



2021-2022
FAMILY HANDBOOK



EARLY LEARNING & RESEARCH **CENTER**

UNIVERSITY OF MEMPHIS

The Early Learning & Research Center at the University of Memphis is a laboratory school that currently serves children ages 2 through kindergarten. We are licensed through the Tennessee Department of Education and accredited by the National Association for the Education of Young Children (NAEYC).

Director

Brooke Willis

Program Coordinator

AK Dacus

Administrative Assistant

Sophie Townsend

Supervising Teachers

Carol Cordeau Young-Reggio Emilia-Inspired 2-Year-Olds

Anna Grace Weir-Reggio Emilia-Inspired 2/3-Year-Olds

Kate Gould- Reggio Emilia-Inspired 3-Year-Olds

Erin King-Reggio Emilia-Inspired 4-Year-Olds

Katie Kidd-University Pre-K

Ligia Lavarreda-Montessori

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The University of Memphis is a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship.



The mission of University Schools is to provide the children of our community with educational experiences that enhance their development from birth to graduation and promote dynamic research, collaborative partnerships, and innovative practices.

In partnership with our families and community, our purpose is to educate and engage our students by celebrating their individuality, cultivating their strengths, and preparing them for the opportunities of tomorrow.

Celebrate. Cultivate. Prepare

Celebrate: Diversity, Growth, Innovation, Each Other

Cultivate: Kindness, Courage, Connections, Love of Learning

Prepare: Leaders, Responsible Citizens, Lifelong Learners, Agents of Change



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Celebrate

To recognize and honor the value of diversity, each classroom at the ELRC thoughtfully presents students with representations of many different cultures as well as moments to share family heritage. Our students learn to mindfully acknowledge differences, trust and support each other, and manifest their own unique sense of self. The ELRC celebrates progress on both an individual and collective level, understanding that growth is a dynamic, lifelong process. To support this process, the ELRC staff embraces innovative approaches to teaching that incorporate the children's expanding interests and goals.

Cultivate

Through intentional modeling of empathy and compassion, the ELRC staff supports the students' development of kindness both in words and actions. The classroom environments at the ELRC foster a sense of courage and resiliency by providing children with a safe place to try new things, problem solve, and try again. The school strives to sustain a strong sense of community and connection between children, families, and staff, building trusting and respectful relationships between all stakeholders. To cultivate a love of learning, the ELRC provides a child-focused curriculum that emphasizes play, discovery, and authentic choice, while accommodating a variety of learning styles.

Prepare

The ELRC prepares future leaders by providing children with opportunities to share their unique voice and perspective while developing their aptitude for compassionate peer-to-peer guidance. By strengthening social-emotional skills and promoting a sense of accountability, independence, and curiosity, the school readies students to become responsible citizens and lifelong learners. At the ELRC, real-world issues are introduced at an accessible level for our young students, empowering them to become agents of change who are ready to share their values and inspire others.

WHAT IS A LABORATORY SCHOOL?

The Early Learning & Research Center plays a valuable role in the teaching, research, and mission of the University Schools and the University of Memphis. We serve as a model program that demonstrates best practices in early childhood education across various classroom models.

Undergraduate and graduate students are regularly placed at the ELRC for practical experience related to their course of study. University of Memphis students are often assigned to observe children in conjunction with course assignments. All placements and observations are scheduled through course instructors and the director. Student observers are required to sign-in daily and follow strict observation and confidentiality guidelines.

Faculty and students conduct research on topics in early childhood development, education, and other related areas. Research projects may include a variety of methods including observation or direct participation. All research conducted at the ELRC is monitored and approved by the University School Research Consortium and the director. As an ELRC family, you can expect to receive periodic information about research projects and consent for your child to participate.

OUR PROGRAMS

Montessori Pre-Primary Classroom

Ages Three Through Kindergarten

Our teaching practices and many of our extraordinary materials were developed by Dr. Maria Montessori, physician and educator, and one of the most highly original thinkers of the twentieth century. Her philosophy of education, and our demonstration of it, emphasize respect for young children, independence of spirit, freedom of choice, community feeling, beauty and order in the environment, and the joy of learning. Maria Montessori was one of the first educators to assert that children learn experientially, through movement and sense perception; accordingly, our curriculum depends on children's independent, "hands-on" exploration of the classroom areas: Practical Life, Art, Sensorial, Math, Language and Geography & Culture, which includes Science. Children ages three to six are grouped together to suit the specific needs of their stage of development. Children are admitted at age three and it is considered a three-year-long program.

