

Macfeat Early Childhood Laboratory School
Annual Report
Academic Year 2021-2022
Submitted by: Erin Hamel

1. Analysis

1.1. Summary Reflection

Although the school encountered challenges due to the pandemic, there were many ways in which Macfeat thrived during the 2021-2022 school year. Key successes include:

- Macfeat is an ABC Quality, A+ rated, school. This year, Macfeat **enrolled three new students** with the ABC voucher program, now called **SC Voucher**. The SC Voucher Program makes child care more affordable for families in need by making all or a portion of provider payments directly to child care providers so parents can work or attend school or training. Participating in this program is one way Macfeat diversifies its student population and helps to ensure equity in receiving high quality early childhood education for all children.
- A **Macfeat Kindergarten Scholarship** has been established through the Macfeat Program Foundation. During years when Macfeat has seats left unfilled in the kindergarten classroom, Macfeat will offer scholarships to one or two children who are unable to afford tuition but could benefit from our NAEYC-accredited program in a university laboratory school. The scholarship program will serve as a substantial philanthropy to the Rock Hill community.
- Each year, Macfeat employs more than 25 undergraduate and graduate students to work at the school. Employment at Macfeat is a positive factor in recruitment and retention at Winthrop. In an effort to recruit and retain a diverse, high-quality Winthrop student body, the following actions were taken at Macfeat:
 - Signed an **MOU with the Human Development and Family Studies (HDFS) program** to accept a minimum of two HDFS interns per semester. Interns serve a 150 or 300 hour internship placement in a Macfeat classroom and are supervised by the Macfeat Director.
 - Macfeat Director personally reached out to **HDFS, ELEM, ECED, SPED, School Psychology and Social Work program directors and faculty to recruit four graduate assistants**. Students in these positions serve as teaching assistants in the three classrooms and are vital to maintaining licensure and accreditation requirements. All four positions were successfully filled for the upcoming school year.
 - Director met with program director of **Educational Studies to secure field and internship placements** of these majors at Macfeat.
 - **Director emailed all new (fall 2022) ELEM, ECED, SPED, HDFS, EDST students to invite their applications to work at Macfeat**. Within 24 hours of sending the email, eight new students responded.
- In an effort to increase Macfeat student applications and ensure all three classrooms are fully enrolled for the 2022-2023 school year, we:
 - Advertised on social media and offered **Saturday tours to 35 interested families**
 - Hosted a **virtual information session** for the kindergarten classroom
 - Increased our presence on social media by creating a **social media posting schedule** for all three classrooms and **tagging COE social media** in our posts
 - **Macfeat experienced a significant increase in applications** for the 2022-2023 school year as evidenced in the following table:

| School Year | Total Applications Received (by May 31) |
|-------------|--|
| 2018-2019 | 76 |
| 2019-2020 | 95 |
| 2020-2021 | 87 |
| 2021-2022 | 83 |
| 2022-2023 | 114 |

- In an effort to increase Macfeat’s **presence in and service to the community**, the school:
 - Organized and hosted a **Macfeat Art Show, raising \$1,420 for Miracle Park**. This community outreach project aligned with Winthrop’s collaborations with and commitment to Miracle Park’s initiatives.
 - Twenty-five Macfeat families walked in the **Come See Me Parade**. Marching behind a Macfeat banner, participants wore Macfeat and Winthrop shirts, rattled noisemakers, and chanted “*Go Eagles!*” to the parade attendants.
- Macfeat **successfully navigated challenges presented by COVID-19**, including:
 - Successfully trained Macfeat staff and oriented Macfeat families to the school’s **COVID-19 mitigation policies and procedures**.
 - While the school could not allow visitors the previous academic year, in 2021-2022, Macfeat **safely hosted a limited number of Winthrop students from a variety of programs** for course-related assignments and engagements. Student participation can be summarized in the following table:

| Macfeat Participation Totals 2021-2022 | |
|---|---|
| Winthrop Courses* | 9 |
| Students | 221 |
| Instructors | 11 |
| Contact Hours | 1,627.5 |
| *ECED 300 ECED 395 ELEM 361 DCED 212 | HDFS 595HDFS 573 READ 370; 570 PSYCH 604 THINK College |

- In order to **ensure appropriate use of available budget allocations for the upcoming school year**, Macfeat took the following actions:
 - In collaboration with the Dean of the COE, the decision was made to discontinue Macfeat’s contract with Sodexo Food Service, resulting in a projected \$25,000 reduction to Macfeat’s operating budget.
 - The director **secured \$198,050 COVID-related grant funds** to assist in the operations of the school. These funds are available for use through September 2023. With the approval of the Dean of the COE, to date, these funds have been allocated towards:
 - Employee salaries
 - Playground equipment
 - Classroom materials and furniture
 - Technology equipment
 - Social distancing classroom materials
 - Cleaning supplies

