

**GLENDALE COMMUNITY COLLEGE
CHILD DEVELOPMENT DEPARTMENT
LABORATORY SCHOOL**



PARENT HANDBOOK

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INTRODUCTION

It is our pleasure to welcome you to the Glendale Community College Child Development Department Laboratory School! We look forward to working with you and your child and hope you have a wonderful year with us. This handbook will provide you with considerable detail regarding the operation of the Laboratory School. Of special importance are our statements on philosophy and children's program. PLEASE READ THEM, AND THE ENTIRE HANDBOOK CAREFULLY!

Community college child development teacher training programs are the primary programs in California providing students with vocational preparation for careers in this profession. Glendale Community College programs are designed to be innovative pacesetters. As such, the Child Development Department has developed over 60 years into an exemplary program which has become widely recognized as an industry leader and highly respected community resource.

The Glendale Community College Child Development Center houses all of the programs that are part of the Child Development Department: college instruction and the laboratory/demonstration school. The laboratory/demonstration school is **fully integrated** with the instructional program. This means that our primary purposes are to (1) serve as a learning laboratory for college students and others whose career plans involve children and their families and (2) demonstrate the best of what is known about meeting the needs of young children in a school setting.

The Glendale Community College Child Development Laboratory School was established in 1990 to serve as a model and set a standard for the larger community as it provides an exemplary program in early childhood education. In our case, the word "laboratory" does not imply experimental methods, since our instructional techniques have been thoroughly researched and include well respected early childhood practices.

We never know what the experience has told the observer or participant about interacting with young children. Therefore, we are constantly concerned about making every program hour a high quality experience for each child in the classroom. We want to be sure that every college student or teacher from another school who might be observing sees us putting our philosophy into action.

We take seriously the responsibility of nurturing our children and supporting parents while developing students into qualified early childhood teachers and administrators. From the outset, we recognized that the teaching staff form the core of a quality program. For that reason, we focus considerable time and attention in supporting our staff.

We believe that each child is special and has gifts that are unique to him/herself. The many potentials of children, teachers, curriculum and assessment are interrelated. When curriculum and assessment practices are optimum, then children will more likely reach their potentials.

The following is a description of the philosophy, policies and procedures of our Laboratory School at Glendale Community College, 1500 North Verdugo Road, Glendale 91208. Our direct phone line is: (818) 549-9442

VISION AND PHILOSOPHY

Vision

Glendale Community College Laboratory School is a dynamic model for teaching and learning. As an innovative, field-based teaching site, Glendale Community College Laboratory School blends curriculum development and professional outreach to support the changing needs of the communities, administrators, teachers, and learners it serves. The Glendale Community College Laboratory School demonstrates a commitment to excellence, respect for diversity, and dedication to creating a community of life-long learners.

Mission Statement

Our mission is to constantly strive for *excellence* as a teacher training facility and demonstration school that exhibits to our stakeholders our *commitment* to customer satisfaction. This aspiration will require that we value the relationships with all our stakeholders: the discipline and profession of Early Childhood Education; the greater Glendale community, Glendale Community College, the Child Development Department, students, staff, families, and children. These relationships, both personally and professionally, must be built on *respect* and honesty, characterized by patience, tolerance, and trust.

Philosophy

The philosophy of a child care center is the prime determining factor in the quality of experience provided to the children attending the program. Philosophy determines not only how the program is organized and implemented, but what kind of staff is hired and how they interact with the children. As a part of the Glendale Community College Child Development program and of society in general, each person has the unlimited potential to teach and to learn; to develop self control and self expression; to realize a sense of self and a compassion for others. While we are all unique individuals we are also a part of a greater whole. We are here to create, nurture, and maintain an environment of growth, and challenge.

Learning happens in relationships; and it happens best in relationships which are characterized by personal respect and caring responsiveness. Thus, respect is carried throughout relations between staff and children; staff and parents; staff, college students, and faculty; and among staff, Laboratory School and Instruction. Together we are the Department.

The staff is selected based on their professional preparation; their ability to interact with warmth, personal respect, individuality, positive support, and responsiveness with children and adults; their ability to provide opportunities for development of self-esteem, social competence, and intellectual growth. Even though staff members are designated with professional titles, a team approach to classroom and curriculum planning is promoted. Each staff member is responsible to all aspects of the program. In addition, each classroom teaching team is fully integrated into the teamwork of the Laboratory School.

The parents of the children are an integral part of the lab school. It is a goal to create between the parents and the staff a mutually supportive, rewarding and professional relationship. We believe that the influence of parental involvement significantly contributes to the achievement, motivation, and overall development of the child. Involvement through seminars, workshops, and social center-wide events provide parents and staff a common ground from which they can then, together, facilitate the growth of each individual child.

The professional teaching staff is supported by field workers, P&P students, student teachers, nursing students, teaching and administrative interns from local colleges and universities, community service volunteers from local high school and the college volunteer center. Each adult student brings energy, enthusiasm, and enrichment to the program.

Educational Philosophy

Children learn in an environment which motivates them to want to learn. This happens when they are allowed the greatest control over their own activities. Curriculum is all that happens to the child while s/he is at the lab school every moment of the day, and it is generated from all people — staff, students, parents, and peers. The major commitment is to helping children learn.

Therefore, the educational philosophy of the program is an approach to working with young children that requires the adult to pay attention to two pieces of information: (1) what we know about how children develop and learn; and (2) what we learn about individual needs and interests of each child in the group. However, age appropriate practice must not be overemphasized. Instead, the program must adapt to individual diversity of all kinds.

Lev Vygotsky has provided us with a fresh perspective that emphasizes the vital connection between social relationships and learning. His theory underscores the importance of adult-child and child-child communication in social and cognitive development. Teachers and parents — and the contexts they create — are seen as the primary means of fostering children's development. In a Vygotskian framework, children are capable of far more competent performance when they have proper assistance from adults.

It is our goal at the Glendale Community College Laboratory School to work together with parents and families to deeply support and nurture the development of each child. The more we understand

about the circumstances and experiences that are impacting each child, the more fully we can meet that child's individual and unique needs. Some of the ways we attempt to meet each child's needs are:

1. Acceptance of children and families as they are, valuing their uniqueness and diversity.
2. Nurturing and supporting children through physical contact and provision of positive verbal reinforcement and facilitation of children's self-understanding through provision of accurate, non-judgmental feedback on their behavior.
3. Maintenance of a secure environment through provision of clear, consistent limits for behavior and by clear, accurate explanations of behavior and events.
4. Encouragement for children to develop self-sufficiency through taking responsibility for themselves, their actions, and their environment.
5. Encouragement of clear communication, verbal expression of feelings, sensitivity to other's needs and attunement to one's own needs.
6. Assisting children to perceive their world holistically, recognizing the connection and interdependence among all things, valuing uniqueness and diversity.
7. Providing a stimulating environment, within which the child will grow intellectually, socially, physically, emotionally, morally, and creatively with an emphasis on self worth.

Curriculum Framework Rationale

An important starting point for a carefully thought-out curriculum framework that reflects the standards and goals for appropriate growth, learning and development is a willingness to be held accountable. It is critically important to provide adequate time for implementation, monitoring, and evaluation of the curriculum. The curriculum-development process also should provide opportunities for reflection and revision so that the curriculum is updated and improved on a regular basis. The rationale for our “eclectic” curriculum framework is reflected in its theme, “Teachers as Reflective Practitioners.”

The Laboratory School’s development and adoption of its decision-making model as central to the preparation of teachers was an important one, and is reflective of current research. Merseth (1991) indicated that teachers make hundreds of decisions on a daily basis. "Classrooms are busy places. Every day in every classroom in every school, teachers make decisions about their children’s behavior, the success of their instruction, and the climate of their classroom" (Airasian, 1991, p. 1). According to Bellon, Bellon, and Blank (1992), teachers who are expert in making instructional decisions have a positive influence on the quality of children’s learning. For Bennett (1995), teachers who function as effective decision makers in multicultural settings support development to the highest potential in the intellectual, social, and personal spheres of the children. Such teachers exhibit the necessary knowledge, attitudes, and behaviors to insure that opportunities offered in the classroom setting are equitable for all learners, that monocultural activities are appropriately adjusted, that children are supported in the development of some degree of intercultural competence, and that children become enabled to be agents for change both within the school environment and within their home communities.