The Reggio Emilia Program

Ages Two Through Four

The Reggio Emilia method focuses on the idea of a self-guided curriculum, where the students guide the curriculum through exploration and projects to tailor learning to their interests. The curriculum emerges based on children's observation and experiences of their world. The teacher guides the children's interests into a project where outcomes are determined by the children. Many learning abilities can be satisfied by the collaboration process. The product becomes part of the process rather than the ending of a project. This upholds the mission of our laboratory early childhood school for the University of Memphis.

University Pre-K

Age Four

The Early Learning & Research Center at the University of Memphis, is a proud partner of First 8 Memphis. This classroom is a free program for qualifying families of pre-kindergarten children that seeks to prepare 90% of Shelby County children to be kindergarten ready by 2025. In order to qualify, children must be age 4 by August 15, 2020 and meet household income eligibility requirements. Priority enrollment is given to children of full-time students, faculty, and staff at the University of Memphis.

ADMISSION & ENROLLMENT

Application to the Early Learning & Research Center is open to children from birth through age five. Submitting an application does not guarantee admission, as limited space is available in each classroom. An application fee of \$55 is due at the time of submission. When you indicate your program preference on the application, your child will be placed on the corresponding waiting list until a position is available.

Waiting lists are continuous and it is not necessary to submit an application each year. It is the responsibility of the family to make sure that all contact information is up to date.

ENROLLMENT PROCESS:

1. Complete an Application for enrollment and pay the \$55 application fee online.
2. When space is available or during the annual enrollment period, each family will be notified of their acceptance.
3. Enrollment will be confirmed when all steps are complete as outlined in the notification of acceptance.

For a child to be admitted to a classroom serving children age three or older, toilet training must be complete. Children do have accidents from time to time, especially when they are just coming out of the potty-training period and we are understanding about that part of the learning process. Every child is different and regression can happen from time to time, but to be considered “fully potty trained” a child will consistently recognize/express the need to use the restroom and will care for toileting needs at school with very little assistance necessary from adults. At school we would expect for this to be the behavior most often observed.

Continued enrollment and annual contract extension is contingent upon adherence to school policies and university values by both parents and children and successful integration into the classroom environment. Ongoing assessment of each child is conducted by the supervising teacher. If the Supervising Teacher makes a recommendation for additional assessment by another qualified professional in a specific area of concern, parents are expected to follow through with the recommendation within the agreed timeline. Upon completion of the recommended assessment(s), a conference will be held with the parents and school to review the results. Conditions for continued enrollment status will be taken under advisement at that time.

Once a child is enrolled in either the Reggio Emilia or the Montessori track, the policy of Lipman School is to make no transfers of students from one track to another, or between classrooms within the Reggio Emilia track. Special case transfer requests will be entertained under the same conditions as special case admissions.

TUITION

Tuition for the Early Learning & Research Center is charged monthly for the ten-month academic calendar beginning in August and ending in May and may be paid online. All balances must be kept current. Should an account become thirty days past due, it is the policy of the ELRC to withdraw the child(ren) from the center. Families with outstanding tuition balances at the end of the school year may not carry that balance forward. All balances must be paid by May 31st of each school year.

Current tuition rates are as follows:

2-Year-Old Reggio Emilia Classroom \$1110/Month
2/3-Year-Old Reggio Emilia Classroom \$955/Month
3-Year-Old Reggio Emilia Classroom \$955/Month
4-Year-Old Reggio Emilia Classroom \$955/Month
Montessori \$1010/Month

ASSESSMENT

Children enrolled in the Early Learning & Research Center are assessed using the Brigance Developmental Inventory at the beginning and end of each academic year.

At the beginning of each academic year, each child's speech/language skills will be screened in order to determine individual needs.

