

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



**2025-2026 STAFF HANDBOOK**

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## INTRODUCTION

Welcome to our Child Development Department Staff at Glendale Community College. We hope you will find your time with us to be one of learning, growing, and fulfillment.

The Glendale Community College Child Development Center houses the Child Development Department, which includes college instruction and the laboratory/demonstration school. The Child Development Department has developed over 60 years into an exemplary program, widely recognized as an industry leader and a highly respected community resource. As one of the primary programs in California providing students with vocational preparation for careers in early childhood education, Glendale prides itself as a pacesetter, engaging in rigorous professional development and a commitment to reflection and adoption of the most current evidence-based practices.

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 translates to a place conducive to investigation and observation; our laboratory is a safe space for novice teachers to improve their practices under the direction of seasoned mentors.

The laboratory/demonstration school is **fully integrated** with the instructional program. Therefore, 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 group setting. The center staff serve as mentors to the college students performing observations and implementations in the classroom and work with the center faculty to support the college students' learning as whole.

As laboratory staff, we must consistently make every program hour a high quality experience for each child in the classroom. We never know what prior experiences inform our observers about interacting with young children and as mentors it is our role to model evidence-based practices. We want to be sure that every college student, teacher, or other observer sees us putting our philosophy into action.

We take seriously the responsibility of nurturing our children and supporting families 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, families, teachers, curriculum and assessment are interrelated. When curriculum and assessment practices are optimum and relationships are strong, children will more likely reach their potentials.

The laboratory school is owned and operated by Glendale Community College, accredited by the National Association for the Education of Young Children (NAEYC), a partnership site for Head

Start/Early Head Start (HS/EHS) and a demonstration site for the Program for Infant/Toddler Care (PITC). The Administrative Team has the responsibility of managing the department and is made up of the Department Chair and the Director. A Parent Advisory Group (PAGE) is composed of families of children enrolled in the laboratory school. PAGE meets once a month and is charged with the task of fundraising, family education, and family participation.

The Laboratory School is open between the hours of 7:00 A.M. and 6:00 P.M., five days a week, 12 months of the year. Holidays during which the Laboratory School will be closed include: Martin Luther King's Birthday, Lincoln and Washington's Birthdays, Cesar Chavez Day, Armenian Genocide Remembrance Day, Memorial Day, Fourth of July, Labor Day, Veteran's Day, Thanksgiving (both Thursday and Friday), and a winter break including, Christmas Eve, Christmas Day, and New Year's Eve and New Year's Day. Official closure dates are tied to the GCC Academic Calendar and the Classified Bargaining Agreement. We are located at Glendale Community College, 1500 North Verdugo Road, Glendale, California, 91208. Our direct phone line is: (818) 549-9442. The college line is (818) 240-1000 ext.5665.

The following handbook is an in-depth description of the philosophy, policies, and procedures of our laboratory school. In addition to conditions of employment set forth by the Collective Bargaining Agreement of the Glendale Community College District and California School Employees Association (CSEA) Glendale Community College Chapter #76, these employment policies shall be enforced for the Glendale Community College Laboratory School staff pursuant to the requirements of the California Department of Social Services, Community Care Licensing Division, Title 22.

The structure of this handbook is based on the NAEYC ten program standards used in the accreditation and re-accreditation process. This format will help directly relate the everyday practice at the center to the research-based standards NAEYC believes all early childhood programs should provide. Please read thoroughly and carefully as the information in this handbook will be critical for performing job duties. Also read and be familiar with the Family Handbook which supplements the information found here. Upon completion, fill out the necessary paperwork at the end of the handbook. Any questions, comments or concerns, should be directed to a Master Early Childhood Educator or the Program Director.

It is not possible to anticipate every situation that may arise in the workplace or to provide information or answers to every possible question. The administration reserves the right to modify, supplement, rescind or revise any provisions of this manual as it deems necessary or appropriate at its discretion. Employees will be advised of changes that occur.

Welcome to our family.

# 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; 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 families; staff, college students, and faculty; and among staff, both 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. Staff members are designated with professional titles; however, a team approach to classroom and curriculum planning is promoted. Each staff member is responsible for all aspects of the program. In addition, each classroom teaching team is fully integrated into the teamwork of the Laboratory School.

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

The professional teaching staff is supported by observation students, curriculum 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, and families. Each adult 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 in every moment of the day, and it is generated from all people — staff, students, families, and peers. The major commitment is to helping children learn.

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. Age appropriate practice is a starting point for curriculum but must not be overemphasized. The program must constantly adapt to individual diversity with each group of children and families.

Lev Vygotsky has provided us with a 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 families — 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. Learning occurs in a social framework and therefore relationships are central to a child's learning and growth. By focusing on social and emotional development, we provide children with a solid foundation from which to learn and grow.

It is our goal at the Glendale Community College Laboratory School to work together with families 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.

This commitment to quality places many demands on the teachers who work in the laboratory school. We must concentrate on every detail. We must coordinate our work in the children's classrooms with the 15 or more college courses in child development. And, we must address the needs of the college students who work with us.

## RELATIONSHIPS

You have been selected for your position because of special qualities, talents or skills which are needed to make up a well-balanced administrative, teaching and support staff of a laboratory school. Each member is a part of the total staff, and all are dependent upon one another. As a demonstration site for PITC, we practice a responsive, relationship-based curriculum. Following the PITC Program Policies of primary care, small groups, continuity, individualized care, cultural continuity, and inclusion of children with special needs, we work to create a community at the center made up of our staff, families, and college students.

### PERSONAL QUALITIES OF EACH STAFF MEMBER

Creating positive relationships begins within. All staff members strive to embody these qualities and practice them when interacting with coworkers, families, children, and college students and faculty. The goal is to achieve harmony and mutuality throughout the Department, with respect, tolerance, patience, honesty, trust and friendship.

1. **Friendliness** - Maintains a positive attitude towards others, acknowledges the presence of others with a greeting, and is alert to the moods and needs of others.
2. **Honesty** - Is truthful about hours, sick and personal leave, and other lab school matters. Takes responsibility for own errors, is trustworthy, and respects the property of others.
3. **Voice Modulation** – Engages in conversations in a pleasant tone of voice. Refrains from use of an abusive, sarcastic, or uncontrolled tone of voice.
4. **Punctuality** - Arrives at work at the agreed-to specified time, and honors the time limits of relief and lunch periods, knowing that others are dependent on one's promptness.
5. **Dependability** - Performs responsibilities as promised. Utilizes working hours to do actual work for the department, seeking out tasks to be done if necessary. Does not require constant reminders. Uses break times to take care of personal obligations
6. **Integrity** - Cooperates in the maintenance of wholesome interpersonal relationships. Adheres to moral and ethical principles outlined by NAEYC and CSEA.
7. **Positive Attitude** – Practices graciousness and positivity on a daily basis. Refrains from complaining attitudes. Seeks out solutions to challenges and cooperates with others. Brings complaints to the Director or other supervising staff member.
8. **Presentability** - Is poised, well-mannered, neatly and appropriately dressed, well-groomed, and clean.
9. **Patience** - Maintains self-control in dealing with others. Remains open and listens actively.
10. **Energetic** – Active in the development of curriculum, creating the physical environments, mentoring college students, engaging with children in their play and attending center events. Maintains an evident interest in job.

## RELATIONSHIPS WITH FAMILIES

Families and culture are at the center of a child's growth and development. Forming a strong, positive relationship with a family allows center staff to better meet the individual needs of the child or children from that family.

1. **Friendliness** - Maintains a friendly, yet professional, relationship with families and family members. Welcomes all families.
2. **Respect** - Respects families' rights to their individual points of view and ideas. Treats all families equally, not showing favoritism, accepting all at their individual cultures, needs, and levels.
3. **Integrity** - Maintains confidentiality of information. Communicates honestly and tactfully with families.
4. **Humility** – Accepts the family is the child's first (and most permanent) teacher. Creates opportunities to work with families to understand their ideas and attitudes about child-rearing and their hopes and goals for their children.
5. **Support** – Provides concrete support for families in times of need whether through workshops, referrals, formal or informal meetings, informative articles or pamphlets, or connections to services. Encourages families to come together socially as well as at Family Cafes to create communities of support amongst each other.
6. **Communicative** - Keeps open lines of communication with the family in a method they prefer. Shares information regularly about the individual child as well as classroom rules, expectations and routines.
7. **Openness** - Is receptive to the ideas of families and works to meet their needs.

## RELATIONSHIPS WITH CHILDREN

The Program Policies for PITC assist the caregivers in forming and maintaining relationships with the children over the time that they are in our care. While these policies are designed for children zero to 3 years old, we practice aspects of them beyond into the preschool years. While we work in teams and are all responsible for forming relationships with all children throughout the center, primary care allows a single staff member to have primary responsibility for a child and ensure they are cared for. Small group sizes and low ratios allow teachers to spend time with small groups and strengthen relationships with more one-on-one time. Always in the infant toddler program and when possible in the preschool rooms, we practice continuity, the moving of teachers with groups of children as they transition into another room. Transitions occur once per year during the summer, allowing infants, toddlers and twos to stay with a consistent team of caregivers for a minimum of 9 months. Children transition to the next classroom as a group and with at least one caregiver; multiple caregivers will move with a group when possible. This creates security for the children as they physically move throughout the center space and interact with new teachers and children. Relationships are allowed to deepen over time among the children, between the teachers and the children, and among the families.

1. **Individualization** - Demonstrates concern and plans for the personal differences between individuals in relation to their abilities, development, temperaments, interests and preferences.
2. **Mutual Respect** – Treats all children equally, with respect and empathy. Gets down to their level to interact and speak to them.
3. **Positivity** – Creates a positive climate. Engages in frequent conversations with the children, laughs and explores with them, and shows appropriate affection.
4. **Warmth** – Smiles. Uses a light tone of voice. Recognizes children’s work and accomplishments.
5. **Modeling** – Models positive social interactions and self-control through interactions with coworkers, families and other children. Encourages children to form relationships with each other by creating a community of collaboration.
6. **Guidance** – Provides positive guidance and logical discipline when assisting children with appropriate behavior. Guides children through appropriate expressions of emotions. Never uses physical punishment, psychological abuse, verbal abuse, or coercion (force or threats).
7. **Responsive** – Uses Watch, Ask, Adapt when addressing children’s social, emotional, physical, and cognitive needs. Adjusts interactions based on children’s reactions. Responds to signs of need or distress appropriately to the age and individual needs and temperament of the child.
8. **Trust** – Scaffolds children through increased responsibilities in the classroom, including classroom maintenance, peer mentoring, and management and use of materials.
9. **Lifelong Learning** – Journeys with children on the discovery of knowledge. Works as a researcher alongside children.

## **RELATIONSHIPS WITH COLLEGE STUDENTS**

As a laboratory school, part of our mission is to provide for the education of college students on a path to becoming early childhood educators, infant/toddler caregivers, preschool teachers, and/or other professions that include an element of care and education for young children. The relationships created between staff and the college students are ones of leadership, coaching, and mentorship. The college students, whether they are in the classroom to support daily routines, observe, interact, plan and implement activities or integrate themselves completely into the teacher team as a student teacher, are an integral part of the community; time and care should be taken to develop relationships with students as we model for them proper relationships with children and families. These relationships should be based on respect and patience and remain professional; as mentors we model, guide, advise, and support the college students. We also provide accurate and meaningful feedback and evaluate the student teachers throughout their capstone course.

# CURRICULUM

## 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. Merseeth (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 experts 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 ensure that opportunities offered in the classroom setting are equitable for all learners, that mono-cultural 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. For these reasons we have adopted an eclectic, dynamic framework, putting power and decision making in the capable hands of teachers and children.

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 interactions.

