

Child Development Laboratory Family Handbook 2025-2026



UNIVERSITY OF
ILLINOIS
URBANA-CHAMPAIGN

College of Agricultural, Consumer & Environmental Sciences

Department of Human Development & Family Studies
Child Development Laboratory
1005 W. Nevada St.
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Program Orientation

The Child Development Laboratory (CDL) (1105 W. Nevada Street, Urbana) offers full-day developmental programming for two, three and four year old children. The Early Child Development Laboratory (ECDL) (1005 W. Nevada Street, Urbana) offers full day child care for children six weeks to three years. All programs will be referred to as the CDL in this handbook, unless otherwise noted. The CDL is accredited through the National Association for the Education of Young Children (NAEYC).

Philosophy & Goals

The Child Development Laboratory provides a well-balanced, child-centered curriculum that fosters physical, emotional, social, creative, and cognitive development. Our program helps fulfill the three-part mission of the CDL, which is to: 1) provide model programs for the local, state, and national early childhood communities; 2) provide personnel training in child development and early childhood education; and 3) facilitate research in child development and early childhood education.

The Child Development Laboratory is a university-based preschool and child care program serving 156 children in twelve full-day classes. The mission of the CDL parallels the teaching, research, and service missions of the University of Illinois. The Department of Human Development & Family Studies (HDFS), an academic unit within the College of Agricultural, Consumer and Environmental Sciences sponsors the CDL program. HDFS faculty work in conjunction with CDL staff members in developing and implementing quality programs for young children based on child development theories and research. The CDL staff is committed to the facilitation of the teaching and research functions of the University, to the professional growth of undergraduate and graduate students, and to the healthy development of children and their families.

The following principles form the philosophical framework of our programs:

RESPECT: We believe that everything we do should be done with respect for the individual, their history and culture.

RELATIONSHIPS: We believe that relationships are the foundation of and the context for all learning and development. These relationships build community at the individual, classroom, school, university, and wider community levels.

WHOLE PERSON: We value the uniqueness of each individual and what they bring to the learning process.

COMPETENCE: We believe in the competence and potential of all learners.

LEARNING & DEVELOPMENT: We believe that learning and development happen over the span of a lifetime through choices, play, exploration, experimentation, and reflection.

Licensing & Accreditation

The Child Development Laboratory trains to and sets a goal of meeting all licensing and accreditation standards.

The CDL is licensed by the Illinois Department of Children and Family Services (DCFS) as a safe and well-run child care facility. DCFS publishes a brochure summarizing licensing standards for day care centers. At the time of registration all parents are given a copy of this brochure and asked to sign a verification of receipt form that is kept in each child's permanent file.

The CDL is an early childhood program that has been accredited by the National Association for the Education of Young Children. NAEYC administers the only national, voluntary, professionally sponsored accreditation system for all types of schools and child care centers. Accredited programs have undergone an intense and voluntary self-study regarding curriculum, staff training and evaluation, site issues, and family-program relationships; invited external professionals in to observe, and have been found to be in substantial compliance with the Criterion for High-Quality Early Childhood Programs.

Insurance Coverage for Children

The Board of Trustees of the University of Illinois has blanket accident insurance. The CDL provides the Division of Risk Management with a listing of children in our programs and pays an insurance premium to participate in this blanket accident coverage.

Hours and Days of Operation

The CDL program is open Monday – Friday, 7:30 a.m. – 5:30 p.m., twelve months a year. This program closes on official UIUC holidays, reduced services days during UIUC winter break (usually December 24-January 1) and two weeks in August, usually from the end of summer sessions to the start of fall semester. During UIUC breaks (fall, winter, and spring) we have reduced hours, 8:30 a.m.-4:30 p.m.

Enrollment Procedures

Applications are accepted electronically via the website for the following fall's programs. Applications are screened and class assignments are made in April and May. The application deadline for full consideration is April 1 each year. A waiting pool is created for each age group after the initial selection. Children are not selected on a first-come, first-serve basis. The enrollment committee attempts to balance each classroom by age, gender, ethnicity, and parent affiliation for teaching and research purposes.

Once a child has been selected into the CDL program, enrollment for each successive year is guaranteed. Although continued enrollment is guaranteed, parents must submit a new application during the application period for the following year.

Staff

All paid staff members are part of the Department of Human Development & Family Studies. The CDL is directed by a faculty member, who is responsible for supervising the program staff, managing the budget, coordinating the educational program, and supervising research activities. The Director also teaches and conducts research for the U of I. Day-to-day oversight of the program is managed by the Associate Director and the Program Coordinator.

Each classroom has a Head Teacher, with a minimum of a bachelor's degree in early childhood education (ECE) or a closely related field, who will manage the activities of their classrooms.

Early Childhood Assistants are hired at a variety of levels. Child Development Supervisors with a bachelor's degree in ECE or a closely related field and Child Development Associates who have an associate's degree or hold a CDA credential, are placed as permanent members of a classroom team. CD Supervisors also function as the floating staff to support a group of 4 classrooms.

Parent-Staff Difficulties

Should difficulties and/or problems arise that cannot be resolved through normal channels (e.g., family-teacher conference, three-way meeting with guardians, teachers, and program Director, etc.), an Ad Hoc committee will be convened to assist in negotiating differences. This committee will consist of the CDL Director and Associate Director, one CDL Head Teacher not involved in the situation, the Head of the Department of Human Development & Family Studies, and two parents not involved in the situation.

Programming

The CDL staff views play as an effective means for children to translate experience into understanding, since it is through well-planned play activities that many valuable learning experiences occur. Staff members encourage children to become autonomous and enthusiastic learners by offering choices and opportunities that are appropriate for specific ages and levels of development. A calm, rational approach to guidance, while providing logical consequences and giving reasons for limitations, is used to manage children's behavior. The CDL staff members acknowledge the important role

that guardians play in making the transition from home to group settings as smooth as possible for young children. The CDL strives to maintain a high degree of continuity between home and school environments by offering opportunities for guardians to take active roles in the program (family-teacher conferences, parent group, parent visitations, parent participation in selected classroom activities, planned parent/classroom social activities).

Programs for infants will have schedules that follow the individual child and their needs. Children will not be forced to eat, sleep, or be changed at the same time. Staff will communicate with the baby's family to discern the most effective schedule for the child and make adjustments as their needs change over time. In this way, routines are allowed to be more personalized. Routines are also beneficial because they provide one-to-one, face-to-face encounters with each baby.

Daily routines are opportunities for adults to build relationships with children. Routines are predictable, enabling children to learn what to expect. At the same time, they vary enough to hold children's attention and interest. As children participate in daily routines, they learn to think, collect new information about themselves and their world, develop skills, and learn in all areas.

Children learn from other children. By interacting with their peers, infants, toddlers, and preschoolers learn much about the world, their power in it, and their effect on others. Through the kinds of problem-solving situations that present themselves in child-child interactions, children come to learn such valuable skills as how to resolve conflicts. The adult's role in these child-child interactions is to encourage them, then step back until needed.

Inclusion

The CDL is an inclusive program. We encourage guardians of children with special needs to apply to the program. We strive to ensure that the percentage of children with special needs that we serve reflects the naturally occurring incidence of disabilities within the community. We believe that both the typically developing child and the child with special needs benefit from their shared experiences.

The CDL staff make appropriate professional referrals when necessary. Parents will be involved in developing plans and contacting community resources for their children.

If your child has been identified as having a special need, staff must be made aware of the identified/diagnosed differing ability. A copy of the Individualized Family Service Plan (IFSP) or the Individualized Education Plan (IEP) must be on file. Staff will facilitate the achievement of goals as much as possible. We encourage therapists to provide services on site, incorporating individual goals within classroom activities as much as possible. Head Teachers encourage open dialogue and sharing of information with parents and special educators.

Reasonable modifications are made to the environment. It is sometimes necessary to use developmental levels rather than chronological age when assessing the appropriateness of materials, activities, and other aspects of the program.

Laboratory School Activities

As a university-based laboratory school the CDL program has a dual mission – i.e., provide high quality early care and education programming for enrolled children and their families while at the same time supporting teaching, research, and outreach/engagement activities for UIUC faculty, staff, and students.

