# Table of Contents

Welcome letter 3-4

Mission 5

Staff 6-8

Family Partners 9

Guiding Principles 10

Our Programs 11
  Toddlers - 2’s 12
  Preschool - 3’s 13
  Pre-kindergarten – 3’s & 4’s 14
  Pre-kindergarten/Kindergarten 15-16
  Play & Grow, After School 17

UD Laboratory Preschool 2014-2015 Calendar 18

General Policies 19
  Inclement Weather & Emergency Closing Information 19
  Admission 19
  Tuition and billing 20
  Arrival and departure 20
  Cell phones and texting 21
  Health and safety 21
  Dress for success 22
  Snacks 22
  Birthdays and holidays 22
  Field trips 22
  Photographs, audio and video recording 22
  Research 23

Staff contact information 23
Dear Families,

Welcome to the 2014-2015 school year at the University of Delaware Laboratory Preschool. This year we begin our 80th year of providing child and family focused programs that reflect both our history of commitment to play as a means of fostering development and learning and the best of current evidence-based practices in the fields of child development, teaching and learning.

In preparation for each new school year, we review our strengths and successes from the previous years and consider how we might grow and change to serve our children and families better. Through the past spring and summer each of us have selected and shared professional reading in staff meetings and many have attended professional courses and trainings workshops or developed and presented trainings for other early childhood educators in the field.

All these activities and more enrich the programs we offer to you and your children. Here is just a sampling of what each member of the Laboratory Preschool staff will bring to this new school year:

• **Kelley Hanzely** is incorporating strategies learned in a Social Thinking training she attended last year into her rich play-based early literacy, math and science curriculum. She is developing a classroom environment that supports working together, learning to take turns, conflict resolution and moving into cooperative play in the classroom and on the playground.

• **Diane Crossan Lawler**, continues to explore ways to translate the richness of an approach to curriculum inspired by educators in Reggio Emilia, Italy. This approach, based in profound respect for children and community, employs art as a path to discovery, creation and communication.

• **Anabelle O’Malley** attended a Teachers College Reading and Writing Project training on supporting early writing and has continued to read on this topic over the summer. She will continue to make social learning an integral part of the classroom culture by supporting children's unique needs as they learn how to solve problems, manage feelings and become successful members of the group.

• **Laura Morris Reardon** completed a course that focused on strategies for promoting children's development of self-regulation and another on supporting young children’s learning in the area of art. She is looking forward to integrating these ideas into her work with the children in the upcoming year. In addition, Laura has worked in partnership with UD Cooperative Extension and UD Master Gardeners to establish several vegetable gardens on our playground that will provide rich learning experiences for all our children,
• **Debbie Torbert** will continue to introduce Montessori approaches and materials into her work with the children. In addition, she is planning to expand opportunities for the children to interact with nature as they explore, observe and develop their sense of wonder about the natural world.

• **Sarah Kilpatrick**, our Administrative Coordinator, and I will be preparing for our re-accreditation visit this fall with the National Association for the Education of Young Children, establishing partnerships with UD engineering professors and their students that will bring engineering experiences into our classrooms and seeking support for our scholarship fund. And we are interested in hearing from you about what you see as important areas to support in our current work and how you would like to see us grow.

As you review the material in the Family Handbook you will learn about our mission and unique role in the university and the community. You will read about the principles that guide all our work. You will learn more about the staff and find descriptions of each of our programs. And you will find a wealth of information about the policies and practices that help us assure that your children experience success.

This Handbook is only one form of communication with our families. We’ll send out emails and letters periodically, and we encourage you to visit our website and read our weekly class news updates under the “News & Events” tab. The staff and I invite you to communicate with us often. Ask questions and share ideas. Think together with us as we work with your child. And, join with us in making the coming year one of joyous discovery and development for your child.

*Cynthia Paris, Ph.D.*
Associate Professor, Early Childhood Education
Director, Laboratory Preschool
Department of Human Development & Family Studies
College of Education & Human Development
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.

What does this mean for you and your family?