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 educators; we use the California Desired Results Developmental 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, temperaments, 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 families 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 multi-dimensional.
- 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.

## OVERLYING PRINCIPLES

Everything the young child does and everything that happens to them is a part of their education. The early years of a child's life are by far the most important to their development. In these years they develop a concept of themselves and others, and a pattern of feeling and behaving that underlies all their latter experiences.

Today, while there is widespread agreement on the value of early childhood education, there is not complete agreement on what effective education looks like. Also, there is a wide variance of thought on how early childhood education should be carried out. Since no one facility can serve all children equally well, it is our purpose here, to define the environment and the emerging curriculum we provide at this laboratory school to offer children what we believe to be an optimum growth and learning situation.

The underlying philosophy is that of a child-centered environment. The young child should learn first the pleasures of all they can accomplish. We offer an environment geared toward success for the child and one which mitigates competition. Thus, learning takes a positive approach. How the child feels about themselves is of utmost importance. A child who likes themselves can afford to like others.

The environment is planned to encourage active participation. We believe children learn by becoming involved. We do not expect children to sit and listen to adults for long periods of time. Here, learning through planned, guided play is an important part of our curriculum. And the environment we establish is one to which they can respond -- one in which they can feel, one which they can mold, invent and improvise, one which they can master.

This involves the setting of limits. Limits are established which will be of benefit to the child. Limits will help the child learn about safety, respect for the rights of others, and respect for property. They are held consistently with a firm gentleness in a positive learning manner.

We believe there are critical periods of development when growth is most effected by the environment. We must give a child what they need most at the moment. Growth occurs in an orderly sequence and we know that certain learnings must come before other learnings. Learning is sequential, each child must move through the sequence at his own pace. We encourage continuous learning but do not push.

Because all aspects of growth are interrelated, our curriculum considers the intellectual, physical, social, and emotional development. In other words, we are concerned with the whole child rather than any one aspect of his growth.

The Laboratory School offers many sensory, firsthand experiences, for the avenues into the brain at this age are through the senses: sight, sound, taste, smell, touch, and movement. It is a creative environment which encourages the child's creativity and resourcefulness.

Intellectual development is a very important part of our curriculum. Because intellectual development must involve all mental processes -- perceiving, concept formation, remembering, thinking, vocabulary development, classifying, ordering, spatial and temporal orientation, and problem solving -- they are all considered in our planning. At the center, intellectual development is not presented in a formal, structured manner with an academic approach. Instead, learning experiences are planned and presented to the child with interpretation, vocabulary, and questions to further his/her own thinking. In this way basic concepts, knowledge, and experiences are learned at the teachable moment when it is relevant and important to the child. If a child is ready to move in these areas, learning episodes, on a one-to-one basis with a teacher, are available to them.

Because language competency begins with speaking, listening, understanding, and exposure to written language, we offer children many opportunities to build their language power. We believe childhood has its own values and needs that should be met, before formal work with words begins. Success in learning to read is almost assured by the acquisition of these pre-reading skills.

We believe that family and culture play an important role in education and development. Children and families are encouraged to bring their home language and cultures into the classroom. While we promote and expose all children to English as the dominant language, we reflect and include instruction in home languages and other local languages as developmentally appropriate.

This particular curriculum philosophy does not concern itself primarily with quick, short range, changes in surface behavior, but rather in healthy, positive learning which is the result of slow, quiet, subtle growth. This is a lasting growth. Please refer back to the center philosophy and educational philosophy at the beginning of this handbook for further reference.

## **CURRICULUM PLANNING PROCESS**

The curriculum for all classrooms is based off the PITC program, NAEYC standards, school readiness goals, the Social and Emotional Foundations for Early Learning and the California Infant/Toddler and Preschool Learning Foundations with an emphasis on the developmental levels and needs of the children, their interests and their greater community. Curriculum is strongly grounded in the social/emotional, as these skills are the foundations for learning; without them, development falters. From this social/emotional context, rich experiences are presented around the domains of language and literacy, English language development, mathematics, visual and performing arts, physical development, health, science, history and social science.

Curriculum is planned for on a monthly, weekly, and daily basis by the classroom teachers and, once able, the college students complete their curriculum planning and student teacher coursework. Weekly the teachers complete a Plan of Possibilities, built around goals and themes for the classroom for the month. Teachers are provided with 60 minutes of planning time weekly. Teachers base these goals and themes around observations in the classrooms, results of individual and classroom assessments, the cultures and interests of the families, and happenings of the children's lives. In HS/EHS classrooms the goals are further related to the program and school readiness goals put forth by our HS/EHS partners. The teachers brainstorm ideas for activities for

these goals and themes across the developmental domains: social, emotional, physical and cognitive. Plans of Possibilities are arranged around the Foundations and Desired Results Developmental Profile (DRDP) for the age range of the group.

Classroom teaching teams have planning time weekly out of the classroom to reflect on their curriculum focuses for the week and decide on daily happenings and responsibilities for individual team members. This is also a time to check in about individual children, what's working or not working in the classroom, challenging behaviors, and other assessment information. Daily the teachers fill out an activity chart detailing the activities and experiences that day that supported the Plan of Possibilities goals and ideas across the domains of social-emotional development, language and literacy, English language development, mathematics, visual and performing arts, physical development, health, science, history and social science.

Curriculum is also emergent and teachable moments can change the direction of the themes at a given moment. Caregivers are encouraged to follow the cues of the children and their natural curiosity as opposed to strictly adhering to plans. The overarching goals of all curriculum and daily happenings in the classroom are to foster creativity, enhance communication skills, promote problem solving, foster collaboration and cooperation and promote attention maintenance, patience and impulse control. Focus on the children's interests, even as they may change day to day, supports the development of all these goals.

## **CULTURAL CONTINUITY AND ANTI-BIAS PRACTICES**

According to PITC, "children develop a sense of who they are and what is important within the context of culture. Traditionally, it has been the child's family and cultural community that have been responsible for the transmission of values, expectations and ways of doing things, especially during the early years of life. As more children enter child care during the tender years of infancy, questions of their cultural identity and sense of belonging in their own families are raised. Consistency of care between home and child care, always important for the very young, becomes even more so when the infant or toddler is cared for in the context of cultural practices different from that of the child's family" (pitc.org). Relationships with the families as well as paperwork they fill out at enrollment (see Family Social History form) can inform us how best to care for a child. Open minds and open communication are the basis for a partnership with families and teachers on the ideas of culture and child-rearing practices.

A truly diverse education begins at birth. Attitudes of openness and receptivity are learned and absorbed by even very young children. Caregivers need to emphasize the similarities among people, so that young children come to realize that although people may look, speak and act very differently, they share the same needs and feelings. We all have joy and sadness in our lives, we all need to experience success, recognition, praise and respect for our language and culture, and we all need a positive self-concept.

Effective teachers (and that includes families and students) can become skilled at incorporating awareness of the immediate and broader social world into a child's life. A comment (or a touch)

on a child's beautiful wiry, curly hair; an Indian visitor eating with the fingers of the right hand; a baby being carried strapped to its mother's back --- these are a few of those moments which lend themselves to the incidental teaching which can take place nearly every minute of the day, at the hands of sensitive adults.

Caregivers also aim to reflect the children, their families, their home languages, and their cultures/traditions in the everyday classroom and the curriculum. Teachers are encouraged to speak home languages with the children as well as English

## **ROUTINES AS CURRICULUM**

Especially for infants and toddlers, caregiving routines are part of the curriculum. Routines provide opportunities for caregivers and children to build relationships, are opportunities to promote self-help skills, encourage communication (verbal and non-verbal), and set an emotional tone and pace for the classroom. As much as possible, routines in group care match routines in home care, strengthening the bridge between home and school.

Routines are performed in a consistent manner so children can anticipate what comes next. This predictability allows them a sense of control as well as builds their sense of time and sequence. Routines include feeding, diapering/toileting, handwashing, napping, greetings and departures, as well as the flow of the day (when we are outside or inside or in larger or smaller group).

As children develop skills and reach milestones, their participation in the routines increase. This participation not only encourages responsibility and participation in the community, but strengthens children's cognitive, physical, social, emotional and language skills. Children are invited at a young age to help set up and clean up meals, perform handwashing steps independently, work with a teacher to select materials for classroom activities, care for the indoor and outdoor yard by sweeping, watering plants, weeding, organizing, et cetera.

## **MATERIALS**

The center is rich with a plethora of materials. While some materials are housed in individual classrooms, materials are available for all to use. There are materials available that support a variety of developmental areas, ages, skills and abilities. Caregivers use the Infant/Toddler Environmental Rating Scale (ITERS) and the Early Childhood Environmental Rating Scale (ECERS) to maintain an appropriate balance of materials types and quantities in the classrooms and the outdoor yards. Materials should be rotated on a regular basis based on the children's development, interests, themes, and goals. When materials are rotated it is imperative to revisit ITERS or ECERS to assure compliance with their guidelines.

# TEACHING

## ROLE OF THE TEACHING STAFF

The teacher serves as a guide and supporter, who helps children and students organize their questions and ideas, translates them into manageable activities, and take risks in tackling new tasks within their ZPD (zone of proximal development), thereby ensuring that each child and student experiences academic as well as social and emotional success. The teacher is also an active participant in learning, who explores, experiments, and collaborates with children and students. As a facilitator, the teacher consciously plans the environment and the curriculum and selects materials that foster children's purposeful uses of language and learning strategies. Evaluating children's individual and collective development as well as the student's performance is also part of the teaching role as this information helps the teacher to create and reformulate learning experiences to fit continuously changing needs.

Teachers work in teaching teams in the individual classrooms (2 or 3 to a team); however they are also part of the whole school teaching team. Being a small staff, very often teachers engage in surround care or even substitute teach in each other's rooms during absences or vacations. While primarily responsible for a primary care group within their assigned classroom, teachers should also have basic knowledge and understanding of the children throughout the center and know who to go to for more detailed information. Teachers work together, often across age groups, to implement their day to day teachings as well as provide for individualized children's educational plans and care needs.

Teachers are expected to carefully supervise children, visually and through sound, and maintain proper ratios - 1:4 infants, 1:6 toddlers, 1:10 preschoolers - at all times. Some of the yard spaces feature mirrors; however direct sight and sound supervision is required, especially for infants, toddlers and twos. For preschoolers, supervision by sound only is acceptable only for a short period of time. During naptimes, at least one staff member should always be able to see and hear sleeping children, especially infants, toddlers and twos, even when other children are awake. On the sign in and out sheet, staff note ratios at certain intervals during the day. This ensures that proper supervision can be maintained. Staff should be spread out in the environment so all areas and children can be easily supervised.

While ensuring a child's safety is the utmost concern, allowing for them to play, explore, and take healthy risks is just as paramount. This is why teachers should be sitting at tables and on the floor or ground, engaged with, keenly observing, or reflecting with children. As much as possible teachers are not standing above children; they interact at the child's level.

Teachers are responsible for developing and maintaining the class schedule, which may involve coordinating with other classrooms for surround care and shared space time. While the schedule is flexible to meet the needs of the children, being a small center it is sometimes imperative to adhere to certain time constraints. The class schedule should include indoor and outdoor time each

day as well as time available for large (preschool only), small and individual activities and experiences. In addition, the schedule and the environment must reflect a child's need to active, restful, and have their basic health and safety provided for. Guidelines from ITERS/ECERS are followed when planning the daily schedule.

Teachers are also responsible for maintaining the classroom, yards, and any common areas in the school. Classrooms should be tidy and not overcrowded with displays and materials while adhering to ITERS and ECERS recommendations. Materials and displays should be rotated as described by ITERS and ECERS, reflecting the current group of children, their development, needs and interests. Materials should be put back away where they were originally found.