Research

During the enrollment/re-enrollment process parents are asked to sign a consent form related to this "academic" mission of the CDL. This form addresses four specific areas: 1. Permission for child to participate in approved observational research while at the CDL; 2. Permission for child to participate in assessing the feasibility of research

protocols that do not require Institutional Review Board consent forms; 3. Permission for child to participate in activities contributing to the educational experiences of UIUC students (e.g., observations, student teaching, etc.); and 4. Permission for child to be video recorded as part of a research project that does not directly involve the child but where they could possibly appear in video recordings.

For all research activities that go beyond the four areas outlined above, researchers are required to go through a two-step process. First, investigators must submit an application to the UIUC Office for the Protection of Research Subjects to receive an Institutional Review Board (IRB) approval for their proposed research that will involve human subjects. This IRB application and review process ensures that appropriate safeguards exist to protect the rights and welfare of research subjects, including children. The IRB reviews all the research documents and activities of the project that bear directly on the rights and welfare of the subjects of proposed research. The protocols that will be used for data collection, the consent/assent document(s), research equipment form, tests, surveys, questionnaires, measures, and recruitment documents are all part of the IRB review process. Please go to the following site for more details on the IRB review and approval process: <https://oprs.research.illinois.edu/>

Once researchers have received IRB approval for their projects, they are then required to submit a *Child Development Laboratory Research Request Form*. This form asks for detailed information on the research project – e.g., who, what, why, where and how the project will be implemented. Each request is reviewed by the CDL Leadership Team. The investigator will be asked to address any concerns or issues identified during the review process, as well as discuss the logistical aspects of the research project's implementation.

Once the project has been cleared for implementation, the researchers will work with CDL staff to begin the recruitment and consent process. This will include an IRB approved consent form being sent to parents of children identified for participation in the study, along with a cover letter that briefly outlines the focus of the project. Parents must sign and return this cover letter either to accept or decline their child's participation in the project. Parents who agree to allow their children to participate in the study will also be asked to sign and return the IRB approved project consent form. Once participants have been identified and consents received, the researchers will work with the CDL Leadership Team to coordinate the logistical aspects of the project's implementation.

Assessment

Assessment of children's growth and development is done both formally and informally. During the school year formal assessments are conducted using standardized developmental screening tools, such as the Bayley for infants and toddlers and the Denver II for twos and preschoolers. Ongoing informal assessments are done by the Head Teachers and Early Childhood Assistants through daily observation and interactions with the children.

Parents are asked to share their goals for their child(ren) in a variety of formats. A goal sheet is part of the enrollment paperwork so that parents may share their goals for the upcoming school year; some teachers arrange a goal setting meeting with parents early in the school year; others gather this information during casual conversations; and discussion of goals for the upcoming semester is a regular part of the formal parent teacher conferences.

If there is any reason to believe that there might be a developmental problem we do further observation, arrange to meet with parents and get their insight and observations from the home setting, consult with age-level experts, and repeat the formal screenings. Parents are encouraged to seek additional support from outside experts such as pediatricians and therapists as needed.

Formal screening results are shared with parents upon request or if a developmental concern is raised. Informal assessment is used to design the classroom curriculum and in the preparation of each child's portfolio.

Portfolios/ Family-Teacher Conferences

Your child's growth and development will be documented through the use of a portfolio system. The portfolios focus on the seven developmental areas: cognitive, language, creative, social, emotional, fine motor, and gross motor. Each developmental area is tracked through anecdotes, photographs, and work samples.

Portfolios are used to design the curriculum in each classroom. Individual skill levels and interests are then able to be incorporated into weekly plans. The staff is able to be flexible and responsive to growth and development as it occurs for each child.

Portfolios are shared with parents at the end of Fall semester and the end of Spring semester as a component of Family-Teacher Conferences. Developmental summaries are shared at the Spring conference.

Billing & Enrollment

Billing

Continuous enrollment in the CDL program is necessary to hold your child's place. The amount of tuition charged each week is specified in the Tuition Agreement signed at the time that a child's enrollment is confirmed.

Monthly tuition charges are calculated based on the weekly tuition rates published for the applicable school year. The weekly rate is multiplied by the number of weeks in the school year, and then divided into 11 equal monthly payments. You will be billed each month, September through July.

Payment must be made by the due date stated on the bill. Payment should be made directly to the University of Illinois Accounting Office. Use the envelope provided with the bill or pay in person at the Henry Administration Building (Accounts Receivable). All payment checks should include the account number on the bill.

Payment Methods

Payments must be made by using a personal check or cashier's check. Cash may be used if paid in person but is not recommended. Payroll deductions and credit card payments are not permitted. The University does not print off a receipt of your payments made to the CDL. We recommend that you keep copies of your statements with the check number and date of payment noted.

Parents may qualify for financial support for childcare. The CDL will accept childcare vouchers for subsidized care. For additional information go to: <http://ccrs.illinois.edu/parents/help-paying-for-childcare.html>

Tuition is based on full cost of care, family size, family income, and ability to pay. If you think you might qualify, be sure to submit the Tuition Determination form when you submit your application for the new school year.

You can participate in the dependent care tax program so your child's tuition is exempt from taxes. Forms are available through your employer. The Associate Director can provide a receipt for your use or can sign the form your employer requires.

Space Reservation Deposit

Fulfilling the teaching and research objectives of the CDL is difficult when unscheduled withdrawals occur. Therefore, enrollment is assumed to be for a full academic year and parents are charged accordingly.

A space reservation deposit, equal to one week's tuition, will be required to confirm enrollment. This deposit is due at the time the Tuition Agreement is signed. The space reservation deposit is non-transferable and non-refundable. The space reservation deposit will be used as the final week's tuition payment **at the completion of a full CDL school year (August –August) of enrollment**, or the space reservation deposit will be rolled-over for the next year's space reservation deposit in the case of re-enrollment.

Delinquent Fees Policies

When a bill is not paid by the due date stated on the bill, a delinquency charge is applied by the University.

Parents who are students at the University of Illinois will have their University registration encumbered and a "stop" placed on the receipt and forwarding of transcripts when a semester of the CDL tuition is not paid in full by the due date of the last bill for the semester.

A child's continued enrollment at the CDL may be terminated if tuition is not paid by the due date stated on the bill. Arrangements can be made with the CDL Director to extend payment in special circumstances. See the CDL Director to make these arrangements.

An overdue account is referred by the University for Collection if payments have not been made on the balance due within six months of the original billing date. Collection of overdue accounts is handled by the University Accounting Office.

Late Fees

The CDL program ends at 5:30 p.m. All children and non-staff adults must be out of the buildings by that time. The program is not budgeted for staff overtime, and **any parent whose child remains in the building after 5:30 will be charged a late pick-up fee of \$5.00**. If you are more than five minutes late you will be charged the \$5.00 fee plus an additional dollar for every minute late.

Late charges will be assessed at the time of pickup. Children may not attend class again until late charges have been paid in full. Payment is made at the ECDL front desk prior to drop-off. Cash or check made out to the University of Illinois are acceptable payment methods.

If you are going to be detained, please notify the school immediately so that your child can be prepared for this change in scheduling, and staff arrangements can be made. Late fees will be charged regardless of notification.

If your child has not been picked up by 5:30 and we have not been notified of your late arrival the following steps will be taken:

1. Families will be called at all listed contact numbers.
2. If a family adult is not reached, the emergency contacts will be called.
3. Calls will continue a ten-minute cycle until we can reach someone, or it is 6:00 pm.
4. At 6:00 pm University of Illinois Police will be called.
5. The police will make phone calls to families and emergency contacts and possibly go out to work and home locations.
6. If no one can be reached then, the police will notify DCFS of the situation and DCFS will take custody of your child.

