

Family Handbook



Welcome to Preschool!

Made especially for:



By:

The Preschool Staff of the

Truman College Child Development Laboratory School

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Memo

To: Parents
From: Maria Elena Sanchez
Date: 3/6/2019
About: Welcome from District Director

We are very excited that your son/daughter will be joining our Preschool Program. In the preschool setting, your child will have many new opportunities to explore and discover as he/she continues to develop cognitively, socially, emotionally, and physically.

This memo is designed to help parents understand the routines and guidelines that the teachers and children follow in the classrooms. Now that your child is developmentally ready for the "preschool experience", parents will begin to see changes in their child beginning immediately and even within his/her transition. The independence that your child exhibits, the curiosity relating to social interactions, and friendship-building skills will all be apparent. Parents will also observe their child mastering such skills as sharing, problem-solving, conflict resolution, science predictions, math concepts, and social studies as they explore the world around them and, if necessary, completing his/her toilet training. The curriculum is challenging and is sure to enhance your child's development through our print-rich environments, literacy-based activities, and pre-writing and reading activities.

City Colleges of Chicago Child Development Laboratory School teachers take great pride in their accomplishments in implementing the curriculum and setting up classroom environments that offer your child the best learning experience possible. The teachers have and continue to strive for exciting, innovative, and challenging activities for the children. Classrooms are filled with enriched science and math-concept building opportunities, innovative language activities, creative and open-ended art projects, sensory exploration, team building, cooperative social skill enhancement activities, and much more!!

Our programs are based on observations, brainstorming, team collaboration, planning and implementation of activities that reflect each child's emergent skills and interests. In order to create an environment that is emergent in its curriculum as well as stimulating for the children, the teacher must recognize what skills each child needs and how to encourage these skills with activities that match the child's interests and abilities. The teachers will be communicating all of the learning benefits that your child will explore and acquire in this program for learning. The children play a strong role in the formation of what projects and activities take place in their own classroom. Their ideas are recognized and respected as the teacher adapts them into his/her daily classroom experiences.

Our staff has been trained through the Nonviolent Crisis Intervention program to provide for the Care, Welfare, Safety, and Security of everyone involved in a crisis situation. The principles and techniques taught in the Nonviolent Crisis Intervention program have proven effective in resolving potentially violent situations. Physical restraint is used only when all less-restrictive methods of intervening have been exhausted, and when the individual presents a danger to self or others. Even when physical restraint is employed, it is used in such a way as to allow the person an opportunity to calm down at his/her own pace and to assist in the process of re-establishing Therapeutic Rapport. The strategies staff are trained are as follows:

- CPI Kick Block
- CPI One-Hand Hair Pull Release
- CPI Two-Hand Hair Pull Release
- CPI Bite Release
- CPI Children's Control Position
- CPI Transport Position
- CPI Interim Control Position

Please keep in mind that this memo is a broad overview of our Preschool Program. Specific questions are always welcome. As partners in making this the best learning opportunity possible for your child, we welcome your involvement in any way you feel comfortable.

We look forward to getting to know you and your child.

Locations of Services:

**Richard J. Daley College
Child Development Lab School
7500 S. Pulaski Rd., Chicago IL 60652
773-838-7562
Office Hours 7:30-4:00 pm
Classroom Hours 8:00-3:00**

**Kennedy King College
Child Development Lab School
710 W. 65th St., Bldg. Z, Chicago IL 60620
773-602-5481
Office Hours 7:30-5:30 pm
Classroom Hours 7:30-5:30 pm**

**Malcolm X College
Child Development Lab School
1900 W. Jackson Blvd., Chicago IL 60612
312-850-7490
Office Hours 7:30-5:30 pm
Classroom Hours 7:30-5:30**

**Olive-Harvey College
Child Development Lab School
10001 S. Woodlawn Ave., Chicago IL 60628
773-291-6317
Office Hours 9:00-5:00 pm
Classroom Hours 7:30-5:00 pm**

**Truman College
Child Development Lab School
1145 W. Wilson Ave., Chicago IL 60640
773-907-4740
Office Hours 7:45-5:30
Classroom 7:45-5:30 pm**

Truman Lab School Staff



Dexter L. Smith M.S. Ed. Director: I have over 20 years of experience in the field of Early Childhood Education. I have worked as an early childhood teacher, program manager, education coordinator, site director, professional development facilitator and an adjunct professor of child development. I am a native of Chicago and the parent of three children, all boys. I am passionate about the education of young children. I am always looking for ways to improve and enhance services for children and families. I bring my passion and my quest to provide children with the very best early childhood education to this program. I look forward to working in collaboration with families to make these things happen.



Felicita Irizarry, B.S.W. Family Services Coordinator: I was born in Puerto Rico. I graduated from St. Augustine College with a Bachelor Degree in Social Services. I have been working at Truman Child Development Lab School as the Family Services Coordinator for the past six years. I enjoy working with families and help them make connections to community services. I am looking forward to working with you and building a relationship of collaboration.



Jenny Perez A.A.S. Family Services Aide: As a mother of three girls whom all attended and graduated from the Truman Lab School and have gone off to different elementary schools throughout Chicago, I welcome you and hope you make many wonderful memories with us, just as I have. I have worked at Truman College for several years now in various departments from HR to Financial Aid and as a teacher in the classroom after graduating in 2014 with my Early Childhood Degree. Now I work in the office as the Family Services Aide and I am always happy to talk and help families have the best possible experience during such an important time during these preschool years. I have a passion for reading, running, event coordinating and giving back to the community.



Jarvis Wilson Food Service Aide: I was born on the west side of Chicago, IL. I attended Manley Career Academy where I received my high school diploma in 2013. After graduating high school, I enrolled at Robert Morris University where I will be receiving my Bachelors in criminal justice in the year 2022. Prior to working at Truman College, I worked for many fast food restaurants. My last job was working at Chicago Public Schools as a lunchroom porter. I am the fourth of eight children; two sisters and the rest are brothers, and I am a twin. My hobbies are as follows; going out to eat, going shopping, and hanging with friends, listening to music, watching police movies and television shows. Last but not least, my favorite pastime was spending time with my grandma until she passed away in October of 2017. I am very excited to be working and building a relationship with your child while I work for the Truman Child Development Lab Preschool.