Additional anecdotal notes and portfolios are utilized by each classroom teacher to document each child's individual achievement and progress.

Parent/teacher conferences are held in the fall and spring. Additional conferences can be requested by the parent or teacher at any time. Should a child exhibit learning difficulties or behaviors that interfere with his/her classroom acclimation, the ELRC will engage parents/guardians in the process of addressing these concerns.

CONFERENCES/MEETINGS

The Early Learning & Research Center schedules mandatory Parent/Teacher conference times in the Fall and Spring each year. We ask that if parents or guardians need to discuss a concern about their child, they should request an appointment, as it is difficult to discuss such matters at drop off or pick up times. This allows our staff members to give their full attention to parent concerns. The Lipman staff will not discuss any one child in front of others.

ATTENDANCE/ARRIVAL/DEPARTURE PROCEDURES

Arrival, attendance, and departure policies reflect the importance of the whole school experience to our children. The ELRC curricula and schedules are thoughtfully planned to maximize the educational experience. Late arrivals interrupt the class proceedings for the other children and disorient the child who is late. Early departures, especially without prior notice, also interrupt the flow of the day for all the children, and often cause confusion for the child who misses activities. Compelling reasons for absence, such as family emergencies, illness, doctor or dentist appointments, other professional examinations or therapies, etc., should be discussed with the child's Supervising Teacher, as far in advance as possible. The school requests notification of such early dismissals, as far in advance as possible.

ELRC classrooms open their doors at 8:00 a.m. Students who arrive before 8:00 must remain under the supervision of a parent or other adult caretaker. ELRC staff will not take responsibility for students until classroom doors open at 8:00 a.m. Each child must be checked in and out each day as required by the TN Department of Education. All attendance records are documented through the Brightwheel application. Arrival time is from 8:00-8:30 each day. Children arriving to their classrooms after 8:30 a.m. are considered tardy. Tardiness is disruptive to the children who have already begun their day, and it makes transition to the classroom difficult for the child who is arriving late.

Children will transition from their regular school day into daily enrichment activities from 3:00-5:30 each day. Each child's enrichment experiences will be unique to each school year but may include music, art, athletics, and/or foreign language programs.

Once a child has been signed out for the day, the adult assumes physical responsibility for the child. If you and your child remain at school for any reason after sign-out, please make sure that your child is under your direct supervision. Children will not be released to persons under the age of 16. Children shall be signed in and out of the program by the legal guardian or persons authorized on the list to pick up the child. Children shall only be released to a designated person in accordance with the child release plan. The program shall verify the identity of the authorized person by requiring presentation of a photo identification. Children should not be released to anyone whose behavior, as deemed by a reasonable person, may place him/her in imminent risk. Immediately call 911, the local law enforcement agency or other emergency services number prior to the release of children. If the person, displaying risky behavior, is not the parent, the program shall not release the child and the parent shall be called immediately.

Parents who pick up their children late are assessed a late pick-up fee of \$1.00 for each minute after 5:30. The enrichment supervisor will give parents a copy of their late pick-up fee notification upon their arrival. These fees must be paid before children can return to school the following day.

CELL PHONE USE

As a courtesy to our staff and your child, we ask that that adults refrain from using cell phones during drop off and pick up times. Important information about your child's school day may be exchanged during this time.

Safety of our children is our primary concern. As a result, ELRC asks that you please refrain from using cell phones while operating a vehicle in our parking lot.

VISITORS

All visitors and volunteers must be registered per University of Memphis policy. You may request the mandatory Visitor Registration Form from the front office or director. All visitors must sign in at the front office and picture identification may be requested to gain entry.

SECURITY

The Early Learning & Research Center, as part of The University of Memphis, is served by Campus Security and abides by the safety and security policies of the University. In the event of an emergency situation, Campus Security will be notified immediately and proper emergency measures taken. Our doors will remain locked from the outside at all times and access cards are issued to each parent in order to gain entry to the school.

In accordance with Department of Education regulations, the school practices monthly fire drills as well as severe weather drills.