1.2. 2021-2022 Unit Goals

- 1.2.1. Analysis of progress on goals established for the academic year covered by this report (please include evidence of outcomes claims via links to external documents and/or in appendices; sample table is provided)

| Goal | Winthrop Plan/ Academic | Met/In Progress/ Not Met | Description of activities and findings | Evidence |
|------|----------------------------|-----------------------------|---|----------|
|------|----------------------------|-----------------------------|---|----------|

| | Affairs Goals Alignment | | | |
|---|---|-----|---|--|
| Based on Macfeat Staff survey results, lead teachers and director will offer additional staff training related to classroom procedures and expectations, DSS regulations and NAEYC standards. | Program-specific COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2) | Met | <ul style="list-style-type: none"> • Lead teachers conducted a face-to-face training session in their classrooms prior to the first day of school • Lead teachers developed and distributed a staff training document that details routines and expectations specific to their own classrooms • Newly hired GAs were invited to “job shadow” at the end of the previous school year • GAs and lead teachers met monthly for co-planning and debriefing sessions | Appendix A: Staff Training Document |
| Based on Macfeat Family survey results, Macfeat will support families in connecting with one another and the community | COE Strategic Goal 5: Advance diversity initiatives that provide inclusive and collaborative learning and working environments. (Aligns with WU Goal 3) | Met | <ul style="list-style-type: none"> • Macfeat Advisory Board coordinated a parent volunteer to plan family social events to be held off school grounds. Opportunities were posted in the Macfeat Parent Facebook page, Macfeat school newsletters and Macfeat family bulletin boards and included a Family Picnic Day, Macfeat Family Day at WU Baseball, and the Macfeat family event at the Come See Me Parade. • As a school, Macfeat | Appendix B: Baseball Game Flyer Come See Me Parade Flyer Miracle Park Art Show Letter |

| | | | | |
|---|--|------------|---|--|
| | | | <p>participated in service learning and outreach projects to benefit Miracle Park. The Macfeat Art Show raised over \$1,400 for Miracle Park initiatives.</p> <ul style="list-style-type: none"> • In 2021-2022, of the 44 respondents to the Macfeat Family Survey, 100% answered “Yes” to the question: <i>I have been provided the opportunity to connect and gain support from other families.</i> | |
| <p>The director and lead teachers will engage in professional development aimed to increase impact on the professional community and to maintain accreditation.</p> | <p>COE Strategic Goal 4: Broaden capacity for faculty influence.</p> <p>COE Goal 6: Maintain national accreditation and continuous improvement systems for all COE programs.</p> | Met | <ul style="list-style-type: none"> • Lead teachers and director engaged in bi-monthly curriculum planning meetings • Director and lead teachers engaged in professional book club study meetings focused on <i>Anti-Bias Education for Young Children and Ourselves</i> (Derman-Sparks & Edwards). • Director and lead teachers met with WU SPED and ELEM faculty to guide curriculum development for a project study of Inclusion and Accessibility. This work is currently being drafted for possible publication. | |

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|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> All three lead teachers attended the annual National Association for the Education of Young Children conference in November 2021 | |
|--|--|--|--|--|

1.2.2. Analysis of data/goals/opportunities/threats for affiliated research or instructional centers, if any (please include sub reports in appendices)

Overall, results of the 2021-2022 anonymous Macfeat Staff, Macfeat Family and Macfeat COE Exit Surveys were positive. With regards to the **Macfeat Staff Survey**, 24 of the 26 questions were scored “yes” by at least 95% of the respondents. Additionally, respondents’ comments were overwhelmingly positive (i.e. *“I enjoy working in the school environment at Macfeat where I am given many opportunities to grow professionally. I love working with the students and watching them grow over time. Macfeat is truly a special place...”* and *“I enjoy the experiences I get to be a part of. Since I started working in Ms. Agosto’s class, she has never made me feel like a student worker. She treats me like as if I were a teacher and allows me to do a lot in the classroom. When I am here I feel like I really get to connect with the children, learn something new every day, and help me prepare for my career in teaching.”*) While there were no trends in the data regarding suggestions for improvement, staff offered suggestions like. *“Sometimes the children see the student assistants just as students, so maybe there could be more of an explanation to the children that we are adults and are also in charge of keeping them safe,”* *“Possibly go over the zones for outside and gym play as well as picking up the new materials that are on the playground and in the gym,”* and *“I would allow teaching assistants to teach lessons if they want to in the classroom, since most of us want to become teachers.”* These kinds of comments are considered as the lead teachers and director create goals and make program changes for the upcoming school year.