Theories of child development have served as the principal foundation for GCC CDC’s curriculum model development. Variations among popular curriculum models reflect differences in values concerning what is more or less important for young children to learn, as well as in the process by which children are believed to learn and develop. These variations inform the role of teachers, the curriculum’s focus, the classroom structure, and the ways in which children participate in learning.

Early childhood curriculum models also vary in terms of the freedom granted to teachers to interpret implementation of the model’s framework. Some curriculum models are highly structured and provide detailed scripts for teacher behaviors. Others emphasize guiding principles and expect teachers to determine how best to implement these principles. Curriculum models, regardless of their goals and the degree of flexibility in their implementation, however, are designed to promote uniformity across early childhood programs through the use of a prepared curriculum, consistent instructional techniques, and predictable child outcomes.

By their design, curriculum models lower expectations for early childhood educators and diminish the professional responsibilities of early childhood teachers. To achieve consistency across sites, curriculum models operate by using predictable representations of teaching and learning, relying on fixed interpretations of the nature of children and teachers, and minimizing

variation across sites. Teachers function less as reflective practitioners and more as technicians who implement others' educational ideas.

Early childhood educators have always relied upon their knowledge of child development and maturational theories. More recently, it has become equally important to understand the vital roles that experience, culture and responsive adults play in the emergence in children of skills and abilities in each developmental domains. Vygotsky (1978) describes how children's problem-solving abilities can be strengthened when they are guided through tasks under adult supervision. Gobbo and Chi (1986) demonstrate that when teachers provide children with knowledge in a content area or about a specific topic, the children are better able to use this new information, act on it and continue in the learning process. Such research shows how capable children are of learning a great deal when they are in environments that provide stimulating **experiences** and **responsive adults** to support their development.

Responsive adults influence not only cognitive learning, but also children's social-emotional competence (peer relations and teacher/child relations). Howe and Smith (1995) have written about how children who are emotionally secure in their relationships with their teachers will use this base to explore the classroom, engage in pretend play, anticipate learning and promote their own self-regulation behaviors and peer. The importance of children's cultural knowledge has become a major theme in the study of children's learning. Because culture supports children's thinking, the activities, toys, materials and social events introduced to children in their home environments shape their thought processes and performances. Culturally competent teachers can better prepare environments for learning, choose materials, and plan experiences that are respectful, stimulating and valuable for all.

Developmental continuums and profiles are excellent tools for planning curriculum and experiences that fit children's developmental strengths and abilities. Numerous profiles are available to early childhood GCC CD Laboratory School uses the California Desired Results Development Profile tool. Presenting characteristics of children's growth, development and learning profiles suggest some predictable ways that young children interact with and make sense of their world. Although children follow predictable patterns of development, the rate, pace and actual manifestations are unique to each child. Ages and stages information are guidelines, not fixed facts. Research continues to reveal new information regarding children's responsiveness to environments and adult behaviors.

The importance of individual differences, gender, temperament, learning styles, native languages, special needs and culturally diverse backgrounds contribute to variability in the attainment of developmental milestones. The theory of differentiated instruction is an important educational strategy for young children. When teachers use information from developmental profiles, observations and information obtained from the family, they are able to:

- create environments that meet individual needs;
- provide varied materials for different skill levels so all learners can achieve success;
- plan so time is flexible, and individual children's needs are a priority;
- offer learning experiences in a variety of group settings, large, small and individual;

- screen and assess learning in multiple ways over time;
- identify when there is an exception to the normal pattern of development; and
- foster active, two-way communication with parents that develops partnerships and shared goals.

The complexity of teaching preschool children requires the ability to be reflective, active and enthusiastic in providing a setting that is cognitively challenging, engaging and appropriate. All of these strategies are used as an important guideposts in GCC CDC's Curriculum Framework when planning for children's learning. It incorporates information and perspectives from a wide array of resources, including:

- National reports and consultation with experts;
- Federal standards, e.g., NAEYC Accreditation Criteria; Head Start and EHS Program Performance Standards; Program for Infant/Toddler Care Program Assessment Rating Scale.
- Nationally recognized assessment protocols, e.g., work-sampling system, child observation record; classroom and child portfolios, *California Desired Results System*, and the Early Childhood Environmental Rating Scale.
- *California Preschool Learning Foundations and Preschool Curriculum Framework*

Planned intentional curriculum and appropriate teaching strategies lead children to achievement of the performance standards identified in *California's Preschool Curriculum Framework*.

Consonant with principles promoted by the National Research Council, its teaching implications include the following:

- ✓ Early learning and development are multidimensional.
- ✓ Developmental domains are interrelated.
- ✓ Young children are capable and competent.
- ✓ There are individual differences in rates of development among children.
- ✓ Children will exhibit a range of skills and competencies in any domain of development.
- ✓ Knowledge of child growth and development, and consistent expectations are essential to maximizing educational experiences for children, and to developing and implementing programs.
- ✓ Families are the primary caregivers and educators of their young children.
- ✓ Young children learn through active exploration of their environments, through child-initiated and teacher-selected activities.

IMPLEMENTATION OF CURRICULUM

The content of curriculum is determined by many factors, including the subject matter of disciplines, social or cultural values, and parental input. Achieving success for all children depends on providing challenging, interesting, and developmentally appropriate curriculum.

A good early childhood program must be able to adapt for individual diversity of all kinds, including identified special needs of children; the cultural values of children's families; varied interest; and the individual variation of growth, development and learning (in both rate and style) among different children. Because our classrooms strive to be both age appropriate and individually appropriate, they cannot all look alike, nor will all the children within a given classroom all have the same experience.

Some children will need more structure and adult guidance than others. Some will enter school as quite able decision makers, while others will need teachers to help them learn to make choices. And teaching approach that is applied to all the children in the same way without any adjustment for individual difference will fail for at least some of the children.

Assessment is a way of working with children. It is the gathering of useful information for the purpose of constructing understandings about children that guide educational decisions. The most appropriate use of assessment is in the service of teaching; information that makes school experiences and life better for children. Teachers engage in an interaction with children and parents that enables each party to get feedback from which to adapt their behavior and adjust their thinking. Assessment is what links the curriculum process together. It is the element that provides the evaluation piece to an individual lesson plan, a theme, classroom goals and objectives and the overall program's quality. Assessment is not an 'extra' it is part of what a teacher does.

The assessment tool that is used at the GCC Lab School is one that has been developed over many years, in the form of a developmental continuum. The continuum includes the developmental aspects of the whole child: the physical, social, emotional, cognitive, and language domains. The assessment process is continuous, collaborative between teachers and parents, and sensitive to individual and cultural diversity. It is based in child development theory and is helpful to teachers in their planning to meet the needs of children and the goals of the program.

Areas of Curriculum

The areas around which our curriculum is organized are as follows: physical (gross and fine motor); social (awareness, respect, ability to share and cooperate); communication (verbal and non-verbal); self-esteem (self-awareness and positive self image); and cognitive (comprehension, problem solving, and skill acquisition). The implementation of our program is a function of facilitating children through this curricular matrix and designing and conducting the program accordingly. A key to our program is the knowledge that children are learning every moment, and our responsibility is to recognize how and to facilitate that process.

The daily schedule provides both for activities specifically geared to the similar developmental level of children in each classroom, as well as opportunities for children of different ages and developmental levels to interact, and teach and learn from one another. Each classroom provides a schedule of daily activities for your information. You are encouraged to observe your child in his/her classroom environment to be fully aware of the program offered for your child.

