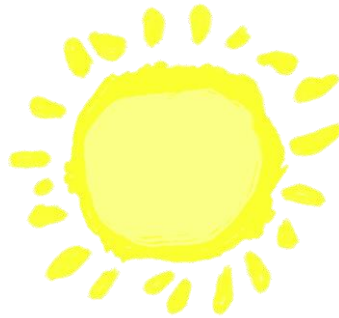




**University of Delaware
Laboratory Preschool**

**Student & Volunteer Handbook
2015-2016**



**459 Wyoming Road
Newark, Delaware 19716
302.831.2304
www.labpreschool.udel.edu**

Our Mission

The University of Delaware Laboratory Preschool is an inclusive early education setting providing high quality programs for children ages two through six and their families.

The University of Delaware Laboratory Preschool exists for three interdependent purposes:

- 1) to prepare university students to be highly skilled practitioners, leaders and researchers who are committed to integrating theory, research and practice in the development, implementation and evaluation of inclusive programs and policies that enhance the development of all children and their families, promote children's right to play, and prepare children to contribute to a democratic society within a global context;
- 2) serve as a site for researchers and students across the university and beyond and
- 3) provide a model of exemplary practice and research-based professional development for practitioners serving children and their families.

- We have a highly qualified and experienced staff with expertise in child and adult development and learning, curriculum development and implementation and family support.
- We are an integral part of the Department of Human Development and Family Studies in the College of Education and Human Development at the University of Delaware and benefit from the many resources and talents in the university community.
- As a model program we employ current research-based best practices. We have been awarded a 5-star rating, the highest level of quality, by *Delaware Stars for Early Success*, the Quality Rating and Improvement System for the state of Delaware. And we are nationally accredited by the National Association for the Education of Young Children.



Laboratory Preschool Staff

Dr. Cynthia Paris: Director

The Director of the Laboratory Preschool is responsible for leadership in program development and maintaining high quality programming for children and families and for the UD student in clinical experiences. She provides leadership and oversight of research activities and supervision and evaluation of the staff. She is an Associate Professor of Early Childhood Education in the Department of Human Development and Family Studies as well as a Faculty Affiliate in the Delaware Institute for Excellence in Early Childhood. She has taught children from 3 through 8 years old in public and private early childhood settings, is a former Kindergarten Master Teacher of the UD Laboratory Preschool and was Director of The Martin Luther King Jr. Parent Cooperative Preschool. She earned a PhD in Educational Leadership, Curriculum, Instruction, and Supervision from the University of Pennsylvania and an MS in Life Span Development and BS with Honors in Early Childhood & Elementary Education from the University of Delaware. She is a licensed teacher of Early Childhood/Primary K-4 in Delaware and Preschool through Grade 3 in New Jersey; an Early Childhood Administrator and School-Age Administrator in Delaware; a Supervisor in New Jersey; and a Certified Master Instructor in the Delaware Institute for Excellence in Early Childhood.

Sarah Kilpatrick: Administrative Coordinator

The Administrative Coordinator provides leadership and guidance to ensure optimal day-to-day operations and compliance with state licensing and national accreditation criteria and fiscal management. She works with the director and master teachers to develop, implement and evaluate program policies and procedures and to support parent involvement. She schedules, supervises and evaluates support staff, work-study students and volunteers. Sarah graduated Summa Cum Laude with a BS in Early Childhood Education from the University of Delaware in 2007, and recently completed an Masters degree in Public Administration. She is a licensed teacher of Early Childhood Birth-Grade 2, Elementary Grades K-6, and Exceptional Children Birth-Grade 12; and an Early Childhood Administrator with Specialized Training Credentials for School-age and Infant/Toddler. Sarah competed for the University of Delaware's diving team and coached diving for children ages 4-18 for eight years.

Laura Morris Reardon: Master Teacher- Pre-K/Kindergarten

Laura has a MS in Elementary Education from Wilmington University and a BS in Human Resources from the University of Delaware. Her major areas of study include Preschool and Kindergarten Education/Young Exceptional Children. She completed 34 hours of additional graduate work in Learning/Behavior Disorders at the University of Louisville. She has a Delaware Department of Education Early Childhood Administrator Certificate with Specialized Training Credentials for School-age and Infant/Toddler. She is a certified Master Instructor in the Delaware Institute for Excellence in Early Childhood. Laura has 7 years experience as a Childcare Administrator, 16 years of teaching experience, and 7 years of experience supervising student teachers.

