

Table of Contents

I.	Vision Statement, Mission, Objectives	2
II.	Our Constructivist Philosophy and Research Orientation	3
III.	Standards of Experience	4
IV.	Position Statement on Developmentally Appropriate Practices	5
V.	Administration	6
VI.	What is an Early Childhood Laboratory School	7
VII.	History of Lipman School	8
VIII.	Classroom Demonstrations	13
IX.	Admission & Enrollment	14
X.	Tuition	15
XI.	Campus School, Assessment	16
XII.	Attendance, Tardiness	17
XIII	Behavior Guidance	18
	Inclusionary Practices	19
XIV.	Emergency Preparedness	20
	Emergency Contacts & Emergency Procedures	20-21
	Personal Safety Procedure	22
	Inclement Weather Policy	23
XV.	Process for Concerns/Appeals	24-25
XVI.	Health, Procedure for Injuries at School/Accident Reports	26
XVII.	Illness	27-28
XVIII.	Why we do not serve hot lunches	29
XIX.	Parent Conferences and Visitor Information	30
XX.	Confidentiality and Safety and Security	31
XXI.	Transportation and Field Trips	33
XXII.	After School Program and Late Pick up Policy	33
XXIII.	University Students Section	34-39
XXIV.	Technology in the Early Childhood Classroom	40
XXV.	Supervision of Children	41

VISION STATEMENT

“We will work toward building true community.”

Sandra Brown Turner, Director

MISSION/ PURPOSE STATEMENT

The Barbara K. Lipman Early Childhood School and Research Institute is the laboratory/demonstration school for the University of Memphis, College of Education.

Its purpose is to provide developmentally appropriate programs for children ages two through six years of age, to demonstrate best practices for students preparing for careers working with young children, to facilitate research opportunities, and to model educational leadership to the larger community.

OBJECTIVES

The guiding objective for the Lipman School is to support the mission of the College of Education in preparing education professionals. Because we are the early childhood demonstration school, we are committed to:

For Children and Families-

1. Supporting all families.
2. Facilitating a community of active learners.
3. Promoting independence and critical thinking.
4. Forming positive concepts of self, family and community.

For the University of Memphis- College of Education-

1. Collaborating with students and faculty to observe, learn about, and conduct research about young children.
2. Modeling best practices in early childhood education
3. Participating in professional partnership to promote excellence in the teaching of young children.

For Community-

1. Teaching about early childhood developmentally appropriate practices.
2. Advocating for children and families.

THOUGHTS ON JOINING A COMMUNITY OF LEARNERS: LIPMAN SCHOOL'S CONSTRUCTIVIST PHILOSOPHY AND RESEARCH PROJECTS

The vision statement for Lipman School is, "We will work on building true community." The constructivist learning approach of the Lipman School community is a holistic one for everyone in the community – children, faculty, families, university students, and other early childhood education providers in the community.

We believe that a person needs to be a lifelong learner. Research in human development indicates that cognitive, physical; psycho/social/emotional and language concepts are organized in a person's brain and body during the early years of life. Some research shows that literally 75% of all knowledge is acquired before a person's sixth birthday!

Jean Piaget's theory of cognitive development states, "The more advanced forms of cognition are constructed anew by each individual through a process of 'self-directed' or 'self-regulated' activity." This means that children literally construct their own knowledge. They continuously organize, structure, and restructure new experiences from their environment and interactions with others in relation to their existing knowledge. Constance Kamii states "Children need opportunities to figure things out on their own." They will not do so, Kamii and others have found, if teachers use flashcards, worksheets and tests to *promote* children's progress. Instead, Kamii says teachers need to provide experiences that children will find so interesting and meaningful that they take ownership of their own learning. To casual observers this may seem like "letting the children run wild." Closer observation reveals that through a carefully planned environment, appropriate materials, well-trained early childhood educators, and adequate time for exploration, children actively gain authentic knowledge about themselves, their world and the other persons in it.

Lipman School has two demonstrations of constructivist philosophy – Montessori and Reggio Emilia-inspired. (Both of those philosophies are discussed elsewhere in this manual.) The supervising teachers in each classroom are master's level and are considered clinical faculty of the university. These teachers and their staff of graduate assistants and university students create classrooms, which facilitate excellent research on how young children grow and learn. Each year, many departments in the university conduct research at Lipman School. An example of the research is a five-year longitudinal study conducted by Dr. Satomi Taylor, Department of Instruction and Curriculum Leadership in the College of Education. She and colleagues at Shizuoka University in Japan studied the moral decision making processes of children in both countries. Children and teachers at Lipman School thus help provide other educators and researchers with valuable information about all children, everywhere.

Resources- *Fundamentals of Early Childhood Education* by George Morrison; *Early Childhood Education – a constructivist perspective* by Branscombe, Castle, Dorsey, Surbeck and Taylor; *Theories of Development – Concepts and Applications* by William Crain; *Early Childhood Development – A Multicultural Perspective* by Jeffrey Trawick-Smith

Standards of Experience

In her presentation at the 2011 World Forum for Early Childhood, in Honolulu, Dr. Lillian Katz, world-renowned constructivist educator, observed that we need to think deliberately about the types of experiences children are having in our programs. She proposed that in each setting we develop our own Standards of Experience for children. She offered these suggestions as “experiences that all children should have much of the time”:

- Being intellectually engaged and challenged
- Applying developing skills in purposeful ways
- Developing confidence in their own intellectual powers
- Extended conversations/interactions with adults and peers
- Taking initiative/responsibility; making choices
- Generating questions/predictions/hypotheses
- Sustained involvement in investigations of worthwhile topics
- Overcoming obstacles and set-backs
- Helping others to find out about and understand things better
- Making suggestions to others
- Feeling a sense of belonging to a community in the school

POSITION STATEMENT ON DEVELOPMENTALLY APPROPRIATE PRACTICE

Developmentally appropriate practice is based on knowledge about how children develop and learn. “In a developmental approach to curriculum design...decisions about what should be learned and how it would best be learned depends on what we know of the learner’s developmental status and our understanding of the relationships between early experience and subsequent development...”(L. Katz, *Talks with teachers of young children: A Collection*, 1995). The following empirically based principles of child development and learning inform and guide our decisions about developmentally appropriate practice:

1. Domains of children’s development-physical, social, emotional, and cognitive- are closely related. Development in one domain influences and is influenced by development in other domains.
2. Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired.
3. Development proceeds at varying rates from child to child as well as unevenly within different areas of each child’s functioning.
4. Early experiences have both cumulative and delayed effects on individual children’s development. Optimal periods exist for certain types of development and learning.
5. Development proceeds in predictable directions toward greater complexity, organization and internalization.
6. Development and learning occur in and are influenced by multiple social and cultural contexts.
7. Children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understanding of the world around them.
8. Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in.
9. Play is an important vehicle for children’s social, emotional, and cognitive development, as well as a reflection of their development.
10. Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery.
11. Children demonstrate different modes of knowing and learning and different ways of representing what they know.
12. Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

ADMINISTRATION

The Barbara K. Lipman Early Childhood School and Research Institute operates according to the following organizational chart:

Dean of the College of Education
Dr. Kandi-Hill-Clarke

Director of Lipman School
Sandra Brown Turner

Supervising Teachers of Lipman School
Carol Cordeau Young Preschool I - Reggio Emilia Inspired
Stacey Graves Preschool II - Reggio Emilia Inspired
Erin King Preschool III - Reggio Emilia Inspired
Harmony Swenson Kindergarten - Reggio Emilia Inspired
Jan Kidder - Montessori

Mr. Stuart Janssen, Atelierista (Art Teacher)

Office Coordinator
Michon Anderson

Graduate Assistants and Student Workers report directly to their supervising teachers.