Data results from the **Macfeat Family Survey** were overwhelmingly positive. Forty-four of fifty-three families completed the survey. Of the 27 survey questions (yes/no/not applicable), 26 questions were scored yes by 90% or more of the respondents. One question regarding knowledge of confidentiality procedures (for one classroom), was scored Yes by 63% of the respondents. Qualitative responses were also very positive. Trends in the data showed that families appreciate the high quality of instruction, relationships between the teacher and family, sense of community, and the developmental growth they see in their child. Suggestions for improving the program were few, but included ideas about improving our use of the ClassTag communication app (see 2022-2023 Goals) and expanding the Macfeat program beyond kindergarten.

Data results from the **COE Exit Survey** are as follows:

| | Strongly Agree | | Agree | | Neither Agree nor | | Disagree | | Strongly Disagree | | Not Applicable | |
|--|----------------|---------|----------------|---------|-------------------|---------|----------------|---------|-------------------|---------|----------------|---------|
| | Response Count | Percent | Response Count | Percent | Response Count | Percent | Response Count | Percent | Response Count | Percent | Response Count | Percent |
| Q37. The Macfeat teachers and/or staff were helpful and professional. | 161 | 23.9% | 181 | 26.8% | 21 | 3.1% | 6 | 0.9% | 1 | 0.1% | 305 | 45.2% |
| 2017-18 | 40 | 26.3% | 37 | 24.3% | 4 | 2.6% | 2 | 1.3% | 0 | 0.0% | 69 | 45.4% |
| 2018-19 | 23 | 18.4% | 39 | 31.2% | 5 | 4.0% | 1 | 0.8% | 0 | 0.0% | 57 | 45.6% |
| 2019-20 | 42 | 27.3% | 44 | 28.6% | 6 | 3.9% | 3 | 1.9% | 1 | 0.6% | 58 | 37.7% |
| 2020-21 | 34 | 24.5% | 37 | 26.6% | 3 | 2.2% | 0 | 0.0% | 0 | 0.0% | 65 | 46.8% |
| 2021-22 | 22 | 21.0% | 24 | 22.9% | 3 | 2.9% | 0 | 0.0% | 0 | 0.0% | 56 | 53.3% |

The lead teachers and Macfeat Director used these findings to inform the Macfeat goals for the 2022-2023 school year.

2. Unit Goals for 2022-2023

2.1. List improvement actions college/unit will take, and align to pertinent Winthrop Plan initiatives, Academic Affairs Strategic Goals, ULCs, etc. (sample table is provided)

| Goals | Winthrop Plan/ Academic Affairs Goals alignment | Action(s) planned / team lead | Resource Needs |
|---|---|---|----------------|
| Successfully transition the new Macfeat Director | WU Goal 3 | The Macfeat Executive Director will provide support to the Macfeat Director through regularly scheduled meetings | |
| Based on qualitative feedback on the Macfeat Staff survey, we will improve the afterschool care program by providing classroom assistants a schedule for rotating outdoor stations and an afterschool planning document | WU Goal 2 | <ul style="list-style-type: none"> • Lead teachers and director will create a rotating schedule of outdoor play stations to be posted on the inside of the playground shed. • Lead teachers and director will create an Afterschool Planning document that guides teaching assistants in planning a read aloud and other outdoor experience (i.e. game, obstacle course, art easel, water table) each day • Lead teachers will provide training to the teaching assistants prior to the first day of school | |
| Based on qualitative feedback on the Macfeat Family survey, we will improve our use of technology to further improve family-school communications and relations. | WU Goal 4 | <ul style="list-style-type: none"> • Because families like the communications ClassTag (communication app) allows between the teacher and family, but are hindered by the advertisements, Macfeat will explore moving from the free version to the paid version. • To improve readability on smart phones, teachers will upload documents to ClassTag in the pdf version, rather than Word. • Within the first month of school, Macfeat will host a family social event, to help families connect with one another within their classroom and school-wide. | |

| | | | |
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3. Efficiencies / Multi-year resource needs:

3.1. Reflect on budget development process, including plans for addressing any budget changes (increases/reductions) as well as impact on department/program outcomes and SLOs.