Sue Schmidt: Master Teacher- PreK

Sue Schmidt comes to us with many years of early childhood education experience and knowledge. Sue taught preschool and preK in inclusive classrooms for 25 years at Bush Elementary school in the Brandywine School District. Most recently, she worked as a trainer for teachers throughout the state through the Delaware Institute for Excellence in Early Childhood.

Debbie Torbert: Master Teacher - 2's & 3's

Debbie is an Instructor of Early Childhood Education in the Department of Human Development and Family Studies, teaching HDFS 222, both in the spring and fall. She serves as the Master Teacher of the 3's class on Monday, Wednesday and Friday, and the 2's on Tuesday and Thursday. She serves as clinical placement supervisor for HDFS 224 students and as supervisor, as well as cooperating teacher, for student teachers. She has worked with children for thirty-seven years, having taught children from 2 through 6 years old in private early childhood settings, and served as Program Director for eighteen years. She attended the University of Delaware, and graduated with a B.S. in Early Childhood Education with certification in Preschool/Kindergarten. She begins her graduate career here at the University this fall. She holds an Early Childhood Administrator Credential with Administration and School Age Specialized Training Credentials, from the Delaware Department of Education. She is recognized as a Certified Master Instructor by the *Delaware Institute for Excellence in Early Childhood (DIEEC)*, providing many community based workshops for early child care professionals in the field. She has presented workshops here in the state of Delaware, as well as in Washington, DC for NAEYC. She contributed to the profession by serving on many state task forces for the field of ECE, including Delaware Early Learning Foundations for School Success, *Partners in Excellence*, T.E.A.C.H. Advisory committee, and the Office of Child Care Rules Revision Task Force. She served on the Board of DAEYC, and is a current member of NAEYC and DAEYC.

Diane Crossan Lawler- Master Teacher of Art

Diane is an artist and instructor in the Department of Human Development and Family Studies. She serves as the art instructor and curriculum consultant in the UD Laboratory Preschool and The College School. She teaches courses for undergraduate and graduate students in the College of Education and Human Development emphasizing the importance of the arts in education. Diane was awarded a Bachelor of Fine Arts from the University of Delaware and is currently doing graduate work in art and education with a focus toward art therapy. She has worked with children and adults for over twenty years and is an accomplished painter whose work hangs in collections nationwide. She is recognized as a Certified Instructor by the Delaware Institute of Excellence in Early Childhood and an Early Childhood Teacher and School Age Teacher in Delaware.

Anabelle O'Malley: PreK/Kindergarten Co- Teacher

The PreK-K Co-Teacher is responsible for participating in the planning and implementation of curriculum and assisting in documentation and evaluation of children's progress through the year. She will co-teach morning activities with the Master Teacher to ensure that all children are receiving individualized attention when needed. Additionally, the Co-Teacher will serve as site supervisor for pre-student teaching field placement students assigned to the Laboratory Preschool for undergraduate and graduate clinical placements and internships. Last year, Anabelle taught in the 4 year old program as a long-term substitute. She received both her undergraduate and graduate degrees from the University of Delaware. For sixteen years, she worked with young children in the public school system. She has developed and implemented trainings and has served as a teaching coach, traveling throughout the state to visit classrooms and support program improvement. Additionally, she has worked with UD students teaching an early literacy course in the HDFS department. Anabelle completed her practicum courses at the Laboratory Preschool as an undergraduate, and while her son attended the Laboratory Preschool, she was a part of the Parent Advisory Committee.

Katie Pollock- Teacher, Afternoon Preschool Class

Katie worked as a Master Teacher at the Laboratory Preschool for six years teaching both the Kindergarten and 4 year old programs. Recently, she has served as our instructor for Play & Grow Together and the leader for our Family Partners Group. Prior to her time at the Lab School, she taught for the Christina School District. Katie earned an MS in Literacy from Wilmington University and a BS in Early Childhood Education from the University of Delaware. She is a licensed Delaware teacher of Early Childhood & Early Childhood Special Education, an Early Childhood Administrator in Delaware, and a certified Master Instructor in the Delaware Institute for Excellence in Early Childhood.

Ariel Perez: Play & Grow Together Instructor

As the instructor of the Play & Grow Together program, Ariel is responsible for planning and implementing various interactive sessions for infants and young toddlers, while providing guidance to their parents/guardians. Originally from Long Island, New York, Ariel received a Bachelor of Science in Early Childhood Education at the University of Delaware in 2014. She is currently in the Exceptional Children and Youth Program at the University, pursuing a Masters of Education in Autism and Severe Disabilities. She's very excited to lead the Play and Grow Together Group and cannot wait to graduate in May 2016 and begin teaching full time!