Environment

The daily schedule is planned to provide a balance of activities in the following dimensions:

- * indoor/outdoor
- * quiet/active
- * individual/small group/large group
- * large muscle/small muscle
- * child initiated/staff initiated

All age groups have opportunities to play inside and outside each day. The curriculum is planned to reflect the program's goals based on individual needs and interests. The following describes the "learning Laboratory Schools" which are organized to be comfortable, relaxed and educational, so that children are happy and involved in play.

Manipulative Area

Puzzles, Lego and other connecting toys, matching sorting games, as well as counters are available. These materials may be used singly or in combination with one another. Other tactile materials may be introduced as well. These can include play dough, beans, eye droppers and water, cornmeal, etc. Manipulation of these toys and materials provides the opportunity for the development of:

- * small muscles (in fingers and hands)
- * eye-hand coordination
- * number, size and volume concepts
- * spatial relationships
- * language development (talking about what we are doing)
- * social interaction (sharing experience)

Dramatic Play Area

This area becomes the stage for playing out real life events, especially in the preschool classroom. The children try on adult roles - "mommy," "daddy," "teacher," "doctor" and work through the

concepts of the grown up world. The area can be transformed into a house, stage, hospital or library by using different props. An adult facilitator helps children clarify and expand their ideas about the grown up world. Dramatic play encourages the development of:

- * language
- * social interaction
- * problem solving
- * math concepts
- * clarification of ideas and roles

Art Area

Tempera paint, watercolors, fingerprints, play dough, markers, crayons, paper (different colors, textures, sizes) cloth, wood, glue, and collage materials are available. From more precise activities of printing with rubber stamps to the complete freedom of finger painting, this area provides a panorama of sensory experience that contributes to the child's development of:

- * creative expression
- * language development
- * problem solving
- * small muscle development
- * eye-hand coordination

Beyond these is the pleasure of experimentation. For the child, the process is more important than the product.

Science Area

In actuality, encounters with nature and experimentation with natural substances take place in all areas. For instance, planting seeds and watching them grow offers rich opportunities for learning and extending concepts about plant life, growth, and food sources. Water play, sand play, magnets, mixtures (ie., cornstarch and water) provide wonderful chances to discover cause and effect and changes; the understanding of which can be applied to many things. Cooking projects are the most practical example of cause and effect. Discovering the consequences of one's actions and then repeating them deliberately to create a similar effect enhances the child's sense of control over his environment and his own sense of competence.

Music and Movement

Music and movement encourages group participation, speech and language development, imaginative demonstration and lots of fun. Children quickly memorize songs and can sing them

anytime. The use of instruments helps hand/eye coordination, lengthens attention span, develops focus in listening skills and develops positive social interaction.

Quiet/Book Area

This area is located away from the active areas in order to allow a place for relaxation and reflection. There are books, quiet corners to rest, comfortable places to sit with a group and listen, discuss and plan. Part of the daily routine will include a group time with a focus on stories, music, poetry, sharing. This part of the day allows for the development of:

- * language
- * social interactions
- * self-esteem (in sharing what has been done)
- * concepts of time (yesterday, today and tomorrow)

Outside Area

The yard becomes an extension of the classroom so that many types of activities will be available outside as well as inside. Examples would be dramatic play and art. The yard is equipped with trikes, wagons and occasionally boxes, boards, and ropes. Movement using all these items in various combinations promotes the development of:

- * large muscles
- * body coordination
- * concept of sequence
- * spatial relations
- * language
- * social relations
- * problem solving

The amount, arrangement and use of space both indoors and outdoors, is constantly evaluated.

Daily Routines for Infants & Toddlers

Routines such as feeding and diapering are the curriculum for infants and toddlers. Done the PITC way, routines promote close, primary relationships and offer learning opportunities through responsive care based on each child's individual needs and interests.

Diapering

Diaper changes are special times for a teacher and child to connect with each other. For a teacher at the children's center it is a time to learn about a child and strengthen a close relationship. Following PITC guidelines, the teacher who is the primary infant/toddler care teacher for a small group of children has responsibility for diapering each of them. If the primary infant/toddler care teacher is not available, the second infant/toddler care teacher in the room, whom the child already knows, will diaper the child. The secondary infant/toddler care teacher will first check with the primary infant/toddler care teacher before diapering and then will talk with the child during their experience. This respectful back and forth exchange during diaper changes helps young children to trust and understand what to expect in relationships.

PHILOSOPHY OF DISCIPLINE

Discipline is based on respect, honesty, trust, and caring. Discipline is what we do and say to children to help them internalize self control and develop self discipline. The following contribute to the development of self discipline:

Establishing Routines

Young children respond positively to a schedule. They take pride in knowing when it is time to clean up, begin a new activity, or have a snack. Routines that are consistent but unhurried encourage a child's constructive participation. A well-planned curriculum supports routines because the activities discourage restlessness, a major cause of inappropriate behavior.

Establishing Appropriate Rules

Clear classroom rules establish limits to let the children know what is expected of them; to let children know which are acceptable behaviors; to protect children from hurting themselves and others; to prevent children from destroying materials and equipment; to help each child feel safe and secure. Reasonable, minimum rules fairly and consistently enforced, encourage cooperation and feelings of security in children.

Positive Reinforcement

Acknowledgment for appropriate behavior and for earnest attempts enhances a child's good feelings about themselves and his/her sense of competence. Recognition for constructive behavior reinforces such behavior. Children are encouraged to use words to express their feelings of anger and frustration as well as joy and pride. In developing self discipline children will move from corporal expression of feelings to verbal expression. Teachers will act as facilitators between children, helping them verbalize their feelings and thoughts and to help them solve conflicts.

If a child consistently displays inappropriate behavior in an activity or situation, the teacher will try to re-direct the child into a new area. If the behavior continues, a teacher may remove the child from the situation, but in close proximity to the group. Return to the group begins by the child letting the teacher know when s/he is ready to participate in an appropriate manner, or after the teacher has talked with the child and helps her/him rejoin the group. At no time will a child be roughly handled or abused. Teachers may express disapproval over the actions of a child, but they must make it clear to the child that it is the behavior that is unacceptable, not the child.

Role of the Parents in the Discipline Process

Children are most likely to respond to attempts to discipline them when the adults involved are consistent; that is, when every adult who disciplines the child uses similar techniques.

Parents often find it difficult to be consistent at those times when family or financial pressures, or other stresses seem more important than a child's misbehavior. The parent may feel that keeping the child quiet, whatever it takes, is the only solution at that moment.

However, there are other solutions. One of the many roles of the Child Development Laboratory School staff is to work together with parents to help children develop appropriate behaviors. Parents are invited and urged to discuss their concerns about their children's behavior with teachers and to plan together with staff means of responding consistently to problem behaviors. In this way, children will always get the same message from the important adults in their lives (parents and teachers) about those behaviors that are acceptable and those that are not.

STAFFING

While no one can replace a loving parent, an excellent early childhood teacher can enrich your child’s life and give you peace of mind that your child is in good hands. The staff of Glendale Community College Child Development Laboratory School is academically prepared and trained in Early Childhood Education. The environment, the **high ratio of adults to children**, and the planned work conditions encourage the best in teacher competencies. Our experience has confirmed that one of the most significant factors in providing a quality environment for children in a group setting is the number of paid, educated professional staff available with whom the children can interact and relate to.

The staff is committed: to continuing their education and bringing cutting-edge methodologies to the classroom; to serving children and their families through education, resources and current practices; and to student training — we are training the next generation of teachers. To sum it up, the staff is committed to quality and excellence.