- 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. 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 she is currently working towards an MS 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. Before coming to the Lab Preschool, 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.
Kelley Hanzely: Master Teacher - 4’s
Kelley has 9 years of teaching experience in preschool through first grade. Before joining the Laboratory Preschool, she taught at a school in Kissimmee, Florida that focuses on STEM education. She is a graduate of the University of Delaware's Early Childhood Education program and is certified to teach children from birth through 6th grade, and English to speakers of other languages (ESOL) for children in grades Kindergarten through 12th. Kelley earned a Masters of Education in Reading Education in 2008. She grew up in Newark, DE and graduated from Newark High School.

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. 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 is beginning her graduate career here at the University. She holds an Early Childhood Administrator Credential with Administration and School Age Specialized Training Credentials, from the DE 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. Before joining the PreK/K, 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.

**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 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.
**Family Partners**

Families are viewed as essential partners in the UD Laboratory Preschool program. It is the partnership between your family and the staff that will help to create the best possible experience for your child. You are invited to engage in ongoing communication with staff, to observe your child in action from the observation booths, to share your unique talents and experience, and to become an active member in our Laboratory Preschool Family Partners group.

*Observation* booths are located outside of each classroom. Parents and other adult family members are always welcome to use these observation booths during school hours without an appointment. Please sign in on the booth door prior to observing. From time to time, the booths may be reserved specifically for larger groups of student observers. In these cases, we will post a sign on the observation booth door.

**Communication**

Communication between teachers, staff, and family members is critical. Laboratory Preschool staff members are prepared to work with families to communicate in their preferred language or through translation. If at any time a family member feels that a situation calls for conflict resolution, they are encouraged to bring this to the attention of the Master Teacher. If the situation is not resolved, they are encouraged to include the Director and Administrative Coordinator in the conversation.

Family changes affect children. Please share with the teacher any changes which might affect your child such as death or illness of a close relative or friend, moving, parents traveling for an extended length of time, separation of parents, or other significant events which might affect your child. Likewise, teachers will share with you school events which might affect your child.

Family/Teacher Conferences will allow you to talk privately and in depth with your child’s teacher about your child’s progress at school as well as any concerns you may have. Conferences are scheduled two times each year but family members are welcome to request a conference at any time. Children are generally not included in conferences.

**Sharing**

Families are encouraged to share special skills or interests with the children in the Laboratory Preschool. In the past, family members have played an instrument for and with the children, demonstrated a craft, brought in an unusual pet, taught a song in another language, cooked a recipe, and provided dramatic play props and other materials from diverse cultural backgrounds. Please talk with your child’s teacher about how you would like to share your talents and interests.

**Family Partners**

Family members are encouraged to participate in the Laboratory Preschool Family Partners group by attending meetings and programs or serving on a committee depending on their interests and skills. Committees may change from year to year depending on the needs of the school and family members’ strengths and interests. Meeting times and involvement opportunities will be posted at the Laboratory Preschool and also through email. Katie Pollock is serving as the group leader.

**Family events**

Periodically, the Laboratory Preschool staff and/or Family Partners group will offer parent meetings on topics of interest as well as fun family events. These are great opportunities to meet other parents and develop supportive relationships with adults who share the common experience of parenting a young child.
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. Teachers communicate frequently with parents/guardians about their child’s development, and hold formal conferences twice each year. Parents/guardians are always welcome to request a copy of their child's file and/or a meeting with their child's teacher or an administrator.

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

2’s Group:  Tuesday & Thursday  8:45 - 11:45 am  Room 147

Program Focus

The general focus of the 2’s program is to provide developmentally appropriate activities for the children in an environment that provides opportunities for social interaction. As research and our own observations have shown, toddlers first develop relationships with the adults in the classroom and then gradually begin peer interactions. It is for this reason that we strive to maintain a 3:1 child/teacher ratio.

The program is structured to facilitate growth in the individual child's independence and learning through play exploration as well as positive peer interactions. Toddlers love to do things for themselves, so we provide a physical environment that allows them to practice self-help skills safely - materials are at their level and in manageable sizes for little hands. Most of the activities involve sensory exploration because young children learn by doing. We provide many opportunities to muddle in water, sand, play dough, glue, paint and more! Because sharing is a difficult concept for toddlers, we provide materials in quantity. The teachers model cooperation and sharing and positively reinforce children when sharing occurs naturally.