Kimberly Hill: Service Coordinator

The Service Coordinator assists staff in the Laboratory Preschool and The College School to ensure optimal day-to-day operations. Responsibilities include preparing weekly snack menus and snack daily for all Laboratory Preschool classrooms, organizing and maintaining supplies and equipment, and planning and managing school-wide activities and events. Kimberly works part time for the Laboratory Preschool and the College School, and also owns a wedding, events, and flower business.

Judy Bachman: Administrative Assistant

Judy provides administrative support for the Lab Preschool (25% of the time) and The College School (75% of the time) at the front desk.

Student Teachers

The Laboratory Preschool enjoys the benefit of one or two student teachers who are majoring in Early Childhood Education in each classroom throughout the school year. Prior to admission to student teaching, they must successfully complete course work and four prior practicum experiences in inclusive early childhood education. Student teachers are responsible for phased-in curriculum planning and implementation and work with families under close supervision of the Master Teachers. Master Teachers prepare the children and families for the introduction of new student teachers each nine weeks and prepare the children to say goodbye to those who are leaving.

Practicum Students

Students in UD's Early Childhood Education major have their first practicum placement in the Laboratory Preschool. One or two students are placed in each classroom for four hours a week through a full semester. Students must be formally admitted to the Early Childhood Education program prior to being placed in this introductory practicum experience and enroll concurrently in an introductory inclusive curriculum course. They are responsible for working with small groups or individual children under close supervision of the Master Teachers. Master Teachers prepare the children and families for the introduction of new practicum students and prepare the children to say goodbye to those who are leaving.

Independent Study/Internship Students/Honors Assignments

Students in Early Childhood Education, Human Services and related fields may request to conduct independent study, honors or internship assignments in one or more of the Laboratory Preschool classrooms. Requests must be approved by the administrators and staff. The responsibilities of these UD students will vary depending on the goals and credit hours of the independent study, internship or honors assignment.

Our Guiding Principles

The Laboratory Preschool programs are grounded in our commitment to helping each child develop to his/her fullest socially, emotionally, physically, creatively and intellectually. Although the program in each classroom will vary to reflect the ages of the children, the children's interests, and the teacher's style, our principles and beliefs remain consistent throughout the Laboratory Preschool.

We believe that each child is unique and will bring his/her strengths and challenges to any situation. Our programs are designed to respect, support, and respond to each child and to create caring communities of learners.

- In each of our classrooms, you will see intentionally planned environments and learning opportunities, as well as robust curriculum content. Decisions are based on the teachers' knowledge of typical development and learning, of individual children and the social and cultural contexts in which they live, and their understanding of current research-based teaching approaches that support a child's growth in small group activities, one-on-one work with an adult and in full group and play experiences.

Assessment of children is an integral part of all of the Laboratory Preschool programs.

- The staff use ongoing observations and activity-based assessments to identify each child's interests, strengths and needs, document development and learning and tailor curriculum to support each child.

We believe that it is our responsibility to help each child develop to his/her fullest socially, emotionally, physically, creatively, and intellectually.

- In each program you will find a balance of rich play opportunities, teacher initiated experiences, child initiated activities, and teacher directed learning experiences taking place within the classroom, in the art studio, outdoors and in the community. Each is selected to support children's growth in all domains, to help them develop a love of learning and a sense of their own competence, and to move them towards mastery of important standards and learning goals.

We believe that play is an important vehicle for developing self-regulation, as well as for promoting language, cognition, and social competence and that children learn best in a play-based environment that provides a variety of opportunities to explore and manipulate their environment in interaction with adults, materials, and other children.

- Large periods of time are set aside for carefully planned and facilitated indoor and outdoor play experiences ensuring opportunities for learning and development in all areas.
- Staff utilize proven methods to support and extend children's engagement in high-level play.

We believe that it is important to help every child become a curious, independent and self-confident learner.

- We make certain that children have many opportunities to wonder, pose questions, problem solve and make and evaluate choices as they work to understand their world under the careful guidance of our skilled teachers.

We believe that families are essential partners in our work with their children.

- Staff work to establish reciprocal relationships with families characterized by mutual respect, cooperation, shared responsibility and negotiation of conflicts toward achievement of shared goals.
- Families are encouraged to engage in ongoing communication with staff, to observe their children in action from the observation booths, to share unique talents and experiences in our classrooms and become active members of our Laboratory Preschool Family Partners group.