What is an Early Childhood Education Laboratory School?

“The college and laboratory school were among the first preschools established in the United States. They usually focus on teacher training, research, and innovative education. They add important knowledge to our knowledge of children, child development, and teaching methods. An important part of education in the United States, they are often supported or subsidized by the college... Regardless of their specific purposes, laboratory schools enlarge our understanding of children. They encourage the joining of psychology, medicine, and other related fields of early education, and they serve as professional models for the public at large for what is good in childcare and education.

-from *Beginnings and Beyond*, 5th ed., by Gordon and Browne

The Barbara K. Lipman Early Childhood School and Research Institute is the early childhood education laboratory/demonstration school affiliated with the College of Education of the University of Memphis. As such, it provides professional training for students preparing for careers with young children, research opportunities for faculty and students, and educational leadership to the larger community of early childhood practitioners.

At Lipman School, demonstration and training activities may include:

- observations of one child and/or groups of children
- teaching and assessment of one child and/or groups of children
- photographing, video/audio taping, or other means of recording children and/ or students working with children.
- small group practicum experiences supervised by the classroom supervising teacher.
- student teacher placements.

The Lipman School also provides a research setting for The University of Memphis:

- Special research projects for University students are encouraged by faculty members.
- University of Memphis research students may represent departments and colleges other than the College of Education.
- Proposals for research are reviewed and approved by the Research Review Committee.
- The Director of Lipman School screens all research requests.
- Parents will be notified by letter of the details and objectives of each project.

A TIMELINE OF LIPMAN SCHOOL MILESTONES

- 1947 Founded as Highland Preschool by Theresa Baum, Rosestelle Woolner,
Ruth Shindelman



- 1959 Adopted as the laboratory school for Memphis State University
Department of Education housed in the University Training School
Building offering two classes for children ages four to six – additional
founders Esther Shendelman and Rosestelle Woolner
- 1967 School moved to occupy present facilities at 3771 Poplar Ave.
- 1971 Name changed to Children’s School, Donna Eddins, Director
- 1978 Duration Club School, a preschool for “mentally challenged children”
merged with Children’s School creating the first inclusive preschool in
Memphis
- 1986 Children’s School becomes the Barbara K. Lipman Early Childhood
School and Research Institute, Jaye Harvey-Yoder, Director
- 1987 First Accreditation from the National Association for the Education
Of Young Children, Washington, D.C.
- 1992 Project Memphis, the first early intervention program in the U.S., housed
at Lipman School, Dr. Roberta Clark, Director
- 1998 Ground broken for the Lipman School Multipurpose Building Annex,
- 1999 Project Completed, Dr. Gwen Boyd, Director

- 2000 July 1, Sandra Brown Turner, B.S.Ed, M.S. EdAdmin, became director
- 2002 First annual Peace Day, replacing the Multicultural Lunch started in 1986.
- 2003 Established the dual track demonstrations of Montessori and Reggio Emilia-inspired teaching and learning making Lipman School the only lab school in the U.S. with this type of constructivist environment
- 2004 No longer licensed by the Tennessee Department of Human Services, complete licensure from the Tennessee Department of Education because of educational status
- 2005 Became charter members of NAREA (North American Reggio Emilia Association); joined ACT (Association for Constructivist Teachers) and renewed our NALS (National Association of Laboratory Schools) affiliation
- 2006 Dedicated the Dr. Leslie C. Phillipsen Outdoor Classroom, March
- U.S. Committee for Economic Development hosted by the University and Lipman School for the release of their study “The Economic Promise of Investing in High Quality Preschool” June
- 2007 January, the grant-funded Head Start Centers of Excellence placed a classroom at Lipman School with 20 children enrolled
- May, we applied for re-accreditation under the new NAEYC Accreditation Guidelines. It is our sixth accreditation process.
- August established the atelier/art studio and had an *atelierista*/artist in residence, Erin King, for the 2007-2008 school year.
- October, dedicated the memorial sculpture “Spirit Rising” by artist, Yvonne Bobo, in the Leslie Phillipsen Outdoor Classroom.
- 2008 February, we had our NAEYC Assessment visit under the new Accreditation standards. In April, we were notified that we had achieved Accreditation status under the reinvented (2006) standards – one of the first programs in the U.S.
- March, PALS purchased five IBook Laptop computers
- April-
The five Supervising Teachers of Lipman School received the College of Education Dean’s Award for Excellence in Teacher Education.
Their names:

Carol Cordeau Young, Preschool I
Jodie Friedman, Preschool II
Jennifer Vest, Preschool III
Harmony Swenson, Kindergarten
Jan Kidder, Montessori

First Arbor Day celebration by PALS – Brown Family Stage and
Miss Sandy’s Seat of Knowledge Chair dedicated on the Pecan Grove
Natural Playground

Mr. Christian Moore, After School Student Coordinator, was named the
first University of Memphis Student Employee of the Year

November 13th, the premier of the Barbara K. Lipman Award for
Excellence in Early Childhood Education; Dr. Eleanor Duckworth of Yale
University was recipient

- 2009 Ms. Charli Byrd became our *atelierista*
April, Lipman School and Campus School co-hosted the NALS (National
Association of Laboratory Schools) national conference at the University
of Memphis
Sandra Brown Turner appointed to the NALS Board of Director
- 2010 Continued research work with:
- i. Dr. Sally Blake, ECE, on teaching methodologies for young
children in the curriculum areas of math and science
 - ii. Dr. Deborah Tollefsen, Philosophy, on exploration of ‘great
questions’ with young children
 - iii. Dr. Satomi Taylor, ECE, internationally-focused social development
in young children
- 2011 Head Start Centers of Excellence grant ended
Collaboration with the Confucius Institute begin; Jinghui Zhou instructor
- 2012 The University of Memphis celebrated 100 year anniversary
The Center for Research on Women honored “100 Years, 100 Influential
Women” – Barbara K. Lipman was one of the 100 women honored

Arbor Day name changed to Earth Day

The “Who Am I?” research study begins with Dr. Denise Winsor and Dr.
Ellie Ro with the Montessori, Preschool 3 (4 yr. olds) and Kindergarten
classes.

