procedures. The Lab School reserves the right, in its sole discretion, to revise these policies and procedures as needed. Families receive a handbook during enrollment and are given or informed about an updated handbook available on the website during contract renewals and each August.

Table of Contents

MISSION STATEMENT ........................................................................................................................................... 3
INTRODUCTION .................................................................................................................................................. 3
GOALS: TEACHING...RESEARCH...SERVICE .................................................................................................. 3
RESEARCH .......................................................................................................................................................... 4
OBSERVATIONS ................................................................................................................................................ 4
VIDEO IMAGES AND PHOTOGRAPHS ............................................................................................................. 4
PHILOSOPHY AND GUIDING PRINCIPLES ....................................................................................................... 5
NON-DISCRIMINATION STATEMENT .................................................................................................................. 6
MULTICULTURAL ENVIRONMENT .................................................................................................................... 6
ENROLLMENT ...................................................................................................................................................... 6
SCREENINGS AND ASSESSMENTS ................................................................................................................... 7
CURRICULUM DEVELOPMENT ....................................................................................................................... 7
HOME AND SCHOOL PARTNERSHIP/COMMUNICATION ................................................................................. 8
OPEN DOOR POLICY ........................................................................................................................................ 11
LIMITED ACCESS POLICY ............................................................................................................................. 11
HEALTH, SAFETY, & EMERGENCY PROCEDURES ....................................................................................... 11
OUTDOOR PLAY .............................................................................................................................................. 14
CLASSROOM GUIDANCE STRATEGIES AND POLICIES ................................................................................ 15
REST TIME ....................................................................................................................................................... 18
NUT SENSITIVE POLICY ................................................................................................................................ 19
TRANSPORTATION AND PARKING PRIVILEGES ............................................................................................ 19
CLOTHING AND PLAY ITEMS FROM HOME ................................................................................................... 19
INFANT AND TODDLER/ 2’s and 3’s SPECIFIC INFORMATION ......................................................................... 20
EXPECTATIONS OF PARENTS .......................................................................................................................... 21
DAILY SCHEDULES/MONTHLY CALENDARS ................................................................................................. 22
PROFESSIONAL DAYS ..................................................................................................................................... 23
ATTENDANCE ................................................................................................................................................... 23
ARRIVAL AND DEPARTURE ............................................................................................................................ 24
PROGRAM CANCELLATION ............................................................................................................................ 25
FIELD TRIPS .................................................................................................................................................... 25
TAX INFORMATION and FLEXIBLE SPENDING ACCOUNTS ............................................................................ 26
LICENSENING INFORMATION .......................................................................................................................... 26
What is a Laboratory School? ............................................................................................................................ 27
APPENDIX 1A ..................................................................................................................................................... 28
MISSION STATEMENT
The mission of the Child Development Laboratory School in the Department of Human Development and Family Studies (HDFS) is to provide students, researchers, and practitioners’ opportunities to observe and work with young children, while serving as a model early care and education program for young children, including those with disabilities, and their families.

INTRODUCTION
The Iowa State University Child Development Laboratory School is a teaching and research laboratory for University students, faculty, and staff while providing an educational setting for children. The Lab School operates a full-day, full-year teacher-training lab school affiliated with the Department of Human Development and Family Studies (HDFS) within the College of Human Sciences (CHS). The Lab School is licensed by the Department of Human Services (DHS) and accredited through the National Association for the Education of Young Children (NAEYC). The Lab School also has received a 5 Star rating through the Iowa Quality Rating System (QRS). The Lab School serves families with children from infancy thru preschool age. A primary goal is promoting high quality early care and education while demonstrating developmentally appropriate practices.

The Lab School offers the following programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Room</th>
<th>Ages</th>
<th>Group Size</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 1: Program for Infants and Toddlers</td>
<td>0356</td>
<td>Infants and Toddlers</td>
<td>8 infants and toddlers</td>
<td>7:30am – 5:30 pm</td>
</tr>
<tr>
<td>Lab 2: Program for 2- &amp; 3-Year Old Children</td>
<td>0362</td>
<td>Two years old by September 15</td>
<td>12 2’s and 3’s</td>
<td>7:30am – 5:30 pm</td>
</tr>
<tr>
<td>Lab 3: Program for 3-, 4- &amp; 5-Year Old Children</td>
<td>0372</td>
<td>Three years old by September 15 up to five years old</td>
<td>18 preschoolers</td>
<td>7:30am – 5:30 pm</td>
</tr>
<tr>
<td>Lab 4: Program for 3-, 4- &amp; 5-Year Old Children</td>
<td>0378</td>
<td>Three years old by September 15 up to five years old</td>
<td>18 preschoolers</td>
<td>7:30am – 5:30 pm</td>
</tr>
</tbody>
</table>

GOALS: TEACHING...RESEARCH...SERVICE
The Child Development Laboratory School provides programs focused on the age-appropriate and individually appropriate development of the children in each group using practices that are sensitive to individual, social, and cultural variations. Each program incorporates what is known about how young children develop and learn in all areas: social & emotional, physical, cognitive, and language. The curriculum is implemented with attention to the differing needs, interest, and developmental levels of each child, in addition to the needs and interests of the group of children. There is also an emphasis on forming a partner relationship between family members and staff.

The labs have been established to:
- Provide an opportunity for Iowa State students to learn about young children and their families.
- Serve as a teaching laboratory to demonstrate developmentally sound early childhood education practices.
- Prepare individuals to be teachers and administrators of programs for young children and their families.
- Serve as a research laboratory for undergraduates, graduate students and faculty interested in studying infants thru 5-year-old children and their families.
- Offer young children a developmentally sound educational experience based on their needs and interests and those of their families.
- Provide a forum for exchanging childrearing information with families while respecting their social and cultural heritage.
TEACHING
The Lab School is designed to provide a facility for ISU practicum students who are pursuing degrees in areas related to child development. The ISU Lab Schools high-quality accredited program provides the opportunity for observation and hands-on experience in the early childhood setting. HDFS courses that require practicum hours include: Development in Young Children, Birth through age 8, Guidance and Group Management, Assessment & Curriculum: Ages Birth to 2-Years and Ages 3-6 Years, Programming for Children in Early Care and Education and Adapting Programs in Inclusive Settings. Students in these courses observe and participate in order to develop a frame of reference concerning the growth, development, and behavior of young children. These experiences allow students to participate in the planning, implementation, and evaluation of activities; to observe children’s reactions to the routines of the day; to study their progress through the program; and to develop skills in interacting positively with both individual children and groups. All practicum students in the classroom are under the supervision of our degreed & licensed teachers. (See Appendix 1A for more information regarding the practicum experience and how it relates to our classrooms).