BEHAVIOR GUIDANCE

The Early Learning & Research Center has established developmentally appropriate social-emotional and behavior management practices. Our discipline and intervention procedures are focused on prevention and guidance toward developing healthy self-regulation and social-emotional skills. Many disruptive behaviors are prevented through careful environmental design, developmentally appropriate behavioral expectations, positive reinforcement, and established classroom routines. Mindfulness techniques are used to guide children through difficult situations by increasing self-awareness and modeling the language necessary for self-directed conflict resolution.

BEHAVIOR GUIDANCE & DISCIPLINE POLICY

Should a student's behavior become consistently disruptive to the classroom – the following procedures may be implemented:

1. A pattern of disruptive behavior is established through documentation of the behavior by the supervising teacher. The parent will be required to meet with the supervising teacher and the director in order to determine a plan for behavioral intervention.
2. If the disruptive behavior persists or escalates regardless of behavioral interventions, the child may be removed from the Early Learning & Research Center at the director's discretion.

Should a student's behavior become violent or physically harmful to self, peers, or adults the following procedure will be implemented:

1. The child will be removed from the classroom and a call will be made to the parent. Should a child become inconsolable or continue to display adverse behavior after reasonable accommodations are made to deescalate the situation, he/she will be released to the parent for the remainder of the school day. Documentation of the child's behavior and removal from the classroom will be placed in the child's file.
2. The parent will be required to meet with the supervising teacher and the director in order to determine a plan for behavioral intervention before the child may return to school.
3. If the disruptive behavior persists or escalates regardless of behavioral interventions, the child may be removed from the Early Learning & Research Center at the director's discretion.
4. Three or more documented incidences of aggressive or disruptive behavior may result in immediate removal from the Early Learning & Research Center.
5. Immediate dismissal may be considered in event of extremely aggressive or disruptive behavior.

SPECIAL ACCOMMODATIONS POLICY

The Early Learning and Research Center is a tuition-funded laboratory school that complies with the policies and procedures of the University of Memphis University Schools, the Tennessee Department of Education, and the National Association for the Education of Young Children (NAEYC). Within this context we work with parents of students with emerging or diagnosed special needs to provide the least restrictive environment, to the extent that our staff and other resources allow. Inclusion provides both children with special needs and typically developing children with an opportunity to learn that every child has unique needs and capabilities. During early childhood development, emerging symptoms of developmental concerns may not yet be formally identified. We may exercise the right to request that parents seek appropriate evaluation and/or accept recommendations for professional educational medical interventions.

When concerns are recognized, the following interventions may be implemented:

1. The child's supervising teacher will document emerging concerns.
2. The child's supervising teacher will present formal observations to the director. This team will make further observations and will make recommendations for further interventions.
3. The child's supervising teacher will meet with the parent(s) and director to present these observations and recommend strategies for intervention.
4. Immediately upon agreement about strategies, parents should actively pursue recommended interventions, which may include professional evaluations.
5. If the intervention process reveals that further assessment is necessary, or that the services of other professionals are required for the child's optimal learning experience, we expect parents to follow through with those recommendations immediately. Should parents choose not to follow through, the director will outline the circumstances of continued enrollment at the Early Learning and Research Center.

SPECIAL ACCOMMODATIONS POLICY (CONTINUED)

The Early Learning and Research Center requests access to information regarding medical/developmental history and/or educational records which may include formal evaluations. Should our environment prove not to be the best educational setting for a child, we will recommend alternative placement.

- Children with special needs will be accepted into our program under the guidelines of the Americans with Disabilities Act (ADA).
- All families will be treated with dignity and with respect for their individual needs and/or differences.
- The ELRC will be responsible for ensuring that confidentiality about special needs is maintained for all families and staff in the program.
- Children with special needs will be given the opportunity to participate in the program to the fullest extent possible. Inclusion of program staff on IFSP and IEP case conferences is desired to ensure the ELRC provides the most supportive environment possible.
- All staff will receive general training on the benefits of inclusion of children with special needs and training on specific accommodations that any child in their classroom may need.
- The individual written plan of care for children with special care needs will be followed in all emergency situations.

EMERGENCY CONTACTS

It is the responsibility of parents/guardians to keep the Early Learning & Research Center informed of any changes in phone numbers or addresses. Without this accurate information we will not be able to reach parents in the event of an emergency.