Ms. Rachel Crown became our *atelierista*, fall, 2012
Xinxin Zheng became the Confucius Institute Chinese instructor

- 2013 We were granted reaccreditation by the National Association for the Education of Young Children (NAEYC) until 2018
- We were the educational site for the Great American Shake Out and the International Earthquake Conference hosted by the U of M Earthquake Center, Dr. Gary Patterson
- Dr. Thomas Moore was our 12th annual Peace Day Special Friend
- 2014 April 28, 2014, Governor and Mrs. Bill Haslam, Tennessee, visited Lipman School and read a book with our four year old class to recognize the 1,000,000th book given out by Books from Birth in Tennessee.
- April, 2014, Director Sandra Brown Turner inducted as President of the International Association of Laboratory Schools (IALS) at the Annual Conference at Columbia University, New York City, NY
- May, 2014, our *atelierista*, Rachel Crown, facilitated a community art project with Overton Square, a Memphis entertainment district; Lipman children and families created three 13X9 panels entitled “Memphis Taking Shape” for display on the east wall of new parking garage
- October, Native American Storyteller and Magician, Autumn Morningstar, was our Peace Day special guest
- 2015 PALS fundraised over \$27,000.00 for putting sun shades on the playground; and a project for Extending the *atelier* outside on the east side of the building. Project was completed August.
- August, Mr. Stuart Janssen became our fourth *Atelierista* and the position was made permanent.
- 2016 Our collaboration with Confucius Institute ended due to a change in university policy.
- Jodie Friedman transferred to Campus School as a first grade teacher.
- Peace Day, visiting scholar, Dr. Fuminori Natsubuko, Hiroshima University, participated in commemorating the 75th anniversary of the bombing of Pearl Harbor and the atomic bombs at Hiroshima and Nagasaki, Japan.
- December 5, 2016, Stacey Graves joined our faculty as Supervising Teacher, PS2.

2017 April, Hosted the International Assoc. of Laboratory Schools Annual
conference
May 26, Odette Patrikios retired after 13 years
June 12, Michon Anderson joined the staff as Office Coordinator

CLASSROOM DEMONSTRATIONS: PHILOSOPHIES AND RATIONALES

THE MONTESSORI DEMONSTRATION TRACK:

Montessori Pre-Primary Classroom for 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.

Montessori was one of the first theorists 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. Our Montessori demonstration track is founded upon Montessori's discovery that human beings progress through stages of development characterized by special sensitivities for learning. Children age's three to six are therefore grouped together in the "prepared environment" of the pre-primary classroom, which is configured to suit the specific needs of their stage of development. Since this multi-age grouping is an essential feature of Montessori education, the Montessori demonstration must be considered a three-year-long program.

THE REGGIO EMILIA INSPIRED DEMONSTRATION TRACK:

Pre School I for ages 2

Pre School II for ages 3

Pre School III for ages 4

Kindergarten for ages 5

The Reggio Emilia inspired collaboration includes Preschool I, Preschool II, Preschool III and Kindergarten. Each classroom demonstrates developmentally appropriate practices within the constructivist educational tradition. The demonstration is a learning approach within a social context. 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. With the product becomes part of the process rather than the ending of a project.

ADMISSION & ENROLLMENT

Application Process:

1. **Waiting List application filed with the Lipman School Office**
2. **Book a tour of the school**
3. **Parent and teacher confer**
4. **Teacher and child meet for a developmental assessment of child**
5. **Our office offers the family an enrollment position for the upcoming year.**

Application to the Barbara K. Lipman Early Childhood School and Research Institute is open to children from birth to age six. Prospective families are required to file a waiting list application and submit a \$45.00 application fee for each child they wish to be considered for admission. Applications are filed by date of receipt of both completed application form and fee. On the application, parents may indicate if they wish for their child to be admitted to either the Reggio Emilia inspired track:

- at age two, to the Pre School I class
- at age three, to the Pre School II class
- at age four, to the Pre School III class
- at age five, to the Kindergarten class

OR to the Montessori track:

- at age three, to the Pre-primary Montessori class

Children must be age appropriate by August 15th. for admission.

The waiting list will be updated annually. Parents whose children are on our waiting list will be contacted in January of each year to ascertain if they wish for their child to remain on the list. The parents are responsible for updating contact information for this purpose.

If a family is offered a position in a Lipman classroom and declines the position, the family must request to have the application placed back on the waiting list under the date of the most recent request.

Admission of new students:

By March 1, admission will be offered to applicants on the waiting list, in order of date of receipt of application. Lipman School reserves the right to design our classrooms to reflect the larger community.

New students will have a pre-admission interview and/or assessment by the Supervising Teacher. We request that any existing IEPs, diagnoses, or therapies be disclosed at that time. We reserve the right to ascertain if the Lipman School is the optimal educational placement for each child.

For a child to be admitted to a classroom serving children age three or older, toilet training must be completed. A child is considered toilet trained when he/she can communicate the need to go to the toilet, can manage clothing independently and can

tend to hygiene needs. Occasional accidents are understood. However, if repeated toileting difficulties continue to occur, parents will be notified of possible removal of the child until toilet training is successful.

Special case admissions will be taken under advisement by the director, the supervising teachers, the parents requesting the admission, and any official requesting special admission. Placement will be provided based upon a review by, and a consensus recommendation of these persons.

Continued enrollment and annual contract extension is contingent upon adherence to school policies and successful integration into the classroom environment.

Ongoing assessment for the 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 30 days. After said assessment a Parent Teacher conference will be held to review the results. Conditions for continued enrollment status will be taken under advisement at that time.

Placement of returning students and siblings:

By February 15 of each year placements for the following school year will be offered to currently enrolled students, as available, and to siblings of currently enrolled students who have waiting list applications on file. (Siblings are considered to be: natural siblings, step-siblings, half-siblings, or other children for whom the parent of the currently enrolled student has primary financial responsibility).

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

Applications to the Montessori class by four or five-year-olds with prior Montessori Pre-primary experience, will be treated as special admissions.

Tuition

Lipman School's budget is tuition-based. All Lipman School tuition accounts are paid through the University's Bursar's Office. Tuitions are established by an annual total. The Bursar's Office has agreed to divide the total annual amounts into nine payments starting in September for parents' convenience. Therefore, all balances MUST be kept current. Should an account go past due thirty days, the Director will issue the first warning letter for immediate payment. Should the account remain overdue, the Director will ask the family to withdraw the child(ren) until the current balance is paid. 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. Further, the enrollment for the next school year will not be processed as long as there is an outstanding balance.

Campus School

Campus School is a unique entity affiliated with The University of Memphis and Memphis City Schools, with different enrollment criteria than Lipman. Lipman School enrollment is unrelated to enrollment at the University of Memphis Campus School.

Assessment

We do not test children, ever. Research consistently shows that formal, standardized testing is not the best way to assess young children. Because the children at Lipman School are age 6 and under, we assess them on developmental scales. Such assessment helps us determine what developmental milestones each child has attained and helps us to form a picture of each child as an individual. The important thing for parents and teachers to remember is that education is not a product - it is a process that lasts a lifetime. The early years of the learning process require active engagement in constructing holistic knowledge, rather than mastery of the discrete skills measured by tests.