Audreia Johnson B.S. Teacher (Team A): I have been working with children since the age of 14, ranging from 6 weeks to 16 years old. I earned my Bachelors' degree in Child Development from Northern Illinois University. I absolutely love working with children, especially young children and I bring a wealth of knowledge and experience. In addition to working with children, I am a proud mother of 2 boys, Noah and Nehemiah. I am also a doula/birth worker for pregnant and post-partum women. I am excited about working in the classroom and building relationships you and your children



Teneisha Rogers M.A. Ed Teacher (Team B): I have been in the field of education for 10 plus years supporting children from six weeks through 20 years of age. I have a heart for seeing children thrive and families flourish. As a wife and a mother of two amazing children, I understand the demand that life tosses without notice. I received my Master's degree at Ashford University in Education with a specialization in family and Community Services. My disposition is approachable, enthusiastic, fun, interactive, knowledgeable, nourishing, optimistic, organized and patient. I love to be outside when the weather permits and when it does not my classroom becomes a world of Adventure. Just a couple of fun facts: I am a LeBron James fan and I sing all the time (Guess what?? I am good at it too). My life long goal is aspiring children, inspiring families, and enriching our communities.



Christine Martinez B.S. Teacher (Team C): I have been working with children in a classroom setting for 10 years. I received my Associate in Arts from the City Colleges of Chicago. I then proceeded to get my Bachelor's Degree in Early Childhood Education from St. Xavier University. My goals for the children are to support them socially and emotionally, learning through play in all the domains, developing their skills in language, literacy, math, and science. Another goal I have is to help the families have the support they need for transitioning their children into kindergarten.



Maricela Cardenas A.A.S. Assistant Teacher (Team A): I have lived in Chicago my whole life. I come from a big family; I have six siblings and I'm the middle child. I earned my AA in Early Childhood Education (ECE) from Truman College. I did my practicum with Team B in the Truman Lab School. Now I am working towards my BA in ECE. I love doing all types of activities with the children including running, writing, reading books and art activities. I look forward to working with the children of Truman Lab School.



Yvette Rabon Assistant Teacher (Team B): My educational background is in the field of Applied Behavioral Science and Early Childhood Education. My work experience extends to over eight years in the field of Early Childhood Education. Part of my teaching experience consists of being a literacy mentor, training in CSFEL and participating in the Teacher/Child Interaction program through DePaul University. I am excited about continuing my education in ascertaining my Master's Degree in the field of Education in the next couple of years. While at Truman, my goal is to be a strong advocate for children and families that I serve



Sherita Jarrells B.A. Assistant Teacher (Team C): This will be my tenth year at Truman Child Development Lab School. I have been an Early Childhood Educator for 20 years. I come to you with a great wealth of knowledge and experience. I obtained my Associates in Child Development here at Truman College and dreamed that someday I would come back to be a teacher in this facility. I am here to tell you that “DREAMS DO COME TRUE”. I am excited every year to experience various children, to be a part of their learning process, and to meet parents from around the globe and learn of their traditions. I also hold a Bachelor’s Degree with concentrations in Sociology and Education. I am the proud parent of an adult daughter.



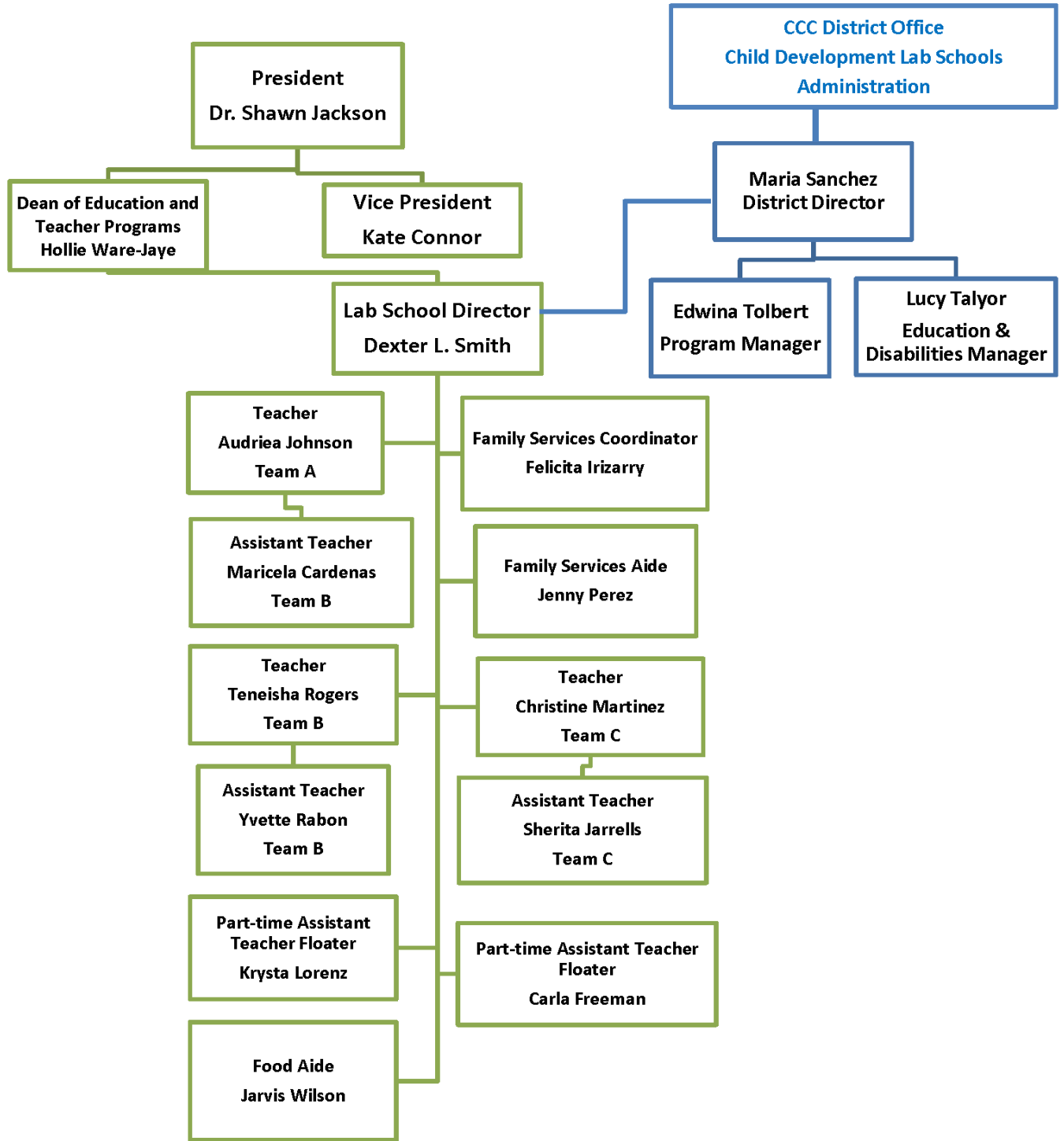
Krysta Lorenz A.A.S. (Floater): I am from Chicago in the neighboring area from Truman College. I recently had my first child and after some time off I am now back working in the field. I hold an Associates of Applied Sciences degree in early childhood education that I received from Truman College and I am very proud and lucky to be a part of such a great group of teachers. I have been working with children for over five years now and I enjoy every aspect of teaching and have realized in my years of teaching that children can teach us as much as we teach them. I believe all kids deserve a safe educational environment to learn and grow in and this Center strives to provide a lasting education to each child in our care. I am excited to be here and I look forward to creating lasting relationships with each family and creating a sense of community within the childcare center