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

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

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

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

PHILOSOPHY AND GUIDING PRINCIPLES
The program is designed to encourage and support the development of each child and to provide opportunities for self-exploration and discovery. A teaching assumption is that children are naturally active and curious. Therefore, learning experiences are designed to stimulate the child's creative and problem solving abilities.

The overall development of the child is considered when planning for a variety of play activities. The staff will assess the needs of each child to plan for the successful fulfillment of those needs by linking assessment to curriculum planning and decision making. Positive development of the child's image of self is of prime importance in the program and is a priority in all aspects of program planning.

The ISU Lab School follows the guiding principles established by the NAEYC Principals of Child Development and Learning (2009) and adopted in the Iowa Early Learning Standards (page 9, Iowa Learning Standards, 2012) when planning activities for young children.

These principles are:
1) All the domains of development and learning—physical, social and emotional, and cognitive—are important, and they are closely interrelated. Children's development and learning in one domain influence and are influenced by what takes place in other domains.
2) Many aspects of children's learning and development follow well documented sequences, with later abilities, skills, and knowledge building on those already acquired.
3) Development and learning proceed at varying rates from child to child, as well as at uneven rates across different areas of a child's individual functioning.
4) Development and learning result from a dynamic and continuous interaction of biological maturation and experience.
5) Early experiences have profound effects, both cumulative and delayed, on a child's development and learning; and optimal periods exist for certain types of development and learning to occur.
6) Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
7) Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.
8) Development and learning occur in and are influenced by multiple social and cultural contexts, including the language of the family and home.
9) Always mentally active in seeking to understand the world around them, children learn in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all forms of learning.
10) Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence.
11) Development and learning advance when children are challenged to achieve at a level just beyond their current mastery, and also when they have many opportunities.
12) Children's experiences shape their motivation and approaches to learning, such as persistence, initiative, and flexibility; in turn, these dispositions and behaviors affect their learning and development.
NON-DISCRIMINATION STATEMENT
Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran. Inquiries regarding non-discrimination policies may be directed to the Director, Office of Equal Opportunity, Title IX/ADA Coordinator, and Affirmative Action Officer, 3350 Beardshear Hall, Ames, Iowa 50011, Tel. 515 294-7612, email eooffice@iastate.edu. This institution is an equal opportunity provider.

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

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

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

ENROLLMENT
Enrollment is open to children in the community with the goal of having a well-rounded, diverse group of children that is representative of the population of Ames. Selection of children is based on a random lottery. However, the Laboratory School reserves the right to enroll children based on gender, age, race, ethnicity, special needs, and member of a low-income family for the purposes of high-quality teacher training. Siblings of children currently enrolled in the Lab School will receive special consideration, but no guarantee is made that siblings will be enrolled.

State Wide Voluntary Preschool Program (SVPP) is a State of Iowa program that is offered in conjunction with our full-day preschool programs through a contract with the Ames Community School District. The goal of this State funded program is to provide young children with the opportunity to participate in high quality preschool programming to develop competencies needed to enter Kindergarten. Children enrolled in Lab 3 or Lab 4, who will be four-years-old by September 15th can participate in the SVPP program. SVPP is a program that works within our program and is not a separate program. All SVPP activities and curriculum are provided by the Lab School classroom.
teachers. In order to be eligible, parents must complete an application process. The Lab School will forward required SVPP paperwork to families, typically in March. Families enrolled in SVPP are provided a tuition discount during the months of September through May, contingent upon the Lab School receiving funding from SVPP/ACSD. SVPP attendance days are M, T, Th, F with arrival by 8:30am. Families who opt out of SVPP will pay the full 4 to 5 year old tuition rate.

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

In the Lab School:
1) All staff members are continually involved in assessment of children.
2) Observations and anecdotal writings are the primary method of gathering information for assessment.
3) Dated work samples are used to document each child’s progress noting the reason for its inclusion in a child’s portfolio.
4) Ongoing assessment is used to develop narrative summaries and establish goals for each child in the four developmental areas plus five academic areas.
5) The summaries and goals guide daily planning for the individual child, small group, and large group.
6) The summaries facilitate the sharing of information during parent conferences.
7) Work samples, portfolios, and summaries are not released to persons outside the Lab School without the parent’s written authorization.
8) Practicum students also use observations to gather other assessment information and may use work samples, portfolios, and summaries as part of class assignments. If any of this assessment information is used in the practicum student’s professional portfolio required for teacher licensure, children’s names and identifiable photographs of children will be removed.

CURRICULUM DEVELOPMENT
The Lab School’s curriculum is child-centered, interest-based, and hands-on to encourage each child’s growing independence. The Lab School uses the Creative Curriculum as the curriculum framework that drives the planning in classrooms. Although planned themes are used, children’s interests are considered and the curriculum adapted as needed. Each room is designed with learning centers (art, blocks, manipulatives, math, science, dramatic play, sensory, etc.) and a variety of developmentally appropriate activities which include some child-directed and some teacher-directed activities throughout the day. Each program has a morning and afternoon self-selection time designed to actively engage children in learning all day long and to promote their creative expression. The curriculum is designed to enhance children’s:

- Social-Emotional Development
- Physical Development
- Cognitive Development
- Language Development
HOME AND SCHOOL PARTNERSHIP/COMMUNICATION
Parents are welcome and encouraged to visit the Lab School at any time. A close family-school relationship is essential for the school to be fully responsive to the child and for the child to reap maximum benefits from the early care and educational experience. To assist in this, all children in the Lab School are assigned a primary caregiver. This is the classroom teacher who has primary responsibility for the assessment of and planning for your child and also, the one responsible for primary communication with you, as a parent. Open communication between teachers and parents is crucial to the care and education of a young child. Communication happens in many forms at the Lab School as noted in the information below. All family information shared with the Lab School, either written or verbal, is kept confidential and only shared with necessary Lab School personnel, which includes the teaching staff working with your child and administration. Additionally, any information concerning your child, including observations, assessments, and work samplings, will not be shared with anyone outside of the Lab School, such as an AEA consultant, without your written permission. All confidential information is kept in child files located in the Parent Coordinator’s office. If you need any information translated, whether verbal or written, please contact either the Parent Coordinator or the Administrator for assistance.