Vacations

This school year tuition is based on 49 weeks of attendance. The CDL is closed for 2 weeks in August and 1+ week during Winter Break. You have the option of selecting three additional weeks of your choice for your child not to attend the program and not be responsible for tuition. Written notice of intent to utilize this option must be given to the Associate Director, Program Coordinator or Office Support so that adjustments can be made in the billing process. All tuition adjustments will be reflected in the July tuition statement. All tuition reduction requests must be made by June 15th of the enrolled school year. Should you choose not to use the optional three weeks off, you will be billed for that attendance. Should your child not attend for any extended period beyond the above-mentioned six weeks, you will be responsible for that tuition in order to hold your child's place. *See the Tuition Payment Policies provided at enrollment for additional details.*

A vacation week does NOT have to be a calendar week, but it MUST be 5 consecutive school days, which can be interrupted by a weekend or a holiday closure. For example, your child does not attend Wednesday through the following Tuesday and that counts as a week; your child does not attend the Monday, Tuesday and Wednesday before we are closed Thursday and Friday for the Thanksgiving holiday, and that counts as a week since you would otherwise pay tuition for the entire week. You CANNOT take the week we are closed during December since you are not charged tuition for that week so cannot get a credit for something you are not being charged for. Non-attendance days prior to and after the December closure week that combined total 5 or more days CAN count as a vacation week because these are days that you pay for.

Withdrawal Policy

Once the "Tuition Agreement" has been signed, there are financial penalties for withdrawing a child before the end of the academic year. The Full-day program the year runs through the end of finals week for the Summer II term unless otherwise outlined in the Tuition Payment Policy for that year.

Parents withdrawing their child from the CDL program for any reason during the year must provide the Associate Director or the Program Coordinator with a two-week written notice of this intent. Tuition will continue to be assessed through the end of the two-week period. Withdrawal prior to the completion of the 49-week enrollment period will result in forfeiture of the space reservation deposit.

Forms

Release of Information

All children enrolled in the CDL have a permanent file maintained with information pertaining to admission, health, and progress. These records are confidential and are maintained for a period of seven (7) years after the child leaves the CDL. Access to these files is limited to the CDL staff designated by the Director and DCFS representatives unless the parent(s)/legal guardian of the child grant written permission for disclosure or dissemination. Parents always have access.

The parent(s)/legal guardian(s) of the child will be the only individuals with whom information (other than health information with parent-designated emergency contacts in the event of an injury or health emergency) regarding the child will be discussed without written permission. Inclusion of an individual on the Emergency Information Sheet as a parent or guardian will be sufficient to establish this relationship. Non-inclusion will mean that only the parent listed will be communicated with.

Completion of Forms and Agreements

All forms required by the Department of Children and Family Services and by the University of Illinois must be completed and filed before a child can participate in the program at the CDL. The CDL Tuition Agreement must be completed at the time of a child's acceptance into the program.

Summary of Licensing Standards for Day Care Centers

The CDL is licensed by the Illinois Department of Children and Family Services as a safe and well-run child care facility. DCFS publishes "Summary of Licensing Standards for Day Care Centers". At the time of registration all parents are given a copy of this brochure and asked to sign a verification of receipt form that is kept in each child's permanent file.

Tuition Agreement

The tuition agreement, signed at the time of enrollment, is a commitment to one full year (as outlined above) of enrollment at the CDL.

Termination Policy Statement

Staff at the CDL individualize each child's educational goals to help ensure a positive placement for all children enrolled in the program. Should a problem with a child's enrollment occur, the parents or legal guardians will be notified immediately. All reasonable attempts will be made to work with the child and the family to resolve differences. Failure on the part of the family to work with staff members and community resource persons called in for assistance will constitute grounds for termination of enrollment of a child from the CDL program. Enrollment will also be terminated if a child's placement in our classrooms compromises the health, safety, and well-being of other children or staff members in the program.

Guidance Policy

Staff at the CDL use positive techniques of guidance, including logical and natural consequences, redirection, anticipation of and elimination of potential problems, and encouragement of appropriate behavior rather than competition, comparison or criticism. Consistent, clear rules are developed in conjunction with children and are discussed with them to make sure they understand. Staff describe the situation to encourage children's evaluation of the problem rather than impose the solution. Staff do not force children to apologize or explain their behavior but help children recognize another child's feelings. Staff abstain from coercion, corporal punishment, and humiliating or frightening discipline techniques (i.e. shaking, hitting, pinching, pulling, shaming, name-calling, threatening, cursing, rough handling, seclusion, unnecessary restraint). Food or beverage is never withheld as a guidance strategy. In implementing these guidance and discipline techniques, staff will:

- Structure developmentally appropriate limits to ensure safety and fairness, yet promote self-esteem, independence, social, and learning skills.

- Allow for individual differences in temperament, learning style, and background by encouraging choices and decision-making.
- Anticipate problems and act to modify beforehand in a way that accommodates the situation and needs of the group and/or individual.
- Verbalize and enforce limits consistently in order to promote self-control.
- State limits and directions clearly and concisely, in a positive manner, focusing on expected appropriate behavior.
- Provide reasons and/or explanations for limits, directions, and requests in order to foster children's understanding of limits, and to increase their ability to make their own decisions in similar situations.
- Calmly and patiently persist in enforcing limits while giving the child time and space to comply with the limits.
- Be clear when setting a limit or giving a direction as to when the child does and does not have a choice.
- Be direct and respectful in asserting policies and directions to the children, explaining expected behavior in terms that are clear and understandable to children.
- Notice and mention positive, appropriate behavior.
- Notice and mention "process" behaviors, which describe children's actions, thus increasing independence and self-control.
- Will use logical consequences when necessary, helping children to understand the consequences of their actions, and helping them gain self-control.
- Will provide reasonable consequences in order to modify negative behaviors when necessary. These consequences may include redirection, time-out, or the withholding of privileges.
- Take the time to listen to and talk out problems with children.
- Be accepting of emotional responses, even when they are negative and try to help children deal appropriately with those feelings.
- Allow their anger and irritation to come through appropriately to children by stating their emotions and giving reasons for those feelings.
- Diffuse power struggles by finding out the child's perception of the situation, giving the child choices that let them feel in control, asking another adult to follow through, stating the limits, and using nonverbal communication to let children know it is not a negotiable matter
- Will not use manipulation and distraction to modify children's behavior.
- Give each child lots of attention, specific recognition, and positive feelings of affection.

Consent Form

The consent forms allow your child to participate in observational research, walking field trips, and photographs taken for internal and external purposes, and notifies you of how information you share with us is shared with others. Parents sign the consent forms at the time of enrollment and re-enrollment.

Certificate of Child Health Examination

Every child is required to receive a physical examination before entry into the CDL. The record of immunization must be completed at the time of your child's physical examination. Immunizations that must be kept current are: DPT, Polio, MMR (measles, mumps, and rubella), Hepatitis B, HIB, and Varicella. The initial medical report shall be dated less than six months prior to enrollment. We will not accept forms without a completed immunization record signed by the physician.

The certificate of Health Examination may be waived in cases where religious practices prohibit physical examinations and immunizations. If your child has a health form on file at another day care center or preschool, we will accept a copy of the form if it is less than one year old. Health certificate information must be renewed every two years. Health records must be updated as additional immunizations are received.

Emergency Information Sheet

It is critical that the information on this form remain current at all times. Notify us immediately if any information on this sheet changes. We must have the names, addresses, and phone numbers of two people from two separate households to contact if parents are unavailable. These individuals will have access to our child's health information by virtue of you designating them as your Emergency Contacts and signing the bottom of this form. It is required that these people live in the Champaign-Urbana area and are able to come to pick up your child within 30 minutes of notification.

Authorization for Release of Child

Notify us immediately if any information on this form changes. If a friend or relative is listed as an adult authorized to pick your child up, it is a good idea to bring him or her to meet the teacher sometime early in the year. If someone comes to get your child whose name is listed on the form, but is not known to us, we will ask for a photo ID before we release your child to them. Children will not be released to anyone not listed on this form and will not be released to anyone under the age of 18 years.

Goal Sheet

At the Child Development Lab we set goals for the children as individuals and as a group as part of our curriculum development process. To aid us in this process we like to have a sense of what you are looking for your child to gain from their enrollment with us this coming year. You will have other informal opportunities during the year as well as at parent teacher conferences in both fall and spring to share with the teachers, but we would like to give you this opportunity as they look towards the new school year and to planning for a new group of children. Please take some time to think about your child, note your goals below, and return this to us with your enrollment/re-enrollment paperwork.

Birth Certificates

PER ILLINOIS STATE LAW, at the time you enroll your child, we must see a certified copy of your child's birth certificate or see your child's passport, and make a copy of it. Foster parents will provide a copy of the placement paperwork in lieu of either of these documents.