Tentative Schedule

The sequence of our day, 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:45 - 10:25</td>
<td>Activities</td>
</tr>
<tr>
<td>10:00 - 10:25</td>
<td>Potty Parties</td>
</tr>
<tr>
<td>10:25 - 10:35</td>
<td>Clean-up</td>
</tr>
<tr>
<td>10:35 - 10:55</td>
<td>Snack</td>
</tr>
<tr>
<td>10:55 - 11:15</td>
<td>Story &amp; Song time</td>
</tr>
<tr>
<td>11:15 - 11:45</td>
<td>Outside</td>
</tr>
<tr>
<td>11:45</td>
<td>Dismissal- playground or hallway (depending on weather)</td>
</tr>
</tbody>
</table>
3’s/2’s Group

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

Program Focus

As three-year-olds, children are beginning to seek more interactions with peers and are learning how to be a member of a group. We provide activities that allow children to explore and play individually, in small groups, and in large groups. The schedule reflects planning for active as well as quiet times for children. During indoor activity time, children choose from a variety of activities, which include art, blocks, dramatic play, manipulatives, language, books and sensory experiences. The schedule also includes a quiet book time and an outdoor activity time.

We believe that children learn by doing, so we set up activities that encourage children to have a hands-on experience. The children learn through the discovery process. They have the time and the adult assistance, if needed, to experiment with the various materials and figure out for themselves all of the different possibilities.

Tentative Schedule

The sequence of our day, 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:45 - 10:20</td>
<td>Activities</td>
</tr>
<tr>
<td>10:20 - 10:30</td>
<td>Clean-up</td>
</tr>
<tr>
<td>10:30 - 10:45</td>
<td>Group Time</td>
</tr>
<tr>
<td>10:45 - 11:05</td>
<td>Snack</td>
</tr>
<tr>
<td>11:05 - 11:15</td>
<td>Story Time</td>
</tr>
<tr>
<td>11:15 - 11:45</td>
<td>Outside Time</td>
</tr>
<tr>
<td>11:45</td>
<td>Dismissal- playground or hallway (depending on weather)</td>
</tr>
</tbody>
</table>
Program Focus
The primary focus of the 4’s/3’s program is helping children develop the skills needed to become productive members of a learning community who feel competent in their abilities and who approach learning with eagerness and curiosity.

Because children at this age are learning to play more cooperatively with each other and because play with friends involves more planning and compromise, a new set of social interaction skills is needed. To support these developing skills, much time and attention is given to providing opportunities for all children to develop and sustain ongoing positive relationships with teachers and peers, assisting children in developing problem-solving skills and helping children learn to play cooperatively. Teachers facilitate this development by offering suggestions and working with children to solve problems, providing props, modeling ways of interacting, interpreting children's needs and feelings to each other, and offering comfort and support when play attempts are not successful. Teachers realize that although children at this age are learning to interact in ways that are more sophisticated and, for the most part, choose to engage in play with other children, time and space is also needed for playing independently and in less structured ways.

Children are intrigued with new ideas and new discoveries. Teachers share their excitement and encourage children to question, explore and develop theories about the world around them. Children learn by doing - by talking, writing, listening, reading, exploring, manipulating and interacting with materials and concepts. Through planned and spontaneous learning experiences developed around identified interests (children's and teacher's) children's emerging skills in the various learning domains and curricular areas (language and literacy, math, science, social studies, the arts, physical development and health) are fostered and nurtured thus helping children to develop the skills, dispositions, and concepts needed for ongoing school success.

Tentative Schedule
The sequence of our day, 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.