Our Programs

Curriculum

The curriculum in all Laboratory Preschool classes is guided by the principles described on the previous page. Intentionally planned learning opportunities are designed based on the teachers' knowledge of individual children in the class and knowledge of materials and teaching approaches that will support a child's growth to the next levels. A balance of rich play opportunities, teacher initiated experiences, child initiated activities, and teacher directed learning experiences take place each day. Children have opportunities to develop and learn in small group activities, one-on-one work with an adult and in full group experiences.

Assessment

Assessment of children is an integral part of all of the Laboratory Preschool programs. Laboratory Preschool teachers and staff use assessment to identify children's interests and needs, document children's developmental progress and learning, improve curriculum and teaching practices and the environment, arrange for developmental screening and referral for diagnostic assessments when necessary, and plan for program improvements.

Laboratory Preschool teachers use a variety of assessment methods and tools throughout the school year to assess children across all areas of development. Assessment is generally informal and takes place in the classroom while children are engaged in activities. These methods and tools may include, but are not limited to the following:

- Delaware Infant/Toddler Early Learning Foundations
- Delaware Early Learning Foundations
- Teaching Strategies GOLD assessment system
- TEAM (Tools for Early Assessment in Math)
- Developmental Portfolios
- Anecdotal Notes
- Checklists
- Work samples
- Informal Reading Inventories
- DIBELS

Laboratory Preschool teachers meet daily with their team of student teachers and practicum students to reflect on the day. Teachers interpret and use assessment results to align curriculum and teaching practices to the interests and needs of the children. Teachers keep assessment information confidential, and may share this information with their teaching staff and when necessary, Laboratory Preschool administrators. Parents/guardians are always welcome to request a copy of their child's file.

Discipline through Positive Guidance

Teachers establish environments where all children, even those with the most challenging behaviors, have access to ongoing positive relationships. Teachers focus on preventing challenging behaviors by utilizing schedules, routines and transitions that match children's developmental stages and abilities and teaching appropriate skills. They incorporate positive guidance strategies and model expected behaviors to help children acquire and refine the skills needed to be successful in a learning community.

Our Programs

Tentative Daily Schedules

The sequence of the day in each classroom, with few exceptions, will remain consistent. Times however, will be adjusted to match the needs, activities, interests and rhythms of the children. Arrival and departure times will remain constant.

2's Group

Tuesday & Thursday 8:45 - 11:45 am Room 147

8:45 - 10:25	Learning Centers (including dramatic play, blocks, art, sensory activities, math, science, technology, puzzles & manipulatives)
10:00 - 10:25	Potty Parties
10:25- 10:35	Clean-up
10:35 - 10:55	Snack
10:55 - 11:15	Story & Song time
11:15 - 11:45	Outside
11:45	Dismissal on playground

3's/2's Group

Monday, Wednesday & Friday 8:45 - 11:45 am Room 147

8:45- 10:20	Learning Centers (including dramatic play, blocks, art, sensory activities, math, science, technology, puzzles & manipulatives)
10:20 - 10:30	Clean-up
10:30 - 10:45	Group Time
10:45 - 11:05	Snack
11:05 - 11:15	Story Time
11:15 - 11:45	Outside Time
11:45	Dismissal on playground

Afternoon Preschool Group

Monday – Thursday 1:00 – 3:15pm Room 147

1:00 – 2:00	Learning Centers (including dramatic play, blocks, art, sensory activities, math, science, technology, puzzles & manipulatives)
2:00 - 2:10	Clean-up
2:10 – 2:45	Whole Group Activity & Snack Time
2:35 – 2:45	Story
3:00 – 3:15	Outside gross motor play on playground
3:15	Dismissal on playground

PreK Group Room 144

Monday - Thursday 8:45 am - 2:00 pm & Friday 8:45am – 12:00pm

8:45-9:15	Arrivals/Gross Motor- Indoors & Outside
9:20-9:45	Table top activities- Math/Fine Motor Activities
9:45-10:10	Morning meeting – greetings, calendar, songs, weather, jobs, question box
10:15-10:30	Snack- menu posted outside classroom door
10:30-11:45	Free Choice
12:00-12:30	Lunch
12:30-1:00	Outside
1:10-1:30	Read Aloud
1:30-1:50	Writers Workshop/Read Aloud Enrichment Activity
1:50-2:00	Wrap up on carpet