ASQ Questionnaire

Parents/Guardians know their children best. Each parent will be asked to complete an ASQ-3 assessment tool that will help us determine where your child is developmentally before officially starting in our program. We are a developmental program that uses emergent curriculum. These questionnaires will give us a starting point when creating lessons for your children. ASQ-3 covers five developmental areas (Communication, Gross Motor, Fine Motor, Problem Solving, and Personal-Social). You will be given a login via email to complete the online ASQ-3 in August. Results will be shared in the Procure App.

Health, Safety & Nutrition

Health Policy

A child suspected of having or diagnosed as having a reportable infectious, contagious, or communicable disease for which isolation is required by the Illinois Department of Public Health's General Procedures for the Control of Communicable Diseases (77 Ill. Adm. Code 690) shall be excluded from the center. Guardians of children who are not immunized against a vaccine-preventable disease will be notified immediately so that their child can be taken out of the facility until danger of contracting the disease has passed. Children shall be screened upon arrival daily for any obvious signs of illness. If symptoms of illness are present, the child care staff shall determine whether they are able to care for the child safely, based on the apparent degree of illness, other children present and facilities available to care for the ill child.

1) Children with diarrhea and those with a rash combined with fever (oral temperature of 100.4° F or higher or under the arm temperature of 100° F or higher) shall not be admitted to the day care center while those symptoms persist, and shall be removed as soon as possible should these symptoms develop while the child is in care.

2) Children need not be excluded for a minor illness unless any of the following exists, in which case exclusion from the day care center is required:

- A) Illness that prevents the child from participating comfortably in program activities;
- B) Illness that calls for greater care than the staff can provide without compromising the health and safety of other children;
- C) Fever with behavior change or symptoms of illness;
- D) Unusual lethargy, irritability, persistent crying, difficulty breathing or other signs of possible severe illness;
- E) Diarrhea;
- F) Vomiting 2 or more times in the previous 24 hours, unless the vomiting is determined to be due to a noncommunicable condition and the child is not in danger of dehydration;
- G) Mouth sores associated with the child's inability to control his or her saliva, until the child's physician or the local health department states that the child is noninfectious;
- H) Rash with fever or behavior change, unless a physician has determined the illness to be noncommunicable;
- I) Purulent conjunctivitis, until 24 hours after treatment has been initiated;
- J) Impetigo, until 24 hours after treatment has been initiated;
- K) Strep throat (streptococcal pharyngitis), until 24 hours after treatment has been initiated and until the child has been without fever for 24 hours;
- L) Head lice, until the morning after the first treatment;
- M) Scabies, until the morning after the first treatment;
- N) Chicken pox (varicella), until at least 6 days after onset of rash;
- O) Whooping cough (pertussis), until 5 days of antibiotic treatment have been completed;
- P) Mumps, until 9 days after onset of parotid gland swelling;
- Q) Measles, until 4 days after disappearance of the rash; or
- R) Symptoms that may be indicative of one of the serious, communicable diseases identified in the Illinois Department of Public Health Control of Communicable Diseases Code (77 Ill. Adm. Code 690).

Return to School

A child can return to school when their fever has been gone for at least 24 hours (without medication) and symptoms have improved as outlined above. If exactly 24 hours is after 9:30 AM drop off time, children need to stay home until

the next business day. We encourage families to consult the child's healthcare provider about the child's condition or recovery.

Medication

The CDL staff may administer necessary medication to your child. The medication will only be accepted in its original container. Prescription medication must be labeled with the full pharmacy label. Over-the-counter (non-prescription) medication must be clearly labeled with the child's first and last name. The container must be in such condition that the name(s) of the medication and the directions for use are clearly readable. Directions for administering the medication will be followed exactly as stated on the box. If your child's pediatrician prescribes an over-the-counter medication for a child younger or smaller than the directions indicate, a signed note from the pediatrician with administration directions will be required. Parents must also sign a "Permission to Administer Medication" form, giving clear directions regarding when and how much medication to administer. All medication will be stored in a locked cabinet in your child's classroom.

Emergency Medical Procedures

All full time teaching and administrative staff members are CPR and First Aid certified. In the event of a minor injury, the child will be treated by a CDL staff member and an accident notification form will be completed in duplicate. One copy will be given to the parent(s) and one copy remains in the child's file. We will notify parents of significant head impacting incidents and monitor the child's behavior.

In the event of a major injury (broken limb, unconsciousness, etc.) or if a health emergency occurs that poses an immediate risk to your child's life, a staff member trained in first aid will provide care for the child. We will call 9-911 to report the emergency and arrange for ambulance transport. We will then call the parents. If you arrive before the ambulance does, you will accompany your child. One of the teachers in the child's classroom will take the child's emergency medical release form (at the bottom of the Emergency Information Sheet) and accompany the child to the hospital if you are not here when the ambulance prepares to depart with your child.

Carle Hospital at University and Coler in Urbana is the medical facility we use in an emergency. We will expect you to join us at the hospital emergency room shortly after our arrival if you are not able to accompany your child in the ambulance.

Reporting Suspected Child Abuse

All CDL employees are required by law to report suspected incidents of child abuse and neglect. Employees who report suspected abuse or neglect here at the CDL will not be subject to any disciplinary action due solely to their report. Any such reports must be made to the Child Abuse Hotline or the local Department of Children and Family Services office (DCFS). This number is posted with other "emergency" numbers, and is also available in the Associate Director's or Program Coordinator's office. All reports of suspected abuse should also be communicated to the CDL Director.

All CDL employees receive the Childcare Act of 2069 [225 ILCS 10] and the Abused and Neglected Child Reporting Act, as amended [325 ILCS 5] at the time of employment. Employees are required to sign a verification form upon the receipt of these documents. A new State of Illinois requirement for all employees to complete the on-line Mandated Reporter training is in effect as of September 1, 2014.

If a CDL employee is suspected of abuse or neglect, in accordance with DCFS licensing regulations, we will follow the recommendations of our assigned licensing representative and the child abuse investigator. If it is required, a Safety Plan will be put in place that limits their unsupervised access to children. Depending on the severity of the alleged abuse, and whether it is their own child or a child enrolled in the CDL, this plan could include any of the following actions:

- Assignment to duties outside of the classrooms and not involving direct delivery of child care.
- Placement on temporary leave during the investigation of allegations.

- Working under constant direct supervision while working with children

Pacifiers

Pacifier usage will be limited to rest times only. Non-mobile infants sometimes need pacifiers for security and comfort. Pacifiers will be offered to those children while other comfort options are explored. Due to sanitation and safety concerns, pacifiers will be stored as soon as children become mobile (i.e. creeping, crawling, scooting, pulling-up, etc.).

Biting

Children bite for a wide variety of reasons. Usually when biting occurs, it is because children are having difficulty in communicating with others. We try to see what the child is trying to communicate and then redirect the biting behavior to an object that is safe to bite – teething rings, cloth, or rubber toys. We explain to the child, “I can’t let you bite Jeff, but you can bite this rubber ring” or provide a more acceptable social interaction. The message is delivered matter-of-factly, not in a punitive or derogatory manner. This method maintains the child’s self-esteem so that they do not begin to think of themselves as “bad.”

Food

With the exception of infants under the age of 13 months, all food consumed by children while at the CDL shall be provided by the CDL. Documented health conditions/allergies that require special diets and religious practices may be exceptions to this DCFS rule.

Changes in your child’s medical/allergy status, requests for special diets or exceptions to food program requirements, or concerns regarding food service, should be communicated to the Program Coordinator. It is their job to manage food service at the Child Development Lab.

There are times when medical documentation must be provided in order to accommodate a need and others that are more simply handled. The Program Coordinator manages all things food program related and will contact to discuss the particulars of your child’s situation and outline needed documentation.

A general rule of thumb is that we do not accommodate requests based on parent preference. As a program, we decided that for the safety of all children we would not tax the kitchen and classroom staff with managing more meal adjustments than medically/religiously necessary. We typically have 10-15% of the children in the program with some type of dietary adjustment and our goal is to ensure 100% food safety for all children. We cannot meet this goal if we accommodate all parent preference requests and potentially jeopardize the health of children with significant medical issues.

Toothbrushing

With the exception of our infant classrooms, all of our classrooms provide children with the opportunity to brush their teeth after meal times. We require that children brush their teeth at least once a day after a meal while in our caer, however, it is up to the classroom on if they brush after multiple meal times. Toothbrushes are provided by the program and is done without the use of toothpaste.