Carla Freeman B.A. (Floater): My name is Carla Freeman. I am married with two grown daughters. Jamie is my oldest and Jasmin is my youngest. I have two grandchildren. Jenesis 3yrs. and Brandon Jr. 2yrs. I have lived in Chicago most of my life. I moved to Griffith IN. to raise my children. After my children went to college, I moved back to Chicago. I went to several universities to work on my bachelor’s degree. I finally finished my BA at Chicago State University in 1986. I began teaching in 1986 as a head teacher in early childhood. When I lived in IN. I worked as a teacher’s assistant with special needs children in grades 3rd and 4th. When I moved back to Chicago, I went back to working with children in early childhood. My goal is to get a Master’s in Student Affairs and work with students on the college level. I am happy to join the staff here at Truman Lab School. I am looking forward to getting to know the families and working with your children.

City Colleges of Chicago contracts with Child Care Careers, an agency that provides substitute teachers. All substitute staff meets DCFS guidelines. Refer to the Summary of Licensing for Daycare Centers included in this handbook.

**Truman College Child Development Lab School
Organization Chart**



**Child Development Laboratory School
Family Program Calendar
2018-2019 Schedule**

First Day of Program Year.....	August 27, 2018
Labor Day Holiday (Center Closed).....	September 3, 2018
**Early Close All Children Dismissed a1 1:30 pm	September 20, 2018
Family/Parent Orientation	September 27, 2018
Center Parent Policy Committee Election	October 22 – November 5, 2018
**Early Close All Children Dismissed a1 1:30 pm	October 19, 2018
*Parent/Teacher Conferences (Center Closed).....	November 14, 2018
Thanksgiving Holiday (Center Closed).....	November 22-23, 2018
**Early Close All Children Dismissed a1 1:30 pm.....	December 21, 2018
Winter Break (Center Closed to Families).....	December 24-January 4, 2019
Martin Luther King’s Day Holiday Observed (Center Closed).....	January 21, 2019
**Early Close All Children Dismissed a1 1:30 pm.....	January 25, 2019
All Staff In-Service/Self-Assessment Training (Center Closed for Families.....	February 01, 2019
President’s Day Holiday Observed (Center Closed).....	February 18, 2019
**Early Close All Children Dismissed a1 1:30 pm.....	February 22, 2019
**Early Close All Children Dismissed a1 1:30 pm.....	March 22, 2019
Spring Break.....	April 15-19, 2019
*Second Home Visit (Center Closed).....	April 10, 2019
**Early Close All Children Dismissed a1 1:30 pm.....	May 17, 2019
Memorial Day Holiday Observed (Center Closed).....	May 27, 2019
***Special Schedule/End of School Program All Children Dismissed a1 1:30 pm	June 14th, 2019
Last Day of 10-month Program Year (PFA & HS).....	June 14, 2019

Center Family Committee Meetings..... 3rd Wednesday or Thursday of the Month
 District Office Head Start Start Monthly Parent Policy Committee Meeting.....Last Thursday of the Month
 District Office Monthly Program Governance Committee Meeting.....Last Friday of the Month

***Parent Conference/Home Visit Days are days in which the program is closed for regular classroom activities. Families are expected to sign-up and participate in a brief conference/visit with their child’s teacher.**

****Early Close Days are days that the site closes at 1:30 pm each month for staff professional development. Please note that this is typically the 3rd Friday of each month but may change depending on other calendar holidays/days off or program needs.**

*****End of the Year Special Schedule Day is a day that is typically a parent/child day for which we provide a closing program that parents and children participate together. This day typically starts at 10 am and ends at 1:30. Since it is a parent/child day children may ONLY participate if parent or adult family member brings them.**

Program Information

Vision: The Child Development Laboratory Schools will lead the City of Chicago in providing high-quality model programs, as well as demonstration and training sites that serve faculty, students, and children of college staff and the greater Chicago community.

Mission: To provide high-quality care for preschool children of diverse backgrounds, incorporating best practices based on established standards and research in the field and to provide student support to all City Colleges of Chicago students and staff in order to ensure student success.

Philosophy: The program's approach to Child Development and Education is developmentally and linguistically appropriate and demonstrates the understanding that children have individual rates of development, interests, temperaments, languages, cultural backgrounds, and learning styles. Families are considered the child's first teachers and are partners in their children's education.

Introduction

The Child Development Lab Schools (CDLS) at City Colleges of Chicago provides Chicago Early Learning Services which encompasses Head Start and Preschool for All. We serve children ages 2-5 years old. We welcome diverse learners. CDLS provides opportunities for each child to achieve his/her full potential by modifying the learning program to meet the individual's needs. We are accredited by the National Association for the Education of Young Children (NAEYC) and have attained the GOLD Circle of Quality through ExceleRate. Our license is through the Illinois Department of Children and Family Services (DCFS).

What is Chicago Early Learning?

Through Chicago Early Learning (CEL), all of our families, no matter their needs, will be able to find and secure an Early Learning program. In addition, to great programs for children at schools and community agencies, there are a number of opportunities to start stimulating your child with early learning in other environments. Visit www.chicagoeearlylearning.org for more information.

What is Head Start?

Head Start is a national, child development program for children from birth to age 5, which provides services to promote academic, social and emotional development, as well as providing social, health and nutrition services for low income-eligible families.

What is NAEYC?

The NAEYC is the nation's largest organization of early childhood professionals dedicated to the education of young children. NAEYC began in 1985 with a goal to provide a system that would raise the level of quality in early childhood programs. NAEYC accreditation in a child care setting means the program meets NAEYC's ten standards for high-quality early childhood education.

- Relationships
- Curriculum
- Teaching
- Assessment (of child progress)
- Health
- Teachers
- Families
- Community Relationships
- Physical Environment
- Leadership and Management

What is ExceleRate?

ExceleRate Illinois is a statewide quality recognition and improvement system to ensure that programs have quality care.

We are funded by

- Department of Family Support Services (DFSS)
 - Head Start
 - Preschool For All (PFA 3-5 years old)
 - Preventive Initiative (PI 2-year-old)
- Illinois Department of Human Services Assistance Program
- Illinois State Board of Education
 - Child and Adult Care Food Program (CACFP)

Transition of Children

Policy

The program establishes and maintains these procedures to support successful transitions into programs; from child care programs into Head Start; from classroom to classroom; and from Head Start to kindergarten.