PreK/Kindergarten Group Room 135

Monday - Thursday 8:45 am - 3:15 pm & Friday 8:45am – 12:00pm

8:45 - 9:10	Arrival and Word Study
9:10- 9:35	Outside
9:35-9:50	Morning Meeting
9:50- 10:00	Yoga/Mindfulness
10:00-10:30	Writer's Workshop or Social Thinking
10:30-11:30	Choice Time with Snack
11:30 - 12:00	Reader's Workshop
12:00-1:00	Lunch/Outside
1:00-1:20	Read Aloud/Math Mini Lesson
1:20-2:50	Choice Time
	Small Group Instruction (Math)
2:50-3:05	Interactive Reading/Writing
3:05-3:15	Yoga/Mindfulness
3:15	Dismissal

Play & Grow Together

Program Focus

Play and Grow Together offers a variety of programs for infants and toddlers and their parent, grandparent, or other caregiver. Under the direction of a highly qualified teacher, caregivers encourage their young children to explore materials to increase their motor skills, communication and social and emotional well-being.

Carefully planned activities may include music with movement components, literacy experiences through language and print materials, and purposeful relationship building opportunities. Caregivers are provided with guidance in order to aid their child in reaching their full potential in all developmental domains during the program and then at home.

After-School Program

Program Focus

The after-school program is a convenience for families in the full-day PreK/Kindergarten program who need to pick up their child after the school day ends. Under the guidance and supervision of the Laboratory Preschool Director and Administrative Coordinator, the after-school program will be led by undergraduate students majoring in Early Childhood Education, Human Services, or a related field. The program will afford all children the opportunity to engage in developmentally appropriate activities in a supervised and safe environment that supports and enriches their school experience as they develop friendships and grow in social skills, confidence and independence.

The after-school program runs Monday through Thursday, 3:15-5:30pm and on Fridays from 12:00pm-3:00pm.

2015-2016 Calendar

August 17 - 28	Home Visits <i>Teachers will contact families to schedule a 1 hour home visit</i>
August 31	Playground Clean Up (5:00-7:00pm) <i>Families & Staff work together to spruce up the playground. If you can't make it this date, we have other clean ups scheduled 11/19 and 4/7</i>
September 3	Classroom Visits- AM 2's class (9am-12pm) & PM preschool class (1-3pm) <i>Teachers will contact families to schedule a 1 hour classroom visit</i>
September 4	Classroom Visits- AM preschool, PreK and PreK/K classes (9am-12pm) <i>Teachers will contact families to schedule a 1 hour classroom visit</i>
September 8	Lab School Classes Begin <i>All classes will follow a phased in orientation. Half the class will attend the first day, the other half will attend the second day, and all will come the third day. Teachers will contact families with their start date.</i>
September 10	Family potluck picnic (5:30-7:00pm) Rain date: 9/17
September 21 & 22	Picture Days – 3's/2's class on September 21, all other classes on September 22
October 6 or 8	Curriculum Night for Adults (6:00-7:00pm): An Overview of the Goals & Purposes of Our Curriculum <i>At least one parent/guardian is strongly encouraged to attend to learn about what your child will be learning at school and how you can support it.</i> October 6: PreK/Kindergarten Class & Afternoon Preschool Class October 8: PreK Class, Tu/Th 2's class (6:00-6:30) & M/W/F 3's/2's class (6:30-7:00)
October 11	Inclusion Means Everyone 5K at the Christiana Mall– more details to come
October 23	Last day for student teachers (new student teachers begin October 26)
November 5	Art Night Out (7:00-8:30pm) <i>Adults get together in the studio for an evening of art, food, and conversation</i>
November 19	Playground Clean Up (5-7pm)
November 23 - 27	Lab School Closed <i>Professional Development for staff & Thanksgiving Holiday</i>
December 11	Last day for University practicum students & interns
December 18	Last day for student teachers <i>new student teachers begin in January, date to be determined</i>
December 21 - Jan 1	Lab School Closed- Winter Break <i>School reopens on Monday, January 4</i>

January 4	School reopens after winter break
January 18	Lab School Closed- Martin Luther King Jr. Day
January 19-22	Lab School Closed – Mid-year family conferences
February 8	New University practicum students & interns begin
March 28 - April 1	Lab School Closed- Spring Break (<i>school reopens April 4</i>)
April 7	Playground Clean Up (5-7pm)
April 11 – 15	Week of the Young Child & Book Fair: more details to come
April 14 & 15	Grandparents Visiting Days
May 4	All Children Exercise Simultaneously (ACES) Day (10am-1pm) <i>Children and families are encouraged to join us for a day of activities designed to promote healthy exercising habits – regular classes will not be held</i>
May 19	Art Night: <i>An evening gallery reception celebrating the art work of children of the Lab School & The College School</i>
May 17	Last day for University practicum students & interns
May 25	Last day for Lab School Classes
May 26 - June 3	End of the year family conferences

Inclement Weather and Emergency Closings

The UD Lab School typically follows the University of Delaware’s inclement weather & emergency closings. [Please register with the Remind program](#) to receive text or email alerts about school closings or delayed openings. A message will also be posted on the Laboratory Preschool phone (call 831-2304) and website (www.labpreschool.udel.edu). Closings will not be announced on the radio. Coming to school during inclement weather is always your family’s choice. We do not expect you to take unnecessary risks to get here.