Parent Orientations are held each fall. This is an opportunity for parents to learn more about the Lab School and, in particular, about their child’s classroom and staff. The teaching staff will explain their classroom, activities, schedules and etc. at this meeting. This is also a wonderful opportunity for parents to ask general questions about the Lab School. If parents cannot attend this meeting, staff would be happy to set up an individual meeting to answer any questions you may have.

Parent Participation Parent participation is eagerly welcomed in the program and enriches the experience for your child as well as his or her classmates while providing learning opportunities for teachers, students, and other parents. Grandparents and other significant adults in the child’s life are also welcome to visit, observe, and participate in classroom activities. Your participation can take many forms. Some possible ways one could participate include:
- field trip supervision
- leading or assisting special projects in the classroom (carpentry, sewing, music, cooking, science experiments, cultural experiences, etc.)
- construction or collection of materials for classroom use such as paint aprons, raw materials for art projects, dress-up clothes, dramatic play props, carpentry materials, etc.
- attending, planning, or leading parent workshops
- eating lunch or snack with your child – please make arrangements one week in advance
- serving on the Advisory Group as a representative for your child’s classroom

We ask that when you participate in our program, you refrain from providing guidance or discipline of any sort to the children (with the exception of your own child). Lab School staff members are responsible for the guidance of the children at all times. If you see a behavior that should be addressed by the staff members, please feel free to bring it to their attention.
Special Occasions  Holidays, birthdays, and other traditions are celebrated in many different ways throughout the world. To respect the many different customs of families that attend the Lab School, we do NOT celebrate holidays in our program.

To acknowledge events specific to your child or family (ex. birthday, new sibling), each classroom sets aside one day a month to recognize special occasions while maintaining our regular classroom routine.

If you would like to plan an activity for a specific month you must speak to the teacher at least one week in advance of the designated special occasion activity date.

“Goodie bags/treat bags” and/or food treats should not be brought to school and instead saved for out of classroom celebrations/parties you may have for your child. When planning your child’s home birthday party, please consider inviting all of the children or none. If this is not possible, please mail invitations directly to children’s homes to avoid sad or hurt feelings.

Posting of Weekly Lesson Plans  Weekly copies of the lesson plans are posted outside of each classroom and also on our website at http://www.cdlhs.iastate.edu/program-information/weekly-lesson-plans/. It is helpful to review activities planned for the day with your child. Since the curriculum is planned in advance, some changes based on spontaneous learning opportunities and child needs can be expected.

Daily Communication Sheets  Each of the classrooms provides written daily communication to share with parents an insight into their child’s day. Additionally, the wipe off boards outside of each classroom are utilized to provide parents with general classroom information. Please read the board each day for this pertinent information.

Electronic Communications (e-mail) is an optional way teachers and administration may convey important information. Please provide a current e-mail address if you would like to receive information in this way. Teachers may also utilize the Teaching Strategies GOLD family site through the Teaching Strategies Gold online assessment system. Parents will receive an email invitation to participate in communicating with the classroom teacher through the sharing of documentation. Accepting the request will allow the parent to view written and photo/video documentation of the child’s ongoing development and classroom activities.

Palmer Press  Every other month the Palmer Press newsletter is posted on our website at http://www.cdlhs.iastate.edu/families/newsletter/. This newsletter provides you with Lab School general information and also information that is specific to your child’s room. An email confirming that the latest newsletter is posted will be sent to parents.

Classroom Observations  from the booth are available when children are in attendance. NO children are allowed in the observation booths, even when accompanied by an adult. You may want to observe your child before meeting with the teacher for scheduled conferences. Observing allows a parent to note age- and individually-related behavior patterns while watching a child interact in a social environment. If you have questions about what you observe (i.e., children's behavior, use of materials, teacher's behavior, etc.), please ask the teacher about it. Often an individual in the booth will observe a snapshot in time and may not clearly understand the reasoning behind a certain action taken in the classroom.
Parent-Teacher Conferences are important opportunities for the parents and teachers to gain insights about the child, the classroom, and the home setting. Conferences provide a forum to share information and to plan future exchanges and to determine educational goals for the child. Teachers will share summaries from assessments and screenings that have been completed on your child, as well as, discuss any concerns or goals that you have for your child. Typically, conferences are scheduled in the fall and spring. You are welcome to arrange additional conferences by contacting your child’s primary caregiver. If you need translation services for any written or verbal communication in order to fully understand information shared during conferences, please inform the staff prior to the meeting and we will make arrangements.

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

Parent Questions/Concerns The Lab School staff is committed to a team approach in working with parents to resolve questions and/or concerns. Do not hesitate to bring any question or concern to the attention of the teachers most directly involved with your child. If the concern is not resolved, please feel free to contact the Lab School Administrator at 294-7478. If the concern is still not resolved, parents may contact the HDFS Department Chair.

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

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

Additional Means of Communication In addition to the above ways of communicating, the Lab School staff members often will: call parents; send home informational flyers; display children’s work; have children’s portfolios available for review; post information on the bulletin boards in the main hallway and outside classrooms; have informal chats at drop off and pick up; and write daily pertinent information on the white boards located outside of each room. The Lab School website, http://www.cdlsls.hs.iastate.edu, also has important information for parents, such as lesson plans, daily schedules, calendars, menus, etc. Please take advantage of all of these methods of communication to assist in building a solid partnership between you, as a parent, and your child’s teachers.