- Forgoing Macfeat’s food service contract with Sodexo will reduce Macfeat’s operating budget by a projected \$25,000 for the 2022-2023 school year.
- To date, Macfeat received \$197,050 COVID-related grants totaling \$197,050. To date, spending of these funds total \$162,096.69. Those funds were allocated towards:
 - Employee salaries
 - Playground equipment
 - Classroom materials and furniture
 - Technology equipment
 - Social distancing classroom materials
 - Cleaning supplies

The remaining balance (\$34,953.31) will be used for the following projected purchases:

- Replace countertops in all three classrooms and preschool kitchen
- Replace the iris scanner security system
- Technology for the Music & Movement Room (monitor, bracket, camera, HDMI cables)
- Refillable water station
- NAEYC membership (2023-2024)

3.2. Create three-to-five year staffing and resource needs projection (may want to start with the past year and update)

- A lead teacher is likely to retire within the next five years. The position is essential, as a lead teacher must staff each Macfeat classroom in order to meet DSS regulations and NAEYC standards. (\$40-50K)
- Macfeat hires five graduate assistants to meet DSS and NAEYC staffing ratio requirements. NAEYC qualifies these graduate students as “assistant teachers,” and requires they have a minimum of twelve college credits in early childhood education, child development, elementary education, and/or early childhood special education. If the graduate assistant pool is not sufficient in any particular year, Macfeat may be forced to hire assistant teachers from the broader community. The estimated budget is based on \$15 per hour, 4.5 hours per day for 165 days. (est. \$13,365 per hire; up to 3 hires; not needed 2022-2023)
- The interactive smartboard in the Music and Movement room is over 10 years old and will likely need to be replaced within the next 3-5 years. When it is no longer functional, we will replace with a monitor (est. \$1,000 – COVID grant)
- The preschool kitchen oven and refrigerator are both nearing the end of their life expectancies and will need to be replaced within the next three years. (est. \$1,800 – COVID grant)
- The wallpaper in the kindergarten classroom is peeling. It will need to be removed and walls painted within the next three years. (est. \$2,000 COVID grant)
- An ADA study was done on Macfeat in 2014. The report documented a plan for making Macfeat ADA compliant. No action has been taken, but may want to be addressed in the next five years. (est. \$263K)
- It should be noted that in the 2021-2022 Macfeat Family Surveys, a trend in the qualitative data suggests the desire for expanding the Macfeat program beyond kindergarten. A

feasibility study may be warranted to better understand the impacts on Winthrop and the broader community.

Appendices:

- A. **Data:**
- B. **Sub-Unit Reports:** Provide reports for affiliated departments/units: These should articulate pertinent data, progress toward meeting improvement outcomes, budget needs, significant achievements, and proposed new outcomes for the next academic year.
- C. **Significant Achievements (if needed)**
Additional details on significant achievements, aggregated from departments, centers, or offices.

Appendix A: Staff Training Document



TEACHING ASSISTANT TRAINING GUIDE

HEALTH AND SANITATION

HOW TO WASH HANDS

BE SURE TO FOLLOW THROUGH ON THIS WITH THE CHILDREN!

1. Wet your hands with warm, running water.
2. Use soap to wash away the germs.
3. Wash your hands for 20-30 seconds – wash the fronts and backs of your hands, scrub under your fingernails and between your fingers.
4. Rinse well with warm running water.
5. Dry your hands with a fresh paper towel.
6. Use the paper towel to turn off the faucet.

WHEN TO WASH HANDS

The South Carolina Child Care Licensing and Regulatory Services Operating Manual states:

“Staff persons shall wash their hands with soap and warm running water upon arrival at the center, before preparing or serving food, before assisting a child with eating, after assisting a child with toileting or diapering, before and after toileting, after administering medication, after cleaning, after assisting with wiping noses, after contact with body fluids, after contact with animals and after using cleaning materials. Hands shall be washed even if gloves are worn to perform these tasks”.

CLEANING AND SANITIZING TABLES AND COUNTERTOPS

- Prior to snack and lunch time, tables and countertops should be cleaned with soap and water using a wet cloth or paper towel. Do not reuse the cloth.
- Tables should then be sprayed with a bleach and water sanitizing solution. Leave the sanitizing solution on the tables for a minimum of 10 seconds.
- Wipe tables dry with a paper towel or allow them to air dry.
- During snack, if the children are not all eating at the same time, individual places must be cleaned with a disinfecting soap and water solution (wait 10 seconds) then wiped with

- a paper towel to remove spills, food crumbs, and other residue **after each child leaves the table.**
- At the end of the snack and lunch time, tables and countertops should be cleaned with soap and water using a wet cloth. Do not reuse this cloth.
- Tables should then be sprayed with a bleach and water sanitizing solution. Leave the sanitizing solution on the tables for a minimum of 10 seconds. • Wipe tables dry with a paper towel or allow them to air dry.

*Any time something is removed or returned to the cleaning supply cabinet, the cabinet **must be locked.**

Definitions (per NAEYC):

Cleaning – Physically removing all dirt and contamination, oftentimes using soap and water. The friction of cleaning removes most germs and exposes any remaining germs to the effects of a sanitizer or disinfectant used later.