Procedures:

Daily Transition:

- Center Specific: Please follow your centers protocol for entering, exiting and parking.

New Student Transition:

- The program performs at least two home visits per program year for each family, including one before the program year begins, if feasible.

The ASQ-SE is completed with a parent at this time.

- Staff provides Teachers a “New Child” form on every child, two (2) days before the child’s first day of attendance.
- Families are encouraged to have children participate in a “slow startup” period. A sample schedule is as follows:
 - Day One: Child stays 2 hours (with parent or family member).
 - Day Two: Child stays 2 hours (with or without a parent, only if the child has adjusted).
 - Day Three: Child stays all day.

Curriculum

CDLS utilizing *Teaching Strategies Creative Curriculum* System for our children. Our parent curriculum is currently under development.

- Classrooms are required to implement a curriculum which includes the following for parents; Family Newsletters, home school activities, parent conferencing and resources (see center staff for details).
- The curriculum is a play-based, anti-bias, multicultural curriculum that embraces diversity. It connects to the outside world, supports children's individual interests and preferences, promotes positive interactions, and allows children to learn to be a member of a group.
- The Creative Curriculum supports children with special needs and Dual Language Learners.

Head Start requires for each classroom where the majority of the children speak a language, other than English, a teacher or assistant teacher is present who speaks, read and writes that language.

Assessment

Child Assessment: The Teaching Strategies *GOLD* is the ongoing child assessment used in all of our classrooms.

- Assessment checkpoints are based on ongoing child observations which include; work samples, video or photographs.
- Assessment checkpoints are conducted 3 times per year; fall, winter, and spring. Summer checkpoints are conducted on children returning in the fall.
- The Teaching Strategies Creative Curriculum and *GOLD* assessment include standardized ongoing training procedures and curriculum materials to support implementation by center staff.

School Readiness: Approach to School Readiness and Establishing Goals

DFSS' approach to and definition of school readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. More specifically, school readiness means that children possess the skills, knowledge, and attitudes necessary for success in school, later learning, and life.

Our center provides families the information needed to transition to kindergarten:

- Assess child progress on an ongoing basis and aggregate and analyze data at least 3 times per year. Program Outcomes are shared with the Parent Policy Committee, quarterly.
- Examine data for patterns of progress for groups of children in order to revise and implement plans for program improvement;
- Partner with school district personnel to assure a seamless transition for your child and family;
- Provide parent the opportunity to take part in establishing School Readiness skills/goals.

Required Developmental Screening

Developmental screenings are conducted on all children within 45 calendar days of enrollment and annually after that within 45 days of the start of each program year. Screenings are done with families and they are provided with information on the purpose of the screening and on how the results of the screening will be used.

The tools used are the following:

- ESI-R (Early Screening Inventory-Revised) is an individually administered screening tool designed to identify young children in need of further diagnostic assessment or curricular modifications. Tool used for children between 3-5 years old.
- ASQ-SE (Ages and stages social-emotional screening) is a questionnaire that focuses primarily on the Social and Emotional aspects of the child, with the main purpose of having a clear view of the child's emotional development. Tool used for children between 3-5 years old.
- ASQ (Ages and Stages Questionnaire) and ESI-R (Early Screening Inventory-Revised) is used for 2-year-old children.

Referral Process

In establishing partnerships with the parents, referrals to the public school (LEA) system and/or Child and Family Connections (CFC) may be made based on parent's concerns, classroom observations, and the results of the screening tools. Early intervention is crucial to a child's development; parents will be notified, in writing, of the results of screenings administered. If further evaluation is recommended for the child, the program works with the parents and CPS and/or CFC to begin the referral process. The referral process includes:

1. Screening completed within the first 45 days upon entry to the program.

2. Parent is provided with the screening results. Parents are encouraged to contact their child's classroom teacher with any concerns.
3. The staff will discuss the results of the child's screenings. Followed by a meeting with the parent/guardian to discuss the referral process and parental rights. After receiving parent consents, the referral will be completed.
4. A referral packet is compiled, with all supporting documents, and submitted to DFSS/CPS for approval.
5. Parents are then notified by CPS by phone call or letter with an evaluation appointment. Parents must keep appointment provided after two (2) attempts CPS will not reschedule.
6. If a disability is founded an Individual Education Plan (IEP) will be provided to the parent. Once teachers obtain a copy of IEP they are required to implement the modification and accommodation.

If parents have any questions regarding the referral process, please contact the CCC- Education/ Disabilities Manager.

Home Visits and Parent Conferences Policy

Home Visits: Two (2) home visits will be conducted annually. Home visits are a required component of Head Start. The initial home visit is crucial to establishing a relationship with your child's classroom teachers prior to the beginning school. Teachers should inform the parents of the screening process, transition, center philosophy and or other discussion items.

Parent Conferences: During the school year parents are encouraged to participate in three (3) parent conferences. The conferences should include an overview of their child's progress, input from parents and planning. During conferencing, parents are asked to participate in the implementation of the programs School Readiness Goals. Special arrangements can be made with the Site Director.

Field Trips

As early childhood educators, we recognize that children benefit greatly from the first-hand experiences that field trips provide. In addition, we provide on-site experiences such as storytellers or performances; guest speakers that can include parent participation; and use the resources of the college for new experiences

Special Events

Holidays are times of tradition, fun, family, and friends. Each family varies in the types of holidays they celebrate and in the ways they are celebrated. It is important for each child to learn about his/her family's beliefs and traditions at home. Respecting differences in cultures and family traditions is why our program does not celebrate religious-based holidays. Each classroom acknowledges birthday at

the end of the month. In order to adhere to the food allergies regulations, no outside food or snacks will be permitted. Activities will be provided in each classroom, see your child's classroom teachers for specifics.

Parent Communication-Lesson Plans, Monthly Calendars, and Newsletters

Weekly lesson plans are posted on the parent board after approval of Site Director. Parents are invited to Teaching Strategies GOLD online parent portal which is useful to share children's observations, family conference forms, home/school activities, and a resource library. Each program will distribute a copy of the monthly calendar which will consist of special days in the classroom, CDLS events, dates for Parent-Child Activities, and more. You will receive a copy of a monthly newsletter. In addition, the classroom parent bulletin board will include information about how children learn, family resources, menus, special announcements, and flyers on community events.