SOCIAL MEDIA
The ISU Child Development Laboratory School staff strives to maintain appropriate relationships with the families and students we serve. The practice of “friending” our families on Facebook is discouraged and will not be used by our staff. We are concerned about the appearance of being in a “special” relationship with some of our families, and the implications of favoritism that might arise. We encourage your impromptu discussions with us and will also gladly plan times to talk with you during scheduled conferences at your request.
OPEN DOOR POLICY
The Lab School encourages and extends an invitation to visit your child’s classroom at any time. Arrangements may be made to schedule your visit by contacting your child’s classroom teacher. Attached to each classroom is an observation booth. Appointments are not needed to observe from the booth. It is important to understand that you are observing for a short period of time and may not fully understand the dynamics of the situation that you are observing (previous history, what happened five minutes before you arrived, etc.). Feel free to talk with your child’s teacher or administration if you have questions about your observation. No children are allowed in the booths for safety reasons.

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

HEALTH, SAFETY, & EMERGENCY PROCEDURES
Health and Dental Requirements Parents are required to provide the Lab School with the name and contact information of the child’s doctor and dentist. Additionally, parents need to provide the Lab School with a physician’s report of their child’s physical examination and a dental exam done within the twelve months prior to attending the Lab School and annually thereafter.

Immunizations Immunization requirements for child care facilities are determined by Iowa Code, Chapter 139a.8(6) and Iowa Administrative code, 641-7.7(139). An Iowa Department of Public Health Certificate of Immunization, or valid Certificate of Immunization Exemption, or Provisional Certificate of Immunization must be on file and current for each child attending the Lab School.

Illness Families are requested not to bring a child to school when signs of illness or infections are present. If the child is not well enough to play outdoors or not well enough to comfortably participate in activities, the child should stay at home. Please call your child’s classroom by 8:30 AM whenever your child is ill. Families will receive email notification when children have been exposed to a communicable disease. Additionally, notices of exposure will be posted by your child’s classroom door. Families should immediately notify the child’s teacher if their child becomes ill with a communicable disease.

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

- Fever, over 101 (children under 5 months, over 100) accompanied by behavior changes or other signs or symptoms of illness
- One or more incidents of vomiting or diarrhea
- Blood in stools not explainable by dietary change, medication, or hard stools
- Persistent abdominal pain or intermittent pain with fever
- Severe or uncontrollable coughing
• Wheezing or difficulty breathing and/or an unspecified respiratory tract illness
• Inexplicable irritability or persistent crying
• Inexplicable lethargy
• Unexplained rash and any rash with fever or open, weeping wounds
• Mouth sores with drooling
• Yellowish skin or eyes
• Tuberculosis
• Chicken pox that are not scabbed
• Head lice, including nits being visible (until after first treatment)
• Visible impetigo
• Strep throat
• Pertussis (e.g. whooping cough)
• Mumps
• Hepatitis A virus until one week after onset or as otherwise directed from health dept.
• Measles or Rubella
• Shingles
• Herpes simple

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

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

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

Medications It is preferred that all prescription and non-prescription medication be given to a child at home. In the event medication does need given during child care hours, it is preferred a parent come to the Lab School to administer the medication. Only Lab School staff with medication administration training are allowed to administer medication if all of the following conditions are met:
• Prescription medications must be provided in the original container labeled with the child’s full name, name of the medication, dosage, name of prescribing physician and date prescription was filled.
• Over-the-counter medications must be provided in the original container labeled with the child’s full name.
• A Request for Medication Administration form must be completed and signed by a health care professional and a parent/guardian. These forms are available from the Parent Coordinator. This form must be completed for administration of either prescription or over-the-counter medications.
• Trained staff have time to administer medication while still maintaining classroom ratio requirements.

Physicians must indicate a start date and end date (no longer than one year) for the medication authorization to be in effect. Over-the-counter medicine includes such items as medicated lotions, cough drops, ibuprofen, etc. The medication and all paperwork should be placed in a Ziplock bag together so as not to contaminate other medications which might be stored in our locked medication box. The only exception to medication not stored in the locked medicine box is diaper cream which
may be stored in an out-of-child’s-reach diaper cubby. The trained staff member will document the medication, the dosage and the time it was given immediately after administration on the correct form. Expired forms will be placed in the child’s individual file. Unused medicines or Epi-Pens will be returned to the family or disposed of if the child is no longer in care.

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

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

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

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

In case of a tornado, the children and teachers utilize the Palmer Research Rooms as a primary tornado shelter. If there is not time to go to the primary shelter, each classroom has a secondary tornado shelter. Please see maps located in each classroom for details.

**In the event of notification of an armed or dangerous person on campus, the Lab School would follow the procedure noted below as shelter-in-place. For the safety of everyone, the school would be kept in “lock-down” status. This would mean that staff and children would not be permitted to leave the facility until the “all-clear” message is given by public safety officials. For the safety of children and staff in the program, parents would not be allowed into the program until the “all-clear” message was given by public safety officials.**

**Shelter-in-Place Procedures** In the event of a chemical or biological emergency, the Child Development Laboratory School would follow a security plan known as “Shelter in Place” developed by the National Institute on Chemical Studies and recommended by the U.S. Department of Education. It is based on the notion that in a chemical or biological crisis, people are often safest if they remain inside. Similar plans have been put in place by some school districts and local governments near nuclear plants, armories, and chemical factories. The plan is designed to keep students safe for several hours until hazardous substances are carried away by the wind.
In the event of such an emergency, children outdoors would be brought inside the building without delay. Windows would be shut and entry doors to the school would be locked to get a better seal. Teachers would immediately take attendance to be certain all children are present.

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

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

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

**Sign In/Sign Out** On a daily basis, accompany your child into his or her room, make contact with a teacher, sign in the child on the attendance sheet, and assist in washing hands. At the end of each day, notify the teacher that you are taking your child and sign-out your child. The Lab School is not responsible for a child until the parent exits the classroom or once the parent/authorized pick up person has arrived. It is appreciated when parents leave in a timely manner after signing out your child. Follow safety rules in parking your vehicle and bringing your child into the building. Teach your child to follow the safety rules.