Sign In/Out

All students and volunteers must sign in and out and wear student ID badges.

Health and Safety

To assist in ensuring that the children and you are safe, students are expected to have proof of a valid negative PPD test and report any medical condition you have that may affect your work with the children to the master teacher. Student teachers are also expected to present a health appraisal form completed within the last 2 years. This information will be kept confidential.

Students, interns & volunteers should only come to school if they are feeling well. For the health of everyone at the Lab Preschool, please stay out of the building if you have a fever, have had a fever over 100° in the last 24 hours, have had two or more episodes of vomiting within a 24-hour period, have red eyes with a discharge, or symptoms which indicate chicken pox, impetigo, strep throat or lice. If you are ill, please contact your teacher as soon as possible.

Professionalism

The University of Delaware Laboratory Preschool has a long-standing tradition of excellence as a model early childhood program. We are proud of our school and expect everyone working with us to demonstrate professional ethics. Your behavior reflects on the school. You are expected to follow:

- Policies from the UD Office of Clinical Studies website: www.ocs.udel.edu
- The University Code of Conduct: <http://www.udel.edu/stuguide/12-13/index.html>
- The National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct: <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>

Confidentiality

All information about children and families MUST be kept confidential. Do not discuss children or families outside of the school, and be mindful of visitors in the observation booths who may hear your conversations in the classrooms. It's best to have private conversations in a closed office.

Take Sanitary Precautions

Wash your hands often. Wash them before you start your session, before eating, after you assist children with toileting, changing diapers and clothes, wiping noses, handling pets and cleaning up materials in the classroom

Dress Appropriately

- Wear clothes and shoes that allow you to move quickly and safely in the classroom and on the playground while supervising and playing with children.
- Be prepared to go outdoors in cold weather dressed in a way that models sensible attire for the children (coats, hats, gloves, warm shoes or boots).
- Avoid excessive jewelry. We reserve the right to ask you to remove pierced body jewelry if we believe that it presents a potential safety hazard for you or the children.

In addition, keep in mind the following guidelines from UD's Office of Clinical Studies:

Professional attire includes: dresses, skirts (no more than 3" above the knee), blouses, polo shirts, sweaters, dress slacks/khakis

Unprofessional attire includes: leggings; stretch pants; stirrup pants; spandex pants; jeans; athletic wear such as sweat pants or sweat shirts; shorts; tank tops; t-shirts; bare midriffs; halter-tops; short skirts; clothes with holes; clothing that depicts images or texts; clothing that reveals one's stomach, private areas, or underwear –either when standing or kneeling/bending over or stretching; see-through shirts or skirts.

Equipment, Materials, and Facility Care

The Lab Preschool has many individuals preparing and using materials. Careful use, storage and care of the equipment, materials and facility are essential. It is expected that you will help in the care of the school.

- Please speak with your teacher about specific guidelines for each classroom.
- Ask questions if you aren't sure about where something belongs or how something is used.
- If things are damaged or missing, or if we are low on supply, let your teacher know.
- All equipment including library books stay in the school

Student Projects

- You are welcome to use and do not need to replace construction paper, paints, glue, recyclables and consumable materials. Please keep in mind that **we do not have an unlimited supply of materials, and that we do follow a budget.**
- You are welcome to use the materials in the hallway closets and the classroom closets as long as other teachers are not using them AND you return them to their original locations when you are finished with them.
- Students are responsible for supplying all other materials for projects.
- If you have questions about materials, please talk with your teacher.

Injuries

All falls, bumps, cuts or other incidents that may cause later bruising or discomfort need to be reported to the master teacher. If the master teacher is not immediately available, seek help from Sarah Kilpatrick, the Administrative Coordinator or Cynthia Paris, the Director. Rubber gloves and first aid kits are located in the cabinets in each of the classrooms, in the playground shed, and in the kitchen. Anytime blood is involved, you must use Universal Precautions:

- Put on latex gloves.
- Only use water, soap or ice in first aid treatments.
- Dispose of gloves and anything with blood on it in a lidded trash can.
- You and the child should wash hands with soap when finished.