Sanitizing – Reducing germs on inanimate surfaces to levels considered safe by public health codes or regulations. Sanitizing may be appropriate for *food service tables*, high chairs, toys, and pacifiers.

Disinfecting – Destroying or inactivating most germs on any inanimate object, but not bacterial spores. Disinfecting may be appropriate for diaper tables, door and cabinet handles, toilets, and other bathroom surfaces.

Detergent – A cleaning agent that helps dissolve and remove dirt and grease. Soap can be considered a type of detergent.

*Routine cleaning with detergent and water is the most useful method for removing germs in the child care center.

*Sanitizing and disinfecting can be achieved with a solution of bleach and water or other EPA approved sanitizing and disinfecting agents.

PLAYGROUND/WITHERS GYM SUPERVISION

In addition to the opportunities for healthy physical development, outdoor play and play in the gym is a time for learning cooperation, safe play, problem-solving, language development, and other valuable skills. It is the responsibility of all present assistants to supervise children closely in order to anticipate hurtful behaviors, prevent accidents, and maximize learning opportunities.

Supervision

- Winthrop University undergraduate students employed by Macfeat Laboratory School and having worked at Macfeat or another SC licensed day care for 6 months or more are the only undergraduate students allowed to supervise children alone. Lead teachers will let you know which undergraduates in your classroom are permitted to act in a supervisory role (e.g., to escort children to the bathroom from the playground or gym).
- Winthrop University students **not** employed by Macfeat Laboratory School may **not** be left in a supervisory role with children, including escorting children off the playground to the bathroom.

Playground Zones:

- We want to prevent challenging behavior and ensure safety of all of the children. Staying in your zone on the playground helps to make sure that the entire playground is being supervised. While in your zone, you should;
 - Supervise and interact with children to ensure safety and encourage development across the domains.
 - Ensure safe use of playground equipment and materials.
 - When children are having conflicts, help them talk through it (using conflict resolution strategies).
 - Please do not sit or stand in one spot, move around to make the biggest impact on the children within your zone.
- Near the end of playground time or afterschool care, assist children in cleaning up in your zone.
- A playground map is located inside the Kindergarten door and on the clipboard.

Temperature Guidelines:

- If the temperature is higher than 90° or less than 35°, the children will play indoors in the gym, Large Motor Room (only 9 children or less) and Room #44.
- When the temperature is between 35° and 50°, the group may come inside for book reading and water breaks, as needed.

Setup

- For the preschool, Ms. Miller-Burton's TA will get out the wagons and balls and open the sandbox. Ms. Agosto's TA will open the blocks, get out the materials for the Sound Garden, and open the rock garden.

General Guidelines:

Think about the safety of children while they are exploring our playground environment. Use common sense and think, "Could this be dangerous? Could he/she get hurt?" Here are some examples of safe guidelines.

- Children must keep shoes on at all times on the playground.
- Children may climb the climbers/playsets (we have 4), but should keep their feet on the ground otherwise.
- Balls are the only objects to be thrown.
- Sticks may be collected from the children by a TA or CA and placed on the exterior side of the fence.
- It is important to monitor children on the swings to ensure safe use. Three or less children only.
- Children should stay clear of the swing perimeter when waiting for a turn.
- Children are to sit down when riding in wagons.
- Children may only pull each other in a wagon using the handle.
- Wagons are only allowed on the grass, not on the sidewalk.
- Children are discouraged from participating in war and/or weapon/play.
- The storage sheds are only for toys.
- Children should not sit, dig, or play in red dirt under the trees. They should be encouraged to play on the grass or in the sandbox.
- Children must be accompanied by an approved Macfeat staff member if they need to go indoors.
- The trashcan, tissues, and first aid kits must be cleaned up at the end of playground time, and no trash should be on the ground. (For the preschool, Ms. Miller-Burton's TA will bring out the first aid kit, trashcan, and tissues. Ms. Agosto's TA will put it away.) There is also a recycling bin by the Kindergarten playground door. Do not place trash (Band-Aid wrappers, tissues, plastic single use cups) in it.