Toys at the Center

We ask children not to bring toys from home unless there is a special circumstance! The reason for this is that these toys can become tools for "social manipulation," and they may also get lost or broken. We are well equipped with wonderful materials and toys. It is easier to learn to share the school's equipment since it belongs to all of us. Items brought for "Show and Tell" will be stored in the child's cubby. The center is not responsible for personal items, including clothing if they get damaged or lost. However, children are welcome to bring a personal item, such as a stuffed toy or a special blanket, which can help them transition into the classroom and help them settle into rest time. These items must be taken home on weekends to be laundered.

Pets

Children can benefit from having a small animal as a classroom pet. Having a pet in the classroom can help children develop some responsibility skills and expand their knowledge about the world around them. If the center decides to have a pet, every precaution will be taken for the safety and health needs of the children such as children's allergies and pets and the center will follow DCFS Licensing Standards policies and procedures.

Clothing Policy

Children should be dressed in durable, comfortable play clothes so that they can play freely and not worry about ruining their clothes by spilling paint, juice etc. As a reserve, each child should have a complete change of clothes available (undergarments as well as shirt, pants, blouses, and socks). In order to keep children safe, we do not permit open-toe shoes. Please dress your children in clothing which is within his/her ability to manage. All outside clothing such as coats, hats, sweaters, and, especially boots should be labeled with the child's name, so that misplaced items can be returned to the proper owners.

Please attach gloves to the child's coat. We will be taking the children outside when the weather permits and children should be suitably dressed for the weather. When the temperature dips into the 30s, please provide your child with snow pants, boots, mittens, a hat, and a scarf.

Soiled Clothes

Teachers will place soiled clothing in a plastic bag. The bag will be handed to the parent at pick up and/or placed in the child's cubby. Staff asks that parents replace the change of clothes.

Lost and Found

Lost clothes or children's items will be kept in the office until the end of the year. Please speak with your teacher and/or office staff to see if the item was submitted.

Food

The CDLS serves children breakfast, lunch, and a snack. Meal service is posted on the classroom schedule and classrooms provide monthly food experiences. The menus are regulated by the Child and Adult Care Food Program (CACFP) and meet all USDA guidelines. Parents have the opportunity to provide feedback to menus through the quarterly parent menu committee meetings and menus are reviewed/approved at the Parent Policy Committee meetings. Even if children do not like particular foods, we do ask that the children try new food items. We make food accommodations for medical, religious, and cultural reasons. If your child has allergies to particular foods or is on a special diet, we will need signed documentation from a doctor or a medical authority stating his/her special dietary needs. We do not permit food brought from home except for special dietary restrictions.

Private Tuition Rates
2018-2019
3-5 years old

**A Non-refundable Registration fee of \$25.00,
For Non-Head Start families, is required**

Client Type	Weekly Fee (Per Child)	
CCC Employee & Students	\$189.00	
Community	Sliding Fee based on family income:	
	Below \$50,000/yr	\$189/week
	\$50,000 - \$64,999/yr	\$200/week
	\$65,000 - \$84,999/yr	\$211/week
	\$85,000 - \$104,999/yr	\$227/week
	\$105,000 - \$124,999/yr	\$243/week
	\$125,000/yr and up	\$254/week

Rate for Part-Day Program

	Semester Only Program	
	Part-Day Program Monday - Friday	
CCC Students and Employees	\$97/week	
Community	Sliding Fee based on family income:	
	Below \$50,000	\$97/wk
	\$50,000 - \$64,999	\$119
	\$65,000 - \$84,999	\$124
	\$85,000 - \$104,999	\$130
	\$105,000 – 124,999	\$135

Multiple Child Discount

The weekly rate for additional children is 10% off the established rate for the first child, 5% for each additional Child.

***Special Note: Rates may be subject to change.**

We calculate full-time and part-time based on the below guidelines provided by DHS.

- For care provided less than 5 hours per day, use the part-day rate.
- For care provided from 5 through 12 hours per day, use the full-day rate.

Private Tuition Rates
2018-2019
2-year-olds

**A Non-refundable Registration fee of \$25.00,
for Non-Head Start families, is required**

Client Type	Weekly Fee (Per Child)	
CCC Employee & Students	\$226.00	
Community	Sliding Fee based on family income:	
	Below \$50,000/yr	\$226/week
	\$50,000 - \$64,999/yr	\$238/week
	\$65,000 - \$84,999/yr	\$249/week
	\$85,000 - \$104,999/yr	\$267/week
	\$105,000 - \$124,999/yr	\$284/week
	\$125,000/yr and up	\$296/week

Rate for Part-Day Program

	Part-Day Program Monday - Friday	
CCC Students and Employees	\$128/week	
Community	Sliding Fee based on family income:	
	Below \$50,000	\$128/wk
	\$50,000 - \$64,999	\$133
	\$65,000 - \$84,999	\$139
	\$85,000 - \$104,999	\$145
	\$105,000 – 124,999	\$151

Multiple Child Discount

The weekly rate for additional children is 10% off the established rate for the first child, 5% for each additional Child.

***Special Note: Rates may be subject to change.**

We calculate full-time and part-time based on the below guidelines provided by DHS.

- For care provided less than 5 hours per day, use the part-day rate.
- For care provided from 5 through 12 hours per day, use the full-day rate.

Program Information

Charging of Fees for None Head Start and PFA and PI Hours

City Colleges of Chicago Child Development Lab Schools layer PFA, Head Start and CCAP funding for 7 hours of attendance. **If the parent qualifies for CCAP, a co-pay is collected.**

Procedure:

1. The program charges services to private tuition families and for services offered beyond the public funding hours (Head Start and PFA/PI hours). These services include:
 - a) A non-refundable registration fee of \$25.00 in the form of cash, personal check, or credit card through the Illinois Funds E-pay portal. (None for Head Start and PFA/PI hours)
 - b) A fee schedule for our private pay families is attached.
 - c) Late fee charges for pick-up time, for the scheduled child care portion of the day. Late fee is \$15.00 for the first 15 minutes after pick-up time and \$30.00 16-30 minutes after pick-up time.
2. Tuition and fees are due by the 15th of the month to ensure ongoing, uninterrupted care of the children.
3. Private tuition is due by the 15th of the month unless there has been a prior arrangement. In the event that payment is not made, a parent notice will be available on Monday morning. The parent has until the last business day of the month to make payment, and staff will contact the parent via phone or certified mail requesting payment. On the 1st school day of the month, the child will not be allowed to stay for the childcare portion of the day. Consistent late payment may result in termination from the child care portion of the program.
4. Subsidized parent co-payment is due by the 15th of the month unless there has been a prior arrangement. In the event that payment is not made, a parent notice will be available on Monday morning. The parent has until the last business day of the month to make payment, and the staff will contact the parent via phone or certified mail requesting payment. On the 1st school day of the next month, the child will not be allowed to stay for the childcare portion of the day.
5. After three late pick-ups and failure to comply with the Child Development Lab School policy, the family may be terminated from the child care portion of the program.
6. Tuition payment is not based on attendance; it is based on a monthly fee. Tuition is pro-rated for a scheduled break. (If applicable)
7. Any unpaid balances will be referred to the business office and the business office may refer all unpaid balances to a Collection Agency.