Teachers are responsible for the development and implementation of the curriculum of the classroom as described in the previous section, Curriculum. Interactions with children are based on mutually respectful relationships established by the teachers and outlines in the previous section, Relationships. Teachers are assessed in these areas with the ITERS or ECERS and the Classroom Assessment Scoring System (CLASS) as well as Head Start and NAEYC Standards and PITC Program Policies. Teachers should be familiar with all these tools to better improve their practice as well as be able to mentor the college students.

In addition to the children, teachers are expected to make connections with the families at the center. This includes sharing of information during greetings and departures, maintaining open communication in a way that meets the family's needs, and participating in family and community events at the center. A strong relationship between a teacher and family serves as a base for all communication and for the family's engagement in their child's learning. Further information on Child Assessment can be found in the next section.

Lastly the teachers serve as mentors to the college students. There are five types of college students described in the next section and the interactions with each may vary but have many commonalities. College students are here to observe, learn from and practice their skills as teachers; therefore the teacher's role is to model at all times the type of teaching practices and interactions desirable of a high quality educator. Teachers also talk through challenges, workshop activity ideas, provide verbal and written feedback, and grade students on their in class work. Remember each college student, like each child, is unique and may require different teaching styles. It is our job as the mentor to discover how to best support each of the college students.

## **ROLE OF THE COLLEGE STUDENTS**

Under the supervision of the Director, Laboratory School staff, and/or Faculty, students will work directly with children in the classrooms or utilize the Observation Room. There are five types of students that may be in the classrooms: Observation Students (133), Curriculum Development Students (150), Student Teachers (141), Student Workers and Student Volunteers. Student Workers may be scheduled throughout the day, but other student types will not be in classrooms during naptimes and possibly other times during the year or during the day as seen fit by the center staff. Name tags should clearly identify students. In addition, all students and volunteer who

participate in the laboratory program must have a yearly TB test and provide proof of immunizations as described by the State of California, Senate Bill No. 792. Students of any type should not have cell phones or other personal items in the classroom at any time; materials for lesson plans are exempted.

Observation Students (133) are required to spend some of their time each visit doing a formal observation type or topic. This means they may be sitting, watching and taking notes during part of their allotted time. Curriculum Students (150) will progressively take a more active role in the classroom by planning and implementing a select number of activities during the course of the semester. Student Teachers (141) are engaging in their capstone course and are expected to immediately integrate into the teacher team; they should be setting up two activities/experiences for children each time, building to a complete “Take Over” of the classroom by the end of the term. Any additional time the students are present should be spend on child observation and interactions or assisting the teaching team.

Student Workers have a unique position in the team as they assist with many of day to day tasks that keep the center running. Student Workers may assist with laundry, dishes, food prep, and cleaning/organizing as well as engaging with the children in activities and experiences.

Volunteers are typically present for a finite time; some come for half an hour and some come for half a day, depending on their assignment. Volunteers may or may not have ongoing experience working with children so they should be encouraged to engage as they are comfortable or remain as an observer if that is their assignment. Teachers should check in with volunteers to know their experience, expectations, and length of service.

## **THE APPROACH**

The child is an active learner and investigator, guided by the teacher who acts as a facilitator for learning. The child operates the environment in order to make it meaningful for himself.

A family approach in educating young children, with much importance on the development of a positive sense of self-esteem, the development of an appreciation for a child's individual uniqueness and a respect for the individuality of others, is advocated.

## **CHILD GUIDANCE POLICY**

In addressing guidance and discipline with the children, no freedom versus total freedom is not the question, a mixture of direction and freedom is needed - a balance. It is expected that no staff will use threats, ridicule or physical violence in guiding or disciplining a child in care. The following are some guidelines for supporting children:

1. In PITC, the strategy is Watch, Ask, Adapt. If a child is in immediate danger, immediate action is necessary; however, often children can address their own behaviors or obtain assistance from peers if given the chance. Take a beat and watch what is happening. Put yourself in the child's place. What is the root of the behavior? If unsure, ask a clarifying question. Then with all the information decide what comes next: a change in the environment, time and space, a conversation...
2. Expect children to test limits; that's their job. The more your environment sets clear limits, the easier your job will be. Are there too many activities or too few? 'Behavior problems' often develop when children are either over stimulated or bored and restless. Consider the difference between "Don't touch that!" and "It's hard to wait; I know that looks nice, but ... " The second approach acknowledges the curious nature of children and states the same limit, but shows the child some understanding.
3. Don't take it personally when children test you. Recognize when children are 'pulling your strings,' and don't get pulled in!
4. Focusing on negative behavior has a negative effect. Aim to catch children doing good in the community and reinforce these behaviors. "I saw how you helped with your friend's shoes."
5. Offer a choice only if there is one. "Let's clean up now, OK?" or "Do you want to take a nap?" are sure-fire set-up for the answer, 'No!' Then you're stuck! Only ask a question if there is a choice. Otherwise, make a statement in a calm, clear manner. "It's naptime." "It's time to clean up."
6. Notice your tone of voice. Remember that remaining calm allows a situation to de-escalate and that is always the goal.
7. Never use yelling, shaming, name calling, ridiculing, sarcasm, threatening, and withholding affection; these are all forms of psychological abuse. Never use force, verbal or physical. Coercion may not be used - rough handling, forcing a child to sit/lie down/stand, physically forcing a child to eat or clean up. Physical restraint of a child may only be used to protect the child or others from immediate harm.
8. Don't label a child 'good boy' or 'bad girl' for good or bad behavior. Who a person is is not encapsulated in a single action. This applies to generalized adjectives in many ways. Avoid empty phrases like 'good job' or 'you are so smart' or 'you are pretty.' Labels assign that trait to a child as not something they are actively participating in but merely have. This can be debilitating in life even if it is considered to be a positive trait. When children are complimented on their actions they can repeat those actions to feel good about themselves and be a positive member of the community.
9. Separate feelings from behavior. Children need permission to express feelings such as anger, sadness, and depression; although they can't hit another child when they're angry, the feeling of anger is acceptable. Do not use phrases such as "don't cry." The goal is not repression but for children to safely express their feelings and eventually reach a place where they can verbally explain their feelings.
10. If a child is too angry or upset to listen, it is best to give them a safe place and time to work through their feelings. Some children want to be alone; others may want to be held. Stay until the child calms down (but give them some reasonable space if that is what they need); lead the

child by the hand out of the situation if necessary. Once they are calm, revisit the situation with them.

11. Follow through on your words with actions. A hand on a toddler's shoulder to prevent climbing onto a table will do more than a verbal command.
12. Recall your own childhood. Do you remember being held, encouraged, talked to lovingly? These impulses deep in your heart can be trusted; let them be your guide.

### **Challenging Behavior**

We at Glendale Community College do not support the use of suspension, expulsion or other exclusionary measures. The State of California discourages these practices, especially with children under Kindergarten age; this policy conforms with State of California and Federal laws and may be updated to reflect changes in current legislation.

When children are struggling with challenging behavior, the teaching staff, family and other professionals will work together to meet the needs of the child, the family, and the larger group. All options and resources will be explored before even considering that leaving the Child Development Center is in the best interest of the child and the family.

1. Challenging behavior will be documented by the classroom teachers when it occurs. Tools such as the ABC (Antecedent, Behavior, Consequences) Chart will be used in an attempt to understand the behavior and find root causes. Results of the Ages and Stages questionnaires may be used to look for connections between home behavior and school behavior.
2. Patterns of behavior will be documented over a period of time.
3. The classroom teachers will meet with the family to discuss plans for addressing the behavior. Individualized plans including positive reinforcement will be developed.
4. If basic classroom interventions are unsuccessful, the teachers will discuss further resources with the family. This may include observation by the Head Start Mental Health Professional or the Beginning Together specialist, communication with the family's pediatrician, or suggestion of reaching out to the Regional Center or School District in the family's home area.
5. The teachers, family and professionals will work together to ensure the child and family have proper supports for addressing behavior.
6. Only after exhausting all interventions and resources will the idea be suggested that the child would benefit from a different school or environment. If an agreement is reached that this is in the best interest of the child, assistance will be offered connecting the family to further services and other care options.

# ASSESSMENT OF CHILD PROGRESS

## DEVELOPMENTAL ASSESSMENT TOOLS

Upon entrance to the program, families fill out the Ages and Stages Questionnaires (ASQ), both Social Emotional (SE) and 3. This developmental screening tool gives the teachers an opportunity to assess where families see their children developmentally and look for any red flags. Please refer to the ASQ-SE2 and ASQ-3 for detailed instructions on administering and scoring the screening. The scores on these developmental screening tools may necessitate further observation and assessment, a referral and/or a family conference. ASQs will be repeated at least yearly, but more often for children with red flags as well as infants.

In the infant room – Koalas – the teachers and families complete a Needs and Services Plan every three months. This form ensures that during the rapid growth of this time period, the changing needs of the children are being addressed and adapted to. Teachers should be familiar with this form.

For all children, Desired Results Developmental Profiles (DRDP) are performed twice a year; for Early Head Start (EHS) and Head Start (HS), the profile is performed three times. The full DRDP tool including instruction can be found online and hard copies are available in each classroom for reference. The DRDP is an observation based tool comprised of the various developmental domains: Approaches to Learning - Self Regulation, Social and Emotional Development, Literacy and Language Development, English Language Development, Cognitive Development, Physical Development and Health, History and Social Science, and Visual and Performing Arts. These domains are further broken down into measures and each child assessed for each measure dependent on age. This developmental continuum allows the teachers to follow a child's progress from infancy through the end of preschool. The child's classroom teachers complete the DRDP in the child's home language as necessary or the dominant language English.

The results of the DRDP assessment are used to set individual goals for the child as well as classroom focuses and goals to be used in curriculum planning and development. Comprehensive group reports can be created through DRDP Online, a companion website used to send data on child and group progress to the state.

The comprehensive results of all assessments are used to plan for overall program improvements. Patterns and trends in assessments are noted and analyzed. Professional development, teaching methods, materials, or the environments may be altered to improve findings.

## **DOCUMENTATION**

As the DRDP is an assessment tool based on on-going observation, documentation is key. To assist teachers in documentation and the assessment process as well as communication with families, the Learning Genie app is used to create a DRDP portfolio. The Learning Genie app is available on every iPad in the center and can also be access via any online browser. Teachers will be assigned a login which connects them to their particular class for that year. Each classroom is responsible for goal setting in terms of how and when documentation is collected. In the infant and toddler classrooms – Koala and Dinosaur – information is input into the Learning Genie app daily and shared with the families. This information may be a combination of daily routines as well as portfolio entries. The preschool classrooms – Cricket and Dragon - are expected to input at least weekly portfolio entries to be shared with families. Portfolio entries may be for an individual child, a group of children, or the entire class and may include pictures, video, and/or text. These entries not only assist with the assessment process when the time comes but also allow families to be involved in the classroom happenings in a meaningful way.

Documentation for assessments may also include physical writing samples, art, drawings or other video not contained within the Learning Genie app.

## **FAMILY CONFERENCES**

Family conferences will be scheduled twice during the year by the Child Development Teachers on dates determined by the Director and marked on the school calendar at the beginning of the school year. These prescheduled family conferences coincide with the two completions of the DRDP and the state reporting using DRDP Online. Families will be provided with a written summary of the child’s DRDP including goals. Conferences during these times are scheduled in half hour time slots. Having open communication with the families during the time in between conferences as well as using the Learning Genie app to communicate anecdotes and photos of the children at work allow for these conferences to focus on highlighting growth, discussing goals and then opening the conversation up to families for their questions, comments, and/or concerns.

Conferences are a protected time to check in with a single family about their specific child. Teachers will come with some identified goals based on the outcomes of the child’s assessment and invite the parents to reflect on, add to, or modify those goals.

Substitute teachers and other center staff will cover classrooms as needed in an attempt to have at least two teachers in each conference – the child’s primary and secondary caregiver.