Special Playground Areas:

- **Blocks:** Outdoor building blocks should be made available every day. Open the storage unit and allow children to build on the concrete circle area. Hard balls and tennis balls are to be used with the building blocks; softer balls are to be used on the grass area for throwing, catching, and kicking.
- **Sandbox:** Sand and sand toys stay in the sandbox. Sand may not be thrown. Shoes must be worn in the sandbox. If a child has sand in his/her shoes, a TA or CA may assist the children with removing shoes, dumping out the sand, and putting shoes back on. Replace the cover at the end of your play period.
- **Sound Garden:** Sound Garden materials should be made available every day. They are located in the storage bin on the playground. Please be sure that children are using the “strickers” in an appropriate manner (i.e., not too hard) and only in the Sound Garden.
- **Loose Parts:** Loose parts materials should stay at the loose parts table. Children may need assistance opening bins. If this area is in your zone, take the opportunity to engage with children, talking about what they are creating, problem solving, or asking open ended questions. Ensure that materials are placed in the correct bins as the children finish and are ready to move to the next area or at the end of the play period.
- **Outdoor Art Area:** The outdoor easel should be offered daily. Teachers need to help with cleaning the easel between uses. Lead teachers are in charge of planning for the easel’s activities and the student in that zone is responsible for cleaning the easel and helping children use it. Materials need to be brought outside daily from under the stairs on the preschool side of the building. All art materials stay in the Art easel area.
- **Rock Garden:** The rock garden should be uncovered at the beginning of the play period and should be offered daily. Buckets and scoops are located in the storage cupboard near Ms. Miller-Burton’s door. Please encourage children to use rocks constructively, rather than destructively. Rocks should stay in the rock garden and be used in a safe manner (no throwing rocks). Replace the cover at the end of your play period.

Gym

General Guidelines:

- Ensure other entrances to the gym are locked while we are using the gym for safety reasons.
- Children walk in the hallway leading to the gym. Once inside the gym door, they can RUN!
- Children must sit on their bottoms only on tricycles and any kind of scooters.
- When hula hoops are used, they should only be rolled on the floor or be used to twirl around a child’s own body. They are not to be thrown in the air or placed around another child.
- Children leaving the gym to go to the bathroom (use hallway bathroom) should go one at a time. Preschool children must be accompanied by a teacher; kindergarten children should be visually supervised by a teacher standing in the gym doorway.
- Children may sit on the bottom row of the bleachers only. The edges are too sharp for climbing on.

- Children may go in small groups to get drinks of water. Preschool children must be accompanied by a teacher; kindergarten children should be visually supervised by a teacher standing in the gym doorway.

Safety and Security Procedures:

- For security reasons, always close the gym door and make sure it is locked if your group is the last group leaving after the play period. Also, it is a fire door and is required by the fire marshal to be closed.
- During afterschool care, the exterior (glass) doors that lead to the vestibule outside the gym should be unlocked. The interior doors (from the vestibule to the gym) should remain locked. A door bell will be placed in the vestibule and it will ring into the gym. A TA should be positioned near the gym doors, to open it for parents who are picking up their child. The key to these doors is kept in the Kindergarten classroom and should be returned there at the end of the day. The key for the doors is in the Kindergarten classroom near the kitchen sink (#193).
- Just like on the playground, spread out in the gym, each TA or CA taking a quarter of the gym as their zone.

Setup:

- Equipment is stored in the Large Motor Room (Room #46). Use the notes on the gym door and the pictures in the Large Motor Room as a guide to put equipment away. The Large Motor Room should be left in a way that is set up for small groups of children to play in there.
- Use cones to divide the gym into two areas: one side for wheeled toys; the other side for everything else. A picture is posted in the large motor room for set up of the gym.
- A pitcher of water should be brought to the gym from the preschool refrigerator. Cups are located in the blue cart.

Afterschool Care Procedures

Parent Interactions

- If a child's guardian picks said child up after 5:30, fill out a Late Pickup Form and have the parent sign it.
- Please ensure graduate assistants are the ones interacting most with parents as they pick up their children. Undergraduate teaching assistants do not have the same insight to a child's day as the TAs.
- When talking to a parent, try to have more positive interactions than negative interactions. If you need to talk about challenges a child faced during the day, try to give positive news as well. This is called the oreo-ing affect.
- If the person picking up is not a parent that you recognize, even if you were told someone different is picking up, check the ID and the pick-up list. If the person is not on the list, unless your lead teacher or the office received written permission for that person to take the child, they may not. This should be communicated to you by the Lead Teacher at the beginning of Afterschool care. If you have not been informed, check with the office or call the Lead Teacher. A copy of important phone numbers is kept in the storage cupboard near Ms. Miller-Burton's playground door.

CLOSING PROCEDURES

Playground

- If weather permits, children will stay on the playground until 5:30. If not (see temperature guidelines, above), children will move indoors to Room #44, the gym (SAC), or Large Motor Room #46. (Note: Only 9 children or less should be in the Large Motor Room at one time.)
- Begin to clean up at 5:00. Cover sandbox, put wagons and balls away in the shed (be sure to lock), and close the outdoor blocks storage units at 5:15.
- Table toys and books may be left out until 5:30. Then they should be returned to the classroom they came from.
- Return First Aid kit, tissues, and trash can to inside preschool stairwell.
- Sand toys are completely cleaned up and put away in the shed on Fridays.