**Morning (Monday – Friday)**
- 8:45 Arrival Time/Morning Meeting
- 9:15 Learning Centers
- 10:05 Clean Up
- 10:15 Group Time
- 10:40 Snack and Quiet Reading
- 11:00 Literature /Reflection Time
- 11:15 Outside Play
- 11:45 Dismissal

**Afternoon (Monday – Thursday)**
- 1:00 Arrival Time/Outside Play
- 1:20 Group Time
- 1:35 Activity Time
- 2:35 Clean Up
- 2:45 Snack and Quiet Reading
- 3:00 Story
- 3:15 Dismissal

Children who are enrolled full day will have lunch and outside play time from 11:45 - 1:00 and then follow the afternoon schedule.
PreK/Kindergarten Group       Room 135

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

Program Focus

The curriculum in the Pre-K/Kindergarten is built on the following premises:

• All children come to school as capable and competent learners. Each child is an important and valued member of the learning community.

• Children have the right to spend time at school exploring and determining who they are as an individual, as a friend, as a student and as a member of a classroom community.

• All children are a part of a family and community outside of school and bring with them valuable life encounters that enrich and impact experiences in school. To effectively meet the needs of children, partnerships with families and the community are essential. Teachers make establishing and maintaining these partnerships a priority.

• Children are innately curious and want to make sense of their experiences and their world. Sustaining this curiosity and learning to make connections, focus, take on challenges, and participate in self-directed, engaged learning are viewed as essential “life skills” and therefore children have the right to spend much of their time at school focusing on these tasks.

• It is also recognized that this learning and understanding occurs in different ways and at different rates for each child and that these differences add to the value of the learning environment. To support each child’s growing understanding, teachers establish a rich learning environment and multiple experiences that give children the opportunity to make choices, to explore, gain understanding and, to master, the age appropriate/individually appropriate skills and concepts outlined in Common Core State Standards and Teaching Strategies Gold Objectives for Development and Learning. These two nationally recognized documents are used to monitor children’s growth and progress during the year.

• Learning/instruction is most effective when it is meaningful and purposeful to the individuals involved. Teachers therefore strive to include children and parents in the planning process and work to build the classroom curriculum around children’s emerging interests, theories and ideas.

• Teachers also recognize that in order for children to construct understanding, gain skills needed for ongoing success, and to have the tools required to effectively interact in the environment today and in the future, some skills/ideas/topics must be addressed in a more direct or focused way. Along with this idea, teachers realize that learning to be a productive part of a classroom community is essential at this stage of development and for future school success. Therefore, in addition to investigation/project opportunities, teachers also provide time daily for focused lessons (required centers/direct instruction), small or individual group work and for large group interactions.
**Tentative PreK/Kindergarten Schedule**

The schedule listed below represents the sequence of daily activities that the teachers will follow at the beginning of the year. As teachers get to know the children, both as individuals and as a class, they will adjust the times and sequence of activities to reflect the interests, needs and rhythms of the children. Arrival and departure times will remain constant. Teachers will let families know when changes are made.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 - 9:15</td>
<td>Arrival and Alphabet/Word Study</td>
</tr>
<tr>
<td>9:15 - 9:30</td>
<td>Morning Meeting &amp; Shared Reading</td>
</tr>
<tr>
<td>9:30 – 9:50</td>
<td>Outside Play</td>
</tr>
<tr>
<td>9:50 – 10:05</td>
<td>Reader’s Workshop</td>
</tr>
<tr>
<td>10:05 – 11:30</td>
<td>Choice Time/Reading Groups (snack available)</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Writer’s Workshop</td>
</tr>
<tr>
<td>12:00 - 12:15</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>12:15 – 1:15</td>
<td>Lunch &amp; Outside Time</td>
</tr>
<tr>
<td>1:15 - 1:25</td>
<td>“Read-it-again” Read Aloud</td>
</tr>
<tr>
<td>1:25 - 1:55</td>
<td>Mathematician’s Workshop</td>
</tr>
<tr>
<td>2:00 - 2:45</td>
<td>Project Time</td>
</tr>
<tr>
<td>2:45-3:15</td>
<td>Interactive Read Aloud &amp; End of the Day Share</td>
</tr>
</tbody>
</table>
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 be 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.

This program is on hiatus for the '14-'15 school year, until we are able to hire a new teacher for the program. Session times and details will be posted on the Lab Preschool website.