Following are the minimum paid ratios of teachers to children in the different rooms:

Room	Approximate Age	CHILD DEVELOPMENT CENTER Ratio	State Minimums	NAEYC
Koalas	6mo - 24mo	1:3	N/A	1:3
Dinosaurs	2 - 3 years	1:6	1:8	1:6
Cricketts	3 - 4	1:12	1:8	1:12
Dragons	4 - 5	1:12	1:8	1:12

The Role of the College Students

Child Development Instruction is the program that enables this center to exist --- it is our life’s blood. Currently, the program offers over 20 courses which meet academic and vocational needs of students preparing for entry level positions in early childhood education, administration, or planning to enter the field of elementary/secondary education, sociology, psychology, or medicine. All Child Development courses are transferable to University of California campuses.

During the past years the program has participated in numerous grants which have received national recognition: America Reads, AmeriCorps, and CalWorks. We have grown in the past several years from 743 students a year to over 1,200. The instruction program and faculty enjoy many campus, state and national honors: Distinguished Faculty, State Model of Integration and Innovation, and Who's Who Among America's Teachers. Our students rank consistently among the Dean's list recipients, National Dean's Honor Lists, and Alpha Gamma Honor Society.

But above all these things is the daily interaction that the students have with the children and families of our center. The professional teaching staff is supported by student field workers, student teachers, nursing students, teaching and administrative interns from local colleges and universities, community service volunteers from local high school and the college volunteer center. Each of these adult students brings energy, enthusiasm, and enrichment to the program.

The Laboratory School serves both young children and students at Glendale Community College, as well as the University of Southern California, the University of California at Los Angeles and the local California State University campuses. Because our first priority is excellence in early childhood programming, we are able to provide numerous opportunities for college students to observe child development and teaching methodology and to practice developing skills in education and other disciplines.

The Child Development Center Director, the Laboratory teaching staff, and/or college faculty, students will work directly with children. Students will be involved in classroom instruction. They may also be involved in the preparation of snacks, supervision of children indoors and out, and in special projects related to administration of the center and/or curriculum development.

As a part of our community commitment, the Laboratory School also acts as a learning/volunteer center for community service programs for local high schools, colleges and universities. Name tags will clearly identify the students and student volunteers. All students who participate in the laboratory program have TB tests.

PROGRAM DETAILS

The Glendale Community College Laboratory School is licensed by the California Department of Social Services and must follow all Title 22, local city and county fire and health regulations. These criteria include staff qualifications, ratios, health and safety standards, space (35 sq./child indoor and 75 sq./child outdoor), toy and equipment standards, and standards for areas of service. Additionally, the Laboratory School is accredited by the National Association for the Education of Young Children. This accreditation assures much more than a minimum standard for health and safety, but is an assurance of high quality as ascertained by a standard established by a national body of experts in the field of early childhood education.

Emerging Practice

By engaging in the accreditation process we are constantly seeking to make our classrooms and program a better place for children and families. It is an opportunity to recognize where our program is doing well and to identify where we could be even better. One of the ways that this is accomplished is by focusing on Emerging Practices. Emerging Practice Criteria are accreditation criteria that have been identified by NAEYC as best practices, however, because they are not currently widely practiced and may require time for training or facility renovation they do not negatively affect re-accreditation. We have chosen to work on several emerging criteria in the past including:

This year we have chosen the 4.C.01 Emerging Practice: “All children receive developmental screening that includes the timely screening of all children within three months of program entry;

- screening instruments that meet professional standards for standardization, reliability, and validity;
- screening instruments that have normative scores available on a population relevant for the child being screened;
- screening children's health status and their sensory, language, cognitive, gross motor, fine motor, and social-emotional development;
- a plan for evaluating the effectiveness of the screening program;
- using the results to make referrals to appropriate professionals, when appropriate, and ensuring that the referrals are followed.”

The Laboratory School operates three programs. The Day Program, which is available between the hours of 7:30 A.M. and 5:30 P.M., five days a week, 12 months of the year.

The Day Program

Three sessions are available: Monday through Friday; Monday, Wednesday, Friday; or Tuesday, Thursday. This schedule applies to Koala and Dinosaurs only. After transitioning to Pre School side, full time will be the only option. The Program operates on a 12 month basis with the exception of the observance of the following holidays and staff in-service days:

- New Year's Day
- Martin Luther King Day
- Lincoln's Birthday
- Washington's Birthday
- Cesar Chavez Day
- Armenian Genocide Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Break
- Christmas Break
- New Year's Eve

A child must be 6 months old by August 1st of the year he/she is to attend in order to be eligible for the Program.

First priority for enrollment is to our returning families, college faculty/staff, and college students with community families eligible on a first-come, first-served basis, according to the date the application and fee for admission is received.

The Koala classroom has a maximum capacity of 9 children. The Dinosaur classroom has a maximum of 12 children per classroom. The Cricket and Dragon classrooms allow a maximum of 15 children per classroom. Age groupings are generally based on the child's age. Groupings are flexible and a child may be moved from one group to another to meet special needs. All but the youngest groups intermingle freely throughout the school day according to individual interests, needs, differences, and capabilities.

Quality Start Los Angeles (QSLA)

What is Quality Start LA?

Quality Start Los Angeles (QSLA) is the county wide Quality Rating & Improvement System (QRIS) for early learning programs serving children ages birth through 5, including licensed centers, family child care homes, and certain caregiver networks. It is designed to empower early learning providers to build upon and improve the quality of care they provide to children ages birth to five and their families.

QSLA is supported by a consortium including the Los Angeles County Office of Education, first 5 LA, CCALA, and other partners aiming to elevate early education standards across the county.

Head Start/Early Head Start Program

Head Start is a free, federally-funded program that offers early childhood education and family support services to eligible children from birth to age 5 and their families. The program's mission is to provide high-quality services in safe settings to prepare children for school and life. Head Start programs are run by local school districts, community action agencies, and nonprofit organizations.

State Preschool Program

Admission and Enrollment

The Glendale Community College, Child Development Lab School participates in the California State Preschool Program (CSPP), funded by the Early Education Division of the California Department of Education. Enrollment follows California priorities, with children in protective services, at-risk children, and those with IEPs receiving first priority. Our staff can assist families in determining income eligibility.

Eligibility Requirements

Families may qualify for CSPP if they meet at least one of the following:

- Receive current aid (e.g., Medi-Cal, CalFresh, Head Start, CalWORKs, etc.)
- Meet income eligibility guidelines
- Are homeless
- Children are in protective services
- Children are identified as abused, neglected, exploited, or at risk
- Family income is no more than 15% above the eligibility threshold
- Family lives in the same area as a qualified Free and Reduced-Price Meals (FRPM) school

Enrollment Priorities:

Priority 1:

Three- or four-year-old children who are in child protective services or at risk of neglect, abuse, or exploitation, with a written referral from a legal, medical, or social service agency.

Priority 2:

Eligible four-year-olds, in this order:

1. Children who were enrolled in the State Preschool Program as three-year-olds (income does not affect priority).

2. Children from families with the lowest income based on the State Superintendent of Public Instruction's most recent income schedule.

3. Among families with the same income ranking, children with exceptional needs (per Education Code §8208(l)) are admitted first.

4. If no children have exceptional needs, the program may give priority to:

- Children who are limited English or non-English proficient
- Children whose special circumstances may affect normal development

5. After all eligible four-year-olds are enrolled, three-year-olds may be enrolled based on the above priorities.

Program for Infant Toddler Care (PITC)

In June 2008 Glendale Community College Child Development Department and Laboratory School were selected to become one of the five PITC Demonstration Programs in California. These demonstration sites are a result of collaboration among the Community College Chancellor's Office, WestEd, and California Department of Education. The demonstration sites are where PITC training institute participants, early childhood education students, program managers, policymakers, and other visitors can unobtrusively observe the PITC philosophy of infant/toddler care in action.

The Program for Infant/Toddler Care (PITC) approach equates good care with trained infant/toddler care teachers who are preparing themselves and the environment so that infants can learn. For care to be good, the program must explore ways to help infant/toddler care teachers get "in tune" with each infant they serve and learn from the individual infant what he or she needs, thinks, and feels. Infant care is based on relationship planning -- not lesson planning -- and emphasizes child-directed learning over adult-directed learning.