Gym/Large Motor Room

- Begin to clean up equipment at 5:00. Children may assist with this, and there must be an assistant in the gym area at all times. Reference the list on the gym door and pictures posted in the Large Motor Room to determine where items go.
- A schedule of SAC activities by other groups is posted on the gym door each Monday.
 - If the gym is not scheduled to be used by another group that evening or the next day AND the children are expected to be back in the gym the next day, equipment may be left out. Please park tricycles next to the bleachers.
 - If a group is scheduled to use the gym that evening and the children are expected to be back in the gym the next morning, most times the equipment can be stacked neatly in the corners in the gym. Double-check this with Ms. Lorow or a head teacher, if possible.
 - If children are not expected to be in the gym the next day, equipment should be put away in designated areas.
 - Check with your head teacher when unsure about what to do with equipment.
- After the gym is cleaned up, the remaining children will move to Room #44 (to play with manipulatives from Room #36) or the Large Motor Room (only if 9 children or less are still present).

After the last child has departed, the graduate assistant(s) is responsible for the final closing tasks for both the preschool and kindergarten classrooms:

- Return Attendance Tracking Record clipboard to the Kindergarten classroom, on the shelf above where TA's keep personal items. Take the tracking sheet off and place it in the red bin to be filed. Take a new tracking sheet from the green bin and place it on the clipboard for tomorrow.
- Make sure all windows are closed and heating fans are turned off.
- Double-check that ovens and any fans have been turned off in the kitchens.
- Turn off all lights in classrooms and hallways. (Note: There is an emergency light in each area that will remain on.)

- Close and lock all outside and hallway (except bathroom) doors. Be sure that outside doors have closed and latched completely.

LUNCH

As children transition from the rug to lunch, please make sure all children wash their hands and sit at the lunch tables. Because of Covid safety procedures lunch will be plated and ready in the classroom. An assistant will put the plates on the table while they are washing hands. Please encourage the children to at least try one bite of food they say they do not eat. Often, once they try it they will like it.

Once the children are finished eating, they can clean up (ask your lead teacher as this procedure might look different in every room). Please make sure all the children use the bathroom and wash their hands before going to their mat for nap time.

NAP

- Once children are settled and served at lunch, set out children's nap mats according to the corresponding diagram. (teacher will show you where it is located in the room)
- Children must wear shoes during naptime, in case of an emergency drill.
- If children ask to use the bathroom they are allowed to go.
- If a child does not want to nap, please tell them that they do not have to fall asleep but they must remain on their mat and rest quietly.
- The person assigned to cover naptime must be sure to get up and check on the children.
- If after 20 minutes a child has not fallen asleep a book for independent reading can be offered.
- Once naptime is over all of their things must be put inside the book bag and the child can put it outside in their cubby. A teacher/assistant can help with this. Children are not allowed to be in the hallway by themselves.
- Mats must be sanitized every day.

CONFLICT RESOLUTION TECHNIQUES

- 1. Approach children calmly, stopping any hurtful actions.** A deliberate calmness and soothing voice will get children's cooperation more effectively than rushing into the situation with a raised voice. Firmly stop anyone from hurting or getting hurt.
- 2. Acknowledge children's feelings.** When you label and describe their feelings, you acknowledge their right to have these feelings and help them begin to identify them.
- 3. Gather information.** Gentle questioning about what happened will help children describe or "voice" the situation. It is important not to "grill" children, but to create the space for everyone to have a chance to speak.

4. **Restate the problem.** In a neutral way, reflect back to children what you understand about the problem.
5. **Ask for ideas for solutions and choose one together.** Listen equally to all suggestions and work together to choose one that works for everyone.
6. **Be prepared to give follow-up support.** As you know, children will need you to stay close at hand to be sure that their suggestions are followed. Give lots of encouragement and affirmation.

EXAMPLES OF CONFLICT RESOLUTION TECHNIQUES

Scenario 1

Nathan came to the teacher on the playground and said that Carson would not share the building blocks. The teacher brought the two children together.

- T: Nathan, Carson told me that you will not share the building blocks with him. He says he wants to use the round one.
- N: I'm using that one for my steering wheel.
- T: Carson, Nathan says that he is using it for his steering wheel right now. It sounds to me like you both want to use it. Do you have any ideas about what you could do?
- C: He could let me have it when he's done.
- T: Nathan, Carson says that you could let him have it when he's done.
- N: Okay, I'll give it to him in five minutes.
- T: Carson, Nathan says he will give it to you in five minutes. I'll be right here if you need any more help.
- C: Okay.

Both children returned to their play. The teacher noticed that N. Gave W. the round block on his own before five minutes had passed.