The Lipman School faculty assess children prior to enrollment and employ ongoing assessment throughout the school year. They note each child's progress through anecdotal records and portfolios. At the fall Parent/Teacher conference the teachers discuss these notations with parents. If there are learning issues, they are discussed with parents throughout the year. At the spring Parent/Teacher conference your child's progress for the whole year is discussed.

Should a child exhibit conditions or behaviors which interfere with his/her classroom acclimation, we will immediately engage parents/guardians in conversation about intervention possibilities.

Attendance and Tardiness

At Lipman, we regard our time together in all our classes as an important, valuable experience that is duplicated by nothing else in a young child's life: it is *school*—not home, not babysitting, not “day care”. Our arrival, attendance, and departure policies reflect this respect for the importance of the *whole school experience* to our children.

We offer this Lipman School experience only to Lipman students – siblings, other relatives, and friends do not attend Lipman, except as invited for special days or events by the Supervising Teacher of each classroom.

The Lipman staff takes very seriously our thoughtfully planned curricula and schedules. We believe that each child deserves to experience his or her whole school day, and we regard each child as essential to the class community. We therefore expect children to arrive from the beginning and to remain for the closing of each school day, barring ill health or other reasons for excused absence. 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 through his or her absence without compelling reasons, such as: family emergencies, illness, doctor or dentist appointments, other professional examinations or therapies, etc.

Lipman School opens its doors at 7:50 a.m. Students who arrive this early, for the sake of their safety, *must remain in the company of a parent or other adult caretaker*. Lipman staff will not take responsibility for students until classroom doors open at 8:00 a.m. The parent or other adult caretaker must initial and fill in the sign-in/out sheet with time of arrival *each day* of attendance; as it is required by our licensing agency, the TN Department of Education. We maintain these official records for three years.

As the demonstration/laboratory school of The University of Memphis College of Education, our attendance policy and calendar year are designed to reflect the Fall and Spring academic calendars of the University.

The school day begins at 8:00 a.m. Children arriving to their classrooms after 8:15 a.m. are considered tardy. Tardiness is disruptive, difficult on the child who is arriving late as well as the children who have already begun their day. Chronic tardiness will not be tolerated, and will require remediation between the parent, the Supervising Teacher; and in extreme cases, the Director. Tardy children will only be admitted to the classroom at the discretion of the Supervising Teacher. Children in Kindergarten must adhere to DOE regulations and absences and tardies are reported. According to State Law, three tardies constitute one absence. Excessive absenteeism will prevent promotion to the 1st. Grade. No child will be admitted to school after 8:30 a.m. without prior arrangement with the school.

The school day ends at 3:00 p.m. A parent or other pre-authorized adult must initial and fill in the departure time on the sign-in/out sheet, as per DOE regulations. Siblings are not allowed to sign out Lipman School students (except in cases where such siblings are pre-authorized adults). Children are not dismissed early from school, except for compelling reasons, such as doctor or dentist appointments, other examinations or therapies, etc. The school requests notification of such early dismissals as far in advance as possible.

If children not enrolled in after-school care remain at school after 3:05 p.m., according to the school office clock, they will be taken to the office, and the office coordinator will contact their parents immediately. Parents who pick up their children late are assessed a late pick-up fee of \$1.00 for each minute after 3:00. The office coordinator will give parents a copy of their late pick-up fee form for their records when they sign out in the office. These fees must be paid by the last day of the current month for children to be allowed to return to school the following month.

Once a child has been signed out for the day, the adult assumes physical responsibility for the child.

During drop off and pick up times, please do not use your cell phone. Many times information needs to be exchanged from the teacher to you, your child needs to relate information to you about his/her day, or you miss out on a conversation with another family. We appreciate your mindfulness of this request.

Behavior Guidance

Teachers manage difficult behaviors through prevention: environmental design, establishing routines, planning developmentally appropriate activities, providing many choices, and encouraging appropriate social interaction usually redirect most behavior problems. Redirection is used to guide children to another activity which may reduce stress or difficulty. Modeling of appropriate behavior is used often to give the children positive approaches to solving problems. Children are encouraged to “use their words” and to work out their difficulties through discussion and social problem-solving. Consistent guidance in appropriate behavior provides children the tools to become self-directed.

Policy Against Violence

The Lipman School takes a firm stand against all forms of violence in our society. It is for this reason that we prohibit any personal items that promote violence in any form, for example, toy weapons, violent action figures, or videos that portray violence. Further, we strongly discourage violent images on clothing, in books, or in games. Our staff reserves the right to determine the appropriateness for school of such items.

Policy on Aberrant Behavior

Should a student's behavior become violent, physically harmful to self, other children or adults, or consistently disruptive to the classroom – the following procedure will be implemented.

1st. offense: Deliberate physical or verbal aggression – the child will be removed from the classroom and a phone call will be made to the Parent by the Teacher. A plan for corrective behavior will be implemented and documentation will be placed on the child's file.

2nd. offense: Repeated and/or escalating physical or verbal aggression – the child will be removed from the classroom and taken to the Director's Office. The Director will call the Parents to remove the child from the school for the remainder of the day. Documentation will be placed on the child's file.

3rd. offense: Mandatory parent conference with the Director and Teacher for consideration of continued enrollment. Documentation will be placed on the child's file.

An evaluation period of 30 days will follow.

If a child's harmful behavior persists, the child may be expelled from the Lipman School.

Policy on abuse and neglect

By law we are mandated to report any suspected abuse or neglect to the TN Department of Children's Services.

Inclusionary Practices

Lipman School is a private, tuition-funded school housed in a public institution, the University of Memphis. As such we comply with the policies and procedures of the Tennessee Board of Regents and the Tennessee Department of Education.

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**. We do not receive any funding for special services for children enrolled at Lipman School.

Inclusion provides children with special needs and typically developing children with an opportunity to learn that every child has unique needs and capabilities. Because children enrolled at Lipman are very young, in some cases, these needs are just emerging and have not been formally identified. We will exercise our right to request that parents seek appropriate evaluation and recommendations for education interventions.

Once conditions and/or behaviors emerge, these are the steps for intervention:

1. The child's Supervising Teacher will document formal observations of the child for two weeks.

2. The child's Supervising Teacher will present formal observations to the Supervising Teachers team. The team will make further observations and will make recommendations for further interventions.
3. The child's Supervising Teacher (s) will meet with the parent(s) to present these observations and recommendations.
4. Immediately upon agreement about strategies, parents will 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 require parents to follow through on those recommendations immediately. Should parents choose not to follow through, the Director will consider the circumstances of continued enrollment at Lipman School.

While federal law (ADA) states parents are not required to disclose, we believe it is in the child's best interest to provide Lipman School with all information, so that we may provide optimal services within our ability. Should our environment prove not to be the best educational setting for a child, we will recommend alternative placement.

Emergency Preparedness

We live in a high-risk area for earthquakes and tornadoes. In an effort to keep our children and staff safe at all times, we request that each child have the following emergency materials to be stored here at school.