Report any and all accidents you have or that you witness to the lead teacher. It is the lead teacher's responsibility to complete the accident report form and notify parents.

Should a child require emergency medical treatment, dial 911. Notify Administration. Once emergency services have been contacted, contact the parent to apprise them of the situation. If emergency services arrive before the parent, a staff person is to chaperone the child to the hospital, taking the child's emergency consent form.

Toilet Accidents

Each child has spare clothes in his/her cubby or in their book bag. If no clothes are there, check with the master teacher for alternatives. Children can usually change their own clothes with little assistance. Put the dirty clothes in a zip-lock plastic bag, labeled with the child's name to take home. Be sure that both you and the child wash your hands after handling an accident.

Discipline/Positive Guidance

The Master Teachers at the Lab Preschool establish environments where all children, even those with the most challenging behaviors, have access to ongoing positive relationships. Teachers focus on preventing challenging behaviors by utilizing schedules, routines and transitions that match children's developmental stages and abilities and teaching appropriate skills. They incorporate positive guidance strategies and model expected behaviors to help children acquire and refine the skills needed to be successful in a learning community. Children are treated with respect and are supported in caring ways to help them develop the skills needed to work through conflicts and engage in positive relationships. It is important to involve children in the problem solving process. You are helping children develop personal and social development skills just like you help them develop in other areas!

Release of Children

To protect the safety of the children in our care, it is critical that children only be released to authorized individuals listed on the child's information card.

If a staff person does not recognize the person picking up, ask for identification to verify they are listed as a person authorized to pick up the child. If the person is not on the list, do not release the child. Ask the person to go to the front desk and speak to an administrator.

In the event of an emergency, the parent may call to grant permission to have someone pick up who is not on the list. The parent must provide verbal or written permission (written is preferred and can be faxed or emailed). If the person arriving to pick up the child appears to be intoxicated or otherwise incapable of bringing the child home safely, ask for the assistance of a master teacher or administrator.

Playground Policies for Laboratory Preschool

The *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Care* – written in collaboration with the *American Academy of Pediatrics* recommend children play outdoors daily when weather and air quality conditions do not pose a significant health risk. We follow their policy which states:

“Weather that poses a significant health risk will include wind chill at or below 15°F and heat index at or above 90°F, as identified by the National Weather Service.”

Each of the Laboratory Preschool and The College School classes have designated times to use the playground behind our building. If you’d like to use the playground at a different time, please check with a master teacher or administrator to be sure it’s not being used by The College School.

Be sure to spread out around the playground. Teachers should not be standing together unless there is a need to share information. Once the information has been conveyed then each teacher should look to see where he/she is needed. Position yourself to ensure safety. Be near children who are climbing. **Children may not climb on the fence.**

Help children to enter play. Be aware that when children are standing close by watching, they may actually want to join in, but may not know how to join. Encourage children to play with each other. If a child prefers your company, **invite another child to join you as well.**

Help children negotiate how to use equipment safely. Bikes are to stay on the cement paths. When many bikes are being used, children need to ride in one direction to avoid collisions. **Two’s and Three’s should always ride in one direction. Discourage** crashing bikes; help children figure out ways to keep a safe distance between their bike and others. If children park bikes in the middle of other areas, move them to avoid accidents. If you can, ask the child to do this before they leave the area. Let them know that this is helping to keep everyone safe.

Watch chasing games and if you are able to join in while still monitoring the safety of the children around you (not just those involved in the game) do so. **It is imperative that you not become so engrossed in the game that you are not able to fulfill your supervision duties.** When in doubt, provide verbal support and continue to scan and monitor the areas around you. Chasing games should not be done on climbers, on stairs, or on bikes, as this is likely to cause accidents. Joining in can be one way to keep the children safe and to ensure that the game does not become overwhelming for participants. It is best to keep the “game” calm and perhaps try to turn the experience into a “follow the leader” game rather than chase. Again, make sure that you stay aware of what is going on around you.

If children are building with large blocks, ensure that the building structure is safe for the play. (For example, if children build a structure to climb into, make sure another child does not climb on top at

the same time). Monitor how high the children are building and watch to ensure that children will not be injured should the building fall. Have children begin to put the blocks away five to ten minutes before it is time to go inside. Encourage children to put some blocks away before moving onto another area. Do not hesitate to direct the children who helped create the structure to help with the clean up.

Sand and mulch are to be kept in their respective areas. Children can take **empty** buckets out if they wish. Children can “cook” or “concoct” with dirt or mulch. When they are finished, have them return the materials to the place where they got them. Encourage children to put down objects that they are holding before climbing or sliding.