Scenario 2

Lexi came to a teacher and said that Danny had knocked down his building in the Block Center. The teacher returned to the Block Center with Lexi.

- T: Lexi came to me and told me that you knocked down his building.
- D: I needed that other block and was just trying to get by.
- T to Lexi: Danny says that he was just trying to get by to get another block.
- Lexi: He needs to be more careful.
- T to D: Lexi says you should be more careful.
- D: Okay, I will.
- T to D.: Is there anything else you want to say to Lexi?
- D: I'm sorry, Lexi.

L: That's okay.
They continued playing together in the Block Center.

Scenario 3

Malcolm came to a teacher and said that he wanted to play with some playdough. The teacher returned to the Art center with the child. There was an empty chair at the table, but all of the playdough was being used by other children.

T to the group: Malcolm told me that he wants to play with some playdough. One of the children:
We're using it right now.

M: But there's a spot right there.

T: Malcolm says there's an empty spot at the table.

Another child: But there's not enough playdough.

T: They say there's not enough playdough.

Justin was sitting at the other end of the table listening to the conversation.

J: Here, Malcolm, you can have some of my playdough and gave him some of his.

M: Thank you *(sat down in the empty spot)*

T: Thank you, Justin. That was very kind of you to share your playdough with a friend.

Note: *The teacher could have initially told the children that they needed to each share some of their playdough with Malcolm because there was still an empty chair at the table. There was a norm in the classroom to that effect and that there is enough playdough for six children to play at the same time. However, by working through the situation this way, it allowed a child to develop a solution to the problem and to model a prosocial behavior for his peers.*

When Children Are Not Able to Generate Their Own Possible Solutions

Callie and Maya were sitting together reading in the Reading Corner in the Science Center. Vanessa came to the teacher and said they would not let her sit with them. The teacher went to the Science Center with Vanessa.

T: Vanessa told me that you will not let her sit with you and read.

M: There's not enough room.

T to V: Maya says there's not enough room for you to sit down with them. V. But
I want to read, too.

T: Vanessa says she wants to read, too.

M: But it will be too crowded if she sits here, too.

T.: Maya says it will be too crowded if you sit here. V:
But they could scoot over.

T: It sounds to me like you all want to sit here but there's not enough room for everybody. Does anybody have any ideas of what we could do?

Nobody offered any responses.

T.: I have a couple of ideas you could try. You could try scooting over to see if

there's enough room. Or, Vanessa, you could sit out here on the rug and still be able to reach the books. Or, when Callie or Maya gets up to leave, you could tell

Vanessa there's a spot for her then.

V.: I'll sit here (*sat down on the rug*) and reached for a book to read.

Appendix B:

**THE MACFEAT PARENT
ADVISORY BOARD INVITES YOU
TO**

MACFEAT FAMILY DAY AT WINTHROP BALLPARK

SATURDAY, APRIL, 2ND AT 2:00PM

Take us out to the Ballgame! Please join us on Saturday, April 2nd at 2PM for a spirited day supporting our Winthrop Baseball team! The Eagles will be hosting Radford University, a Big South conference Rival! Macfeat Student tickets will be complimentary; parent tickets will be \$7.00. If you would like to join us, there will be a sign up available in the next coming days. We hope you to see you there!



THE MACFEAT PARENT
ADVISORY BOARD INVITES YOU
TO

JOIN US AT THE COME SEE ME PARADE!!

THURSDAY, APRIL 21ST AT 5:30PM

Let's welcome Spring together at the Come See Me Parade! The Macfeat Parent Advisory Board welcomes our children to march in the 2022 Come See Me Parade! We have secured a spot in the parade to showcase Macfeat Laboratory School and we want our students to come celebrate "Friends & Family, Flowers, Frogs and Fun!" Please see the Sign-Up Genius to participate!



April 8, 2022

Dear Families,

As you know, our children have been studying the importance of inclusion and accessibility in our school, university campus, neighborhoods, and in our world. This has been a meaningful topic of study and we are proud of the children for the ways in which they are applying these ideas to their everyday lives.

As part of this study, we are finding ways to *take action* in making their community more inclusive. The children have worked **very hard** to create an Art Show. They are so proud of their exhibit and are excited to share it with you next week!

Art work will be sold for a donation. **PLEASE CONSIDER GIVING BIG**, as 100% of the proceeds will be donated to Miracle Park. Directions about how to purchase artwork and when to pick it up will be sent to you in an email. For now, mark your calendars and bring your family members to view the children's masterpieces! Please bring cash for smaller art pieces (magnets, jewelry, and bookmarks). The other pieces of artwork will be paid for digitally through Miracle Park's donation page.