After-School Program

Program Focus
The after-school program is a convenience for families in our full-day programs 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. 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 on days when the Lab Preschool is open. To enroll, please contact Sarah Kilpatrick.
2014-2015 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| August 4-29   | Home Visits  
Teachers will contact families to schedule a 1 hour home visit                                      |
| August 28     | Classroom Visits- AM 2’s class (9am-12pm) & PM preschool class (1-3pm)  
Teachers will contact families to schedule a 1 hour classroom visit                              |
| August 29     | Classroom Visits- AM preschool, PreK and Pre-K/K classes (9am-12pm)  
Teachers will contact families to schedule a 1 hour classroom visit                              |
| September 2   | **Laboratory Preschool Classes Begin**  
*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.* |
| September 11  | Family potluck picnic (5:30-7:00pm)                                                               |
| October 2     | Curriculum Night for Adults (6:30-7:30pm)  
*At least one parent/guardian is strongly encouraged to attend for an overview of your child’s school year ahead* |
| October 13 & 14 | Picture Day  
October 13 for morning & full day programs, October 14 for afternoon program                   |
| October 17    | Last day for student teachers (new student teachers begin October 20)                            |
| November 4    | **Laboratory Preschool Closed** Election Day                                                      |
| November 26-28| **Laboratory Preschool Closed**- Thanksgiving Holiday                                            |
| December 3    | Last day for HDFS 224 practicum students                                                          |
| December 19   | Last day for student teachers (new student teachers begin January 12)                            |
| December 22-Jan 2 | **Laboratory Preschool Closed**- Winter Break  
*School reopens on Monday, January 5*                                                              |
| January 19    | **Laboratory Preschool Closed**- Martin Luther King Jr. Day                                      |
| January 20-23 | **Laboratory Preschool Closed** – Mid-year family conferences                                    |
| February 9    | New HDFS 224 practicum students begin                                                             |
| March 13      | Last day for student teachers (new student teachers begin March 16)                              |
| March 30- April 3 | **Laboratory Preschool Closed**- Spring Break  
*(school reopens April 6)*                                                                          |
| May 6         | **All Children Exercise Simultaneously (ACES) Day**  
*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* |
| May 14        | **Art Night**  
*An evening gallery reception celebrating the art work of children of the Laboratory Preschool & The College School* |
| May 18        | Last day for HDFS 224 practicum students                                                          |
| May 21        | **Last day for all Laboratory Preschool Classes**                                                 |
| May 26-29     | **Laboratory Preschool Closed**- End of the year family conferences                             |
| May 27        | End of the year family potluck picnic (5:30-7:00pm)                                               |
General Policies

Inclement Weather and Emergency Closings
The UD Lab Preschool follows the University of Delaware for inclement weather & emergency closings. You will be notified via e-mail about school closings or delayed openings. A message will also be posted on the Lab Preschool phone (call 831-2304) and website: www.labpreschool.udel.edu. Closings will not be announced on the radio.

Admissions
The Laboratory Preschool actively works to ensure that our classroom enrollments reflect racial, ethnic and economic diversity and we are committed to serving children with disabilities in accordance with the Americans with Disabilities Act. The Laboratory Preschool is a primary practicum and research site for UD students and faculty who study child development and education. It is important for us to have a broad range of age, racial, ethnic and economic diversity. For that reason, children are admitted to the Laboratory Preschool according to the date of each application based on the following criteria:

- Children admitted to the two-year-old class must be two by August 31. In accordance with the City of Newark building code no more than 5 children under the age of 30 months are permitted to be enrolled in the toddler group.
- Children currently enrolled in the school are invited to continue the next year.
- Siblings of children currently enrolled are given preference if they meet other criteria.
- Children with identified disabilities may be given preference in the admission process.
- We support the University’s recruitment efforts by offering admission to children of new faculty and staff members whenever possible.
- In order to provide a better variety of ages for observation purposes we make an effort to have a twelve-month birth date range in each group.
- We try to maintain a balance of boys and girls in each group.
- Not more than fifty percent of the children enrolled in the Laboratory Preschool will be children of University of Delaware staff, faculty and administrators.
- Exceptions may be made to these policies if full enrollment is not realized by March 1 of the admitting year.
2014-2015 Tuition and Billing
Payments are due the first of each month beginning the first day of school and ending May 1. If you would like a statement, please contact Sarah Kilpatrick. Payment will be considered late after the 5th of each month and a $25.00 late fee will be assessed on past due accounts on the 6th of each month. Tuition amounts are below:

<table>
<thead>
<tr>
<th>Class</th>
<th>Total Tuition</th>
<th>Monthly Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 mornings</td>
<td>$2700</td>
<td>$300</td>
</tr>
<tr>
<td>3 mornings</td>
<td>$3600</td>
<td>$400</td>
</tr>
<tr>
<td>5 mornings</td>
<td>$4950</td>
<td>$550</td>
</tr>
<tr>
<td>2 afternoons</td>
<td>$1,800</td>
<td>$200</td>
</tr>
<tr>
<td>3 afternoons</td>
<td>$2,700</td>
<td>$300</td>
</tr>
<tr>
<td>4 afternoons</td>
<td>$3,150</td>
<td>$350</td>
</tr>
<tr>
<td>3 days</td>
<td>$6,840</td>
<td>$760</td>
</tr>
<tr>
<td>4.5 days</td>
<td>$8,100</td>
<td>$900</td>
</tr>
</tbody>
</table>

There are 3 payment options available to your family.

Option 1: Online Payment
Visit our website each month and click on “pay tuition online.” You will need your bank account and routing number. We are not able to accept credit card payments.

Option 2: ACH Transaction
Tuition will be automatically debited from the bank account of your choice on the first business day of each month. If selecting this option, please contact Sarah Kilpatrick.

Option 3: Check
Please make checks payable to the University of Delaware. Checks may be delivered in person to Sarah Kilpatrick in room 145 or Judy Bachman at our front desk, or mailed to: UD Lab Preschool 459 Wyoming Road Newark, DE 19716.

Arrival and Departure
Regular and prompt arrival is expected and provides your child the opportunity to take full advantage of the program. Please notify the school by calling 831-2304 or emailing the teacher if your child cannot attend, and please notify the teacher in advance for any planned absences. Children attending kindergarten must meet state attendance requirements in order to be accepted into first grade in most schools. Please accompany your child into the classroom and sign-in on the clipboard.

Prompt departure is necessary to allow the master teachers to assume their role as clinical instructors for the UD students following dismissal. Please sign-out on the clipboard upon pick-up. Teachers will notify families concerning departure procedures specific to each classroom.

Written permission is required for someone other than authorized persons to pick up a child. Children will not be released without written permission from parents or guardians. Staff may require a picture ID if they do not recognize the person picking up a child.
**Cell Phones & Texting**
We respectfully request that families refrain from talking or texting on their cell phones while in the building unless there is an emergency.

**Health and Safety**
Medical records and information are confidential and will be protected in accordance with Office of Child Care Licensing regulations. In accordance with child care regulations, every child is required to have a medical examination before his/her entrance. Proof of medical examination and adequate immunizations for the child’s age must be submitted before the first day of school.

If your child has a slight or minor accident at school, he/she will be treated, a parent will be called and a written report will be given to the parent at the end of the day. If there is a serious accident, an attempt will be made to notify the parent immediately and necessary steps will be taken to provide appropriate emergency care. Please ensure that the emergency contact information in your child’s file is kept up to date.

Children should not come to school if they are not feeling well, have a fever, have had a fever over 100° in the last 24 hours, have diarrhea, 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. Each child is expected to come to school only when he/she is feeling well and able to participate in the full program, including outdoor play. If your child is not feeling well, he/she should remain at home.

Should a child become ill during the school day, we will call his/her parent(s)/guardian(s) immediately to pick up the child. If an adult cannot be reached, we will contact the people listed as emergency contacts in the child’s file. We will keep your child comfortable at our front desk or in an administrator’s office until they are picked up.

Prescription medication can be administered to a child only if the medication is in the original container, is clearly marked as to the time, amount and method of administration and a parent or guardian has signed the medication form indicating that such medication needs to be given. Only staff members who have an Administration of Medication certificate will administer medications to children. Please talk with your child’s teacher if your child needs to take medication at school.