Infant Feeding

See section on “Infant & Toddler Care”

Meal Preparation/Service

The CDL participates in the Child and Adult Care Food Program (CACFP), which is a Federal program that provides monetary reimbursement to facilities to offer more healthy meals and snacks to children.

CACFP facilities follow meal patterns established by the United States Department of Agriculture. Lunch requires milk, grains or bread, meat or meat alternate, and two servings of fruits or vegetables. Snacks include two of the four components: milk, fruits/vegetables, grains/bread or meat/meat alternate. A nutritious, low sugar, low sodium snack will be served every morning and afternoon. Healthy lunches will also be provided around the noon hour. Infants will be fed on an “on-demand” basis.

The CDL has kitchen staff who prepare the snacks and are food sanitation certified. The lunches are catered by an outside vendor under University contract.

Clothing

Your child will engage in a variety of activities throughout the day that can be messy or involve rough-and-tumble play. Therefore, we highly recommend that your child wear comfortable play clothes and appropriate shoes with non-skid soles that allow them to move freely. Children should be dressed in clothes that can be soiled and are easily washable.

Please keep at least one complete change of clothing, appropriate for the season, in your child’s clothing bag or cubbie at the CDL. Extra shoes, socks, under-and outer-wear should be included. These items should be labeled (as should all clothing including coats, hats, and mittens) and checked periodically for proper fit as well as seasonal appropriateness. Layers are best for comfortably dressing children during cold weather.

Please dress your child in weather appropriate outer-wear. We go outside, at least on the porch, every day. The only exceptions are for extreme heat and cold. During periods when the wind chill is below 0 degrees F for children two and older, and 32 degrees F for infants and toddlers, children will not go out. When the temperatures climb above 100 degrees F for children two and older, or above 90 degrees F for infants and toddlers, we will restrict them to indoor activities.

Building Evacuation

In the event that we would need to evacuate from our building, there are many external exit doors throughout our CDL and ECDL buildings. Additionally, exit doors to the playground are in each classroom for a quick response. Classrooms will evacuate to their designated area, take attendance, and wait for next steps of action from administration and/or local authorities. Should we need to relocate to another area or building, more information will be given to families via Procure based on the specific event and details that are readily available.

Shelter In Place

In the event that there is a need to shelter in place, classrooms have their predetermined places that they will go to take refuge until an all clear has been given by administration and/or local authorities. For a tornado or severe weather storm, ECDL classrooms go into the hallway outside of their classroom and CDL classrooms go to the basement of CDL. Communication among families will be through Procure based on the specific event and details that are readily available.

Inclement Weather Policy

We understand that families need time to make arrangements in the event of a closure due to inclement weather. Ultimately the CDL Director will make a decision about closing by 6:15 am on the day of the closure unless there is an extreme weather alert issued the night before for the following day. Please be aware that our decision to close CDL during inclement weather is based on a thorough assessment of various factors. Generally, we follow the lead of UIUC and local school districts in closing for inclement weather. Our main notification method will be Procure Messaging and website updates, cdl.illinois.edu. We will follow up with an email when possible. Parents are responsible for keeping their emergency contact information up to date. Accurate contact information ensures we can reach you promptly in case of emergencies or unexpected changes in our operations. In case of severe weather during operating hours, CDL

has emergency procedures in place to ensure the safety of all children and staff. These procedures include safe shelter areas, emergency supplies and regular drills to familiarize children with the procedures.

Shoes

The Infant rooms are “shoe-free” environments. Infants engage in a lot of oral exploration with all kinds of materials. They also spend extended periods of time on the floor. Therefore, cleanliness is extremely important. Teachers will not wear outdoor shoes while in the classroom. Children who are walking will wear shoes when outside.

Please send children to school with shoes that are appropriate for active play, such as sneakers or sandals with back straps.

We discourage the use of shoes that are particularly “grippy” (such as Crocs) as they often provide more grip and traction than the children can control. Shoes that become slippery when wet can cause children to fall if they hit a wet spot on the floor. Please do not send your children to school with these types of footwear.

Security

A child will be released from the facility only to the child’s parent(s) or guardian or to a person (18 years of age or older) designated in writing by the parent(s) or guardian to receive the child. The staff will refuse to release a child to any person, whether related or unrelated to the child, who has not been authorized, in writing. Persons not known to the staff shall be required to provide a driver’s license (with photo) or photo identification card issued by a governmental agency prior to picking up a child.

Visitors are required to sign-in upon entering the lab. A log for this purpose is maintained at each site.

Except in Infant classrooms, paid staff, practicum students, student staff, work-study students, volunteers, and researchers all wear nametags to identify that they belong in the classrooms. Researchers and all other classroom visitors must schedule their activities and classroom participation through either the Associate Director or Program Coordinator. Any paid staff member who sees an unfamiliar adult in the building will question the person’s purpose for being in the building. If you see someone who looks lost or out of place, please feel free to ask their business or to bring them to our attention.

Sunscreen Policy

Our sunscreen policy was developed by doing extensive reading of the recommendations from the American Academy of Dermatology and other medical information available online. You are welcome to visit the AAD website (<http://www.aad.org>) and review all the materials they have available on the subject.

We are requiring all children in the Infant and Toddler rooms to wear sunscreen and hats when they are outside. We encourage you to leave a hat at the CDL so you will not have to remember to carry it back and forth from home. We will provide hats for those children who do not bring them. The cost of the hat will be charged to your account. **Children under six months of age will not be exposed to direct sunlight.** Children in the Twos and Preschool classrooms are required to wear sunscreen and strongly encouraged to wear hats whenever they are outside. You need to provide a bottle of sunscreen, SPF 15 or higher, that will be labeled with your child’s name and remain at the CDL/ECDL, as well as a hat, with a brim or visor that will shade the face. Without this protection your child will not participate in outdoor activities that expose them to the sun. Due to skin sensitivities and personal preference, we will not be able to provide sunscreen. For your child to go outside without sunscreen protection, you will need to sign a declination form.

To be effective, sunscreen should be applied 30 minutes prior to sun exposure and reapplied at least every 2 hours. We will follow this application schedule at the Lab. As with anything we apply to your child, a medication administration

form must be completed and signed by a parent or guardian prior to us applying sunscreen. If you will be dropping your child off at the CDL/ECDL within 30 minutes of a regularly scheduled outdoor playtime we suggest that you apply sunscreen before you leave home. Otherwise, please apply the sunscreen upon your child's arrival to the program.

While Caucasians are approximately 10 times more likely to develop skin cancer from sun exposure, information we read indicates that darker skinned people are still at risk and should follow the same precautions as light skinned people. Research has also consistently suggested that it is early exposure to direct sunlight that increases your risk to later development of skin cancer.

Please bring in a bottle of sunscreen and a hat by the first day of school.

Insect Repellent Policy

We do not encourage the use of insect repellent for young children. We work with the University Pest Management office to manage insects in both indoor and outdoor areas of our facilities.

In the event that public health authorities recommend use of insect repellent due to a high risk of insect-borne disease, only repellent with low (10%) concentrations DEET will be used, and there are applied only to children older than two months.

The American Academy of Pediatrics (AAP) Committee on Environmental Health has recently updated their recommendation for use of DEET products on children, citing: "Insect repellents containing DEET (N,N-diethyl-m-toluamide, also known as N,N-diethyl-3-methylbenzamide) with a concentration of 10% appear to be as safe as products with a concentration of 30% when used according to the directions on the product labels."

The AAP and other experts suggest that it is acceptable to apply repellent with low concentrations of DEET to infants over 2 months old. Other guidelines cite that it is acceptable to use repellents containing DEET on children over 2 years of age. Repellent products that do not contain DEET are not likely to offer the same degree of protection from mosquito bites as products containing DEET. Non-DEET repellents have not necessarily been as thoroughly studied as DEET, and may not be safer for use on children.

Parents will provide the insect repellent and staff will verify that complies with this policy prior to applying to your child. Parents should choose the type and concentration of repellent to be used by taking into account the amount of time that a child will be outdoors, exposure to mosquitoes, and the risk of mosquito-transmitted disease in the area. Persons who are concerned about using DEET or other products on children may wish to consult their health care provider for advice. The National Pesticide Information Center (NPIC) can also provide information through a toll-free number, 1-800-858-7378 or npic.orst.edu.