The PITC philosophy also sees the setting for care as critical. Therefore, the infant/toddler environments ensure safety, offer infants appropriate developmental challenges, and promote optimum health for children. An equally important program component is the strengthening of the child's developing family and cultural identity by making meaningful connections between child care, and the child's family and culture.

This is our newest program and we are committed to meeting the needs of children and families on an individual basis. This will require patience from all parties involved as this is an enduring process that will require thoughtful implementation, continual revision and constant communication.

Admissions

The Glendale Community College Child Development Laboratory School is operated on a nondiscriminatory basis, according equal treatment and access to services without regard to race, color, national origin, ancestry, gender, or religion, with the exception of the preference given to returning parents, college faculty/staff, and college students. This admission policy is in accordance with the State of California Department of Social Services.

The program refrains from religious instruction and worship. EC sections 8231, 8242, and 8247, 5 CCR Section 17789.

After acceptance into one of the Laboratory School programs, each family will be contacted for an interview/orientation session. The following forms and procedures are to be completed **before** your child will be admitted to the Laboratory School (additional forms may be required for State

Preschool Programs):

1.	Application
2.	Enrollment Agreement
3.	Identification and Emergency forms
4.	Acknowledgment and Release
5.	Preadmission Health History
6.	Physician's Report (TB test confirmation)
7.	Immunization Record
8.	Family and Social History
9.	Release and Permission
10.	Parent's Rights receipts
11.	Publication of Addresses and Phone #
12.	Earthquake/Disaster Packet
13.	Personal Rights
14.	Signed Policy & Procedure receipt

Transition

Starting a new school can be a difficult experience for a parent and a young child. We encourage parent and child to visit the Laboratory School after the initial visit and prior to actual enrollment. One or more visits to the school during activity time, lunch and nap (if the child is staying all day), provide an opportunity for the child to become comfortable with the new environment before setting off on their own.

First Day of School

On the first day of school, the child needs to bring:

- A. Formula in labeled, unbreakable bottles and lunch (if the child is enrolled in the Day Program). Milk, Breakfast and a afternoon snack is provided for the Day Program.

- B. A complete change of clothes, labeled, with extra underpants and socks.
- C. If napping, a blanket, labeled.
- D. If the child is not toilet independent, you will need to provide diapers and wipes.
- E. The individual earthquake emergency kit.

FINANCIAL INFORMATION

The aspects that most influence a program's ability to provide high quality services revolve around characteristics of the staff --- number, qualifications, ability, dispositions, and stability --- and characteristics of the environment. Each aspect is associated with costs, and the lack of resources that has characterized the early childhood field had led too often to compromising on these characteristics. We are fortunate to be a college program and have the backing of the institution to support quality, compensation and affordability.

Tuition

The Glendale Community College Child Development Laboratory School is a non-profit, organization. However, the actual costs of operating the Laboratory School far outstrip the income generated through tuition, fees and fundraising. Full cost of quality is, therefore, subsidized by the Instruction Program.

You are not paying for holidays or in-service days since the rates are based on the days school is in session and pro-rated over the regular school year. You will have twelve equal tuition payments for the Day program. If you wish to pay the tuition on an annual or quarterly basis, arrangements can be made at the front desk. The Evening Program tuition is charged on a monthly basis. Tuition for the upcoming year for each program is located on the enclosed flyer.

At the time of enrollment, parents are required to sign an admissions agreement and pay the registration fee. There will be a 5% discount on the tuition of older sibling(s) for parents with two or more children concurrently enrolled in the Laboratory School, and 15% for GCC faculty and staff members.

Parents will be given one month's notice before any approved fee change becomes effective. There will be an annual review of the admissions agreements. Payment of fees must be made IN ADVANCE of services rendered and are due prior to the first of the month for which the payment is being made. **The full fee must be paid regardless of absences, including vacation.** It may be helpful to think of tuition as you might rent an apartment. It holds a place for your child in the Laboratory School. Just as a landlord is unable to fill your apartment for a few weeks while you go on vacation, we are unable to fill your child's space for a brief vacation period while our operating expenses remain constant.

Checks or money orders should be made payable to: Glendale Community College. A fee of \$10.00 will be charged for payments made more than 5 days after the first of the month. A fee of \$35.00 will be charged for returned checks. NO REFUNDS OR PARTIAL REFUNDS WILL BE MADE FOR TIME MISSED BY A CHILD. When your child is absent from school, you may keep his

place only by continuing the payment of the tuition fee. An excess of 2 returned checks per school year will result in CASH ONLY payment for the remaining school year.

Why rates for child care differ and the significance of ratios.

Child care fees vary greatly in our community. As you read, please, keep in mind: quality care and education for young children is expensive because the primary resource being utilized is people's time. We believe that the single most significant factor in the development and well-being of children is access to responsive and skilled adults. While program structure and school environment are significant, no amount of structure or shiny environment can take the place of an educated, nurturing adult.

But while child care can be expensive, it is generally inadequately funded. Gwen Morgan of Wheelock College has developed a term to describe the economics of child care. It is called the "trilemma" of child care. In this model child care is seen as a closed economic system, a triangle composed of parents, staff and children where benefit to one comes at the expense of another.

If tuition rates are low, there is some form of subsidy taking place or the quality of the program is suffering. Subsidization takes two forms: one in which money or services are provided from an outside source; the other is more subtle, where the care giver works for substandard compensation. Deficient program quality is most often displayed in poor ratios of teachers to children or utilization of untrained and/or low paid staff. The many components of quality in schools are not always discernable. For instance, frequency of staff meetings, openness of communication among staff, and responsiveness to parent concerns all have significant impact on your child's experiences.

Application Fee

An application fee of \$35 is payable when you apply to place your child on the waiting list. (**Not applicable to students attending our State Preschool Program**). This fee covers the registration cost, and at the same time, holds a place for him/her in the program. This fee is **non-refundable**.

Suspension and Expulsion Policy

In accordance with Title 5 of the California Code of Regulations and California State Preschool Program (CSPP) Management Bulletin 23-08, our program does not suspend or expel children due to behavior except in very limited and extraordinary circumstances involving serious safety concerns.

Suspension means the temporary removal of a child from all or part of the program day in response to behavior. Briefly assisting a child in calming down (for no more than 30 minutes and under teacher supervision) is not considered suspension.

Expulsion means the permanent dismissal of a child due to persistent and serious behaviors. Persistent and serious behaviors are repeated behaviors that significantly interfere with safety or learning and are not responsive to developmentally appropriate guidance and support.

Before considering suspension or expulsion, the program will:

- Partner with parents or guardians
- Document concerns and interventions
- Implement behavior supports within the classroom
- Utilize available community resources, including early childhood mental health consultation
- Develop a written plan to support the child's continued participation

Suspension may only occur as a last resort when there is a serious safety threat that cannot be reduced or eliminated through reasonable supports. Expulsion may only occur after documented efforts to maintain safe participation have been made and in consultation with the family.

If suspension or expulsion is determined necessary, families will receive a written Notice of Action (NOA) and have the right to appeal directly to the California Department of Education within 14 calendar days, as outlined in MB 23-08 and Title 5 regulations (applicable only to state preschool families).

Our goal is always to ensure the safety, dignity, and full participation of every child while working in partnership with families to support children's development.

GENERAL POLICIES

Arrival, Pick-up and Parking

CDC operational hours are 7:30am. to 5:30pm. If you would like to speak with your child's teacher about their day, please plan to arrive before 5:30pm. Our teachers are required to leave the center no later than 5:30pm. Thank you for your understanding and cooperation.

State regulations require the school to check each child upon arrival for any obvious signs of illness. The Opening Teacher will check your child each day, the person bringing the child must wait until the inspection is over before leaving the premises. If the Opening Teacher feels that the child is not well enough to attend school, the person bringing the child will be asked to take the child home. In compliance with state regulations each child must be signed in and signed out every day by an accompanying authorized adult with full name signature.