Families and/or teachers may also request a conference at any time during the year, for example to address red flags identified in the ASQ, discuss difficult behaviors or challenges at home or in the classroom, or for another relevant topic. The teachers, families and Director will work together to find a time to meet.

## **ASSESSMENT PROCESS**

Assessment begins with the scoring of the ASQs, continues through the documentation period, and ends with the completion of the DRDP and a family conference; the process then repeats. During the year it will look something like this:

1. August: ASQs are distributed to families, recollected, and scored. Any red flags are identified and further action taken as indicated if necessary.
2. August through October: Documentation is amassed in the Learning Genie portfolio app. By the end of this period there should be at least 2 portfolio entries for each DRDP measure.
3. November: DRDP measures are rated in the Learning Genie app. All measures are rated including English Language Development for children exposed to any other language in the home. The DRDP Summary sheet is completed, highlighting some of the children's strengths and accomplishments, at least 2 areas of growth to be focused on, and ways in which this growth can be supported at home and at school.
4. November/December: Family conferences are held. Parents are provided the DRDP Summary of Findings for their child.
5. December through March: Documentation is amassed in the Learning Genie portfolio app. By the end of this period there should be at least 2 portfolio entries for each DRDP measure.
6. April: DRDP measures are rated in the Learning Genie app. All measures are rated including English Language Development for children exposed to any other language in the home. The DRDP Summary sheet is completed, highlighting some of the children's strengths and accomplishments, at least 2 areas of growth to be focused on, and ways in which this growth can be supported at home and at school.
7. April/May: Family conferences are held. Parents are provided the DRDP Summary of Findings for their child. If available, the child's progress is shown on the DRDP Online Child Reports.

Please note that the assessment and conference schedules look different for children enrolled in EHS or HS. Consult the EHS/HS calendar for specific due dates for assessments, home visits, and conferences for these individual children.

## **OTHER ASSESSMENTS**

Children receive a vision and hearing screening through EHS/HS each year. The results of these tests will be shared with the parents. If a child shows deficits or fails a screening, a repeat screening may be performed. The family is encouraged to bring the results, especially of any deficit or failure, to their pediatrician for follow up care.

# HEALTH

## GENERAL HEALTH PRACTICES

Handwashing is paramount to the health and safety of children as well as the staff and families. Children and adults at the center wash their hands upon arrival, after diapering or using the toilet, after handling bodily fluids (mucus, blood, vomit), before and after meals and snacks, before preparing or serving food, after handling raw food that requires cooking (meat, poultry, eggs), before and after water or sensory play, after having any pets or materials that may have been contaminated by contact with animals, before and after administering medication, after handling garbage, after cleaning, and when moving from one class to another (especially in to the infant or toddler rooms. Adults also must wash hands before and after feeding a child, before and after administering medication, after assisting a child with the toilet, after handling garbage, or after cleaning.

Proper handwashing involves using soap and running water, rubbing hands vigorously for at least 20 seconds, rinsing thoroughly, and drying with a paper towel. Even when gloves are used for diapering or first aid contact (blood), hand washing must occur as soon as possible after removing the gloves. Sanitizer may only be used for preschoolers and adults if access to water is not available and there is no visible dirt or contamination on the hands.

Children brush their teeth at least once per day with water or toothpaste. Sinks must be sanitized after each child brushes their teeth.

Toileting and diapering take place at scheduled times throughout the day as well as when needed. Each classroom has this noted as part of their daily classroom routine. Diapers are always checked and changed if necessary after any nap period.

The Air Quality Index is checked daily to ensure that the outdoor air is healthy. Children or staff with asthma or other respiratory diseases may remain indoors or have their outdoor activity limited with when the AQI is unhealthy for sensitive groups. When the AQI is unhealthy (Level 4) or very unhealthy (Level 5), the windows will be closed and the children will remain indoors; the filtered, HVAC system will exclusively be used to moderate the indoor temperature. This is for the safety of the children and the staff members. In the event of very unhealthy or hazardous air quality, the district may choose to close the college.

## DIAPERING PROCEDURE

Diapers and wipes are provided by the family for each child in care who is not yet toilet independent. Diapers are checked at frequent intervals throughout the day with the goal of infants and young children being clean and dry at all times. Proper diapering procedures are listed below and are followed at all times. Children are changed on the diaper changing table adjacent to their classroom. When transitioning to underwear, the teachers and families meet to discuss a common, consistent plan that will be followed at home and at school to best meet the needs of the child.

### **Sanitation Procedure for Diapering**

1. Make sure the diaper area has been sanitized or do it now.
2. Prepare all materials needed for diaper change: e.g. diaper, wipes, gloves, bag, ointment.
3. Place child on the changing table with protective paper.
4. Remove soiled diaper. If BM, place in plastic bag and tie.
5. Wipe child's bottom with a clean wipe, front to back. Repeat as necessary with clean wipe each time.
6. If gloves were used, remove now, taking care not to contaminate hands or other surfaces.
7. Put clean diaper on the child.
8. Dispose of diaper in covered container.
9. Assist child with washing hands as well as washing your own hands.
10. Return the child to the play area.
11. Clean and sanitize the diaper area by first applying soapy water and wiping, then applying disinfecting solution to sanitize.
12. Wash your hands before returning to the classroom.

Never leave a child on a changing table unattended.

Staff must check for and change wet or soiled diapers when children wake up from naps.

When children are developmentally ready, they can participate in the diaper changing procedure in many ways such as walking up the stairs, holding their clean diaper, lifting their bottom, dressing or undressing themselves, et cetera. Diapering is an important one-on-one routine where teachable moments abound. Be present with the child.

### **SANITIZING AND DISINFECTING**

To minimize the risk of contagions, the NAEYC Accreditation Clean, Sanitizing, and Disinfection Frequency Table is used. These guidelines meet or exceed the requirements for EHS/HS and ITERS/ECERS. This table can be found posted in all classrooms and the laundry room.

General procedures are as follows:

1. Spray soap and water mixture and wipe clean to remove debris.
2. Spray with disinfectant spray and wipe clean. Follow directions provided on the disinfectant bottle. The Center currently uses a non-bleach cleaner that is fragrance free and has low toxicity while maintaining disinfecting effectiveness. This is for the safety of the children and the staff using the disinfectant on a daily basis.

### **NUTRITION/HANDLING FOOD**

Food is provided on a daily basis for breakfast, lunch and afternoon snack for all children and teachers. Serving sizes are described and proper sized scoops are available in each classroom. All food meets CA licensing criteria and the USDA CAFS for proper meals and snacks and is served

on a schedule that meets licensing and NAEYC criteria. Water is available at all times to children. Infants and young toddlers may be fed on an individual schedule as needed.

Food is served family style as soon as children are developmentally able to serve themselves; sometimes as early as in the infant room but definitely beginning in the toddler room. Children participate with teachers in setting up and cleaning up before and after meals. Teachers document the type and quantity of food consumed in the Learning Genie for all infants and toddlers and for any children with special feeding needs; the families can view this information daily.

Proper disinfecting, sanitizing, and handwashing procedures must be followed at all times. For food safety, all cold items must remain in the kitchen refrigerator until ready to serve. All hot items are delivered and kept in the warmer until ready to serve. As part of the HS/EHS Health and Safety checklist (described below), the temperatures of these appliances are confirmed daily.

Children's allergies are posted in the allergy folder in each classroom as necessary. Substitutions are arranged by the families with the food service company to provide substitutions for allergies and/or religious restrictions. Epi-Pens prescribed to children with severe food allergies are kept out of the reach of children but nearby to where children are eating for ease of use if necessary.

The refrigerator is cleaned out each day. Any food must be clearly marked with the date. Any expired food is disposed of.

While the majority of the food for the children is provided by the HS contracted food service, some of the infants and young toddlers may bring their own food, formula, or breast milk. Any food brought from home must not be microwaved in plastic or Styrofoam containers, plates, bags, or wraps. There are glass containers for this purpose in the kitchen. Fresh fruits and vegetables not provided by the food service must be washed.

### **Breast Milk Procedure**

To ensure the health and safety of the infants, storage, labeling, and feeding of breast milk is important. All safety procedures must be followed. All breast milk must be labeled with the child's name and the date the milk was expressed. Any unfinished and unrefrigerated formula or breast milk must be discarded after two hours.

## **HEAD START HEALTH AND SAFETY CHECKLIST**

EHS/HS has provided the center with a daily health and safety checklist. There are checklists in each room as well as in the kitchen. These facility and maintenance checks identify active and potential health and safety problems. Checklists must be completed daily and any safety questions or concerns brought to the Director as soon as possible for rectifying.

## **DAILY HEALTH INSPECTION**

In accordance with the California Licensing Regulations, Title 22, Section 101226.1 Daily Inspection for Illness, all children must be inspected for any health problems prior to admission to school each day of attendance.

The Child Development Teachers will greet and talk to each child and family as they sign-in for the day. During this time, the child must be inspected from head to toe before the family leaves. This does not mean a thorough physical examination of each incoming child. What it does mean, however, is an organized pattern of observation that starts at the child's head and works down to the feet.

You need only your senses to recognize if something is wrong with the child. Any other procedures or diagnostic aids, such as taking the child's temperature, are extraordinary procedures that you should resort to only if your sensory inspection shows something may be wrong. There is no need as part of the daily inspection to question the family on how the child has been feeling unless you detect that the child is listless.

## **SLEEP PROCEDURES**

All children have the opportunity to rest/nap during the day. In the older classrooms, a rest/nap time is scheduled after lunch for approximately 2 hours. Children have their own cots with sheets provided by the Center. The families are asked to bring a small blanket for their child to sleep with. Rest/nap time is a peaceful time where the lights are turned down, soft music or nature sounds are played, and children are encouraged to relax. At least one teacher maintains visual and auditory supervision over the sleeping children at all times. Children who do not sleep are still encouraged to take some time to rest and relax. It is important for us to have some time away from an abundance of external stimuli to promote healthy growth and brain development. After a reasonable amount of time, children who are not asleep may look at books or engage in other quiet, restful activities at the discretion of the teacher present.

In the infant/young toddler room, children may have a multiple nap schedule. Teachers use the Infant Needs and Services Plan, ongoing conversations with the family, and observations of the child to support this individualized schedule.

Children younger than 12 months are placed on their backs to sleep, without the use of infant sleep positions, unless directed by a physician (this must be in writing). If infants arrive to the program asleep or fall asleep in equipment not designed for infant sleep, the infant is removed and placed appropriately in their crib. Infants do not have any soft toys or items in the crib with them at any time.

## **PARKING LOT SAFETY**

Parents will sign a Parking Lot Safety Agreement as part of their orientation packet. Teachers and staff must also follow these guidelines which include hand holding of young children in the parking

lot, never leaving a child in the car, and never idling a car in the parking lot.

Be sure your Parking Pass is clearly displayed at all time.

## **MANAGING SHORT TERM ILLNESS FOR A CHILD**

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 family.
4. The child's symptoms will be treated as agreed upon with the family. 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 family so that the family 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 family arrives. The child will be supervised at all times by someone familiar with the child.

## **DETERMINING EXCLUSION**

The Laboratory School health policies are based on Managing Infectious Diseases in Child Care and Schools, published by the American Academy of Pediatrics (2005).