ELRC EMERGENCY PROCEDURES

The Lipman School participates in the emergency warning system of the University of Memphis. This will inform us of approaching or imminent danger. We follow these procedures:

IN CASE OF A TORNADO:

1. Move children as quickly as possible into the hallways.
2. They should lie as close to the ground as possible.
3. They should cover their heads with either their hands or naptime cover.
4. Wait for an all clear from either the director or Campus Police & Safety.

IN CASE OF A FIRE:

- Automatic fire alarms will sound or fire is apparent.
- Supervising teachers and other adult staff will move the children out of the building to safety as practiced in monthly fire alarm drills.
- Wait for the all clear from either the director or Campus Police & Safety.

IN CASE OF AN EARTHQUAKE:

IF YOU ARE INSIDE THE SCHOOL –

- Supervising teachers and other adult staff assist the children to get under heavy furniture such as a table closest to an inside wall.
- If time allows, move children and staff into the hallway. Children should get into their cubbies. Adults should duck and cover their heads and bodies if at all possible.

IF YOU ARE OUTSIDE THE SCHOOL –

- Move into the open, away from buildings, street lights and utility wires. Stay in the open until the shaking stops.

EMERGENCY EVACUATION:

Our escape route is to go out onto the sidewalk that connects both buildings to the Central parking lot. Our destination is the Holiday Inn Hotel where we will await further instruction from Campus Police and Safety. ELRC staff will contact families to alert them of the emergency situation and where to retrieve their child(ren).

INCLEMENT WEATHER POLICY/ANNOUNCEMENTS

University Schools may close in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel. Such action will never be taken lightly and will only be used in extreme circumstances. If conditions affect only a single school, only that school shall be closed.

In making the decision to close schools, the Associate Vice President for Educational Initiatives or their designee shall consider any actual occurrence or imminent possibility of an emergency condition which would make the operation of schools difficult or dangerous, including, but not limited to the following:

- Weather conditions both existing and predicted;
- Extended loss of power, heat, air, or water;
- Fire or other emergency conditions;
- Driving, traffic and parking conditions;
- Inability of teaching personnel to report for duty to such a degree that it might result in inadequate supervision of students;
- Issues of widespread, significant illness which pose a public health concern.

The Associate Vice President for Educational Initiatives shall weigh these factors and shall take action to close the schools only after consultation with University officials and University Schools' directors. In the event of an emergency school closure, students, parents, and staff shall be informed via:

- Communication disseminated via school information system platforms;
- An all-school email;
- Social media outlets.

In the event schools are closed due to inclement weather or other calamity, all extra-curricular activities scheduled for those days will be canceled or postponed and any ensuing academic calendar adjustments or rescheduled events will be communicated by school directors.

ACCIDENTS/INCIDENTS

Incidents, accidents and injuries shall be reported to the parent as soon as possible, but no later than the child's release to the parent or authorized representative. A phone call will be made to the parent regarding any injury that occurs above the shoulders. Incidents, accidents and injuries to children shall be documented immediately including the date and time of occurrence, description of circumstances, and action(s) taken by the program. A copy of the accident report will be sent home to the parent on the day of the accident and a copy will be placed in the child's file.

RECORDS

A complete Tennessee Immunization and Health Form must be submitted before entrance in the school. Immunization records must be updated each Spring. These records are reviewed annually by the Department of Education/Health Department inspectors. Children will not be admitted to school without complete health records.

MEDICATION/TREATMENTS

The Early Learning & Research Center will administer medications in compliance with the following guidelines:

- Over-the-counter medications must be labeled with the child's name and be accompanied by a physician's letter including instructions for administration including times and dosage
- Prescription medications must be in the original container (not out of date) with written instructions for administration including times and dosage
- A fully completed and signed medication/treatment form is on file

Other treatments for chronic health conditions (such as breathing treatments) may be given by ELRC staff persons, provided that:

- They are treatments prescribed by a M.D., P.T., O.T., or other health care professional and written instructions for administration.
- Training in the administration of the treatment is provided to the appropriate ELRC staff persons by the health care professional.
- They are treatments which must be given during school hours.
- A fully completed and signed medication/treatment form is on file.