If you wish your child to be protected from the sun while playing outside, please apply sunscreen before sending your child to school. Sunscreen will not be stored at school or applied by staff except when expressively requested by parents in writing pursuant to state licensing regulations.

If your child is exposed to or has contracted any communicable disease (see list below), please notify the teacher at once, watch carefully for any signs of illness, and keep the child at home when any signs of suspected illness are observed.

<table>
<thead>
<tr>
<th>Diphtheria</th>
<th>Giardiasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>German measles</td>
<td>Hepatitis A</td>
</tr>
<tr>
<td>Hemophilus Influenza Disease</td>
<td>Salmonellosis</td>
</tr>
<tr>
<td>Measles (rubella)</td>
<td>Shigellosis</td>
</tr>
<tr>
<td>Bacterial (spinal) Meningitis</td>
<td>Mumps</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Rubella</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>H1N1 Virus</td>
</tr>
</tbody>
</table>
Dress for Success
Children should come dressed for active and messy play, keeping in mind that independence in dressing is a goal. Please label all boots, jackets, sweaters and any clothing that may be left at school. **Children should have an extra change of clothes in their cubby at school.** Children will be going outside most days and should be dressed for the outside weather including boots when needed. Comfortable, closed-toed shoes are best for school and help to ensure your child’s safety indoors and outdoors.

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.”

Snacks
The Laboratory Preschool provides a daily snack. We encourage children to eat a variety of healthy foods by planning snacks and cooking projects. Teachers model healthy eating habits by sitting with children and enjoying snack time together. In compliance with the Office of Child Care Licensing regulations, each snack will contain at least one item from two of the following food groups:

- Dairy products such as milk, cheese and yogurt
- Protein such as cheese or beans
- Fruits and vegetables
- Grains such as whole wheat crackers, cereal, bread.

Families must notify teachers, in writing, about any food allergies or dietary restrictions. We will work with families to ensure that daily snacks are safe for each child and we will work with families and staff to ensure the school environment is safe for children with food allergies.

Birthdays and Holidays
If you wish to provide a special snack to celebrate a birthday, cultural event or holiday please discuss your request with your child’s teacher a week in advance. We encourage healthy choices from the food groups listed above. Licensing regulations require that these foods be commercially prepared.

Field Trips
Parents will be notified in advance of trips requiring transportation. The Laboratory Preschool may arrange buses for some trips and may ask family members to drive/carpool for other trips. Classes occasionally take short walking trips near the facility without advanced notice. The Laboratory Preschool follows the field trip safety requirements as described in the Office of Child Care Licensing regulations (page 51). A copy of the regulations is available for families to review at the front desk and on the OCCL website.

Photographs, Audio and Video Taping
As a training site for early care and education students and professionals, the Laboratory Preschool facility includes observation booths as well as audio and video recording in all classrooms. Children enrolled in the Laboratory Preschool may be taped and/or photographed and these documents may be used for training, research, presentations, written articles and other education-related purposes. A consent form addressing this topic is included in our enrollment materials.
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.

Before each study, researchers obtain written informed consent for each participating child. Families decide if they would like their child(ren) to participate. Research projects may involve interviewing, observing, testing, videotaping families and children, asking parents or teachers to fill out questionnaires or research activities in the homes of the preschool families. Children are always thoughtfully introduced to the researcher prior to each investigation, and children’s responses are honored and respected. No child or family is ever required to participate. Bianca Graves (302-831-6205, bgraves@udel.edu) serves as the liaison between researchers and the Laboratory Preschool staff and families. She coordinates research approvals, consent forms, data collection activities with researchers, staff and families and communicates with families.

Contact Information

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

**Administrative Coordinator**
Sarah Kilpatrick
Room 145 831-8556  sarahk@udel.edu

**Master Teachers**
Debbie Torbert, 2’s & 3’s
Room 147A 831-8462  dtorbert@udel.edu
Kelley Hanzely, 3’s & 4’s
Room 144A 831-0133  khanzely@udel.edu
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

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

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