### **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 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:

- a. Appears to be severely ill.
- b. Fever (temperature above 101° F orally, above 102° F or higher taken auxiliary [armpit] or measured by an equivalent method) and behavior change or other signs and symptoms (e.g., sore throat, rash, vomiting, diarrhea).
- c. 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.
- d. Blood in the stools not explained by dietary change, medication, or hard stools.
- e. Vomiting more than 2 times in the previous 24 hours, unless the vomiting is determined to be caused by a non-communicable condition and the child is not in danger of dehydration.
- f. Abdominal pain that continues for more than 2 hours or intermittent pain associated with fever or other signs or symptoms.
- g. Mouth sores with drooling.
- h. Rash with fever or behavioral changes.
- i. 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).
- j. Tuberculosis, until the child’s physician or local health department states child is on appropriate treatment and can return.
- k. Impetigo, until 24 hours after treatment has been started.
- l. Streptococcal pharyngitis (i.e., strep throat or other streptococcal infection), until 24 hours after treatment has been started.
- m. Scabies, until after treatment has been given.
- n. Chickenpox (varicella) until all lesions have dried or crusted (usually 6 days after onset of rash).
- o. Pertussis, until 5 days appropriate antibiotic treatment.
- p. Mumps, until 9 days after onset of parotid gland swelling.
- q. Measles, until 4 days after onset of rash.
- r. 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.
- s. 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 or nurse practitioner notifies the child care program that the child may attend. A child whose illness does not meet any of these conditions listed above does not need to be excluded.

Exclusion may occur for a healthy child if a vaccine-preventable disease occurs in the program and that child is not immunized. Classroom teachers are expected to know if any of the children are un- or under-immunized.

### **Conditions Not Requiring Exclusion**

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. Ringworm (may delay treatment until the end of the day).
6. Thrush (i.e., white spots or patches in the mouth).
7. Fifth disease (slapped cheek disease, parvovirus B19) in a child without immune problems.
8. Cytomegalovirus infection.
9. Chronic hepatitis B virus infection.

### **Reporting Requirements**

Some communicable diseases must be reported to public health authorities so that control measures can be used. The director will obtain an updated list of reportable diseases from the state health authorities annually. A copy of this list will be shared with each parent at the time of enrollment. In September, 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.

The telephone number of the responsible health authority to whom to report communicable disease is posted on the bulletin board in the front hallway of the laboratory school.

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.

### **HEALTH POLICIES CHART**

Below is a guideline for common diseases and the return to school criteria. Always follow the procedures above if a child is feeling ill while at school.

<b>Disease</b>	<b>May Return to School</b>	<b>Incubation Period</b>
Common Cold/ Sore Throat	Upon recovery, when temperature remains normal for 24 hours	1-3 days
Strep Throat	When temperature has been normal for 24 hours and child has been on	2-7 days

	anti-bacterial medication for at least 24 hrs.	
Influenza	Same as common cold, but requires longer convalescence to prevent recurrence 3 to 5 days.	1-3 days
Scarlet Fever	Must be reported to Health Officer. Readmitted by release from Health Officer or Private Physician. Contacts may be admitted at discretion of Health Officer.	2-7 days
Chickenpox	When primary crusts have fallen off from off exposed areas, with Director's permission.	14-21 days
Measles	7 days after appearance of rash with permission of M.D.	9-11 days
German Measles	When recovered (approximately 3 days) with Director's permission	14-21 days
Mumps	When swelling is gone, with M.D. permission	12-26 days
Whooping Cough	Upon recovery, at least 21 days after appearance of cough, with M.D. permission.	7-10 days
Impetigo	May remain in school if sores are treated and kept covered.	0-5 days
Lice	When there is no trace of lice.	None
Ringworm	Same as impetigo.	1-2 days

## ADMINISTERING MEDICATION

Any medication prescribed to a child by a doctor is labeled and kept locked in the medical cabinet in the storage room off the kitchen. The exception to this is medication that may be needed in an emergency - EpiPen or emergency inhaler. In this case, medication will be kept readily available in a high cabinet within the classroom, ensuring it is inaccessible to the children. In order for staff to administer medication, a signed form must be obtained from the family with authorization from the attending physician or attached to an original signed prescription. The same holds for any over-the-counter medication or topical creams. Only staff members trained in administering the specific medication may do so. Additional forms and training are necessary for Epi-Pens and Nebulizers.

While sunscreen and diaper cream are often not thought of as medications, these items also require a signed form from the family and are kept out of the reach of children.

## EMERGENCY PREPAREDNESS PLAN

The CHILD DEVELOPMENT CENTER has an extensive emergency preparedness plan, it was used as the basis for the State of California Department of Education's *Taking Charge*, a comprehensive plan for emergency preparedness for state child care programs. All employees are expected to be

familiar with the state plan. Both the training manual and two 29-minute videos are available in the Conference Room library.

Each classroom has posted the college Emergency Procedures Guide, CPR and First Aid posters, and the Emergency Roles. All employees should know where to find these documents as well as where first and earthquake supplies may be found.

## **FIRST AID**

The first aid supplies are located in the workroom and maintained by the Director. In addition, each of the four classrooms is provided with essential first aid supplies. When classroom supplies need to be replenished, the director needs to be notified. The center has essential medical and first aid supplies for a three-day emergency situation in the Earthquake/Mass Disaster storage bin, located at the South end of the CDC parking lot.

If a child is injured while at school and necessitates first aid, an OUCH REPORT must be filled out and placed in the child's folder. The incident must also be documented in the INJURY LOG in the child's classroom. Any injuries to a child's face or any injuries that may require further medical care require a call to the child's family. Keep in mind some families are most sensitive than others to injuries; know the children and families in the classroom and the best way to communicate news of an injury, small or large, to each individual.

If an injury at school requires a visit to a doctor, dentist or other medical facility, an UNUSUAL INCIDENT/INJURY REPORT must be filed with licensing. Licensing must be notified within 24 hours of the incident and the written report submitted within 7 days. The college also has a form that must be filled out.

## **FIRE EMERGENCY PROCEDURES**

1. Evacuate children immediately, according to the posted plan.
2. Make sure all children and personnel are out of building.
3. Keep calm; maintain order.
4. Assigned team member should remove roll book - check attendance when destination is reached. Keys must be carried at all times in the event that an evacuation is necessary.
5. Call the Fire Department or **911**.
6. Call Campus Security Emergency list at **1-818-409-5911**.

## **EARTHQUAKE PROCEDURES**

1. If an earthquake occurs while children are inside buildings, **REMAIN INSIDE!** Follow the procedure of Duck, Cover and Hold on. If able to, crawl under a sturdy table, desk or in a strong interior doorway. Always stay low to the ground and many people sustain injury

- when trying to move during an earthquake. If outside, follow the same Duck, Cover and Hold on procedure.
2. Encourage children to crawl away from windows or objects that may fall.
  3. Keep calm; maintain order.
  4. After the shaking stops check for injuries and provide first aid
  5. Assigned team member should retrieve the roll book – check attendance ASAP.
  6. Check for gas, water and electrical damage.
  7. Check for structural damage. Clean up any spilled chemicals such as bleach.
  8. Turn on radio and listen for information and instructions from Public Safety Officials.
  9. Check food and water supplies.
  10. Be prepared for aftershocks.

## **STAFF COMPETENCIES, PREPARATION AND SUPPORT**

Competent, confident teachers are at the center of the program, caring for children and families and mentoring college students on a daily basis. Teachers are recruited not only for their current knowledge and experience spelled out in the job qualifications, but also for their openness to new, evidence based practice, their appreciation for relationship based caregiving, and their ability to function as part of a team.

As a small teaching staff, everyone relies on each other and the ability to be flexible and adaptable are key to the center running smoothly on a day to day basis. Teaching staff are expected to know and practice all aspects of Title 22, California Licensing, NAEYC, EHS/HS Standards, and PITC Policies as well as follow the Ethical Practices set by NAEYC and CSEA.

All teachers should be practicing and embodying the following in their daily tasks.

### **Demonstrates Awareness and Concern for the Entire Department**

1. **Safety and Health Consciousness** - Gives primary consideration to the safety and health of all students when planning the environment.
2. **Knowledgeability** - Prepares environments that are appropriate for the particular children involved, both individually and in cooperation with one another. Is able to justify the presentation of particular environment, material or activity by explaining its relationship to the development of a child or children and where in the DRDP and California Foundations it relates.
3. **Orderliness** - Keeps materials, supplies, and equipment well organized to present an attractive, orderly and inviting appearance to the classroom or any other area being used.

Materials retrieved from outside the classroom are returned intact to the place they were found. Common areas are kept clear and materials put away in cabinets.

4. **Carefulness** - Respects the use and care of materials and equipment; is not wasteful. Models for children the appropriate use of materials, fostering a constructive and not destructive approach to using materials and environments as a whole
5. **Responsibility** - Assumes personal responsibility for small problems in the environment which others have neglected or have not been aware of (i.e., trash, lack of water, and so forth) or other issues inside and outside the classroom.
6. **Cooperativeness** – Is flexible in schedule and location to meet the needs of the center as a whole. Moves into other classrooms or yards as needed with a positive attitude and respect for the children and teachers in that space. Works with team and whole staff to ensure the center is properly staffed to meet the ratios and needs of the children at all times.

## **Demonstrates Professionalism**

1. **Personal Growth** - Is committed to the idea of continued personal and professional growth as an educator. Maintains professional membership in job-related organizations. Pursues personal or formal study and/or reading in the field of child development and education.
2. **Loyalty** - Supports the philosophy of the Department and the Administration.
3. **Self-reflection** - Is able to look at self-behavior as a possible cause of a problem when things do not go smoothly.
4. **Confidentiality** - Avoids malicious gossip at **all** times; respects confidentiality of written, oral, and observed information. (See Family Handbook for full Confidentiality Policy.)
5. **Cooperation** - Is committed to the concept of team spirit; recognizing the department as one total group rather than a series of separate programs. Generously shares ideas, materials, time and services, thereby helping other persons to achieve their very best.
6. **Responsibility** - Is always ready to share responsibilities with others, to assume other's responsibilities in emergencies and to put the needs of the department as a whole over differences of opinion.
7. **Supportiveness** - Is aware of the department policies and supports them. If not in agreement, knows that policies can be discussed with the Director and at staff meetings and reserves those times for doing so rather than spreading discontent among coworkers.

## **EMPLOYEE HEALTH AND SAFETY STANDARDS AND PRACTICES**

A health screening report, signed by a physician, shall be required at the time of initial employment to ensure all teachers are physically able to perform the job duties required of them, including a tuberculin test (Mantoux). A chest x-ray is required if the skin test reaction is positive (10 mm in diameter or greater). Additional examinations may be requested at the discretion of the Director at any time in the future that the employee's health appears to be in question. TB testing is required every four years. All teachers must also comply with Senate Bill No. 792 which mandates that all teachers in a day care center must show proof of measles, pertussis, and influenza vaccination; only the influenza vaccine may be declined with a written declaration. (Please note this applies to all college students and volunteers as well.)

AB 243 (Alpert), Chapter 246, Statutes of 1994, amends Section 1596.866 of the Health and Safety Code, Chapter 35, Statutes of 1992. This section requires specified personnel of child day care facilities to have at least 15 hours of training in preventative health practices including pediatric cardiopulmonary resuscitation (CPR) and pediatric first aid. All educators are certified in pediatric CPR and First Aid. The. New hires must complete the 15 hours required training within the first year of initial employment. The 15 hours of training must include 1. Pediatric CPR, 2. Pediatric First Aid, 3. Infectious Diseases including Immunization, and 4. Prevention of Childhood Injuries. After that, additional training to complete the 15 hours may be taken in any of the following areas: 1. Sanitary Food Handling, 2. Child Nutrition, 3. Emergency Preparedness and Evacuation, 4. Caring for Children with Special Needs, and 5. Identification or Reporting of Signs and Symptoms of Child Abuse. The entire teaching staff of the Child Development Center maintains current

CPR/First Aid. A renewal course and recertification will be performed at Glendale Community College every other year through the Red Cross.