Attendance

According to The University of Chicago- Urban Education Institute, students who attend preschool regularly are significantly more likely than chronically absent preschool to be ready for kindergarten and to attend school regularly in later grades.

CDLS programs adhere closely to the federal guideline that states children must be in attendance 85%.

Notify the program if your child will not be in attendance. If we do not hear from you, we will contact you directly. However, if we are not able to reach you, we will attempt to contact you through your emergency contacts. If we do not hear from you for two days or more, we will conduct a home visit. If we are not able to contact you or if we do not hear from you, your child may be placed on the waiting list. However, if the absence is a result of an illness the child will be excused; and if the child's absence is due to personal family issues, the center will make every effort to provide support.

Excused Absences

The following excused absences may require appropriate documentation:

- ✓ A Child's Illness
- ✓ Family emergencies (i.e., death in the immediate family requiring the parent and child to travel away from home)
- ✓ Time spent with a parent or other relative required by a court order
- ✓ Medical/Dental appointment for the child (including therapy)
- ✓ Court visitation (proof required)
- ✓ A reason that is clearly in the best interest of the child.

Dropping Off and Picking up Children

Parents are required to sign their child in and out each day. Sign your child in on the sign-in sheet located in the classroom, you are required to sign your child's name, time in, and your name. When picking up your child, sign your name again, and indicate the time signed out.

At the time of registration, you were asked to complete a form naming at least two adults (age 18 or over) as a backup who are authorized to pick up your child. We ask that you inform the teacher if someone from your list will be picking up your child so that the teacher is aware of the change in advance. If the person on your list is picking up your child for the first time, he or she will be asked to present an ID. In case of an emergency, a phone call would be appreciated before the other adult arrives. We WILL NOT release a child to anyone who has not been authorized by you to pick up your child.

No child will be released to an authorized person if the use of a controlled substance is suspected (alcohol, drugs, etc). Program staff will assist in identifying another authorized person to pick-up the child.

Parents are required to inform staff of any changes/updates such as a new address, phone number, emergency contacts, and emergency pick-up. Staff relies on this information in case of an emergency.

Both Parents' Right to Pick-up the Child

Under the laws of the state of Illinois, both parents may have the right to pick up their child unless a court document restricts that right. The enrolling parent who chooses not to include the other parent's name on the authorized list for pickup must file an official court document such as the following:

- **Current restraining order**
- **Sole-custody decree**
- **Divorce decree stating sole custody**
- **Judgment of adoption**
- **Foster parent documentation**

Absent this documentation, the program may release the child to either parent, provided that parent documents biological or adoptive parenthood of that child. The parent must provide the program with updated legal documents when any changes occur.

Emergency Pick-up

Parents must provide the school with a minimum of 2 emergency contacts that can pick up their children in case family member is unavailable for pick up. The center must be **notified** of any changes in contact information immediately. If contact information is outdated, children will not be allowed to return to school until the center receives accurate contact information. This policy is for the safety of the child and the center.

Late Pick-up Policy

In the event that a child is not picked up by 30 minutes after closing, and all attempts of contact have been made to reach the parent/guardian and/or other emergency designees, the circumstance will constitute an "emergency situation. The Center Director or Designee will take steps to assure the safety of the child, which will include contact with the Department of Children and Family Services and/or the local police. (For example, if the center closes at 5:30 p.m. DCFS will be contacted at 6:00 p.m. if a parent or any of the emergency contacts have not been reached).

The Center acknowledges the responsibility for the child's protection and well-being until the parent or outside authorities arrive. A discussion will only be held

with the parent or guardian and staff shall not hold the child responsible for the situation.

If a child is picked up late, the parent must be available for a conference the following day to determine strategies to prevent further late pick up.

Following three late pick-ups and failure to comply with the school's policy, the family may be terminated from the program.

Late Pick-up Fees

Parents will be charged a late fee of \$15.00 based upon every 15 minutes, **beginning 1 minute after scheduled pick-up time.** (This late fee applies to childcare portion of the day; it does not include Head Start and Pre-K/PI portion of the day,) for example:

1 minute- 15 minutes late-----parent charged \$15.00

16 minutes-30 minutes-----parent charged \$30.00

This fee must be paid in full before the child is allowed to return the following day for the child care portion of the day or arranges are made with the Site Director.

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Visitors

All visitors must be registered with Security before they are permitted access to the building. Visitors are also required to present their personal identification. Visitors will not be given access to the building during non-regular business hours if not accompanied by a CCC department head or that person's designee.

Internet Privacy Policy

In addition to our general policy on privacy, the CDLS has adopted this Internet Privacy Policy to protect the privacy of its families. We will not share any information on the Internet about the current or past children and families enrolled in our program without the written permission of the parents. This includes the posting of names, contact information, photographs, videos, audio, or other likenesses of children or family members on our website, Facebook page, Twitter, YouTube, or any other location that could be distributed through the Internet. This includes the sharing of information through texting on cell phones. We have also adopted a confidentiality policy with the employees of our center that prohibits them from sharing any information about children or family members on the Internet.

Confidentiality

Only the child's parent or guardian has the right to know about the condition of a child. All files and information are considered confidential and will be filed in a lockable cabinet. Any violation of confidentiality will be sanctioned immediately through disciplinary action. CDLS follows the Health Insurance Portability and Accountability Act (HIPAA) which is a United States law designed to provide privacy standards to protect individuals' medical records and other health information provided to health plans, doctors, hospitals and other health care providers. CDLS will only provide information about your child with the written consent of the parent or guardian, including other family members. If you desire any information in your child's file to be given to another agency or school you must sign a "Release of Information" form for this purpose. Our staff members are mandated reporters and may be required to make a report to the Department of Children and Family Services for suspected child abuse/neglect. In that case, information may be released as required by law to make this report.

Insurance

City Colleges of Chicago (District) procures a number of Commercial Insurance Policies to address certain risk exposures inclusive of unique risks that may be associated with the operation of Child Care Centers. In the event that a child suffers an injury resulting from the negligence of the District, the General Liability Policy and if required, the Excess Liability Policy would respond if the determination is such that the District is at fault.

The District does not provide a Health Care Policy for the Child Care Center Participants.