- An extra change of clothing, labeled with child's name
- A litre of bottled water marked with your child's name
- A picture of your family with emergency contact information written on the back
- A box of disposable personal hygiene wipes

The children and teachers are practicing an emergency escape drill. It is just like the fire drill except when we get to the gate in the Central Avenue parking lot we just keep going to the Holiday Inn Hotel at the end of the parking lot. If we should have to leave the building in an emergency that is where we will be.

Emergency Contacts

It is the responsibility of parents/guardians to keep Lipman Office and Supervising Teachers 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.

LIPMAN SCHOOL STAFF EMERGENCY PROCEDURES – FEB.,2009

We have in our School Office and TigerText an emergency warning system. This will inform us of approaching or imminent danger.

IN CASE OF A TORNADO:

- Move Children as quickly as possible into the hallways.
- They should lie as close to the ground as possible.
- They should cover their heads with either a pillow or naptime cover.
- Wait for an all clear from either the Director or Campus Police & Safety.

IN CASE OF A FIRE: WE HAVE AN AUTOMATIC SMOKE AND FIRE ALARM WHICH WILL SOUND.

- 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: THE MOST DANGEROUS THING TO TRY TO DO IS LEAVE THE BUILDING!

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 IN CASE BUILDING IS DAMAGED.

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.

The Director, Supervising Teachers and Office Coordinator will contact families of children, alerting them of the emergency situation and where to retrieve their child(ren).

PERSONAL SAFETY PROCEDURE (in case of active criminal attack) – August, 2013

- 1. Run**
- 2. Hide**
- 3. Fight**

Each year at our annual in-service training, we have the Campus Police & Emergency Preparedness Office do a walkthrough of our school to explain the Run-Hide-Fight in each classroom environment and on the playgrounds.

IF it is determined that there is an active threat to the children or staff, there is to be an immediate alarm sounded by either voice or panic button strategically located in each building and/or classroom and our playgrounds. A “911” call will be made immediately. If the situation is developing in the Office, The Office Coordinator and Director will give the alarm to each classroom in each building.

- 1. Run** – The Supervising Teacher and staff will lead the children as quickly as possible to a safe place outside and away from the building depending on where and which direction the threat is staging from. **The designated safe place is Holiday Inn.**
- 2. Hide** – Each building has been surveyed by Campus Police and recommendations have been made as to the best places to hide in each classroom and other places
- 3. Fight** – As a last resort, if a staff member has the ability to fight off the perpetrator then hopefully this will interrupt the attack

INCLEMENT WEATHER POLICY/ANNOUNCEMENT

Revised 12/2/13

In order to reduce the confusion about when Lipman School will close due to inclement weather the following updates have been implemented:

WHEN does Lipman School close?

Lipman School closes when either or both the University of Memphis or Shelby County Schools close.(Public Schools)

DELAYED OPENING – Also, if the University has a delayed opening, so will Lipman School.

EARLY CLOSING – If Shelby County Schools close early, we will also.

Keep tuned into the media.

And, we will put a message on the Lipman School office number – 678-2120.

We will also attempt to call you in this event. It is your responsibility to make certain the office has all current phone numbers for you, including emergency numbers and cell phones.

HOW will you access this information?

The University's closing information is available on the University of Memphis web site.

Also, please sign up for **TIGERTEXT**.

Both the University and Shelby County Schools information is posted on local channels' television news broadcast, usually by 5:00 a.m.

And, as soon as I have the closing confirmed, I will post a voice message on the Lipman School office number 678-2120.

Sandra Brown Turner
Director of Lipman School

PROCESS FOR CONCERNS/APPEALS – LIPMAN AND CAMPUS SCHOOLS

COLLEGE OF EDUCATION, THE UNIVERSITY OF MEMPHIS

During the course of a school year there are sometimes concerns or issues that parents feel need addressing. There is a very clear, confidential way to do so:

Order of Contact:

Lipman School

Supervising Classroom Teacher
Director
COE Appeals Panel
Assistant Dean
Dean, or Dean's Designee
Provost, or Provost's Designee

Campus School

Supervising Classroom Teacher
Assistant Director
Director
COE Appeals Panel
Assistant Dean
Dean, or Dean's Designee
Provost, or Provost's Designee

Process Details:

1. For classroom concerns (e.g., curriculum, behaviors, materials) the Supervising Classroom Teacher should be engaged in conversation, preferably after school. Each teacher has an email address through the University of Memphis; an email to that teacher would also be appropriate. The Supervising Teacher and/or the affected party may decide to bring the Assistant Director/Director into the discussion for the purpose of solution. For concerns not related to the classroom (e.g., denial of admittance due to failure to adhere to Campus School's attendance policy), the process will begin with stage 2 and continue through stages 3-7 of the process if necessary.
2. If the concern is not resolved after discussion with the Supervising Classroom Teacher, the concern may be submitted to the next level of contact(s) as listed above (for Campus School, the Assistant Director first then the Director; for Lipman School, the Director). Each submission must be made within five (5) working days of discussion with the Supervising Classroom Teacher. This can be accomplished by a phone call, an email or a scheduled appointment. The Assistant Director/Director will review the submission and respond in writing within five (5) working days.
3. If the concern is not resolved after a discussion with the Director, the next step is to submit a written appeal to Appeals Panel in care of Dr. Ernie Rakow, Assistant Dean, College of Education. The written appeal must be submitted to Dr. Rakow within 15 working days of the date of the Director's decision. Dr. Rakow will

- submit the written appeal to a three-person panel appointed by the Dean of the College of Education, Dr. Don Wagner. The panel will reach a decision and respond in writing within 15 working days to the affected party following a review of all materials, policy, and procedures that are pertinent to the concern.
4. If the concern is not rested and the affected party elects to continue the appeal, the next step is to appeal to Dr. Ernie Rakow, Assistant Dean of the College of Education in writing within 15 days stating the reasons why the Appeals Panel decision is not satisfactory. The Assistant Dean will respond in writing within 15 working days to the affected party following a review of all materials, policies, and procedures that are pertinent to the review.
 5. If the concern is not rested and affected party elects to continue the appeal, the next step is to appeal to the Dean of the College of Education in writing within 15 working days stating the reasons why Dr. Rakow's decision is not satisfactory. The Dean, or the Dean's designee, will respond in writing within fifteen working days to the affected party following a review of all materials, policies, and procedures that are pertinent to the review.
 6. If the concern is not rested and the affected party elects to continue the appeal, the next step is to appeal to the Provost of the University in writing within 15 working days stating the reasons why the Dean's decision is not satisfactory. The Provost will respond in writing within fifteen working days to the affected party following a review of all materials and policies and procedures pertinent to the review. The Provost's decision, or the decision by the Provost's designee, is final.

Appeals Process Revision July 2011

Health

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.

Medications/ Treatments:

Lipman staff persons do not administer over-the-counter medications; neither should these medications be sent to school with children.