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

**OUTDOOR PLAY**

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

It is important for parents to provide the appropriate clothing and outerwear for the weather conditions (e.g., coat, snow pants, boots, gloves, etc.). Children are NOT allowed to wear sweatshirts/jackets/tops/hats with drawstrings or strings attached or scarves at the Lab School. If a child has drawstring/strings on, the teachers will ask the parents to remove them or provide the program with different attire for their child. Additionally, the Lab School does not recommend that children wear open toed or open back shoes. The children run and climb when outdoors and flip flops, sandals, or inappropriately sized shoes can be very dangerous on small children. Please label all articles of clothing with the child’s name. The Lab School has a few extra hats, mittens, and other clothing items but not enough for everyone. Staff members use the Child Care Weather chart produced by the Department of Public Health when determining whether or not to go outside. For more information, please review the weather chart posted in each room or on our website at: [http://www.cdls.hs.iastate.edu/wp-content/uploads/2013/10/weather_chart.pdf](http://www.cdls.hs.iastate.edu/wp-content/uploads/2013/10/weather_chart.pdf)
The Lab School encourages children to get plenty of liquid to replenish body fluids, especially when participating in outdoor activities. Parents are encouraged to grant permission for the program to use sunscreen and insect repellent on your child. We ask that parents provide sunscreen (spray-on types are not allowed). The Lab School will provide insect repellent with DEET. If you would prefer a specific product be used on your child, we encourage you to also bring insect repellent to ensure that what is used on your child is appropriate.

CLASSROOM GUIDANCE STRATEGIES AND POLICIES
Positive guidance strategies are used in the Lab School to keep children constructively involved with satisfying and challenging learning activities. Adults provide children with clear and positive expectations. Guidance directives are stated positively instead of negatively, for example, Walk indoors; Use your words to tell him or her you’re angry; Chairs are for sitting. Most children have positive experiences when they are physically healthy and when teachers prepare and manage the daily schedule, classroom space, and environment based on knowledge of each child. Adults provide support, focused attention, physical proximity, and encouragement to the children throughout the classroom day. Teachers help each child develop self-control by helping them to recognize, talk, and express their emotions appropriately. The natural, expected sounds of the early childhood classroom are giggling, whispering, animated voices, relaxed talking, and busy sounds as well as occasional crying, shouting, and frustrated voices. Teachers sometimes need to enforce guidance limits either by planned ignoring, redirection, removing materials, or removing children from the situation. It is understood that adults teach age- and individually-appropriate behaviors until the behaviors are within the child’s repertoire. The Second Step Curriculum is used to help children develop social and emotional skills, resolve conflicts, and manage anger.

One goal of the Lab School is to help children develop a positive self-image. Children are encouraged to be self-directed and to exhibit self-control. In order to do this, children need the opportunity to build self-esteem. Therefore, such practices that humiliate or shame a child will not be used. Young children, due to their developmental age, are not capable of understanding the ramifications of many of their behaviors; therefore, they need to be encouraged to make good choices and to be prevented from harming themselves and/or others. This goal can best be accomplished through close supervision, gentle guidance, and, most importantly, redirection. Children need to learn to identify and express their feelings. However, adults must often assist a child by verbalizing the child’s feelings in a given situation. For example, if a child is about to hit another child for taking a toy away, an adult would prevent that child from hitting the other by saying, “That really made you angry when Billy took your toy. You wanted to hit him. Instead, tell Billy ‘It’s mine. I’m playing with it.’” This way, we hope to prevent one child from hurting another while at the same time helping that child to learn to identify feelings and verbalize expectations.

Another important guidance concept is to remember that small children are very self-centered and not yet capable of understanding the concept of sharing and taking turns. Therefore, it is the adult’s responsibility to lend guidance through redirection to other activities when conflict situations occur. Caring for young children requires a lot of patience, as they often need to be reminded about safety rules and sharing over and over again.

At no point is harmful discipline strategies utilized (ex. physical punishment, psychological abuse, coercion, withholding food, threats, etc.). Each member of the teaching staff is a Mandatory Child Abuse Reporter through the State of Iowa.
Play involving guns, weapons, or war play is prohibited in Lab School programs. Guns or weapons brought to the Lab School will be removed immediately until the item can be returned to the parent. The child will be involved with this process. When children engage in play with violent overtones (war, pretend shooting, etc.), teachers will redirect the children to more constructive types of social activity. Bullying behavior is considered violent play and is unacceptable; it will be handled quickly and is taken seriously. Parents are asked to help us enforce this “no guns/weapons, violent play, and non-bullying” policy.

**Specific Discipline Strategies Used by Lab Staff and Students:**

- Maintaining realistic expectations of children
- Providing clear and simple limits
- Planning an environment that facilitates a caring atmosphere
- Keeping children busy to prevent problems from occurring in the first place
- Modeling appropriate behaviors
- Teaching appropriate behaviors and social skills and re-teaching as needed
- Redirecting inappropriate behaviors toward desired outcomes
- Giving children choices between two appropriate alternatives
- Encouraging children to work together to solve problems and make cooperative decisions
- Encouraging children to use their words to solve problems or to elicit peer cooperation
- Understanding the function of a child’s inappropriate behavior and teaching appropriate replacement behaviors
- Providing logical and natural consequences for children’s actions
- Removing children from the situation until they are calm and able to discuss the problem
- Conflict resolution (for older preschoolers)

**Positive Guidance:** Positive guidance strategies are practiced to keep children constructively involved with satisfying and challenging learning activities. Clear expectations, appropriate behaviors, and social skills are taught and re-taught as necessary to the children. Children need to experience repetition. It is expected that relatively few rules and “don’ts” are used, such as, “you can’t hurt another person, no running indoors, and you can’t leave the classroom or playground without an adult”. Generally, young children have constructive/positive experiences when teachers:

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

Classroom staff members and student participants are critical role models for young children in offering and maintaining a constructive classroom learning environment for children, parents, teachers, and students.