Always follow the recommendations appearing on the product label when using repellent.

- When using repellent on a child, apply it to your own hands and then rub them on your child. Avoid children's eyes and mouth and use it sparingly around their ears.
- Do not apply repellent to children's hands. (Children may tend to put their hands in their mouths.)
- Do not allow young children to apply insect repellent to themselves; have an adult do it for them. Keep repellents out of reach of children.
- Do not apply repellent to skin under clothing. If repellent is applied to clothing, wash treated clothing before wearing again.

Staff will apply insect repellent no more than once a day and only with written parental permission.

Using repellents on the skin is not the only way to avoid mosquito bites. Children and adults can wear clothing with long pants and long sleeves while outdoors. DEET or other repellents such as permethrin can also be applied to clothing

(don't use permethrin on skin), as mosquitoes may bite through thin fabric. Mosquito netting can be used over infant carriers.

Vehicle Exhaust Exposure

We would like to request that all motor vehicles using the CDL half-circle drive, the ECDL parking lot, and the delivery drives at both buildings be turned off when parked. This will minimize the fumes and particulate that the children are exposed to during their time with us. Not to mention being better for the environment in general and more fuel efficient for you.

Infant & Toddler Care

Infant Feeding

The CDL will supply an iron-fortified infant formula in accordance with the Illinois Department of Public Health. However, parents or guardians may elect to decline the offered infant formula and supply their own formula (in a sealed, unopened container) or breast milk from home. If you are sending already prepared bottles, they must be labeled with your child's name and dated. Only formula, breast milk or water can be in the bottle.

Mothers who wish to nurse can do so by communicating with the staff in child's individual classroom.

Infant "Baby" Food

The CDL will supply baby food, but parents or guardians may elect to decline the offered brand and supply their own brand of commercially prepared food. Solid foods will be introduced gradually in collaboration with parents or guardians.

Bottles

Parents and guardians must supply bottles and nipples from home. We prefer that plastic bottles be sent to the CDL so that there is no concern about glass bottles breaking if dropped. The bottles must be labeled with your child's name and dated. Only formula, breast milk or water can be in the bottle. The CDL will send home empty bottles to be sanitized and refilled at home.

Meal Times

Meal times offer opportunities not only to satisfy hunger, but to establish positive food attitudes and good eating habits. Meals are offered in a pleasant, relaxed atmosphere that allows time for children and teachers to socialize and get to know each other.

Young infants will be held while being fed to facilitate the establishment of a trusting relationship. Bottles are never propped and are never given to children in their crib or on their cot. Older infants and toddlers will be seated in the designated eating area (i.e. high chair or table) during meal times. Children need to remain at-table during meal times. They cannot roam the room, either crawling or walking, with a bottle, sippy cup or cup, or with food in their mouth. Transition from bottle to cup will be a joint decision based on each child's developmental readiness to learn to use a cup.

Routines

Daily routines (i.e. feeding, diapering, and napping) define the curriculum for infants and toddlers. Routines provide the opportunity for caregivers to interact one-on-one with a child, which helps to establish a sense of self-worth, create and deepen emotional bonds, and form secure attachments that are the basis for life-long relationships. Language and vocabulary, physical and social-emotional nurturance, feelings of competence and security are all developed and enriched in routines. Interactive play is also considered an important routine for infants. Times when the infant is not sleeping or eating will be spent interacting with caregivers in age-appropriate play, such as games, songs, and toy play. Routines are based on each child's individual schedule, stage of development, and personal preferences.

Daily Records Forms

The staff in the infant and toddler rooms will record when your child's eating, sleeping, and diapering/toileting for the day using Procure. These updates can be found on the Procure App. If you need a physical form, please let your teaching team know.

Supervision of Infant and Toddler/Twos During Rest Time

When infants, toddlers/twos are sleeping mirrors, video, or sound monitors may be used to augment supervision in sleeping areas, but such monitors may not be relied on in lieu of direct visual and auditory supervision. Sides of cribs are checked to ensure that they are up and locked.

Teacher, assistant teachers, or teacher aides are aware of, and positioned so they can hear and see, any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.

Infant Sleeping Position

The current position statement from the American Academy of Pediatrics recommends that, to help reduce the risk of Sudden Infant Death Syndrome, all infants should be placed on their backs to sleep. DCFS requires that we follow this recommendation. All infants in care at the Child Development Lab will be placed on their backs to sleep. Only under specific, written instructions from the infant's pediatrician are we allowed to act otherwise.

Infants brought to the Child Development Lab in an infant carrier, must be removed from the carrier by the parent or other adult dropping off the child, and handed to one of the teachers. Prior to the parent/other adult leaving, the teachers are required by DCFS to do a brief, hands-on health and well-being assessment of each child entering an infant classroom.

Diapers and Wipes

Parents are required to provide the diapers and wipes for their children. Only disposable diapers are allowed, but any kind of baby wipes are permitted. Reminder notes will be sent home as your child's supply runs low. ***Please clearly label every item.*** Diapers are checked at least every 2 hours when children are awake and when children are awakened/wake up from naps. Diapers are changed when wet or soiled. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility. Soiled clothing items are placed in a plastic bag and sent home to you for laundering that day. Each changing area is separated by a wall or is located at least three feet from other areas that children use and is used exclusively for one designated group of children. At all times caregivers have a hand on the child when the child is being changed on an elevated surface. Diaper changing procedures are posted and in the diaper changing areas and staff follow procedure as outlined. These procedures are used to evaluate teaching staff who change diapers. Surfaces used for changing and on are used only for changing diapers. Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly. Containers are kept closed and are not accessible to children. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

Diaper Ointment, Creams, and Powder

Ointments and creams are allowed. However, parents will be required to complete a Permission to Administer Medication form to have on file. *Powders can be problematic for children with asthma, and are, therefore, not allowed.*

Crib Items

Soft bedding, bumpers, pillows, quilts, comforters, sheepskins, stuffed toys and other soft products are not allowed in cribs while children are sleeping, so please do not send these items to the CDL for your child.

Swaddling

We are NEVER allowed to swaddle a child. We could inadvertently wrap a child too tightly or with an arm draped over their chest and cause asphyxiation. The child could loosen the blanket while moving during their nap and thus leave a loose blanket in the crib with potential for suffocation. Sleep sacks without arm wraps are fine but those with arm wraps may not be used.

Routines

Toileting

Mastery of toileting is not required for admittance to CDL or for placement in a Preschool classroom. We will work with parents to help with toilet learning when their child is physically and emotionally ready. Toilet learning should be a positive experience. There is no “right” age to begin. Parents should continually encourage their children at home when the readiness signs (interest, motor control, dislike of being wet and soiled) are in evidence. We will do the same.

The following are a few helpful hints in dealing with toilet learning:

- Children should wear loose fitting clothes that are easy to pull up and down by themselves. Elastic waists are a good choice.
- Clothing such as overalls, suspenders, belts, etc. should be avoided. In the beginning stages of toilet learning, there is a very small window between recognizing the need to use the potty and getting there on time.
- Extra clothes should be sent daily. This includes having an extra pair of shoes at the center.
- Children will never be chastised or made fun of if they have an accident. Clothing should be changed in a matter of fact way with the child assisting as is appropriate based on their development.
- Continue positive reinforcement at home.

Outdoor Play

Children will be going outside every day for at least a short period of time. Outdoor play is beneficial for children’s mental and physical health. If your child is not feeling well enough to go outside, they do not feel well enough to attend school.

Staff will use good judgment to determine whether children will be playing outside when the weather is too extreme for health and safety reasons. The temperature thresholds (Fahrenheit) are below 32 and above 90 for children under the age of two years, and below 0 and above 100 for children older than two years.

The center has covered porches for the children to play under to protect them from mild rain, sun, and wind. Teachers will also take into consideration the number of appropriately dressed children, so please dress your child according to the weather.

Personal Belongings

Your child will have a space to hold their personal belongings. Comfort items are allowed when needed. Parents may provide a blanket for your child’s cot. Please ***clearly label the blanket***.

Items such as food, candy, gum, toys, and other personal belonging should be left at home or in the car. These special possessions can become broken, lost, and cause problems with unwillingness to share. This can lead to a difficult day for all concerned.