Medications which must be administered during the school day may be given to children by the Lipman staff persons, provided:

- they are prescription medications, in the original container, with written instructions for administering
 - a fully and correctly completed medication/treatment form is on file with the school and a copy is given to the child's supervising teacher.
- Other treatments for chronic health conditions (such as breathing treatments, physical or occupational therapy treatments, etc.) may be given by Lipman staff persons, provided:
- they are treatments prescribed by a M.D., P.T., O.T., or other health care professional and written instructions for administration are on file with the school
 - training in the use of any necessary apparatus is provided to the appropriate Lipman staff persons by the health care professional
 - they are treatments which must be given during school hours
 - a fully and correctly completed medication/treatment form is on file with the school, and a copy is given to the child's supervising teacher.

PROCEDURE FOR INJURIES AT SCHOOL/ACCIDENT REPORTS

If the accident occurs during the school hours of 8.00 a.m. – 3.00 p.m:

The supervising adult witnessing the accident should fill out an accident report according to instructions.

- 1. The supervising teacher should sign it.**
- 2. A copy should be made of the original and the copy placed in the director's mail box the DAY OF THE ACCIDENT.**
- 3. Finally, the original should go home with the child the DAY OF THE ACCIDENT. No time should lapse.**

If the accident occurs during After School hours 3.00 p.m. – 5.30 p.m:

- 1. The supervising adult witnessing the accident should fill out an accident report according to instructions.**
- 2. The supervising adult should sign it.**
- 3. A copy should be made of the original and placed in the director's mail box the DAY OF THE ACCIDENT.**
- 4. Finally, the original should go home with the child the DAY OF THE ACCIDENT. No time should lapse.**

Illness

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.

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.

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.

UNUSUAL COLOR: Eyes or skin—yellow (jaundiced)
Eyes – pink - conjunctivitis
Stool—grey or white.
Urine—dark, tea-colored.
These symptoms can be found in hepatitis and should be evaluated
Should be evaluated by a physician.”

A child presenting any of these symptoms will be sent home until symptom free for 24 hrs. 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. Therefore 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.

WHY WE DO NOT SERVE HOT LUNCHES

- 1 There is no nutrition in hot.
- 2 The Department of Health and Fire has evaluated us as not equipped. The Fire Department has recommended that we never prepare food on site due to the age of the building. It would cost around \$10,000.00 to renovate the kitchen for having food catered, not prepared on site. Our budget will not allow this expense.
- 3 We have a vast array of food allergies each year. Food that is catered or supplied by the campus cafeteria will not accommodate allergies. This opens the door for complaints, special requests and it becomes an organizational nightmare. Our time is better spent in other ways.
- 4 Programmatically, the teachers here are professional, highly trained faculty of the university. It is disrespectful to consider them “hired help” and ask them to serve up food like cafeteria workers. Our student workers perform many other tasks for the supervising staff. (They already serve two snacks per day.)
- 5 The University has assigned one custodial person to keep ahead of the cleaning of two buildings with six classrooms, five bathrooms, one conference room, three offices, 20 adults and 90 children on a daily basis. Her shift is over at 1:00 p.m. and we do not have anyone else until the next morning. The After School staff does some trash collecting at the end of the day but they do not do serious cleaning.

Anti-bias Curriculum

Lipman School's teaching philosophy includes anti-bias curriculum, which embraces an educational philosophy as well as specific techniques and content. It is value-based: Differences are good; oppressive ideas and behaviors are not. It sets up a creative tension between respecting differences and not accepting unfair beliefs and acts. It asks teachers and children to confront troublesome issues rather than covering them up. An anti-bias perspective is integral to all aspects of daily classroom life.

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. If it isn't necessary, let's just avoid it altogether-don't bring toys inside the school building. (The only exception is one small soft toy for rest time, if your child needs this.)

Parent Conferences

Lipman School schedules mandatory Parent/Teacher conference times in the Fall and Spring each year. The January conference is for parents of children who are transitioning to other programs.

We encourage families to observe, join in classroom activities, and share their talents. We do ask if parent or guardian need to discuss a concern about their child they should call for an appointment. 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 those adults. The Lipman staff will not discuss any one child in front of others.

Visitor Information

Our visitors are those who are not Lipman families or Lipman staff members. This invitation does not include siblings who need child-care or supervision. Lipman staff members reserve the right to request that identification be presented by other University of Memphis' employees when they come to the Lipman campus.

For security reasons, *all* visitors must sign the visitors' log in the main office and receive visitors' badges. Parents and other pre-authorized persons who bring children between 7:50 and 8:00 or pick up children between 2:45 and 3:05 fulfill our security requirement by signing the classroom sign-in/ out sheet.

The Lipman School has scheduled tour times for interested parties, for which appointments should be made through the office. A separate appointment should be made to confer with any of the classroom teachers, who will be occupied during tour times with demonstrating best practices in our laboratory classrooms.

Confidentiality

In an age of technology information, it may seem that any and all information is public domain. At Lipman School we encourage common courtesy and civil behavior. **ALL** Lipman School staff, including administration, faculty, and student workers, sign a **Statement of Confidentiality** that they will not discuss matters of confidentiality inappropriately. These matters include but are not limited to handicapping condition, diagnosis or treatment for child(ren) with anyone except that child's family or with approval to discuss with other agencies or therapists. Also we will not discuss a child with another family or another staff member except in cases of educational assistance, emergency and/or safety. Further we will not discuss a child in front of another child.

The University of Memphis Policies state that employees not be employed outside the University which "...result in any conflict of interest..." Lipman School employees are employees of the University of Memphis. As parents of children enrolled at Lipman School you are directly related to the University and may not be employers of Lipman School/university employees. Therefore, Lipman School employees may not provide childcare service for you.

Each classroom has its own blog page for keeping parents informed of the days/weeks events. This was created in an effort to be more 'green' and to keep parents updated. There are usually pictures of the children engaged in the process of learning.

These blog pages are by invitation only. They are to be held in confidence and not posted onto any other public domains such as personal email accounts, FaceBook, MySpace, Twitter, etc. We make every effort to protect the children's identity. There are, however, exceptions to this hard and fast rule about postings. When a child's picture is used in a public domain, such as the pictures that rotate through the school's web page heading or the news media, we get express permission from parents for their children's images to appear in that public domain.

Written by Sandra Brown Turner, Director, September 3, 2010

Approved by: Supervising Teachers and sitting PALS president via email.

Safety and Security

The Barbara K. Lipman School, 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. Because our location is some distance from the main campus, we have adopted the additional security measure of locking our buildings at 8:30 a.m., after the children's arrival time.

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

In the event of emergency school closing, the Director will notify the news media to make announcement of the closing of Lipman School. Whenever the Memphis City Schools are closed for severe weather, Lipman School will also be closed.