ILLNESS

In order to maintain the health of all children, children must be kept out of school when they are ill. Do not medicate your child and send them to school if a child is presenting any of the listed symptoms. A list of symptoms of illness are attached. If your child exhibits any of these symptoms upon arrival, you will be asked to take him/her home. If any of these symptoms develops while your child is at school, we will remove your child from the class and notify you immediately to pick him or her up.

ILLNESS (CONTINUED)

Certain symptoms in children may suggest the presence of a communicable disease. Children who have the following symptoms should be excluded from the school setting until: 1) a physician has certified the symptoms and are not associated with an infectious agent, or they are no longer a threat to the health of other children at the school, or 2) the symptoms have subsided for a period of 24 hours.

A child presenting any of these symptoms will be sent home until symptom free for 24 hours. Parents are responsible for making certain we have accurate and up to date information on how to reach them. When a parent is called to pick up a child, the decision to do so has been made by classroom staff and the director. It is expected that the parent or guardian will retrieve the child within the hour of the call. If your child is ill, please notify the school office. If your child is diagnosed with a contagious illness we expect to be notified so that we can alert other families. By State law all children must have outdoor play each day. We cannot accommodate special request for children to remain indoors.

FEVER: Auxiliary or oral temperature of 100 F. or higher, or rectal temperature 101 F. or higher, especially if accompanied by other symptoms, such as vomiting, sore throat, diarrhea, headache and stiff neck, or undiagnosed rash.

RESPIRATORY SYMPTOMS: Difficult or rapid breathing or severe coughing (child makes high-pitched croupy or whooping sounds after he coughs; child unable to lie down comfortably due to continuous cough).

DIARRHEA: An increased number of abnormally loose stools in the previous 24 hours. (Observe the child for other symptoms, such as fever, abdominal pain, or vomiting.)

VOMITING: Any episode of vomiting within the previous 24 hours.

EYE/NOSE DRAINAGE: Thick mucus or pus drainage from the eye or nose.

SORE THROAT: Sore throat, especially when fever or swollen glands in the neck are present.

SKIN PROBLEMS: Rash—skin rashes, undiagnosed or contagious.

INFECTED SORES—sores with crusty, yellow, or green drainage.

ITCHING: Persistent itching (or scratching) of body or scalp.

APPEARANCE/ BEHAVIOR: Child looks or acts differently: unusually tired, pale, lacking appetite, confused, irritable, difficult to awaken.

MEALS

The Early Learning & Research Center is not equipped to serve meals per Tennessee Department of Education Guidelines. Lunches will be brought from home each day. Lunches and snacks may be sent in warm/cold containers, but we are unable to warm lunches at school.

TOYS

The materials in the Lipman classrooms are beautiful, appealing, and ingeniously designed for successful learning experiences. Every child can always find an array of appropriate items from which to choose. Personal toys, in this environment, prove to be an unnecessary distraction to both the toy's owner and the other children. Please do not bring toys from home inside the school building. The only exception is one small soft toy for rest time, if needed. The ELRC is not responsible for any toys or items brought from home.

STUDENT DRESS CODE

Our days at the ELRC are very busy and involve a lot of movement and hands-on activities. Your child should come dressed in clothing that is comfortable, easily washable, and allows him/her to engage fully in both indoor and outdoor activities. Your child's clothing may be exposed to paint, glue, markers, dirt and other fun, tactile materials, so please do not send your child in clothes that are "special" or need to be kept clean. Be sure that clothes can be easily managed by your child in the bathroom without assistance. For safety reasons, children must wear comfortable shoes that stay securely on their feet. Please be sure to dress your children appropriately for the weather. Outdoor play is a critical component of our program and we will be going outside daily, weather permitting.

TRANSPORTATION

Parents provide their children's transportation to and from school. The school does not arrange car pools. Parking is in designated spaces only. Campus Police have advised that parking in non-designated places (i.e. the end of the sidewalk and double parking) is unlawful and interferes with life-saving emergency vehicles' ability to access the school.

ABUSE & NEGLECT

All employees and volunteers of the Early Learning & Research Center are mandated by state law to report cases of known or suspected child abuse or neglect.