For the department's and laboratory school's protection, in light of public awareness of the possibility of child abuse within child care facilities, and to meet the requirements of Title 22 and NAEYC accreditation, all new employees shall sign and have notarized a Fingerprint Disclaimer Form and acknowledgment of Child Abuse Reporting Procedures. As mandated reports, all child development staff are required to report suspected child abuse. Please follow the steps below.

1. Document the observations of abuse and/or neglect. Why do you suspect this is happening? What are the signs or events that you have witnessed? What has the child said or how have they acted to make you suspect abuse/neglect?
2. If you feel comfortable, consult with your co-teachers and/or the Director.
3. Report to child services. If the person you are reporting works at the Center, inform the Director immediately so action can be taken. The Director will work with the union and college administration on temporarily removing that staff member until an investigation is held while maintaining that employee's rights.
4. Staff who report suspicions of child abuse/neglect are immune from discharge, retaliation or other disciplinary actions, unless it is proven that the report was false and intended to do harm.

### **Employee Health and Wellness Benefits**

As classified employees, all staff have access to group benefits. Consult the Collective Bargaining Agreement for more information on the plans available. Contact the Employment Benefits Technician if you have specific questions about benefits offered. The college covers Medical (including Mental Health), Dental and Vision as part of the benefits packages.

Employees also have access to the fitness center and weight room on campus during open hours and additional staff and faculty hours as well as wellness programs throughout the year. Employee wellness programs may include lectures, nutrition counseling, stress management programs, fitness challenges, hiking meetups, massages and more. These program are organized by the Kinesiology Division and are open to all employees.

### **Employee Illness**

As the children should be healthy when they are at school to limit the spread of disease and be able to participate fully, so should the staff. All teachers have sick time allowances as defined in the Collective Bargaining Agreement. Please see the most current Bargaining Agreement on the college website for detailed explanation of sick time and other types leave. Staff should follow the same guidelines and Health Policy Chart above under HEALTH that the children and families are asked

to follow for illness and return to work criteria.

If ill, contact the Master Early Childhood Educator for your assigned room as well as the scheduler to ensure staffing can be secured. Please be sure to notify them how long you will need a substitute so that we can plan accordingly.

### **Employee Injuries**

Every injury sustained while at work, no matter how trivial, must be reported at once to the Director and to Human Resources so that the appropriate medical care may be provided. Consult the Bargaining Agreement for more information on workplace injuries. Return to work permission will be required if there is time off.

The best way to avoid injuries is to take care of our bodies and use proper technique for sitting, standing, and lifting. Staff should maintain good posture by using adult-sized furniture when possible, squatting and lifting with the legs to stand, using a back support when seated on the floor, avoiding being in one position for an extended time, and squatting or kneeling instead of bending from the waist. For proper lifting, have feet shoulder width apart, squat at the knees, engage the stomach muscles and keep the back straight; use the legs to lift slowly and smoothly. The changing tables are equipped with stairs/steps. Once a child is able, have them use the stairs/steps so no lifting is required. Also remember to move slowly through the classrooms and other areas. Child-sized furniture and children themselves can become tripping hazards for adults. Always be aware of your surroundings.

### **EMPLOYEE BENEFITS**

The Collective Bargaining Agreement explains all benefits available to staff, including leaves of absences, education benefits, professional growth benefits, holiday closures and pay, more. Consult the Agreement for in depth descriptions of all benefits available to staff. All staff are part of the CALPERS retirement program. For additional information on retirement and benefits contact the Employment Benefits Technician.

### **EMPLOYEE SCHEDULES AND BREAKS**

Employees have been hired to work a flexible schedule between the Center opening hours of 7:30 am to 5:30 pm, Monday through Friday. Shifts are scheduled for 8.5 hours with lunches and breaks agreed upon by the classroom team and the center as a whole to ensure proper ratios at all times. Staff may request a short, immediate break if necessary; otherwise they are asked to maintain their assigned breaks. Due to illness, vacation, and other staffing needs, schedules and breaks are subject to change to meet the needs of the Center as a whole. For more details on this subject see Leadership and Management, Personnel Policies. Staff have two 15-minute breaks after 4 hours of working in their classrooms. They also have a 30 minute lunch break.

### **PROFESSIONAL GROWTH AND DEVELOPMENT**

All staff is expected to hold and maintain a current California State Child Development Permit. The necessary level held is noted in the Job Descriptions below. While it is the staff member's individual responsibility to record professional development hours and renew their permit at the intervals set forth by the state, opportunities to earn the necessary Professional Growth hours are built into the yearly schedule.

Each year, all teachers fill out their Professional Development Plan, including topics they are pursuing towards their Professional Growth Goals. At the end of the year this should be updated to indicate the progress made that year. Staff uses these to complete their Permit renewal requirements as well; all staff must maintain the required Permit for their specific job.

As a group, the center staff participates in a week of staff development in August as well as two other days throughout the year, typically matched with the CAEYC or another local conference. Topics for these staff development days are open to input from staff members or decided on based on new research in the field or evidence of need throughout the year. Employees are expected to be at all scheduled professional growth days.

Being part of Child360, PITC, and EHS/HS also allows access to many workshops and trainings throughout the year. Teachers are encouraged to participate in these (mostly free) opportunities throughout the year. Requests to attend these workshops and training will be granted as much as possible based on substitute availability. Teachers may also be asked to attend these trainings as needed.

### **Orientation Of new Staff:**

In addition to a general orientation provided by Human Resources and the employee union, new staff will have a Center orientation that includes a review of this handbook, the Family Handbook, and the NAEYC Code of Ethical Conduct. An individual classroom orientation will be also be held to discuss the children and families, acceptable and unacceptable guidance techniques, discipline, and classroom management, and the routines and schedule of the room. New staff are typically double staffed so they have support during their first few days and are not alone with children and families until they have acclimated to the program.

### **Evaluations**

Evaluations are performed pursuant to the details found in the Collective Bargaining Agreement. New hires have a two month, six month and one year evaluation. After that employees must be evaluated at least once every two years. Evaluations may include a self-reflection, peer evaluation, and management evaluation. The employees Professional Growth Plan and progress will be used as part of the evaluation.

## **JOB DESCRIPTIONS**

The most up to date job descriptions can be found on the Glendale Community College website as well as classification lists and salary schedules.

**Director Child Development Center**

Established Date: Apr 29, 2011

Revision Date: Apr 29, 2011

**DESCRIPTION:**

**DEFINITION**

Under direction, responsible for the planning, implementation, supervision, and administration of a comprehensive laboratory school, toddler and preschool age Children's Center program which provides for the physical, mental, social, and emotional welfare of each child.

**EXAMPLES OF DUTIES:**

Recommend and implement policy and procedures for the Child Development Center consistent with approved policy and all applicable state and local regulations.

Assure compliance with all health and safety regulations.

Provide leadership and guidance to the professional staff in establishing and meeting educational and developmental goals.

Prepare and submit an annual budget; supervise the expenditures of the budget as allocated.

Review the physical plant and equipment for the program; recommend maintenance, repairs, and improvements within the budget.

Recommend employment of the staff for the Center.

Supervise the maintenance of records in compliance with funding or regulatory agencies.

Establish and implement a fee schedule; see that appropriate fees are collected, deposited, and recorded in accordance with approved policy.

Serve as an ex-officio member of the CDC's Advisory Board and attend all meetings of the Board and its committees.

Arrange for substitute help as needed.

Assist staff in preparing daily, weekly, monthly, and yearly plans.

Plan and implement a food program based on sound nutritional principles.

Purchase supplies and equipment.

Arrange a program for family education and participation.

Maintain an active system of family center relationships and communication.

Plan for the orientation of families to center and inform them of policies and procedures.

Supervise a family organization.

Be available to families for personal or telephone conferences.

Maintain a families' library.

Performs related duties as required.

**MINIMUM QUALIFICATIONS:**

**Knowledge of:**

Knowledge of federal, state, and local funding sources, funding requirements, and laws and regulations governing programs for young children.  
Knowledge of organization and coordination of child care services at a community college.  
Knowledge of general principles of management, supervision, and training.  
Health and Nutritional needs of young children.  
Health and safety regulations.  
Record-keeping techniques in compliance with state licensing regulations.  
Family Education and skill in working with family groups.  
Child Development principles and practices relative to preschool education.

**Ability to:**

Organize, coordinate and oversee the operations and activities of a Children's Center for pre-school children.  
Organize, schedule and coordinate programs, staff and equipment.  
Communicate effectively with families, students, staff, administrators and people of various economic and ethnic backgrounds.  
Read, interpret, apply and explain rules, regulations, policies and procedures.  
Evaluate program effectiveness.  
Train, supervise and evaluate personnel.  
Maintain records and prepare reports.  
Establish and maintain cooperative and effective working relationships with others.

**EMPLOYMENT STANDARDS**

**Minimum Requirements:**

Bachelor's Degree in Early Childhood Education or related field from an accredited college or university; plus three years of full-time experience administering an early childhood Children Center program; and two years of experience as an Early Childhood Education Teacher.

**DESIRED QUALIFICATIONS:**

Children's Center Permit.

Children's Center Supervision Permit.

A Master's Degree in Early Childhood Education from an accredited college or university.

## **Master Early Childhood Educator**

### **Bargaining Unit: California School Employees Association Chapter #76**

Established Date: May 20, 2011

Revision Date: Mar 7, 2013

#### DESCRIPTION:

##### **DEFINITION**

Perform a variety of specialized duties related to care and education of young children and the training of college students in the Child Development Center and affiliated programs.

##### **SUPERVISION RECEIVED AND EXERCISED**

Supervision is received by the Child Development Director.

May provide work direction to student workers.

#### EXAMPLES OF DUTIES:

Provides care and education for classrooms of children, 15-months through preschool age, and interacts with children in a developmentally appropriate manner.

Provides learning experiences in Social/Emotional Development, Cognitive Development and Physical Development.

Oversees and participates in curriculum planning, assessments, and documentation.

Oversees and participates in supervision and mentoring of college and community students assigned to the Child Development Center.

Designs effective environments for learning through functional and attractive displays, interest centers and exhibits of children's work.

Prepares and serves nutritional meals and designated snacks.

Participates in classroom rotations to provide continuity of care as designated.

Sets up and cleans up classroom, outdoor play area, workroom and kitchen as needed.

Attends required staff meetings.

Maintains departmental area(s) in a safe, clean and orderly condition; assure compliance with established District and Child Development center safety procedures and regulations.

Maintains professional competence through in-service educational activities provided by District and /or self-selected professional growth activities.

Maintains state required documentation and records.

Provides work direction and training to student workers.

Verifies time sheets for student workers.

Perform related duties as assigned.

#### MINIMUM QUALIFICATIONS:

##### **Knowledge of:**

Child development theories and its application to providing curriculum and guidance for young children.

Appropriate principles, practices and procedures used in child care programs.

Effective team teaching skills for working with staff members and students. Interpersonal skills, using tact, patience and courtesy in assisting staff, college students and families.

**Ability to:**

Communicate effectively with children, staff and community representatives

Demonstrate effective interaction and guidance techniques with children in accordance with center philosophy.

Understand written and oral directions.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Train and provide work direction to others.

**EMPLOYMENT STANDARDS**

**Minimum Qualifications:**

Bachelor's degree in Early Childhood Education, Child Development or related field from an accredited college or university is required.

Additionally, a minimum of 24 units of coursework in Early Childhood Education or Child Development, 6 units of coursework in administration and supervision of Child Development programs, 2 units of coursework in adult supervision, and 3 units of coursework in Infant /Toddler.

Valid Child Development Site Supervisor Permit

Pediatric CPR, first aid and documented training in health practices as required by Title 22.

**Desirable Qualifications**

Master's degree in Early Childhood Education, Child Development, or related field

Experience working with college students.

**ADDITIONAL INFORMATION:**

**PHYSICAL REQUIREMENTS**

Ability to lift up to 40 pounds.