Tennessee State Law, Board of Education for School-Administered Early Childhood Education 0520-33:

“Children six weeks of age through two years of age shall be within sight and sound of an adult at all times. Children three years through five years of age shall be safely protected by an adult in close proximity and not distracted by other tasks. Children six years through ten year of age shall have an adult who is responsible for knowing the whereabouts and activities of the children at all times.” This means it is against the law to leave a child in a car unattended or allowed to leave the protection of an adult while on school property, etc. It also means that an adult should not be distracted (e.g. talking on a cell phone, holding conversation while the child goes elsewhere, etc.) while delivering the child to school or picking the child up from school.

Please do not leave anything – purse, laptop, gifts, coats, backpacks, book bags, etc. – visible in your car that would be tempting to a “smash and grab” thief.

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.

Field Trips

Our classes often go out into the community to extend our learning. These trips are part of our curriculum, so we would expect that all children would attend. Transportation is provided by parent volunteers.

All children at Lipman School are required by law to travel in a car seat. You will be notified in advance of field trip dates, so please leave your child’s car seat on those days, if applicable.

After School Care Program

As a matter of convenience to parents, Lipman School provides a limited child-care program from 3:00-5:30 p.m. Monday- Friday for maximum number of 25 to 30 children ages 2 years – kindergarten. Parents should sign their child(ren) up for this service during the pre-enrollment period in the summer and early fall of the upcoming school year. This is not a drop-in service. Should a parent need the service at some time during the school year, they should inquire with the office coordinator about available openings.

The personnel providing care in the After School Care Program are often student workers and the assignments change from semester to semester. An After School Care Program Coordinator is hired to oversee the program and answers directly to the director of the Lipman School and/or supervising teachers. Personnel will be subjected to regular hiring practices, including a background check. First Aid and CPR training will be provided for personnel.

At 3:00 p.m., the end of the regular school day, children enrolled in the After School Care Program will be escorted to the After School Care room. They will be signed in by Lipman personnel and parents must sign them out upon retrieval. All of the child's belongings will go with them to After School Care, so there will be no need for parents to collect backpacks, lunchboxes, etc. from the child's regular cubby. There will not be After School Care on half days that are listed on the academic calendar, which is distributed at the beginning of the school year, so that parents/guardians have ample time to make other child care arrangements.

Only authorized persons may pick up a child from Lipman School or the After School Care Program. Lipman personnel will not release a child to unknown persons and will spot check the ID of persons who do not regularly pick up. If someone other than designated persons listed on enrollment forms should need to pick up a child, the parent/guardian should notify Lipman School as soon as possible.

Late pick up policy

At 5.30 p.m., if there is a child who has not been picked up, the parent will be charged \$3.00 for the first 5 minutes past 5.30 p.m. and \$1.00 per minute thereafter until 6.00 p.m. If the After School Staff have not been able to reach parents or emergency friends by 6.00 p.m., the TN. Dept. of Human Services will be called in accordance with state law. If you are late more than three times, your family will no longer have after care as a service.

UNIVERSITY STUDENTS SECTION

**The University of Memphis Barbara K. Lipman Early Childhood School and
Research Institute**

Address: 3771 Poplar Avenue. Phone 678-2120

Guidelines for University Student Participation

The staff, parents and children say, “Welcome to the Lipman School!”

We anticipate that your learning experience here will be of benefit to your academic career and also to the classroom demonstrations. For a descriptive overview of our program, please visit our web site at www.memphis.edu.

AS YOU PREPARE FOR YOUR VISIT PLEASE NOTE....

- **Be sure that you understand the nature of an early childhood education laboratory school, WHY you are here and WHAT you are supposed to accomplish during your visit. Your instructor/professor will supply us with a current syllabus from your class so that we may assist in your success.**
- **Schedule your visit in advance by calling 678-2120 and be on time.**
We have many students who rotate through during a semester and our Office Coordinator keeps an accurate record of who, what, and how many different student participations are being conducted. A sign posted on the portico will direct you to the Office. Please state what it is you need to do here such as an observation, a practicum, a student teaching experience, etc. Unannounced students arriving without an appointment will NOT be accommodated. Upon arrival, please sign in at the Office and get a name badge to identify you while you are here. If you cannot come for some reason, please call to let us know. We will explain to the children.
- **Dress appropriately.** Working with preschoolers requires clothing that is clean, comfortable and washable as well as professional in appearance. If you will be performing ‘teacher tasks’ then look like a teacher.
- **Remember that YOU are responsible** for the quality of your experience here. We, the staff, are here to guide, to teach, to evaluate, and to support you. Whatever questions you may have about what you see or hear should be directed to the supervising teacher or the director. But YOU are responsible for making the contact, arriving on time, keeping track of hours, asking questions, rescheduling if you need to make up some time and making certain you are successful. If you are experiencing difficulties accomplishing your assignments here, please talk with the classroom supervising teacher or the director. We can help.
- **Put Your Cell Phone Away!**

OBSERVATIONS INSIDE THE CLASSROOM

In order to enhance valid observations, no more than two people are allowed to observe inside the classroom at the same time unless the classroom teacher specifically states otherwise. Classrooms with observation windows can accommodate numerous students at the same time for a visual observation. Auditory observation must be done inside the classrooms.

SUGGESTED OBSERVER BEHAVIORS....

- Be unobtrusive. Have your materials such as notebooks, observation journals, pens, etc. ready for you to work with rather than disturb the class by rummaging through your backpack. If a child inquires about your presence, tell them you are here, "...to watch them play and work with teacher." HOLD your questions for the supervising teacher when she/he is not involved in classroom activities. It is further suggested that you make an appointment with the supervising teacher at a later time.
- Whenever possible, sit-do not stand-to observe. In their anxiety to "see everything", observers sometimes hover over children so that the children become self-conscious or wildly excited and stop the process the observer came to see.
- Do not feel you must remain rooted in one spot. If you need to move to another vantage point, do so as inconspicuously as possible.
- If there is more than one observer in a classroom, each should take a different spot. There may be no talking or whispering to each other about what they are observing because it will interfere with the process.
- Put Your Cell Phone Away!

FIELD EXPERIENCES OR REQUIRED TEACHING ACTIVITIES

If your assignment requirement is to teach a lesson, then you should prepare yourself for the experience.

PRE-TEACHING REQUIREMENTS:

- If you have not already done so, observe at least a half hour to one hour in the classroom during the same approximate time you will be implementing your lesson. This will give you some idea as to the classroom chemistry or bio-rhythm.
- Schedule a time with the supervising teacher of the age appropriate group to whom you will be implementing your lesson. Submit to that teacher your

lesson plan one week in advance so that it may be approved or improved by that teacher. (You may fax them to 323-9560, or email them if you have already been in contact with the supervising teacher.) The supervising teacher will go over with you matters of importance such as:

- *Developmental appropriateness
- *Lesson topic or project
- *Group size of the number of children who will participate
- *Materials to be used

SUGGESTED TEACHING BEHAVIORS.....