Important: All children must be dropped off and picked-up by parking in the parking lot adjacent to the Laboratory School. Younger siblings may not be left in the vehicle while picking-up and dropping off students. This is for your children's safety. Failure to follow this guideline will result in administrative action.

When you sign your Admissions Agreement, you are stating the contracted hours that your child will be in our care. Please try to be prompt in picking up your child. Children anxiously anticipate the arrival of a parent and we appreciate your promptness. We are aware that situations will arise and on occasion a parent may be late in picking up a child. If you find that you are going to be detained, please notify the Laboratory School immediately so that we can assure your child that you are coming.

The CDC Parking Lot is reserved for staff, parents. There is a minimum of 20 minutes allowed for drop-off and pick-up, please park in the lower parking if you need more time. You must display the Parking Permit given to you at the beginning of the school year. Failure to do so will result in a City of Glendale parking ticket which has a fine of \$50.00.

Late Pick-up Fees

There will be a late pick-up fee of \$5.00 for the first 5 minutes late and \$5.00 for every minute thereafter for children not picked up by 5:30 p.m. Late fees are paid directly to the staff member required to supervise the child.

On occasion, a parent may request a currently unauthorized person to pick up their child(ren). In these circumstances, the parent must:

- * call the Director (or teacher in her absence) to inform them.
- * provide the name and description of individual picking up the child.

The Director or teacher will call the parent back to verify this request, also shall request identification from the person picking up the child before the child is released from the Center.

Schedule Changes

Any schedule or program changes must be made with the Director.

Visitors

Individuals and groups wishing to visit the Laboratory School must have prior approval of the Director. All visitors must sign-in at the front desk and wear an identification badge.

Lunch

We are subcontracted with Pacific Clinics, which allows us to participate in a food program provided by an outside vendor. The program includes three meals daily: breakfast, lunch, and a snack. Please note that these meals are included in your tuition. For children with allergies, parents must complete the necessary paperwork, which will be submitted to the food vendor for appropriate meal substitutions. If there are any updates or changes to your child's allergies, please inform the front desk immediately.

By your cooperation in adhering to our nutrition policy, we can have a continuum of philosophy throughout the day and use lunch time as a learning environment for your child(ren) and the students involved with the program.

Meal Schedules

Breakfast is served to the children at 9:00 a.m. Lunch will be served between 11:30 a.m. and 12:00 p.m. An afternoon supplemental snack will be served mid-afternoon after the rest period (approx. 3:00 p.m.).

The Food Guide Pyramid shows how everybody can make food choices for a healthful diet as described in the Dietary Guidelines for Americans. A special Food Guide Pyramid was developed to help you teach your preschoolers what to eat to help them grow and stay healthy.

The Pyramid divides food into five major food groups: grains, vegetables, fruits, milk and meat. The foods shown in the Pyramid are those that many children know and enjoy. Each of these food groups provides some, but not all, of the nutrients and energy children need. No one food






group is more important than the other. For good health and proper growth, children need to eat a variety of different foods every day.

The small tip of the Pyramid shows fats and sweets. These are foods such as salad dressings, cream, butter, margarine, sugars, soft drinks, and candies. Go easy on these foods because they have a lot of calories from fat and sugars, but a few vitamins and minerals.



Young children's appetites vary widely from child to child and from day to day. In general, portions for 2-3 year olds are about 2/3 the portion size for kids 4-6 years. The exception is the Milk Group - all kids need at least two full servings a day. Use this chart as a guide to help you estimate portions that are reasonable for youngsters .

When introducing foods to toddlers for the first time offer new foods in "try me" portions at first, then let your child ask for more.

	Very Young (up to age 2)*	2-3 year olds	4-6 year olds
GRAIN GROUP 	Up to 6 servings 1/2 slice or 1-2 tablespoons	6 servings 2/3 slice or 1/3 cup	6 servings 1 slice or 1/2 cup
VEGETABLE GROUP 	Up to 3 servings 1-2 Tbsp	3 servings 1/3 cup	3 servings 1/3 cup
FRUIT GROUP 	Up to 2 servings 1-2 Tbsp or 3 oz juice	2 servings Small piece fruit or 4 oz juice	2 servings Medium piece fruit or 6 oz juice
MILK GROUP 	2-3 servings 1/2 cup or 1/2-1 oz cheese	2 servings 1 cup or 1-1/2-2 oz cheese	2 servings 1 cup or 1-1/2-2 oz cheese
MEAT GROUP 	2 servings 1-2 Tbsp	2 servings 1-1/2 oz or 1 egg or 1/2 cup beans	2 servings (total 5 oz) 2-3 oz (1 egg or 1/2 cup beans=1oz)

* Check with a pediatrician about the types and amounts of foods to feed children under 2 years.

Behavioral Considerations

Biting

For infants and toddlers, biting is a normal developmental behavior. However, because biting is a health issue, the Laboratory School has developed a procedure to deal with excessive biting. If a child bites another child more than twice in one week, or forms a pattern of biting over a course of 3 weeks, the classroom staff will initiate a two week daily observation record. A “shadow” will be assigned to the “biter” to help in problem solving and prevention. The classroom team will conference with the “biter’s” parents and age appropriate goals will be set.

Television and Technology Policy

The role of technology in early childhood education, birth to age eight, is a controversial topic. Parents and educators have concerns about potential benefits or harm to young children. Research suggests appropriate and effective uses of technology in early learning and provision of guidance in selecting the tools and creating the environment are essential for successful technology use. Studies point to how technology—computers and other tools such as tape recorders and cameras—can be used to support and encourage the development and learning of preschool and primary age children. The critical factor is a balanced approach to technology in learning, with thoughtful planning to provide for the important needs of childhood.

The use of technology in the curriculum is based on the needs of the children, the focus of the curriculum, and whether the technology will add to children’s educational opportunities and experiences. Teachers will provide a list of the software that the children will be using; computer time is limited to no more than 10-15 minutes per child. The television is limited to enhancing the curriculum focus in the classroom. For example, when studying sign language a video that shows children signing and singing in sign would be used. Television is not used in transitions, nor is it used to occupy children’s time. Alternative activities are provided while technology is being used to meet individual children’s needs and is used as one of many free choices.

HEALTH POLICIES

The Laboratory School health policies are based on Managing Infectious Diseases in Child Care and Schools, published by the American Academy of Pediatrics (2005) and Centers for Disease Control and Prevention recommendations for early childhood programs for the 2009-2010 Influenza Season.

In case of illness or accident occurring while your child is in our Laboratory School, the following procedure will be observed:

- 1) Parents will be contacted.
- 2) If parent cannot be reached, the Director or classroom team will decide the next step according to circumstances and seriousness of situation. We may do any or all of the following:
 - (a) Contact person listed by parent on emergency information sheet
 - (b) Call emergency personnel

Conditions Requiring Temporary Exclusion

The decision to exclude a child from care will be based on whether there are adequate facilities and staff available to meet the needs of both the ill child and the other children in the group. The laboratory school staff and not the child's family will make the final determination about whether the ill child can receive care in the child care program. Children will be excluded if:

- 1) The child's illness prevents the child from participating comfortably in activities that the facility normally offers for well children.
- 2) The illness requires more care than the child care staff is able to provide without compromising the needs of the other children in the group.
- 3) Keeping the child in care poses an increased risk to the child or to other children or adults with whom the child will come in contact.
- 4) The child has any of the following conditions, unless a health professional determines the child's condition does not require exclusion:
 - Appears to be severely ill.
 - Fever (temperature above 101° F or higher, and behavior change or other signs and symptoms (e.g., sore throat, rash, vomiting, diarrhea, earache, etc)).
 - Flu-like illness and a fever of 100 ° F or greater, or signs of a fever, without fever-reducing medications. Children must remain home until at least 24 hours after they are fever free without fever-reducing medications.
 - Diarrhea – defined by more watery stools, decreased form of stool that is not associated with changes of diet, and increased frequency of passing stool that is not contained by the child's ability to use the toilet-until the diarrhea resolves.
 - Blood in the stools not explained by dietary change, medication, or hard stools.