**WORKING CONDITIONS**

Child Development Center laboratory school program is subject to childhood communicable diseases.

## **Early Childhood Educator**

### **Bargaining Unit: California School Employees Association Chapter #76**

Established Date: Mar 7, 2013

Revision Date: Oct 24, 2013

#### **DESCRIPTION:**

#### **DEFINITION:**

Performs a variety of specialized duties related to the care and education of young children and the training of college students in the Child Development Center and affiliated programs.

#### **SUPERVISION RECEIVED AND EXERCISED**

Supervision is received by the Child Development Director.

May provide work direction to student workers.

#### **EXAMPLES OF DUTIES:**

Provides care and education for classrooms of children, 6-months through preschool age, and interact with children in a developmentally appropriate manner.

Provides learning experiences in Social/Emotional Development, Cognitive Development and Physical Development.

Participates in curriculum planning, assessments, and documentation

Creates effective environment for learning through functional and attractive displays, interest centers and exhibits of children's work.

Prepares and serves nutritional meals and designated snacks.

Provides work direction and assists in mentoring of college and community students assigned to the Child Development Center.

Participates in classroom rotations to provide continuity of care as designated.

Sets up and cleans up classroom, outdoor play area, workroom and kitchen as needed.

Attends required staff meetings.

Maintains departmental area(s) in a safe, clean and orderly condition; assure compliance with established District and Child Development center safety procedures and regulations.

Maintains professional competence through in-service educational activities provided by District and /or self-selected professional growth activities.

Maintains state required documentation and records.

Provides work direction and training to student workers.

Verifies time sheets for student workers.

Perform related duties as assigned.

#### **MINIMUM QUALIFICATIONS:**

#### **Knowledge of:**

Child development theories and its application to providing curriculum and guidance for

young children.

Appropriate principles, practices and procedures used in child care programs.

Effective team teaching skills for working with staff members, students and families.

Interpersonal skills, using tact, patience and courtesy in assisting staff and college students.

**Ability to:**

Communicate effectively with children, staff and community representatives.

Demonstrate effective interaction and guidance techniques with children in accordance with center philosophy. Understand written and oral directions.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Train and provide work direction to others.

**EMPLOYMENT STANDARDS:**

**Minimum Qualifications:**

Associates of Arts/Science Degree in Early Childhood Education, Child Development or related field from an accredited college or university.

Six (6) units of coursework in administration and supervision of Child Development programs and three (3) units of coursework in Infant /Toddler.

Valid Child Development Master Teacher Permit

Current Pediatric CPR, first aid and documented training in health practices as required by Title 22.

**Desirable Qualifications:**

Bachelor's degree in Early Childhood Education, Child Development, or related field.

**ADDITIONAL INFORMATION:**

**PHYSICAL REQUIREMENTS:**

Ability to lift up to 40 pounds.

**WORKING CONDITIONS:**

Child Development Center laboratory school program is subject to childhood communicable diseases.

## OTHER POSITIONS

### **Practicum Student (Child Development 141)**

Focus: Under supervision, assists the Child Development Teaching Team in caring for a group of six week to five year old children, following through on plans that have been made to maximize developmental opportunities.

Qualifications: The practicum student must be enrolled in CHLDV 141 and 180 or 181.

Responsibilities:

1. Assume duties as directed by the Early Childhood Teacher.
2. Under supervision of the Child Development Teaching Team, perform limited program planning and implementation.
3. Assume responsibilities for and special assignments made by the Early Childhood Teacher.
4. Attend staff meetings.
5. Material preparation, classroom clean-up, toileting children, and care of animals.
6. Return supplies and equipment to proper storage areas. Keep storage areas in order.
7. Continue professional growth through classes and workshops.
8. Consider and conduct oneself as an integral member of the entire teaching team within the center learning environment.

### **Volunteer, Family, Student**

Focus: The person selected for this position will be responsible for assisting the professional staff in the general supervision and management of the laboratory school.

Qualifications: The person selected for this position must present a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to the children, and be willing to support the educational and non-punitive philosophy. Volunteers must be a student in child development, child care, psychology, nursing or related field at a local high school, college, university or trade center; or be a family or grandfamily of a student enrolled in the program, obtain a negative Mantoux TB test or clear chest x-ray for tuberculosis, and provide proof of immunization for measles, pertussis and influenza.

Responsibilities - Responsibilities will include, but not be limited to the following:

1. Assisting as needed under the direction of the professional staff.
2. Maintain professional attitudes at the Center at all times.
3. Allowing professional staff to deal with problem situations.
4. Supporting the philosophy of the Laboratory School program.
5. Treating all children with dignity and respect.
6. If volunteering a skill or talent, presenting a written plan to the professional staff, upon approval, implementing that plan.

# FAMILIES

While named the Child Development Center, caring for children means caring for their families as well. The family is a child's first teacher and will also be their teacher for the longest amount of time. Families are integral partners in the education of young children and the running of the center as a whole. All information about families is confidential; private information should not be shared outside the immediate teachers working with that family and the director unless deemed necessary to support the child or family within the school. Written consent from the family must be obtained if sharing information outside of the director and teachers of the center. Private information should not be shared with college students or any other part-time workers.

## FAMILY INFORMATION

Each year families attend a mandatory orientation, hosted by the center director and classroom teachers. Families and teachers have a chance to share expectations about the upcoming year, explain changes to routines or policies, and explore their child's new environment. Families also fill out paperwork updating the information in the children's informational and educational files.

In a child's informational file, documents pertaining to each child's medical history, family history, and social history can be found. These documents are helpful in gathering basic information about a child, their culture, their language, their development thus far, their family structure, et cetera. Teachers should be familiar with basic information about each child in their assigned class.

Families also fill out the ASQ each year as noted in the Child Assessment section. Teachers will score these tools yearly and should be aware of the tool outcomes for each child in their care. ASQs from previous years can also be accessed in the children's education files.

In addition to the information on families available on paper, information should be shared on a regular basis. During greetings and departures, teachers are expected to check in with each family. Information sharing may include how the child is doing, what their interests are, how their night was, how they are feeling, et cetera.

## COMMUNICATION WITH FAMILIES

As noted, daily, in-person communication with families is important during greetings and departures. Other communication may also be used daily or on an as needed basis.

1. The Learning Genie app is used to send Daily Reports to families in the infant and toddler rooms as well as sending weekly information in the preschool rooms.
2. Communication boards in the classroom as well as by the front desk hold important information such as schedule, menus, curriculum, weekly activities, important notices, upcoming events, documentation, et cetera.

3. Email and telephone numbers are available in the child's information files to be used as needed.
4. Some teachers provide their cell phone number to families for texting capabilities. This communication is restricted to the hours of 9am-6pm.

It is important to know each family and their preferred method of communication. This is why relationships with the families are key to the smooth operation of the center. Know which families need a phone call about a fall and which are fine with a text or an in person account at pick up. Know which families check their email daily and which never seem to have their phone.

As explained in the Assessment section, two formal family conferences are planned each year. Other conferences may be scheduled at the request of the family, teachers, or director. If as a result of any child assessment and/or child observations, the staff suspects a developmental delay or other special need, they will work with the director on documenting the concern, communicating with the family, creating a partnership based plan, and provide additional resources for consideration. For more detailed information see the Assessment section of this manual.

### **FAMILY PARTICIPATION**

Families are encouraged to participate in PAGE, the center's Parent Advisory Group. This group meets once a month to discuss current happenings at the center as well as fundraising goals and policy changes. While the group is run by families, staff participation is encouraged. Meetings are often during school time so many of the teachers may be working during those times. However, teachers are encouraged to attend and if possible are welcome to join the meetings.

PAGE also sponsors events throughout the year and staff are strongly encouraged to attend as many of these events as they can. Building community and trust with families means more than just greetings, departures, and scheduled conferences. A strong school community involves teachers and families interacting in more casual settings, both with and without the children present. An annual calendar shows the events for the year. Please mark them on your personal calendar, attend what you can, and encourage others to attend as well.

### **OPEN DOOR POLICY**

The center has an open door policy, meaning that families are welcome at any time. There are no strict drop off or pick up times within the opening and closing times of 7am and 6pm respectively. Some classrooms have formal frameworks for inviting families to participate in routines and curriculum; however, families are encouraged to participate however and whenever they can.

### **TRANSITIONING TO KINDERGARTEN**

Once children reach the older preschool room (but sometimes before that), families will begin asking about Kindergarten and what to expect. Each year the teachers in the older preschool classroom host a Kindergarten Readiness Night where information is dispensed about what school

readiness looks like developmentally and how that is supported in the classrooms, what options are available to families for selecting a Kindergarten, and important dates for applications, registrations and/or enrollments. Often a Kindergarten teacher, former family or other guest may be asked to speak about a specific school or what to expect during the transition.

## **COMMUNITY RELATIONSHIPS**

Raising a child takes a village. Sometimes children and families require assistance beyond the scope of practice of the center. In these cases, they may be referred by their classroom teachers, family doctor, or other professional to a resource in the community. A teacher's role is to be familiar with some of the agencies and resources available in the community and know how to direct families to these agencies.

Many resources and information on local agencies can be found in the file cabinet in the lobby as well as on the brochure rack. Additional information can be found on the California MAP to Inclusion and Belonging website ([cainclusion.org](http://cainclusion.org)).

On the MAP website is also a link to Beginning Together. This is the Special Needs branch of PITC and a partner here at the center. In addition to a child's pediatrician, Beginning Together is often the first organization we recommend to families when a red flag has been identified, or an outside perspective is needed. Families are provided with documentation and explanation for teachers' area of concern.

### **SERVICES ON SITE**

At times children may require services from a licensed therapist in the area of speech and language, group, play, occupational, physical, or other. The center provides space as available for therapists to work with children on site as much as possible, so the appointments are less disruptive to their daily routine. This also at times allows the therapist to become part of the class and work with the child in their natural environment. These relationships with therapists who work in the area and/or work through the regional center has been helpful for the staff to make more personal referrals.

### **ADVOCACY**

Staff and families are encouraged to be advocates not only for the center but for the field of child development as a whole. Staff are encouraged to be part of and participate in NAEYC as well as local chapters of child development associations. In conjunction with the faculty, advisory boards are held at regular intervals. A local group named AERR of children's centers in the area meets once a month to discuss topics in the field.

### **GLENDALE COMMUNITY COLLEGE**

Being part of a college campus has many advantages; one of which is a built in community. In addition to the many college students who come to the center for work, volunteer or practicum, there are abundant resources on campus that can be enjoyed. Many departments on campus are open to having the children visit, having college students or faculty present topics, engaging in projects, et cetera. The college also has many opportunities for staff to participate in lecture series, professional growth and beyond.

## **PHYSICAL ENVIRONMENT**

The classroom environment emphasis is child-centered, designed for self-teaching and discovery learning. The staff structures the environment by setting up learning centers that stimulate the child's interest and arouse the child's curiosity and desire to learn. The center focuses on natural materials, furniture, and storage containers in neutral colors. Neutral tones have been shown to have a calming effect as has keeping environments clutter free. While each classroom and outdoor space should be meeting the criteria in ITERS and/or ECERS, it should be accomplished with an eye on aesthetics. Organization and predictability in the environment assist children with fully participating in the routines of the day including set up and clean up of activities.

As previously mentioned, ITERS and/or ECERS are the primary tools used to shape the environments and select materials for the classrooms. Please refer to these specific tools for details on types, quantity, variety and organization of the furniture and materials in the classroom. ITERS and/or ECERS should be completed for each classroom before the start of the school year and then performed periodically throughout the year, especially when rotating materials.