- Be on time! It is professionally courteous.
- Enter the room respectfully. Even though we will be expecting your arrival, it is important to smoothly transition yourself into the ongoing program.
- Get down on the child's level physically. Sit, kneel, or bend down while talking eye-to-eye with children. Make an effort to call the children by his/her name.
- Be specific, be positive, not negative. Give alternative responses to inappropriate or incorrect answers. For example, rather than tell a child, "No, that's not right..." say something like, "If you'll think about that some more you may decide to change your answer." Or "Keep thinking on this..."
- Discipline is the ultimate responsibility of the Lipman School staff. If you are experiencing difficult behaviors from the children, stop the lesson, gain control of the group and try again. Your frustration level is proportional to the children's frustration level. If the behaviors persist, request the Lipman School staff to step in.
- Should you not be able to come at the appointment time, call as soon as possible to the school office at 678-2120 to alert us that you will not be coming. You must reschedule your time with the supervising teacher of the room to whom you have been assigned. You may not just show up at random.
- Put Your Cell Phone Away!

CASE STUDIES

If your assignment is to conduct a case study on an individual child there are certain steps you, the student, must follow for maintaining confidentiality with our children and families.

- 1. Check with the supervising teacher about the child you have chosen and get her green light. We try to make certain the same child is not chosen each semester.**
- 2. Fill out the form letter for parents from your course instructor and give it to the supervising teacher or the graduate assistant in the classroom to which you are assigned.**
- 3. Because of confidentiality issues we cannot give out contact numbers for parents, so the Lipman School staff will make certain the parent receives your letter. Should you not get a timely response from the cooperating parent, please let the supervising teacher, the Office Coordinator or Director know as soon as possible. We will try to expedite the parent contact. If more than a week goes by and you still have had no response, please call us or come by so that we can see what the problem may be.**

LIPMAN SCHOOL IS NAEYC ACCREDITED

We are very proud of our accreditation status with National Association for the Education of Young Children. (NAEYC) This means that we are in the top 10% of early childhood programs in the world! We make every effort to demonstrate best practices at all times because we are ethically committed to do so. When you are visiting the school, remember that confidentiality is expected except when information is to be reported in your class work.

EXPECTED BEHAVIOR STANDARDS FOR GRADUATE ASSISTANTS AND STUDENT WORKERS

POSITION STATEMENT:

The Barbara K. Lipman Early Childhood School and Research Institute (Lipman School) is the laboratory demonstration early childhood school for the College of Education for the University of Memphis. We are accredited by the National Association for the Education of Young Children. Our mission is to demonstrate best, developmentally appropriate practices for preservice teachers and the community at large. This translates into the fact that what we do everyday is observed, thought about, reflected upon, discussed, and adapted as the standard for excellent practice. As a Graduate Assistant at the Lipman School you are a valued member of the teaching staff during the semester you serve here. As a Student Worker you are also valued as a caregiver and learner. Therefore it is important that you adhere to our expected behaviors:

PROFESSIONAL STANDARDS:

1. **Be consciously with the children**
Dress neatly and comfortably for being with the children. While working with the children be with the children, not on your cell phone, not writing your papers, not doing or thinking of anything but being with the children. They deserve nothing less and your reward is getting to know and understand children.
2. **Be aware of our concept of time.**
You are needed during the times for which you are scheduled to work. Time cannot be 'made up.' If you are not present during the scheduled time, you can never recapture that time when you were needed and not present. You are contracted to work X number of hours per week. Those hours must be worked during the time you are expected. If you are a Graduate Assistant and you must be out, you must renegotiate with your supervising teacher when those hours could be worked so that you honor the contracted 20 hours.
3. **Be respectful of the environment.**
The environment here is very carefully planned as a component of best practices. Everyone on staff contributes to the orderliness, the presentation, the arrangement of our environment. There is no such notion as being too educated or too 'above that' when it comes to keeping the environment stable. (e.g. cleaning tables, making snack, changing diapers, wiping noses, taking children to the bathroom, etc.) You will never be asked to do anything that the regular staff has not done or is not willing to do themselves.
4. **Put away your cell phone or other electronic screens that pull your attention away from the children.**

LIPMAN SCHOOL STUDENT EMPLOYEE DRESS CODE

ALWAYS be aware that you are working in the laboratory school for the University of Memphis. You will be observed by university students, staff and administrators, and visitors from around the world. Please dress in clean, comfortable clothes that represent us in good favor.

DO NOT WEAR THE FOLLOWING:

1. Low necklines that show breasts.
2. Low-rider pants that show your butt.
3. High heels that slow you down.
4. Leggings as pants.
5. Tube tops, tank tops, spaghetti straps.
6. Anything that reveals your undergarments.
7. PAJAMAS.
8. Skirts and shorts must be to the knee.

If you violate our confidence in your ability to dress properly, you will be sent home to change just one time. After that, you will be fired.

Should you have any questions for further discussion, please direct them to the Director or a Supervising Teacher.

TECHNOLOGY IN THE EARLY CHILDHOOD CLASSROOM

Currently our wonderful PALS organization is fundraising for the future purchase of smartboards and projectors for the three classrooms that do not have one. (We have one in Preschool 3 – Erin’s room and Kindergarten – Harmony’s room). Many of you have express your concern about how that technology will be used. Some have even expressed fear that your children need to be protected from “screen brain.” Truly, our Supervising Teachers and I could not agree with you more that learning is a hands-on, fully engaged experience.

We consider technology a “teaching partner” in addition to all the other materials in our classrooms. When project groups emerge, the current technology is used to further our information about the children’s interest. We choose child-friendly programs for the computers, which support friends interacting while processing through a game or program. It would never be used to “babysit” our children.

Lastly, childcare is an industry; we are not in that industry. Please remember that we are a laboratory school for young children with highly trained teachers and staff with a mission to demonstrate best practices.

SUPERVISION OF CHILDREN

In accordance with the licensing standards of the Tennessee Department of Education, staff will supervise the children as such:

1. TNDOE and NAEYC teacher/child ratios will be maintained and enforced by Supervising Teachers and Administrators at all times each day both indoors and outdoors.
2. Children ages 2-5 must be in teachers' sight at all times both indoors and outdoors.
 - **Children ages 24-36 months** – adults must be able to hear the children at all times, must be able to see the children at a quick glance, and must be able to physically respond immediately.
 - **Children 3-5 years of age** will be safely protected by an adult in close proximity and not distracted by other activities and must be able to physically respond immediately.
 - **Children in the kindergarten, ages 5-6**, may go unattended to the restroom no longer than five minutes. Adults will monitor and must be able to respond immediately.
 - Staff will position themselves strategically indoors and outdoors for adequate supervision and quick response.
 - Teachers will monitor children's toileting and be aware of their activities while respecting privacy needs of the child.
 - The playground areas will be divided into zone quarters and a minimum of one adult per quarter will be positioned for supervision of the group.
 - All children are counted several times each day: upon arrival, during the classroom day, before going outdoors, before going back indoors, and at the end of the day.
 - At least one adult will sit at the table with the children during meal times to engage in conversation, monitor choking hazards, and food consumption.

****No cell phones or other electronics will be present when teachers are 'on duty.'**

Added to Policy & Procedure Manual, April, 2018, in compliance with NAEYC requirement.