Parents need to supply disposable diapers, wipes, creams, and ointments for children still in diapers. Parents also supply sunscreen for children of all ages. All items need to be ***clearly labeled***.

Drop Off and Pick Up

The program day begins at 7:30 a.m. and ends at 5:30 p.m. The CDL is not budgeted for staff overtime so please come within these parameters. Drop off is 7:30-9:30 am and pick up is 4:00-5:30 pm.

Parents who need to drop off or pick up outside of these established hours must call ahead to make arrangements so that you have access to the classrooms. Each classroom will keep attendance on their iPad through our Procure

Program. This allows each classroom to determine the number and identity of all children present at any given time. The time of arrival and departure are noted in this log, and either initials or signature of the adult dropping off or picking up are entered by that individual.

The facility located at 1005 W. Nevada (ECDL) has ten reserved parking spots located directly east of the building for parents/guardians dropping off and picking up children. The facility located at 1105 W. Nevada (CDL) has a circle drive that has space for about six vehicles. This is only a temporary parking place, so please be considerate of other parents who will be arriving and/or departing the center as well.

When coming into the center, do not leave other children unattended in the car. This is considered child neglect and we are obligated to report to DCFS if this occurs.

Only parents/guardians and other authorized adults (at least 18 years of age) designated by the child's parents/guardians are allowed to pick up a child. If changes to the list are needed, please update the information immediately. If a staff member does not recognize the person who comes to get your child, but whose name is on the list, they will ask to see a photo ID before they release your child. Children will not be released to anyone not listed on this form; to anyone who appears to be impaired (i.e. disoriented, under the influence of alcohol or drugs). Your child's safety is our first concern. If an impaired individual arrives to take your child we will contact you and ask that you send someone else.

Parents and other adults bringing your child to school must bring them into the classroom or out onto the playground and connect with one of the teachers prior to leaving. Please first assist your child with handwashing before they begin to engage in the day's activities. At pick-up, please be sure to let one of the teachers know that you have your child and are leaving so that there is no confusion as to where your child is.

Please frequently check your child's cubby. Important notes and small pieces of artwork are placed here.

Typical Day at the CDL

Your child's day will be filled with a variety of activities ranging from quiet to active play. There is a daily schedule posted in each room so that parents can know what types of activities children engage in throughout the day. Common activities of the program include: outdoor play, choices time/free play, snack and lunch time, group time (age dependent), and a rest period. Each of the developmental domains – language, emotional, social, cognitive, creative, fine motor, and gross motor are planned for in the daily program.

Rest Time

Infants will sleep according to their own schedules in a crib room that is separate from the classroom. For children in the toddler, twos and preschool classrooms, there will be only one scheduled rest time. They will rest on cots. Children are allowed to bring in comfort items such as stuffed animals, books, or quiet toys to use during rest time. Children are expected to play quietly on their cots during rest time if they don't sleep.

Classroom Composition

Below is a chart that outlines the maximum number of children enrolled and the typical age range of the children served in each age group as of the start of the school year. This information reflects the children's ages as of the beginning of each school year. Each classroom is assigned a 3-teacher team, one (1) full-time head teacher and two (2) full-time assistant teachers.

Infants (6 wks–15 mos.)	3 classes of 8 children
Infant /Toddler (7-18 mos)	1 class of 8 children
Toddlers (15–24 mos.)	2 classes of 10 children
Toddlers & Twos (18-30 mos)	1 class of 12 children
Twos (24-36 mos.)	2 classes of 16 children
Preschool (36-59 mos)	3 classes of 20 children

Walks

Children in all age groups will participate in walks on-campus, for which you give permission upon enrollment. For the younger children (infants and young toddlers) they will be taken out in tandem strollers and 4- and 6-seat buggies. Older children will walk. The child:teacher ratio established for the classroom remains in effect on walks. In some instances we will send additional staff members to assist on a walk.

You will be asked to provide additional consent for any off-campus walk. Only children with signed permission forms are allowed to participate in an off-campus walk. If you opt not to have your child participate in one of these activities we may have to ask you to keep your child in your care as we are not staffed to provide one-on-one care for a child.

Children may join a walk in progress as long as the parent or other adult dropping them off signs them into the program on the sign-in sheet in the classroom prior to joining the class. Our preference is that they arrive at the CDL or ECDL prior to the departure time so that our numbers match all the way through from departure to return. Permission slips for participation in the off-campus walk will include date and time of departure and expected return and the destination.

Children may always be picked-up from a walk location. Parents must sign them out of the program on the sign-in sheets in the classroom PRIOR to arriving at the walk location. If another adult is picking up your child from a walk location, we must be notified of this PRIOR to the start of the walk so that the teachers can take the Authorization for Release form with them to verify that this person has your permission to pick up. They will also need to sign-out at the classroom PRIOR to arriving at the walk location.

Transitions

Orientation & Open House

A parent orientation meeting is held each summer for the upcoming school year. General information regarding the CDL is discussed, and then you will meet with your child's teachers about expectations and procedures for that classroom.

An Open House will be held before the first day of school so that you can see the classroom and meet your child's teachers. Sign up for a time will be arranged at the classroom level.

Gradual Entry for Infants

In order to make the start of school as smooth as possible and to give each child the individual attention s/he will need to feel comfortable, gradual entry will be arranged on a class by class basis for infants. Four children start the first week of classes and the other four join them the second week. Tuition is pro-rated for children starting the second week of the school year.

Transition into a New Classroom

Children move to a new classroom only at the beginning of the academic year (start of the university fall semester), so they remain a group intact unless a child withdraws from the program and another child is enrolled to fill the vacancy.

Transitions are a year-long process that is embedded into the curriculum. Children visit other classrooms, both old and younger, and in both buildings, throughout the year as we work on building a CDL community. This becomes a main focus during the spring semester and into the summer months. Once classroom assignments for the upcoming year have been made, individual teachers will do observations and go visit children in their current classrooms. The children also visit and play in their new classrooms, providing the opportunity for them to establish relationships and begin to take ownership of their new environment.

Transition to Kindergarten

Children who are enrolled in PS1, PS 2, or PS 3 and who will be 5 by September 1 at the END of the current school year will leave us and go on to Kindergarten. Due to the number of different private schools and public-school districts (and schools within each district) families choose to send their children to it is impossible for the CDL to coordinate with each school to facilitate each child's transition. We do work with the Champaign and Urbana public school districts, and with any of the private schools who send us information about their Kindergarten programs, to share information about all their Kindergarten Open House events and the process and timelines for enrollment.

Please be aware that most of these events are happening in the late winter and early spring, so often well before you might be thinking about this move. The teachers will start introducing the topic during the December Family-Teacher conferences. As you make your decision as to where you will be sending your child, and for public school as you find out which school your child will attend, please share that with the teachers. Then as the children begin to talk about their new school, we can support these discussions and assist them with managing the emotions surrounding this move as well as have some conversations about what is involved in taking this big step in their lives.

Separation Information

Separation anxiety is a developmental issue that can be difficult for both children and parents. Often, when infants are between eight and ten months of age, they are distressed when they are separated from their caregivers. It is also common for older children who have never been in a group setting, who are changing from one care setting to another, or who have been away from school for a period of time, to experience separation anxiety. Sometimes this behavior will surface for any number of reasons at unexpected times throughout the year as children grow and change. Typical

reactions associated with separation anxiety are crying, clinging, and trying to follow. Every child is unique and responds to separations differently.

However, children take cues from their parents. If a parent responds positively when dropping their child off, their child will notice this. The following is a list of helpful hints to make the separation process go smoother:

- Prepare your child and talk to them about what is going to happen beforehand, such as “Today is a school day!”
- Maintain a good relationship with your child’s teachers and communicate with them on a daily basis. This will make you more comfortable with leaving and your child will sense this.
- Be sure to say good-bye to your child when you leave. Saying good-bye helps your child know what to expect and establish a healthy routine. Make your good-bye(s) definite. . Children typically regain their composure and start their daily routine shortly after their parent(s) leaves.

Parent Involvement

Classroom Support & Participation

Families are encouraged to discuss with the teachers the various ways in which they can support the classroom and the children. Your interest in your child's classroom contributes significantly to positive school experiences for them.