The center has many materials in the different classrooms, outside in the yards, and in storage areas throughout. Materials should be rotated, both inside and outside, during the year based on the children's development, goals, and interests. Remember that bringing in new materials often necessitates removing other so that clutter is avoided. These classrooms and yards are like a home; the teachers and children spend the majority of their waking hours here. The spaces should be neat and welcoming.

Also keep safety in mind when setting up environments, inside and outside. ITERS and ECERS have sections on safety and the Head Start Health and Safety checklist should be used daily to verify that the environment is clean and safe for each day's use. Keep in mind that each environment is designed with that specific age group in mind. Children from younger classrooms should not be spending extended time in spaces not designed for them as safety concerns change with the development of the child. In common spaces shared by age groups, the safety needs of the youngest group should be used when planning.

### **SUPPLIES AND MATERIALS**

The center has an abundance of materials, hidden away in cabinets and closets and storage bins throughout, both inside and outside. Get to know the environment and all the materials in it. Know where materials are stored and how they should be kept. Please return materials to their homes so others will know where to find them.

All new supplies are ordered by the Director. Each classroom will be allowed a certain amount of money each semester, as finances allow, to select new toys and equipment for the class. Catalogues of supplies and materials are maintained in the Library. Any requests are to be listed by catalogue number, item, and price and given to the Director for proper requisition and purchase.

Consumable supplies (paper, glue, soap, flour, crayons, paint, etc.) will be ordered and maintained by the Director and stored in the Workroom. Unusual items, upon approval of the Director, may be purchased by staff and reimbursed by the Laboratory School.

## **TEACHING RESOURCES**

Teaching resources are available to all staff in the Library and Computer Room.

The Library has books for use in the children's classrooms organized by topics. Each book is labeled so please return them to the specific topic where they were found. This ensures that other staff members can easily find the same book. There are also textbooks and informational books for teachers and families. These are also divided by topic, many of the textbooks organized by the Child Development course that they support or are used in. Copies of professional periodicals are also kept here.

In the Computer Room/Lounge are two Mac computers that teachers can access for research or documentation purposes. Informational and educational files from children no longer at the center can be found in the filing cabinet in the Observation Room.

Each classroom also has a laptop to be used for research and documentation purposes. Some rooms also have iPads and iPod Touches for their use.

## **OTHER INFORMATION**

Staff members are asked to keep personal items out of the classroom. Each staff member will have a small cabinet to place their personal items during the day. There is a staff only restroom located off the kitchen. Meals for staff are provided through the meal program, however some staff may choose to bring outside food for consumption during their break. This food should be stored in the kitchen and properly labeled with the staff members name and date. Food should not be left overnight at the center. The kitchen is cleaned out of all food each Friday so please take home any unused food.

## **LEADERSHIP AND MANAGEMENT**

The Child Development Center is a small school that runs on a collaborative management style. While there is a hierarchy of positions – Director, Lead Early Childhood Educators, Early Childhood Educators – the center is at its best when all staff are working, learning, and leading together. Each team member is responsible to the group as a whole and is encouraged to take an active role in policy development and management, the day to day operations of the center, and quest for constant improvement. Each person brings valuable insight and experience to the group and each person’s contribution is key to the success of the center.

### **PERSONNEL POLICIES**

As part of the CSEA union on campus, all Lead Early Childhood Educators and Early Childhood Educators must abide by and are protected by the policies described in the Classified Collective Bargaining Agreement. This document is both found on the college website and can be accessed at any time. Employees should be familiar with these documents and the information contained within as well as this document.

#### **Attendance**

Each employee shall be responsible for being present at the scheduled time each day. On occasion, employees may have reason to be absent from work. On these occasions, employees are expected to contact the administration at least two hours before their scheduled starting time. Employees must indicate the reason and probable duration of the absence. Excessive absenteeism or any absence without notice will result in disciplinary action and possible termination.

Employees are encouraged to work with their team members and the group as a whole when planning their time off. Predicted Time-Off requests are due on July 1<sup>st</sup> for the next fiscal year. Not all vacation requests may be granted if it is found to be disruptive to the CDC, coworkers or business; for example two teachers in the same classroom asking for the same days off or teachers asking for time off at the beginning of the school year when children are transitioning. Each case must be evaluated based on the contributing factors and circumstances.

Each employee may take time off as it is accrued according to the accrual method listed under Vacation and Sick Time in the Collective Bargaining Agreement. After an employee's approved time off has been used, all other time off may be denied by the administration or deemed excessive. Excessive absences will affect an employee's performance review and may be grounds for disciplinary action. The only exceptions are leave of absences approved by the Director. All employees must use any accrued time before non-paid time off is taken.

## **Staff Meetings**

Staff meetings will be held approximately once a month, during the napping period of the children. Substitutes will be scheduled to relieve the staff so that all team members may attend. Weekly planning sessions for each team will be scheduled with substitutes, so that each team can plan curriculum activities together.

## **Telephone and Answering Machines**

The Child Development Center telephone lines are intended solely for business use and should not be used or tied up with personal phone calls. Accordingly, employees are not permitted to make or receive personal phone calls during working hours unless there is an emergency. Necessary calls should be made during break periods and preferably on one's personal cell phone. No personal long-distance or toll calls are to be charged to the employer's phone.

We ask that anyone who needs to contact the staff during school hours use the Center's phone number on an emergency basis only. Though some limited use of the college phone in the reception area will be permitted, it is recommended that personal phones are used for personal calls.

## **Keys/Door Codes**

The loaning of a key signifies the trust we have placed in you and charges you with the responsibility of respecting that trust. You may not at any time allow another person to use or duplicate your key. Report the loss of key immediately. When terminating from your position, keys must be returned to the director and a signed release completed before your final paycheck will be released. For safety and security, most doors have electronic key codes. You will be given a key card and a code upon hiring. Do not share your code or loan your card to anyone. If your card is lost or stolen, report this loss immediately so the code can be deactivated and a new one assigned.

## **Sign-In/Out**

Upon arrival and departure at the CDC, all staff members will sign-in/out at the Reception Desk. All Child Development Instruction students, volunteers, Interns, and visitors to the CDC will sign in/out in the appropriate folders at the Reception Desk.

## **Staff Children**

Due to licensing regulations and liability issues, children of the laboratory school may not be on the center premises during family working hours. Staff children who fit licensing criteria and are currently enrolled in the laboratory school as clients are exempt from this policy. The rights of educators and children are protected when a staff member is accused of any abuse or

neglect towards the children in their center or classroom. If a staff member reports legitimate suspicion of child abuse or neglect, they will be protected from any retaliation for taking action towards the situation.

### **Parking**

Permanent parking tags will be issued each school year for staff by the Glendale College Police Department for use in the Child Development Center Parking lot only. Tags and passes must be displayed visibly on the front dash of the car.

### **Staff Mailboxes**

The following information will be placed routinely in Staff Mailboxes. Please keep staff mailboxes neat and organized:

1. Schedule for each semester
2. Schedule changes
3. Staff Directory changes
4. Newsletter
5. All memos that are given to families
6. Agenda for staff meeting
7. Messages from families

### **General Staff Communication**

The college primarily communicates with the staff through email. Please plan on checking email daily to ensure you are in the communication loop of the greater college community. Other materials will be left available for staff posted on the workroom cabinets or in the sign in book. The information may include upcoming workshops or trainings or other events.

### **DISCIPLINE**

There is a full discipline policy described in the Classified Collective Bargaining agreement. However the following are specific to the Child Development Center:

#### **Written Reprimands**

1. Leaving the room or work area without notifying another employee of your whereabouts.
2. 30 minutes accumulated late time.
3. Smoking on Center property.

4. Discussing Staff Policies (salary, grievances, etc.) with families.
5. Unauthorized personal visitors.

More than one offense is grounds for the Director to request additional employee evaluation which will be filed in the Human Resource Department of the College, subject to disciplinary action.

**Immediate Removal (at the discretion of the Director, upon recommendation to the Human Resource Director)**

1. Use of obscene/abusive language.
2. Threatening, intimidating, or coercing fellow employees.
3. Reporting for work under the influence of alcohol or illegal substances.
4. Possession of alcohol or illegal substances while on Center premises.
5. Willful abandonment of work assignment.
6. Gross insubordination.
7. Deliberate destruction of Center premises.
8. Falsifying information.
9. Possession of weapons on Center premises.
10. Taking privileged Center information outside the school by any means for personal use.
11. Infliction of physical punishment, in any form, upon any child.

## A MESSAGE TO THE STAFF

The image of a department is created by the staff. The care of children is a trust which cannot be taken lightly by the staff of the laboratory school. Rhoda Kellog (HD 301 Lecture, Rancho Santiago Community College, 1989) said that a good teacher is an artist who can handle his/her medium well (techniques) and has a feel for the creative side of teaching. This staff manual attempts to give you a picture of how our laboratory school operates and why it is so operated. It gives you an ideal of what is expected of you and what you can expect from the department. Also, what the child and his/her family, and our child development students can gain from their experience with us. It is hoped you will find each step carefully planned and worked out to give you a creative freedom as a teacher, living within the security of a definite purpose, philosophy, and guided by simple rules.

### TO THE LABORATORY SCHOOL TEACHER

To you it has been given to walk with a little child. You will be to him a friend, a companion, a guide, an opener of doors.

A strong arm to lean upon, a source of wisdom and of light.

All that you are as a person will enter into what you give him.

You will not mold him; you will help him to unfold. You will not so much direct him in your path as you will help him find his own.

You will not so much transmit to him your superior judgement as you will share with him the benefits of your mature judgment and experience.

COMING TOGETHER IS BEGINNING  
KEEPING TOGETHER IS PROGRESS  
WORKING TOGETHER IS UNITY  
THINKING TOGETHER IS SUCCESS

## WELCOME TO THE CHILD DEVELOPMENT DEPARTMENT

## HANDBOOK SIGNATURE RECEIPT

I have read, understand and agree to adhere to the Staff Policies and Procedures while I am employed by the Glendale Community College Child Development Laboratory School.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Please return this signed receipt to the Director to be placed in your file.

## STATEMENT ACKNOWLEDGING REQUIREMENT TO REPORT SUSPECTED CHILD ABUSE

NAME: \_\_\_\_\_

FACILITY: \_\_\_\_\_

SOCIAL SECURITY NUMBER: \_\_\_\_\_

TITLE: \_\_\_\_\_

Section **11166** of the Penal Code requires any child care custodian, medical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment who he or she knows or reasonably suspects has been the victim of child abuse, to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as is practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child Care Custodian" includes teachers, licensed day care workers, administrators of community care facilities licensed to care for children, foster families, and group home personnel.

As a prospective employee of this facility, your employment position falls within the definition of "child care custodian." Therefore, you are mandated to comply with the child abuse reporting requirements as stated above.

I, \_\_\_\_\_, have read and understand the requirements of PC Section 11166 as outlined above and will comply with those provisions.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## NEW STAFF ORIENTATION

### I. Department Staff File

- A. Application
- B. Physical Report
- C. TB test
- D. Fingerprints (2 sets if in CA less than 2 yrs)
- E. Child Abuse Reporting Mandate form
- F. Signed receipt for Staff Handbook
- G. First Aid & CPR Certification
- H. Preventative Health Practices Training
- I. Signed Notice of Employee Rights
- J. Fingerprint Clearance from DOJ
- K. Education verification - Transcripts

## II. Orientation Interview

- A. Staff Handbook
  - Goals of Program
  - Staff procedures and information
  - Children's Program
  - Job duties
  - Objectives and curriculum planning
  - Assessment procedure for children and staff
- B. Disaster preparedness
- C. Procedure for reporting suspected child abuse
- D. Family Handbook/Brochure
- E. Use of files
- F. Salary & Benefits
- G. Schedule and assignment
- H. Walk through and Introductions
- I. First year Mentor assignment: \_\_\_\_\_
- J. Key Signature Card