**Removal of Child:** In unusual circumstances it may be necessary to remove a child from a program for a day while plans can be made by the teacher, parents, and administrator for the child’s return to the classroom. In such circumstances, parents will be expected to remove the child immediately. The teachers and/or the administrator will contact the parents to schedule a conference to discuss the situation and to make plans for the child; the administrator, teacher, and parents shall be present at this conference. Children and teachers need to feel physically and emotionally safe in all programs. Every effort will be made to ensure a healthy environment in each program. Head teachers are responsible for keeping the Administrator informed about children experiencing challenging behaviors and events, the guidance strategies they are using with these children, and the ways they
have informed and involved the respective parents in these situations. Physical and emotional safety for all children and adults is a fundamental assumption in our programs. The best interests of all involved will be considered. Although rare, the Lab School reserves the right to terminate services to a child if the child is not finding success in our program or is a danger to himself/herself and/or other children.

**BITING POLICY**

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

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

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

When a child bites another child, staff will

- Intervene immediately.
- Help the child who was bitten by showing concern and support. First aid will be given such as washing the wound with soap and running water as well as providing a bandage for an open wound and an ice pack if needed.
- Work to teach the child with the challenging behavior in a caring and firm way that the behavior is not acceptable as well as alternate behaviors that are acceptable.
- Reinforce positive behaviors.
- Provide a confidential incident report to the parents of the bitten child and a confidential biting report to the parents of the biter. These forms assist in documenting and identifying patterns so that staff can work to prevent future incidents by changing the environment and implementing intentional teaching strategies (social-emotional supports). A copy of the incident or biting report will be kept in the child’s individual file. Confidentiality will be maintained by not using other children’s names on the forms and training staff to not release children’s names when questioned.

If the biting continues, we will

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

On the very rare occasion that the biting continues without improvement, the Lab School reserves the right to ask the parents to remove the child from the program so that the parents can find another learning environment that will better meet the child’s individual needs.
REST TIME
A daily rest period is required for all young children. Children are not required to sleep, but must lay down to rest on the crib/cot provided for each child. A small blanket and one stuffed animal or soft doll may be brought from home for use by toddler and preschool children. Items from home must fit into the provided storage container at the Lab School, per health requirements. Infants under 12 months of age will be placed on their backs. No pillows, quilts, blankets, comforters, sheepskins, stuffed toys, or other soft products are allowed in cribs of infants less than 12 months.

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

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

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

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

As participants in the CACFP program, our program must ensure that all children’s nutrition needs are being met according to the CACFP guidelines. The only way to monitor this is to have the children eat the food provided by the program. If for any reason your child cannot eat a certain food or has different dietary needs (e.g., vegetarian, vegan, lactose intolerant), please inform the Lab School by indicating this on your enrollment form and also completing an allergy/food exception statement. For food allergies/intolerance, the form must be signed by a medical professional indicating the allergy and the appropriate substitution. We may also need an action plan to be written for food allergies.

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

As an important part of our curriculum, meals are learning experiences for children. Small groups come together to socially interact, which fosters self-help skills and good nutritional habits. Conversation is encouraged at meal times and snacks. Parents/guardians are encouraged to join their children for lunch or snacks whenever possible. We do not allow parents to bring lunch from outside the Lab School. We feel it is important for parents to be a role model for good eating habits by consuming the same food as the children. Lunch can be purchased at a nominal fee and a one week notice. If you prefer not to eat, you may still sit with your child to foster positive social skills.
Tooth Brushing
At least once a day, children will practice brushing their teeth after a meal. The Lab School provides toothbrushes for each child. Toothbrushes will be changed monthly or, more often, if a brush becomes contaminated.

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

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

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

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

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

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

Traffic Safety Guidelines
• PLEASE teach your children to stay with you when leaving and entering the building.
• We recommend holding your child’s hand. Children running ahead in the parking lot and inside the building can be in danger of serious injury.
• DRIVERS MUST EXERCISE THE UTMOST PATIENCE AND CAUTION WHEN ENTERING AND LEAVING THE PARKING LOT. Do not leave any children unattended in a vehicle.
• Please do not allow your child to climb on the handrails outside of Palmer. The handrails are not designed for this. If a child were to fall, the cement steps could cause serious injury.

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

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

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

Weapon Play and Competition There is a strict policy of allowing no weapon play in the Lab School. Children are not permitted to play with weapons of any type or size or to pretend that other items are weapons, including their fingers, hands, or blocks. Viewing aggressive acts in movies, television, or video games is NOT recommended for children. Competitive behavior is minimized in our programs. In young children, competition often increases negative behavior and decreases acceptance of others. Furthermore, competition can work against the positive characteristics we are trying to instill in children, such as, cooperation, positive self-concept, acceptance of others, and friendship. Bullying is not considered acceptable behavior; all efforts will be made to guide children in finding appropriate ways to interact with others. Your help in this area is especially appreciated.

INFANT AND TODDLER/ 2’s and 3’s SPECIFIC INFORMATION
If your child will be in Lab 1 for Infants and Toddlers or Lab 2 for 2’s and 3’s, please review the following information:

- Lab 1 and Lab 2 implement a continuity of care with looping model in caring for our young children. This means that your child’s primary caregiver will remain your child’s caregiver until your child moves out of Lab 2. Your child will also be with a cohort of children from infancy to three years of age. This model provides children a sense of security and helps to build their self-confidence and self-esteem.
- Lab 1 is a “shoeless” environment. For safety and health reasons, shoes, pantyhose, and/or bare feet will not be allowed in the room. We are committed to keeping the floors as clean as possible for crawling children. Booties are available at the door to the room to either cover your shoes or to put over your foot.
- Parents must supply disposable diapers (the Lab School will only use cloth diapers when a doctor documents that it is medically necessary), wipes, bottles, formula (if not using the Lab School’s formula), extra clothing, and something that the child uses to comfort themselves (if desired). Please mark all items with your child’s name.
- For children in Lab 2, the wipes you provide will be used by everyone. **IF** this is a concern for you, please talk to the teaching staff. For children in Lab 1, each child uses only their own wipes.
• Pacifiers may be used by children during rest time or as needed for comfort. If your child uses a pacifier, please mark the pacifier with your child’s name. We also ask that when pacifiers are used, you supply two pacifiers for your child.

• We recommend that all new food be tried at home first since a child could have an allergic reaction to a new food. Because of this, please inform us on your daily communication form of any new foods that your child has tried.

