<table>
<thead>
<tr>
<th>School:</th>
<th>Children’s School Kindergarten</th>
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| Philosophy: | • Laboratory school based on theories and research in Developmental Psychology  
• Aligned with the guidelines set by the National Association for the Education of Young Children (NAEYC) for developmentally appropriate practice  
• Six learning goals: Self-Esteem & Independence, Interaction & Cooperation, Communication, Discovery & Exploration, Physical Capabilities / Health & Safety, and Artistic Expression & Appreciation  
• Focus on individualized approach emphasizing clear expectations and cooperation within consistent structures |
| Admissions Criteria: | • Children must turn five by December 31  
• Children with fall birthdays will use the program as a pre-K and then go to kindergarten at an elementary school  
• A non-refundable fee of $50.00 with application  
• Admission is based on space availability, with preference first given to siblings and then by date of application  
• Parents give written consent for their children to participate in all laboratory aspects of the program, including research being conducted by members of the CMU Community  
• For children new to the school, admission requires both a written teacher evaluation and a school visit (though no formal assessment is conducted) |
| Staff: | • Administrative Team includes a Director, 2 Educational Administrators, and an Administrative Coordinator  
• Kindergarten Team includes two teachers and one assistant teacher  
• Teachers and administrators have many years of experience in education, bachelor’s degree and often an advanced degree in early childhood education, psychology, or a related field  
• Continued professional development (90 to 100 hours/year), plus direct connection to research  
• Communication with families via email, website, and monthly newsletters |
| Program: | • Teachers use the six objectives as a flexible framework for planning learning experiences to promote the growth of each individual child via a process oriented approach  
• Continuum of developmental objectives reflects understanding of young children’s natural developmental progression  
• Teachers prepare an engaging center-based learning environment for exploring a theme, such as birds, artists, or transportation  
• Monday – Thursdays from 8:30AM to 2:30PM and Fridays from 8:30 to 12:00PM (September through May)  
• Supplemental activities include weekly cooking and gym classes  
• Optional summer camp program in June (one to four weeks, 4 hours per day) |

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### Diversity:
- School strives to recruit a diverse student population, both ethnically and socioeconomically, to provide an enriched learning environment, a diverse subject pool for research, and broad experiences for psychology students and student teachers.

### Resources:
- Spacious classroom suite with large playground
- Maximum class size of 24 with staff ratio at all times of 1:12 but most times 1:8
- Shared kitchen and children's library facilities
- Use of Carnegie Mellon campus (gym, track, field trips to campus post office, etc.)
- Materials and snack fees used to provide school and classroom resources chosen by the teaching team
- Cooperation and collaboration with therapists when necessary, but no in-house special services
- Security system with video surveillance

### Family Impact:
- Participate in family activities (open house, family festival, graduation)
- Join family committees (library, school pictures)
- Meet with teacher to share information about the child’s school and home life (*parent meeting plus fall and spring conferences*)
- Tuition, material and snack fees – by semester, two semesters in a school year
- Bus service may be provided by school district of residence
Philosophy
• Discipline
• Abstract vs. Concrete Experiences
• School Policies
• Standardization vs. Individualization

Admissions Criteria
• Age Cutoff
• Grades Available (K-8, K-12)
• Readiness Assessment Used

Staff
(teachers, aides, administrators, counselors, etc.)
• Leadership / Vision
• Individual vs. Team Teaching
• Who Plays What Roles?
• Handling Special Needs

Program
• Required vs. Elective Courses
• Nature of Assessment
• Mixed Grouping vs. Ability Grouping
• Courses Offered / Curriculum
• Social Skills/Values
• College Admissions Record
• Separate Subjects vs. Themes across Subjects
• Reaction to Student/Parent Input and Concerns
• Emphasis on Independence, Cooperation, Creativity, and Critical Thinking

Diversity (staff and students)
• Gender
• Economics
• Race & Culture
• Religion

Resources
• Class Size
• Classroom Size / Atmosphere
• Supplies
• Library
• Referral for Special Services
• Cafeteria
• Safety
• Tutoring / Gifted or Special Education Support

Family Impact
• Tuition & Fees
• Distance from home to school
• Schedule
• Transportation
• Parent Participation in the School

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