PERSONAL SAFETY CURRICULUM

Since 1985, Tennessee law has required that children in child care agencies receive annual instruction in personal safety, including child sexual abuse prevention. The personal safety curriculum shall include a Tennessee Department of Human Services (TDHS) recognized component on the prevention of child abuse.

Public Chapter 1032 passed by the General Assembly in 2008 requires that child care agencies have a personal safety curriculum, including a child sexual abuse component, for children enrolled in the agency, and that parents/legal guardians be informed about the curriculum, methods and terminology that will be used in teaching children about personal safety. TDHS was directed to provide guidelines for this curriculum, but individual child care agencies may choose a curriculum that accomplishes the same goal, and may use different terminology in the curriculum. The child care agency is required to allow parents/legal guardians to review and ask questions about the curriculum, and to meet with representatives of the child care agency if they have questions.

"Keeping Kids Safe" is the sample personal safety curriculum offered by TDHS. This curriculum takes a holistic approach to the safety of children. The curriculum is composed of the following units: Self Esteem, Family & Friends, Feelings, Problem Solving, Personal Safety (general) and Personal Safety (four to five (4-5) year olds), and Safety Around Me. All sessions begin with group time and are followed by supplemental activities that give children additional practice in understanding the concepts.

ON-SITE EXTRA-CURRICULAR PROGRAMS & ACTIVITIES

The ELRC offers students the opportunity to participate in several extra-curricular programs and activities (the "Programs") before, during and after completion of the school day at the The ELRC campus. These Programs are conducted by outside vendors that come to our campus to provide the Programs directly to the students. Parent understands and acknowledges that participation in any of the offered Programs may expose Participant to hazards or risks that may result in Participant's illness, personal injury, or death and I understand and appreciate the nature of such hazards and risks. I also understand and acknowledge that my child's participation in any Program is strictly voluntary. Further, by allowing my child to participate in any chosen Program, I am fully and unequivocally releasing The ELRC, the University of Memphis, its governing board (The University of Memphis Board of Trustees), officers, employees and representatives, in their individual and official capacities, from any liability to me or my child, my child's personal representatives, estate, heirs, next of kin, and assigns for any and all claims and causes of action for loss of or damage to my child's property and for any and all illness or injury to my child's person, including his/her death, that may result from or occur during my child's participation in the Program, whether caused by negligence of The ELRC, the University of Memphis, its governing board, officers, employees, or representatives, or otherwise.

I further acknowledge and agree, by allowing my child to participate in any Program, that I shall indemnify and hold harmless the The ELRC, the University of Memphis and its governing board, officers, employees, and representatives, in their individual and official capacities, from liability for the injury or death of any person(s) and damage to property that may result from my child's negligent or intentional act or omission while participating in any Program.

OFF-SITE EXTRA-CURRICULAR PROGRAMS & ACTIVITIES

The ELRC allows students to be picked up by non-parent/guardians (the "After School Provider") to provide after school care and programming (the "After School Program"). I understand if my child participates in any such After School Program, The ELRC shall not be responsible for the care and safety of my child once they are picked up by the After School Provider. All After School Programs and Providers must be vetted and approved by The ELRC prior to coming to campus to pick up any children. By allowing my child to participate in any After School Program, I am fully and unequivocally releasing The ELRC, the University of Memphis, its governing board (The University of Memphis Board of Trustees), officers, employees and representatives, in their individual and official capacities, from any liability to me or my child, my child's personal representatives, estate, heirs, next of kin, and assigns for any and all claims and causes of action for loss of or damage to my child's property and for any and all illness or injury to my child's person, including his/her death, that may result from or occur during my child's participation in the After School Program, whether caused by negligence of The ELRC, the University of Memphis, its governing board, officers, employees, or representatives, or otherwise.

I further acknowledge and agree, by allowing my child to participate in any After School Program, that I shall indemnify and hold harmless the The ELRC, the University of Memphis and its governing board, officers, employees, and representatives, in their individual and official capacities, from liability for the injury or death of any person(s) and damage to property that may result from my child's negligent or intentional act or omission while participating in any After School Program.