- Vomiting more than 2 times in the previous 24 hours, unless the vomiting is determined to be caused by a noncommunicable condition and the child is not in danger of dehydration.
- Abdominal pain that continues for more than 2 hours or intermittent pain associated with fever or other signs or symptoms.
- Mouth sores with drooling.
- Rash with fever or behavioral changes.
- Pink or red conjunctiva (i.e., whites of the eyes) with white or yellow eye mucus drainage (signs of bacterial infection), often with matted eyelids or skin around the eye until treatment has been started (viral conjunctivitis usually has a clear, watery discharge that may not require exclusion).
- Tuberculosis, until the child's physician or local health department states child is on appropriate treatment and can return.
- Impetigo, until 24 hours after treatment has been started.
- Streptococcal pharyngitis (i.e., strep throat or other streptococcal infection), until 24 hours after treatment has been started.
- Scabies, until after treatment has been given.
- Chickenpox (varicella) until all lesions have dried or crusted (usually 6 days after onset of rash).
- Pertussis, until 5 days appropriate antibiotic treatment.
- Mumps, until 9 days after onset of parotid gland swelling.
- Measles, until 4 days after onset of rash.
- Hepatitis A virus infection, until 1 week after onset of illness or jaundice or as directed by the health department when immune globulin has been given to the appropriate children and adult contacts.
- Any child determined by the local health department to be contributing to the transmission of illness during an outbreak.

If the child care staff is uncertain about whether the child's illness poses an increased risk to others, the child will be excluded until a physician clears the child to return to school. A child whose illness does not meet any of these conditions listed below *does not need to be excluded*.

Specific Conditions that do not require exclusion are:

- 1) Children who are carriers of an infectious disease agent in their bowel movement or urine that can cause illness, but who have no symptoms of illness themselves. Exceptions include E coli, shigella or Salmonella typhi.
- 2) Children with conjunctivitis (pink eye) who have a clear, watery eye discharge and do not have any fever, eye pain, or eyelid redness.
- 3) Children with a rash, but no fever or change in behavior.

- 4) Common colds, runny noses (regardless of color or consistency of nasal discharge), and coughs.
- 5) Rash without fever and behavioral changes.
- 6) Ringworm (may delay treatment until the end of the day).
- 7) Thrush (i.e., white spots or patches in the mouth).
- 8) Fifth disease (slapped cheek disease, parvovirus B19) in a child without immune problems.
- 9) Cytomegalovirus infection.
- 10) Chronic hepatitis B virus infection.

Procedure for Management of Short Term Illness:

The classroom team will decide whether a child who is ill will be permitted to remain in the program. If a child becomes ill during the time the child is in care:

- 1) The child's primary caregiver will notify the classroom team and complete a symptom record to document date, time, and symptoms of illness.
- 2) The classroom team will determine if the child may remain in the program or is too ill to stay in child care.
- 3) The caregiver will call the parent.
- 4) The child's symptoms will be treated as agreed upon with the parent. The treatment will be written on the symptom record. The child will be reassured by the caregiver.
- 5) The symptom record will be given to the parent so that the parent has the information needed to continue the child's care and, if necessary, to consult the child's health provider for management of the child's illness.
- 6) If the child is too ill to stay in child care, the child will be provided a place to rest until the parent arrives. The child will be supervised at all times by someone familiar with the child.

Communicable Disease

Any child with a communicable disease is expected to stay home and the parents are required to notify the Laboratory School immediately. If children are exposed to any communicable disease while at school we will notify the parents. A doctor's exam is required to be on file for each child. We also need records of all required immunizations and results of a TB test. This is in compliance with the State of California and the County Health Department

Reporting Requirements:

Some communicable diseases must be reported to public health authorities so that control measures can be used. Families will be reminded to notify the child's primary caregiver within 24 hours after the child has developed a known or suspected communicable disease and to inform the director if any member of their immediate household has a reportable communicable disease.

While respecting the legal boundaries of confidentiality of medical information, the director will notify the appropriate health department authority about any suspected or confirmed reportable disease among the children, staff, or family members of the children and staff. Families of children who may have been exposed to a child with a communicable disease or reportable condition will be informed about the exposure according to the recommendations of the local health department.

Emergencies

Teachers may administer first aid for minor injuries (cuts, bruises, etc.). The procedures consist of cleaning and covering the injury and/or applying ice when necessary.

In the cases of more serious injuries involving deep or extensive cuts or possibly broken bones, the parent and the paramedics will be contacted immediately.

Permission to Reenter School after Illness

1. After short absences, a verbal interview with the primary caregiver and a careful morning inspection will determine whether or not the child is well enough to return to school.
2. After a child has been ill or obtained an injury that is more serious than a minor cut or scratch

the parent needs to indicate to the teaching team what activities the child can be included or excluded from and that the child does not require an increase in supervision from the staff.

Request to Administer Medication

Because of the responsibility that giving medicine places on the staff, only prescription medicines will be given. If the doctor tells you to give your child a non-prescription medicine, you must bring a note from him. Under no circumstances will the staff give your child non-prescription aspirin, throat lozenges, cold medication, or cough syrup, without written approval. If you bring medicine to school you must:

1. Make sure it is in the original prescription, child-proof container (inform doctor before he authorizes the prescription). **NO OTHERS WILL BE ACCEPTED!**
2. Fill out a Request to Administer Medication Form stating what the medicine is, when it is to be given, for how long, and how much. The form must be signed by the parent. This must be done for each day the child is to receive medicine. Forms can be obtained from the front desk.
3. Put the medicine in the refrigerator in the kitchen.

Infection Control

The Laboratory School staff has been trained to practice sound hygiene and sanitary practices to limit the spread of infection from child to child --- this is particularly important in the toddler area. Staff wash their hands in a prescribed manner after toileting, changing or checking diapers, changing soiled clothing, blowing and cleaning noses, before and after administering first aid, after handling items used by a child who has become ill, and whenever necessary. In addition, should the teacher's clothing become soiled while performing a task involving bodily discharge, waste or vomit, the teacher will change his/her clothes immediately.

The children will be taught to flush the toilets when they are used and to wash hands after using the toilets and before meals. When a child's clothing has become soiled, s/he will be changed into dry clothing as soon as possible. Soiled or wet clothes are placed in plastic bags and sent home the same day or evening with parent.

The following are routine procedures designed to provide a clean and healthy environment for the children and staff:

- * Infant sheets are washed daily.
- * Toddler cots and sheets are washed weekly
- * Toddler toys are washed and disinfected weekly.
- * Preschool cot sheets are changed weekly.
- * Diapering areas are disinfected after each use.
- * Janitorial service cleans and disinfects bathrooms daily.
- * Classrooms are cleaned daily, floors and rugs are washed or vacuumed daily. Floors and carpets are shampooed or waxed twice a year.
- * All equipment is maintained in a safe, clean condition, and in good repair.

Rest/Napping

An opportunity for resting/napping is provided for 12 months through 4 year olds each day between 12:30 and 3:00 p.m. Each child has his own cot, with a Laboratory School sheet, and a blanket from home. The cot and blanket are labeled with the child's name. Children may bring one item from home to sleep with. These will not be used at any other time or by other children.

PARENT INVOLVEMENT

Parent participation is a key component of our program. Parents entering the Child Care Laboratory School for the first time or currently enrolled, must attend the Program Parent Orientation held in August. Additionally, parents of children enrolled in any of the Child Care Laboratory School programs are required to sign the Parent Participation Contract. The Laboratory School staff is committed to enhancing not only the children's development, but the success of the whole family. When parents are involved in their children's school, the children benefit and enjoy greater success, the families thrive, and a community of support develops.