Give children one big push on the swing (if one is wanted) then let them pump on their own for a bit. This is a nice time to use scaffolding to help the child figure out how to propel the swing independently. **Swings should not be twisted.** This weakens the links.

NEVER LIFT CHILDREN ONTO TREES OR CLIMBING EQUIPMENT. They need to be able to get into the tree or onto the piece of equipment by themselves. Try to verbally help them figure out a way to maneuver getting in and out of the tree (scaffolding). If a child needs to hold your hand or for you to spot them, this is fine. Encourage what they are able to do and help them figure out the next steps to reaching their goal! Children love to collect and play with sticks (this is a wonderful way to encourage symbolic play) Ensure that children walk when they are carrying sticks, that they put them down before sliding or climbing, and that they maintain a safe distance between themselves and others. Aggressive play needs to be redirected. If a child needs to use the bathroom, go in with him/her. **Let the head teacher know that you are going in** (the head teacher should not be taking children inside). **Teachers must open the door.**

Going-In Transition:

Five minutes before the group is to go in, the lead teacher will announce “Five more minutes”. When it is time to come in, the lead teacher will call, “Time to clean up.” Encourage the children around you to put away a bike, ball or other material.

Responsibilities when designated as lead teacher

There may be times throughout the semester when student teachers and work-study students are asked to temporarily assume the responsibilities of the lead teacher. In these circumstances, your role as teacher on the playground significantly changes. During these times, you **must** assume responsibility for the safety of all children. You are expected to be able to visually see the entire playground, know where **every** child is at **all** times and to monitor how other teachers are supervising the various areas of the playground.

COUNT THE CHILDREN. All teachers must be aware of how many children are present before heading in. If you are not sure, check. Never leave the playground without ensuring that all children are present and accounted for. Ultimately, it is the professional responsibility of every adult present in the Lab Preschool to keep children safe indoors and outdoors. **If at anytime you feel a child is not safe, stop or redirect the play so that safety is ensured.** Address any questions, concerns, regarding your decisions during post-session.

Cell Phones & Texting

Please refrain from talking on your cell phone and texting while caring for children, during pre-session and during post-session except for emergency situations.

Audio and Video Taping

As a training site for early care and education students and professionals, the Lab Preschool facility includes observation decks as well as audio and video recording in all classrooms. Children enrolled in the Lab Preschool as well as students and volunteers may be taped and/or photographed and these documents may be used for training, research, presentations, written articles and other education-related purposes. All students and volunteers will be given a consent form addressing this topic.

Research

One part of our three-part mission is our contribution to the advancement of knowledge in child development and learning, curriculum, teaching and more. All research projects are reviewed and approved by the UD Institutional Review Board to assure compliance with federal requirements for the protection of all participants in research studies. Protections include assurances of no harm and of anonymity. In addition, all research projects must be approved by the Committee on Research serving children's programs on campus and by the Director and Master Teachers of the Laboratory Preschool to assure that research activities will not disrupt or otherwise diminish a child's experience.

Final Thoughts

The object of this placement is to gain experience in the classroom, to learn to feel comfortable with children and confident in the work you do with them, to practice skills, and to make connections between theory and classroom practice. **We trust that you will act thoughtfully, ask questions when they arise, reflect on your experiences at the end of the day, grow professionally and enjoy the time you spend here.**

Contact Information

Director

Dr. Cynthia Paris	Room 142	831-8557	cparis@udel.edu
-------------------	----------	----------	--

Administrative Coordinator

Sarah Kilpatrick	Front Desk	831-2304	sarahk@udel.edu
------------------	------------	----------	--

Teachers

Debbie Torbert, 2's & 3's	Room 147A	831-8462	dtorbert@udel.edu
Sue Schmidt, PreK	Room 144A	831-0133	junky07@hotmail.com
Laura Morris, PreK/Kindergarten	Room 138	831-3052	lauramor@udel.edu
Anabelle O'Malley, PreK/K CoTeacher	Room 146	831-2304	aomalley@udel.edu
Diane Crossan Lawler, Art	Room 116	831-8555	dlawler@udel.edu
Katie Pollock, PM Preschool	Room 145	831-8556	kpollcock@udel.edu

Service Coordinator

Kimberly Hill	Room 116	831-8555	kimhill@udel.edu
---------------	----------	----------	--

Administrative Assistant

Judy Bachman	Front desk	831-2304	jbachman@udel.edu
--------------	------------	----------	--