Health/Mental Health Services

Health Requirements

All children are required to have a complete health exam that is not older than six months prior to the first day of attendance. Health requirements need to be updated on an annual basis. As a participant of the Child Development Lab School, the following are required of your child in order to comply with the program's health requirements:

- A yearly physical exam, inclusive of up to date immunizations;
- A yearly dental exam;
- A yearly hearing exam;
- A yearly vision exam;
- Follow-up visits to the doctor regarding physical, dental, vision and hearing as required.

If parents do not comply with the health requirements it jeopardizes the child's health and the continuance of the program's funding.

Health

Children's health is a major issue faced by Child Development Lab Schools. In order to protect staff and children from illness, it is better for all concerned if a sick child is absent from the Lab School. When children first attend daycare, they may get sick often. Over time children will develop an immune system with stronger resistance to illness. Remember that there will always be some viruses and childhood diseases that will make their rounds in the school. It is important that children who have been ill stay home until they are no longer at risk, or the child has been given clearance to return by a pediatrician or family doctor. If your child is not ready to fully participate in the class activities after being ill, including outdoor play, do not send your child to the Lab School. Please arrange for back-up care if you are unable to stay home with your sick child. We know you will appreciate it when others do not bring their children sick, and they will feel likewise. We implement required licensing sanitation measures, such as having the children wash their hands and sanitizing the toys on a regular basis, to prevent the spread of illness.

Parents will be called to pick up the child if s/he comes to the Lab School with or develops any of the following symptoms at school.

- ✓ Is feverish or has had a fever of a least 100.5 within the last 24 hour.
- ✓ Coughs continuously during naptime.
- ✓ Has vomited or had diarrhea that cannot be contained within 24 hours of going to the Lab.
- ✓ Has pink eye or symptoms which might be pink eye (conjunctivitis)
- ✓ Has a runny nose that is cloudy, not clear
- ✓ Has symptoms of an earache
- ✓ Has been on antibiotics for less than 24 hours
- ✓ Have symptoms of any contagious diseases or infections (head lice, ringworm, crusted or oozing lesions, chicken pox, etc.)
- ✓ Has an undiagnosed rash

In order to ensure that your child is not exposed to the illnesses of others or to extra stress if ill, teachers will err on the side of caution and may call you to pick up your child at times you believe are unnecessary. Parents should make every possible effort to pick up the child upon notification. If we are unable to reach you, your emergency contacts will be called. Be sure those you list as emergency contacts understand their responsibility. A doctor's note may be required for your child to return to the school, especially with recurring symptoms.

A child who has been out sick may return to the school when cleared for 24 hours after signs and symptoms of illness such as unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficulty breathing, wheezing, or loss of appetite, green nasal mucus.

Uncontrolled diarrhea or change in bowel movement pattern: A child may return 24 hours after diarrhea has ceased or physician has determined illness is not contagious.

Upset stomach or vomiting: A child may return 24 hours after vomiting has ceased or physician has determined that the illness is not contagious.

Mouth sores with drooling: A child may return when a physician has determined the condition is non-infectious.

Rash with fever or behavior changes: A rash with weepy blistering; and/or rash with a change in breathing pattern. The child may return when a physician has determined that the symptoms do not indicate a communicable disease.

Any kind of earache or ear pain: A child may return when symptoms or pain have cleared.

Purulent conjunctivitis (with white or yellow discharge): A child may return 24 hours after treatment starts.

Scabies, head lice, or other infestation: A child may return 24 hours after treatment has started.

Impetigo: A child may return 24 hours after treatment has started.

Strep throat or other streptococcal infection; the child may return 24 hours after initial antibiotic treatment and the fever has broken.

Pertussis: A child may return after 5 days of antibiotic treatment has started.

Mumps: A child may return 9 days after onset of swelling.

Measles or Rubella: A child may return 6 days after onset of rash.

Chickenpox; the child may return after all sores have dried and crusted (6 – 10 days).

Medication Forms

The Lab School may administer medication prescribed by a physician with written permission from the parent. The permission forms can be given to you by the teacher. Any medication brought to the school must be in the original container, labeled with the child's name and brought to a staff member. It cannot be placed in the child's cubby. Medication (s) will only be given by a teacher (or teacher designee) and a written record is kept for six months specifying the name of the child, the medication, the dosage, time given, and the signature of the person who gave the medication. Parent(s) must initial the medication form daily. We ask that you provide us with the proper measuring device as specified on the prescription. Over-the-counter medications can be administered only with the physician permission with the exception of sunscreen which a parent must give written consent to administer it.

Accidents

We have paid special attention to safety in the design and arrangements of our environment as a preventive measure for accidents. Nevertheless, there are certain risks and hazards that may arise in the course of your child's activities. If your child has a minor accident, the adult in charge will administer the basic First Aid treatment and complete an Accident Report. We will not apply any kind of ointment. You will be asked to sign the Accident Report before it is placed in your

child's file. If your child arrives at school with an injury that happened elsewhere, please inform us. In the event that a child incurs a more serious injury while at school, we will try to contact the parents first, before trying emergency contacts. Please be certain your class schedule is included in your child's file, so we will know where to find you. If your child has a serious accident, we will evaluate the situation to determine whether to call 911 or call you to pick up your child.

Mental Health Services

The agency works together with the Mental Health Consultant to provide consultation to our children and their families, this includes; family consultation, workshops, and other services. The Mental Health Consultant also provides on-sight support to classroom staff on techniques to implement in the classroom.

Family Partnerships

Parent Orientation

Parent Orientation is scheduled at the beginning of the school year. All parents are expected to participate in a Parent Orientation after they have completed the enrollment process. During this time, the Parent Handbook outlining the Lab School's routines, schedules, policies, and procedures, will be reviewed, giving parents the opportunity to ask questions. Parent will also have a chance to meet the staff and the other parents from the center.

Parent Curriculum

This year, the program will implement Parents as Teachers (PAT) curriculum. PAT provides parents with "resources, support, and encouragement to help their children develop optimally during the crucial early years of life." Parents as Teachers Goals include the following:

- Increase parent knowledge of early childhood development and improve parenting practices;
- Provide early detection of developmental delays and health issues;
- Increase children's school readiness and success.

Parent Engagement

Our Child Development Lab Schools value parent participation. We support research, which shows that when parents are involved in their child's education, the child does better academically and socially in school. We know that we can do a better job of meeting your child's needs and building on his or her strengths when we work in partnership with you. Therefore, we welcome your involvement at the Labs. The time you are able to spend in the classroom volunteering with your children is invaluable. Children eagerly anticipate their parent's presence in the classroom.

On-going training is provided in the following areas: health, safety, education, parenting skills and access to community resources. Workshops and trainings are usually scheduled monthly throughout the year and are reflected in the parent calendar and/or newsletter.