Family-Staff Communication

Teachers are available at arrival and departure times for brief conversations regarding important instructions and daily happenings. During this time, extended conversations need to be scheduled ahead of time or occur via a phone call pre-arranged with your child's Head Teacher. You will both be less distracted by children and other adults, and confidentiality will be maintained. Teachers will communicate any significant developmental progress as it is observed and notify you of concerns regarding behavior and/or development should they arise. Arrangements will be made for a confidential meeting with you to discuss concerns and plan action steps.

Family-teacher conferences will be held once each semester to discuss your child's progress at school, goals for the upcoming semester/year, and strategies for home and school for supporting continued growth and development. Sign-up sheets will be posted so that you may choose the time on conference day that is most convenient for your schedule.

In addition to this, newsletters are sent home on a monthly basis to inform you of activities, special events, introductions to new personnel, and developmental issues that may be of interest to you.

On a more consistent basis, teachers in the younger classrooms will use a form for daily communication with you about your child. Items such as eating behaviors, toileting pattern, sleeping time, and any other information/concerns will be communicated through this form.

Curriculum sheets listing each week's activities and learning goals are posted in each classroom and at the entrance to or on the bulletin board in each observation booth.

Each spring families are sent a letter requesting that they share their thoughts, in writing, on their child's upcoming transition. Requests for specific classrooms based on a given staff member's assignment to that room are not accepted. We are interested in particular personality, learning style or developmental situations that you would like us to keep in mind as we are arranging groups of children for the upcoming year. Your input along with all of the other factors that we use to maintain diversity and program functionality are used to make placement decisions.

Family Surveys are conducted periodically to formally gather information from as many families as are willing to take the time to complete them. The results of the surveys are used for the purpose of improving the quality of services provided at the CDL. The program administration encourages any guardian to share concerns and ideas for program improvement with us at any time. If they are classroom related, please discuss them with the Head Teacher first if at all possible.

Confidentiality

Information shared with the program is maintained in confidence and shared only with staff and other authorized individuals who have a legitimate need to know. All enrollment paperwork is maintained in the administrative filing system and is accessible only to the administrative team and the teachers who work in the child's classroom.

The Observation Booths and Galleries are closed to ALL non-employees during the scheduled rest periods for each classroom in order to allow the teachers to have needed conversations regarding child development and other information shared by guardians that needs to be shared among the team.

Confidentiality is maintained throughout the formal assessment process by the following means:

- Assessment score sheets and observation records are kept locked in a separate file cabinet, accessible only to the assessment coordinator, test administrators and program administrators.
- Guardians and Head Teachers are given the results if the results indicate a potential concern.
- If guardians decide to pursue outside services in support of their child, formal written consent must be given by the parents prior to our sharing the results of the screening with any outside entity.

The guardians must give written consent prior to discussing the child or sharing developmental documentation with anyone outside of program staff. *Release of Information Forms* are available upon request.

Rule 407 Licensing Standards for Day Care Centers, Section 407.80 outlines the Confidentiality of Records and Information we must follow.

Observations

You are welcome to observe your child from the observation booth during drop-off and pick up hours (7:30-9:30 am and 4:00-5:30 pm). This will allow you to see which activities your child chooses to participate in and how your child behaves in a group setting. Please sign the logbook at the CDL or at the reception desk in the ECDL every time you enter the booth. You will also need to park your vehicle in the metered spots along the street or at the meters in lot F9, the lot immediately to the east of the ECDL entrance.

University students and researchers will have access to the observations booths and galleries from 9:30 am-12:30 pm and from 3:00-4:00 pm. The observation booths and galleries in both buildings are CLOSED to ALL observers during rest times. Please see the notices posted on doors to each observation booth for the times of closure.

Family Group/Family Support

Families interested in participating in or providing organizational leadership for a CDL family group are encouraged to contact the Director or Associate Director.

Guardians are also encouraged to share their contact information with each other so that informal opportunities to meet, share information and ideas, plan play dates, arrange car pools, and provide mutual support and assistance can be arranged as desired. This is done at the start of the school year, often as early as Family Orientation, when the teachers will provide guardians the opportunity to indicate if they are willing to have their contact information shared with the rest of the guardians in the classroom. Of course, families can pursue social interactions with any other family in the program, regardless of your child's classroom placement. The CDL will facilitate this by providing any family you wish to connect with, with your contact information and if they are interested, they will get in touch with you. We will not give your contact information to anyone without your permission.

The CDL hosts a fall picnic and a spring picnic as a way of gathering all interested families together in a casual social setting at Hessel Park. This is a program-wide potluck dinner where families bring a dish to share and the CDL provides the location and the drinks. We encourage all families to attend. The fall picnic is held early in the school year and is a great way to meet each other and begin making connections.

The CDL is open to your suggestions for additional ways of facilitating guardians supporting guardians. Send us an email at hcd-cdlprog@mx.uillinois.edu.

Non-Discriminatory Policy

It is the policy of the University of Illinois to not engage in discrimination or harassment against any person because of race, color, religion, gender, national origin, ancestry, age, order of protection status, genetic information, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran, and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities. Each child shall be recognized as an individual whose gender, abilities, personal privacy, choice of activities, and whose race, cultural, ethnic, and religious background shall be respected. Families who believe that a University of Illinois Urbana-Champaign employee has subjected them to discrimination or harassment in violation of this policy should contact the Office for Access and Equity at accessandequity@illinois.edu or (217) 333-0885.

The University of Illinois Urbana-Champaign prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The Title IX notice of nondiscrimination is located at [The Title IX notice of nondiscrimination is located at University of Illinois System Statement on Sex Discrimination](#).

No child, parent/guardian, employee, or other member of the CDL community will be subjected to retaliation as prohibited by law.

Any person who believes any child, employee, or third party or the CDL program generally has engaged in conduct prohibited by Title IX or the [University Sex-Based Misconduct Policy](#) should report the conduct to the Title IX Coordinator. Danielle Fleenor serves as the University's Title IX Coordinator and can be contacted in person or by mail at the Title IX Office, 614 E. Daniel Street, Suite 303, Champaign, IL 61820; by phone at (844) 616-7978; or by email at titleixcoordinator@illinois.edu. The Title IX Coordinator can also assist with [supportive measures](#) and remedies. Children or families may also report such conduct to any school employee, including any teacher, counselor, or program administrator. Reports may also be made online using the [University Reporting Form](#). The University prefers that all reports and complaints are in writing; however, verbal information will be accepted and processed. The [Procedures for Addressing Sex-Based Misconduct Involving PreK-12 Students](#) will be used to process the report or complaint.

Inquiries about state or federal laws protecting against discrimination or harassment based on one or more of the protected classes listed above may also be directed to one or more of the following agencies:

U.S. Department of Education - Office for Civil Rights Chicago Office JCK Federal Building 230 S. Dearborn Street, 37th Floor Chicago, IL 60604 Telephone: (312) 730-1560; Facsimile: (312) 730-1576 Email: OCR.Chicago@ed.gov

U.S. Equal Employment Opportunity Commission (EEOC) Chicago District Office JCK Federal Building Chicago, IL 60604 Telephone: (312) 872-9744; Facsimile: 312-588-1260 Info@EEOC.org

Illinois Department of Human Rights (IDHR) Springfield Office 535 West Jefferson 1st Floor Intake Unit Springfield, IL 62702 Telephone: (217) 785-5100; Facsimile: (217) 785-5106 Email: IDHR.webmail@Illinois.gov

Contact Information

Director.....217-300-1335
Dr. Hannah Kye

Associate Director.....217-244-9525
Meghan Redeker meghanew@illinois.edu

Child Development Coordinator.....217-244-9525
Molly Harmon meharmo2@illinois.edu

Office Support Specialist.....217-244-9525
Jenna Dalbey jdalbey@illinois.edu

Emails may be sent to hcd-cdlprog@mx.uillinois.edu if they are not for a specific person.

Child Development Lab building (CDL)
1105 W. Nevada
Urbana, IL 61801

Early Child Development Lab building (ECDL)
1005 W. Nevada
Urbana, IL 61801

Incoming calls will be received at the ECDL front desk # **(217-244-9525)**
and routed to the appropriate person, classroom, or office.

CDL Website <https://cdl.illinois.edu/>