• Please talk to your child’s teachers if you are a breastfeeding mother for specific procedures related to the storage of breast milk. Please also share with the teachers when you would like breast milk bottle fed to your child and when you would like to come in and feed your child. There is a chair in a secluded area in the observation booth that you can choose to use for privacy during feedings.

• The National “Back to Sleep” campaign has greatly reduced the number of deaths due to SIDS (Sudden Infant Death Syndrome). Until 1 year of age, all babies in the Lab School will be placed on their backs to sleep. If a child is not to be placed on their back, a waiver must be signed by a physician indicating the reason for the exception.

• Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs for infants younger than 12 months.

**EXPECTATIONS OF PARENTS**

**Fees:** The Child Development Laboratory School utilizes ISU’s centralized billing system. Billing statements are posted the last Friday of each month for the following month’s tuition. Students and employees of ISU will only receive an e-mail notification of their University bill. Please advise us immediately if you do not receive a billing statement. Pay your bill as soon as possible after receiving the statement to avoid finance charges and to ensure your child’s eligibility for continuous enrollment. Payments are due by the 20th of each month. The most efficient method of payment is to pay your bill online or contact the Treasurer’s Office about payroll deduction (ISU employees only). You can pay your bill in person at the ISU Treasurer’s Office, Room 122 Beardshear Hall, Ames, Iowa 50011. Fees include:

- **Enrollment Fee.** A non-refundable, one-time enrollment fee of $100.00 is charged upon acceptance of a child to any of our programs.

- **Tuition Fee.** A monthly fee is determined by total family income and program. To qualify for the lowest or middle income fees, a family must submit two recent pay stubs or the most recent W-2 form. Because we use funds from the Child and Adult Care Food Program (CACFP) to support our sliding fee scale, parents using the lowest or middle income categories on the sliding fee scale are required to complete a CACFP eligibility application. Refusal to complete the CACFP form in a timely manner will result in being charged tuition in the highest income bracket. Children in families with an overdue account may lose their enrollment slot and would not be given priority for future enrollment in the Lab School. Contact the Lab School Parent Coordinator to discuss delinquent fee payments or any special circumstances that may effect on-time payment.

- **Late Pick-up Fee.** Parents will be charged **$1.00/minute** after 5:30. After 3 late pick-ups parents will be charged a $20 fee +$1.00/minute. Teachers will record late fees for processing. If there is a late pick-up fee, parents will receive a written notice from the Lab School Parent Coordinator of the billing amount. The fee will appear on the monthly billing statement from the University. All late fees must be paid each month.

- **Proximity (Access Card) Fee.** Each parent/guardian who does not have an ISU ID will receive a proximity card to access Osborn Drive and the Lab School door. Upon withdrawal from the program, the card will be deactivated denying access to the Lab School. If a card is lost, there is a replacement charge determined by the University.
Credits or Refunds of tuition will be processed only if parents notify the administrator or parent coordinator in writing of their intention to withdraw the child following the guidelines listed above.

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

Withdrawal of Child from Program. Notification in writing is required thirty days before withdrawal of a child from the program. Since many families are waiting for a slot in the Lab School and full enrollment is required to meet our goals, this practice enables us to initiate procedures to fill the vacancy.

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

Additionally, the Lab School reserves the right to terminate services to a family due to misconduct on the part of a family member. Misconduct could include, but not limited to, any of the following concerns:
- Past due bill
- Violating any part of the parent agreement
- Abuse of attendance policy
- Refusal to comply with requests related to the Lab School’s ability to provide quality care and education for the child
- Unrealistic demands for a group care setting or demands that do not follow Lab School policies
- Acting physically or verbally threatening toward staff, children, other Lab School families, or ISU students (i.e. not abiding by ISU Violence Free Campus Policy), http://policy.iastate.edu/policy/violence/

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

Annual Calendar is available on our website at: http://www.cdlhs.iastate.edu/families/calendar/
**HOLIDAYS**

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

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

The Lab School will also be closed the week between Christmas Eve and New Year’s Day. The Lab School may elect to close for additional days during the holiday break. For example, if Christmas Eve or New Year’s Day falls on a Tuesday, we may elect to close on that Monday as well. Additionally, the Lab School is closed for 5 days in August to prepare for the next school year. Please see the Lab School Annual Calendar for details specific to the current program year.

**PROFESSIONAL DAYS**

The Laboratory School will be closed for 5 days in August to allow for deep cleaning of the program rooms and preparation/training of staff for the new school year. This time is considered an important part of establishing a high quality program. The Laboratory School may be closed one or two additional days, or the equivalent of, for the teachers to attend professional development meetings. At least a 30 day notice will be given to families noting Lab School closings for professional development in the Palmer Press and/or in an email from the Parent Coordinator. All closings have previously been figured into the cost of care and deductions are spread out over the 12 months of payment. Therefore, the monthly tuition rates are the same for each month.

**ATTENDANCE**

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

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

*For children enrolled in the Statewide Voluntary Preschool Program (SVPP), attendance days are Monday, Tuesday, Thursday and Friday when ACSD is in session. Children must arrive by 8:30am to be recorded as on-time per Ames Community School District (ACSD) policies. Child attendance records are reported to the ACSD and become a part of each child’s permanent record. SVPP families who do not meet day/time attendance requirements will be excluded from the program and will be charged the full tuition rate.
If this Monday through Friday routine does not work for the parent's or the child's needs, the lab school certainly understands and appreciates their particular situation and is sorry that we cannot meet their needs. In these cases, the lab school encourages parents to seek other means of care.

**Excused Absences:**
An excused absence will be granted by the Lab School upon a parent/guardian telephone call (prior to 9:00 on the day of absence) or in-person verification (prior to the day of the absence) of the child’s absence for reasons listed above or any other extenuating circumstance that may come up.

**Tardy:**
An excused tardy will be granted by the Lab School upon a parent/guardian telephone call (prior to 9:00 the same day). Because a tardy constitutes a class disruption, each *unexcused* tardy will be treated as a violation of the attendance policy above.