Participation in the different activities of our programs are vital to the success of our Laboratory School. When parents are involved in their children's school, the children benefit and enjoy greater success, the families thrive, and a community of support develops. To this end, we encourage you to participate in as many events as your schedules allow. Attendance will be recorded, events publicized well in advance, with the expectation that you will be involved.

25 hours of Parent Participation is required. **(Not applicable to students attending the State Preschool Program.)** There are several options available to assist you in fulfilling your obligation. Parents may choose to complete their hours through participation in Events and Activities, by donating equipment or services (at the discretion of the administration), or a combination of these.

Parents will be oriented into the policies and procedures of the Laboratory School upon enrolling their child(ren) in the program. Orientation will consist of:

- * Familiarization with schedules and routines
- * Parental responsibilities (signing in and out, bringing extra clothes, etc.)
- * Information regarding what the parent can expect from the child upon entering the Laboratory School
- * Review of file information
- * Sick care and infection control policies
- * Emergency medical procedures

Teachers and parents can exchange information about the child on a daily basis as part of the greeting or departure process and parent conferences will be scheduled at the request of either the parent or the staff.

Methods of Parent/Staff Communication

To facilitate communication at all levels among parents and staff, we encourage parents to speak directly with Laboratory School staff. In addition, these other means of communication are available:

- * **Parent Boards**
are displayed in each classroom. These boards are used to display flyers regarding special events. Staff also displays daily schedules here.

- * **Parent/Staff Board**
The Director will post certain articles of interest to parents on the main hall board located outside the Department Administration office, i.e. educational comments, workshop announcements, etc.

- * **Parent Folder Boxes**
Each family has a folder in their respective classrooms. Please check daily for receipts and correspondence.

- *

If a parent has a question or concern regarding his or her child, the question can be directed in the following manner:

- * First, to the child's teacher, the person with the greatest direct knowledge on a day-to-day basis.
- * Then, if the issue is not satisfactorily resolved, it can be taken to the Laboratory School Director.

Parent/Teacher Conferences

Two formal Parent/Teacher conference will be scheduled to allow both parents and teachers to share their thoughts, concerns and expectations for the program and the development of the child.

A record of the conference will be signed by the teacher and parent and kept in the child's file. Parents are encouraged to keep-up-to-date on their child's development on a day-to-day basis by visiting with the staff when they bring their child to the Laboratory School each day. Formal conferences can be scheduled at any time at the request of either parents or staff.

Open Door Policy

Parents are always welcome in our classrooms. We want you to look often into our busy, happy, noisy, creative classrooms and see your child at play. We want you to know, to understand, and to discuss with us our goals. To that end, the Director's office door is always open, a pot of coffee or tea is on. Please feel free to drop by and talk about your concerns, ask questions or just chat. We want you to realize the validity of what is being taught and what is being learned. Together, we can help your child develop his or her full potential.

Parents are encouraged to visit classrooms informally at any time with the understanding that the teacher's first responsibility is the supervision of the children. If the parent desires a conference with the teacher, advance notice must be given. Parents are encouraged to join their child(ren) for an occasional lunch in the older classes, where separation has been established.

Photographs, Year Book, and Class Directories

In your enrollment packet, you will receive a Photo/Class Roster Release Form which is optional. This form allows the Laboratory School to use any pictures or videos, which may, in the course of the year, be taken to be used in public relation sources. These sources may or may not include the local newspaper, brochures, yearbooks, and/or videos produced by the school. This form also provides for the release of your child's name, address and phone number to other parents of children in your child's classroom.

Expectations

All that we expect of the children is that they come to school, be themselves, and have respect for others. What we expect of parents and guardians is that you read the operating procedures in this handbook and the supplemental notes that we may share in Learning Genie from time to time; and that you feel free to be a part of the school, offering suggestions, comments, and constructive criticisms, as well as financial and moral support.

Toilet Learning at CDC: A Partnership Approach

At CDC, our approach to toilet learning is grounded in developmentally appropriate practice, respect for each child, and strong partnerships with families. We view toilet learning as a natural and individualized process that unfolds best when children feel supported, confident, and connected to the adults who care for them, both at home and at school.

Toilet learning is most successful when it is intentionally initiated together by families and teachers. By working as partners, we can ensure consistency, shared expectations, and a positive experience for each child.

Our Guiding Beliefs

- Toilet learning begins during everyday routines, including diaper changing.
- Children thrive when adults use positive, patient, and encouraging language.
- Children are active participants in their own care. Teachers narrate routines and invite children to help as they are able.
- We respect each child's growing sense of autonomy, independence, and confidence.
- Consistent routines help children develop awareness of their bodies, which supports readiness for toilet learning.
- Responsive caregivers observe each child's development and follow the child's lead rather than setting arbitrary timelines or expectations.

Creating a Positive Toilet Learning Experience

- We avoid power struggles. Toilet learning should be calm, encouraging, and pressure-free.
- Accidents are a normal and expected part of the learning process and are handled with a neutral, supportive approach.
- Children often mirror adult reactions; therefore, teachers model patience, warmth, and reassurance at all times.

Our Approach to Rewards and Relationship-Based Care

In alignment with PITC (Program for Infant/Toddler Care) and NAEYC principles of developmentally appropriate, relationship-based care, CDC does not use rewards, treats, charts, or incentive systems for toilet learning.

PITC and NAEYC emphasize that self-care skills, including toileting, develop within trusting and respectful relationships. When adults are responsive to children's cues and provide consistent, supportive care, children build confidence, autonomy, and body awareness. External rewards can interfere with this process by shifting focus away from internal cues and the supportive adult-child relationship.

We view toileting as a natural developmental milestone, similar to eating, sleeping, or hand-washing, skills that develop over time through routine, modeling, and encouragement rather than incentives.

Teachers support toilet learning by:

- Building warm, responsive relationships with each child
- Offering calm, respectful guidance and encouragement
- Maintaining consistent routines that promote independence and body awareness

This approach honors each child's individual developmental timeline and strengthens the trusting partnerships essential to successful toilet learning.

- Teachers and families partner to determine when a child is ready to begin toilet learning.
- Families receive information about classroom routines and practices so learning can be supported consistently at home.
- Families are encouraged to communicate changes, successes, or challenges so teachers can adjust support as needed.

Toilet Learning Plan

- Families and teachers meet or communicate to develop a toilet learning plan together.
 - Children should not come to school in underwear until this plan is agreed upon.
 - Families are encouraged to begin toilet learning at home during a weekend or extended time when they can follow a consistent routine.
 - Teachers continue the agreed-upon routine at school, providing consistent and responsive support.
 - Ongoing communication between families and teachers helps ensure continuity and success.
- *Toilet learning should not be started without prior communication and planning with teachers.

Readiness Signs

Teachers and families observe readiness indicators together. Children are not expected to demonstrate all these signs before beginning toilet learning. Readiness may include:

- Showing interest in the bathroom or toileting routines
- Staying dry for longer periods of time
- Noticing or communicating bodily sensations
- Attempting to dress or undress independently
- Pees in the toilet
- Imitating toileting behaviors of peers or adults
- Flushing the toilet or showing curiosity about the process

Handling Soiled Clothing

- Due to health and safety regulations, staff are unable to rinse or clean soiled underwear.
- Soiled items are double bagged, labeled, and sent home.
- Families may request that staff dispose of soiled underwear rather than sending it home.
- Extra clothing is essential and greatly appreciated; families are asked to ensure spare clothing is always available at school.

PARENT HANDBOOK RECEIPT

I (we) the parent (s) of _____,
have read and understand the Parent's Policies and Procedures Handbook for the
Glendale Community College Child Development Department Laboratory School.

Father's or Guardian Signature: _____

Mother's or Guardian Signature: _____

Please return this signed receipt to the Director.

Child Development/Documents/Handbooks/Parent Handbook – Current (08/2008)