It’s very easy to avoid unexcused tardies by ensuring you call your child’s classroom by 9:00 (8:30 for SVPP). A tardy is arriving at the Lab School after the 9:00 agreed upon time in the Parent Agreement. An absence is typically a full day away from the program and families have always been asked to call their child’s classroom by 9:00 to let us know if their child will not be attending on a particular day. This not only helps the teachers adjust practicum student assignments but also the kitchen staff to know how many servings to prepare at snacks and lunch per our Child Adult Care Food Program (CACFP) regulations. Should families show consistent *unexcused* tardy behavior, the Parent Coordinator and/or Administrator will work with families to encourage regular and consistent attendance. Families not able to make this commitment should consider enrollment elsewhere.

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

When you arrive, take your child into the classroom and speak to the teacher in charge. When you pick up your child, let the teacher know that you are leaving. If someone we do not know is to pick up your child, it is essential that you inform the teacher in advance of the pick-up. This person must be listed as an authorized person on the enrollment paperwork. Remind the authorized person that we may ask for identification to insure your child's safety.

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

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

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

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

If parents do not arrive to pick up their child from the program, staff members will first try to contact the parents. If parents are unable to be reached, staff members will try to contact your emergency contact persons. If staff members are unable to contact emergency contact persons, the Administrator will be notified and he/she will then notify the Department of Human Services and/or the ISU Department of Public Safety.

**PROGRAM CANCELLATION**
If weather conditions result in dismissal of classes at Iowa State University, closing notices will be announced on local TV and radio stations. The Child Development Laboratory School will be closed when Iowa State University closes its offices and on occasion, when specifically announced, for the ISU Lab School. Families will be contacted by e-mail, as well as notification of closure or delay will be posted on the ISU homepage under “News”, as well as on the KCCI News Channel 8 weather alerts. If, however, in the rare circumstance that there are not enough staff on site to meet the required staff per child ratios, the Lab School is not permitted to operate. We will try to communicate this message to as many parents as possible through phone calls or e-mails.

**FIELD TRIPS**
Although the children will go on occasional field trips, the number of field trips is limited for two main reasons. First, whenever we leave our building, our regulations dictate that we must take one additional paid staff member to assist with supervision of the children. Secondly, it is important the children be in the Lab School when the practicum students are scheduled to be in the rooms. When trips are scheduled, parents will be informed and must give permission for their child to go. Because we have the benefit of being on a university campus, many times of our field trips are “walking” field trips to places like the horse barns, the greenhouses, the campanile, etc. If we go off campus, public transportation will be used. If you do not wish for your child to attend an outing, please make alternative child care arrangements. Parents are always welcome to join the class on field trips.
**TAX INFORMATION and FLEXIBLE SPENDING ACCOUNTS**
The Laboratory School's tax identification number is 42-6004224. Your statement sent monthly by the University serves as your receipt for income tax purposes. **If you have not kept your statements and need to receive a record of your charges for the year, you may contact Accounts Receivables at 294-7388.** There may be a charge for this service. If you have a Flexible Spending Account and wish to be reimbursed during the year, we ask that you bring the completed form to the parent coordinator for signature verification.

**LICENSING INFORMATION**
A copy of Licensing Rules for Child Care Centers in Iowa is available for review in the Lab School office, Room 0351, or from any of the teachers.
**What is a Laboratory School?**

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

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

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

Finally, a lab school is a model of educational practice. Professional visitors from numerous places come to visit and observe at the Lab School to see how our school implements a progressive early childhood educational philosophy. These visitors, as all observers, may come into the classrooms, as do prospective parents, to get a glimpse of the school or they may merely observe from the booths. We help the visitors to behave unobtrusively and the children to accept these observers with equanimity—often a child offers to show a visitor what is going on, but most frequently the newcomers are taken for granted as life in the classroom proceeds.

As part of the Lab School community, children and their parents provide a valuable service to a range of students, faculty, and visitors. Children are never identified in any observations; should photos or footage of children ever be considered for other than in-house educational use, your permission for a specific use would be requested. We believe that attending a lab school is an enriching experience for children in many ways, including the fact that they get to know a range of students of different ages and interests and backgrounds—making it also a kind of living laboratory for the children’s ongoing “research” into the world.
APPENDIX 1

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

- **HDFS 102**: This class is an introductory HDFS course and can range from 100 students to upwards of 400. The role the Lab School plays in this class is purely observational. HDFS 102 students take up to six weeks to come in and observe in the booth only.

- **HDFS 224 - Child Development Birth through 8 Years**: This is an introductory course into the growth and development of young children. The Lab Schools role in this course is to provide students in this practicum observation time as they do not interact directly in the classroom.

- **HDFS 340 Assessment & Curricula Ages Birth through Two Years**: This course focuses on assessment strategies for infants and toddlers. This class can have up to 30 students. The practicum student’s role is to interact directly with children. The Lab Schools role is to provide the student with a 3 hour block of time once a week. Practicum students who feel comfortable interacting with parents may initiate conversations.

- **HDFS 342 Guidance and Group Management in Early Childhood**: This course focuses on teaching pre-service teachers guidance, prosocial development, and self-regulation in young children. The role the Lab School plays in this course is to accommodate HDFS 342 students for 50 minutes per week per practicum student. This class can have up to 60 students. The practicum student’s role is to observe and interact within the classroom and gain an understanding of guidance in children 2-5 years old. This course does not interact with Lab 1 (Infants and Toddlers). Again, students are asked NOT to initiate interaction with parents but parents are encouraged to introduce themselves in order to better know who is in their child’s classroom.

- **HDFS 343 Assessment and Programming: Ages 3 through 6 Years**: This course focuses on assessment strategies for preschool and kindergarten aged children. This class can have up to 30 students. The practicum student’s role is to interact directly with the children, assess child development, as well as plan and teach lessons. The role the Lab School plays in this course is to accommodate HDFS 343 students for a three hour block of time once a week.

- **HDFS 344 Programming for Children in Early Care and Education**: This course is for Child Adult & Family Services majors and focuses on teaching practicum students to develop, implement, and evaluate learning environments in inclusive child care centers and family homes including those with special needs for children birth through age 8. This class can have up to 40 students. The role the Lab School plays in this course is to provide HDFS 344 students a 3-hour block one day a week. In this course, the student role is to learn about programming and working with teachers and children.