The center provides many opportunities for parents and staff to form a partnership. These include:

- ✓ Attendance at Orientation (mandatory)
- ✓ Two annual Parent/teacher conferences
- ✓ Attendance at monthly Parent Committee meetings at the center
- ✓ Participation in center-sponsored social gatherings
- ✓ Opportunities to volunteer at the center, in the classroom, or assisting teachers with material preparation
- ✓ City Colleges Parent Policy Committee Meetings

Policy Regarding Parent Volunteers

Volunteer in the Classroom

Parents are an important part of the Child Development Lab Schools at City Colleges of Chicago. CCC encourages parents to participate in the program and to volunteer in ways that meet the needs of the parents, children, and Labs.

Volunteers who interact with children on a regular basis should meet the criteria outlined in Section 407.100 (a) of the Illinois licensing requirements. These criteria are listed in the appendix below.

Volunteers are Not to Be Used as Staff

Volunteers in the Child Development Lab Schools are not left alone with children under any circumstances. In addition, volunteers may not be considered supplementary staff or a part of the required teacher/child ratio in the classroom. This includes parents, student teachers, practicum students, and/or other volunteers.

Volunteer Orientation

Parents who participate in the classroom on a regular basis are provided with an orientation to the Lab, classroom, program, classroom rules and procedures, and appropriate ways to interact inside the classroom.

Volunteer Background Checks

Parents and Families

Parents who volunteer in the classroom are required to complete a background check. (Illinois licensing: Section 385.30, (j) & (k)). Parents should never serve as replacement staff and should never **be** considered a part of the teacher-child ratio.

Volunteer Health Checks

Parents, who interact with children or food on a regular basis, one or more times per month, in the Child Development Lab School are required to supply the Lab School with a health check, as mandated by state licensing requirements. This health check includes results of a TB screening, as outlined by Illinois licensing (407.180 (b)).

Non-Federal Share (In-Kind)

In-kind is a service and/or item that benefits the programs. The signed In-Kind form is a legal document and is audited on a regular basis. The importance of completing the In-Kind forms will provide acknowledgment of the service you provided for the programs.

Program Governance-Parent Committees

All parents of enrolled children are automatically considered a part of the Parent Committee at the site level. Parents that are interested in actively participating in the Parent Policy Committee at the agency level must be elected by all parents on a yearly basis. A Program Governance Handbook for Parents has been created to fully-explain the policies and procedures and expectations of the Program Governance. Upon approval of the Program Governance Handbook for Parents, the handbook will be made available at the center.

Parent Communication

We provide regular information to parents in the form of a flyer, memo, letter, and newsletter; the information will either be in your child's assigned cubby in the classroom or it would be inserted inside the health check binder under your child's name. We also have a texting system to alert you to upcoming events in the classroom or the center. Please make to provide us with an up-to-date phone number. In addition, if you wish to communicate with us via email, all staff has email and it is listed under the staff information, page 2 of this handbook.

Email

Many of our parents work or study near a computer or have access to one at home and have the desire to communicate via email with their child's teacher. You may be asked for your email address during intake and enrollment or by your child's teacher. Please feel free to make this a two-way communication as well. You are encouraged to email questions, comments, and important child and family related information to your child's teacher

Children's Cubbies

Each child is assigned a cubby to hang her/his coat and to store hats, mittens, scarves, etc. (Add other important information, i.e. Please do not leave personal items in your child's cubby, medications etc.)

Parent Resource Center

We are here to support you and your children in every way possible. We have set up a Family Resource Center in our School. You will find pamphlets and articles on child development, parenting skills, and how children learn. You will also find a list of all the resources available for families in our community. We will continuously add material and information, so please remember to check it out!

Parent Complaint Procedure

Policy:

This procedure is for CDLS parents to address their issues about the program and the measures needed to address them (this is not a grievance procedure).

Procedure:

The steps below should be followed as situations arise:

- Be prepared in writing, to identify and verify the problem, as well as state what may have caused the problem.
 - Be prepared to discuss the problem and recommend a solution.
 - Once a mutually agreeable solution has been reached, specific responsibilities should be assigned and a time table set for completion of tasks.
 - Document and file all efforts.
1. In the event of a complaint or concern held by a parent, the individual should ask to schedule an appointment immediately with the Site Director. The Site Director will respond within a reasonable period of time to the request. If the Site Director is unavailable for an extended period of time, his/her designate will be contacted.
 2. The Site Director will discuss the concern of the complainant. It is at this level that a resolution is the expected outcome. If a satisfactory resolution cannot be reached, proceed to the next step.
 3. The complainant can escalate their concern to the Site Director's immediate supervisor (Vice President/Dean and inform the District Director) and schedule an appointment with them to discuss their concern. The Vice

President/Dean will respond within a reasonable period of time to the request. If the Vice President/Dean is unavailable for an extended period of time his/her designate will be contacted to join the discussion and work toward a mutually satisfactory solution. If a satisfactory resolution cannot be reached, proceed to the next step.

4. The complainant can escalate their concern to the Vice President/Dean's immediate supervisor (President of the college). The Site Director and the Vice-President/Dean will be invited to join the discussion and work toward a mutually satisfactory solution. If a satisfactory resolution cannot be reached proceed to the next step.
5. It is at this point the District Director will be invited to actively participate in the resolution of the matter. The Provost of Student Affairs and the Vice Chancellor of Business Enterprise will be notified in writing of the situation and invited to assist in initiating mediation. An agreed-upon mediator will be appointed to hear the concerns raised by the complainant, and work toward a mutually satisfactory solution. If a satisfactory resolution cannot be reached, proceed to the next step.
6. If mediation does not yield a mutually beneficial outcome, we are at an impasse, therefore, an arbitrator will be appointed under the guidance of the Vice Chancellor's office and the office of the General Counsel. It is at this point the decision of the arbitrator is final.

Special Note: A parent may also submit a compliment or a complaint via CCC's website at <http://ccc.custhelp.com/app/feedback>

Safe Environments

Staff Guidance and Discipline Policy

- I. **The following behaviors are prohibited in our childcare setting:**
 - A. Corporal punishment, including hitting, spanking, swatting, beating, shaking, pinching and other measures intended to induce physical pain or fear:
 - B. Restraint and seclusion should never be used as punishment, discipline, as a means of coercion or retaliation, or as a convenience
 - C. Restraint should never be used in a manner that restricts a child's breathing or harms the child
 - D. Threatened or actual withdrawal of food, rest or use of the bathroom:
 - E. Abusive or profane language:
 - F. Any form of public or private humiliation, including threats of physical punishment:
 - G. Any form of emotional abuse, including shaming, rejecting, terrorizing, or isolating a child.
 - H. Children shall not be disciplined for toilet accidents.
- II. **Staff will do the following:**

- A. Provide classroom rules to the children and parents. These rules shall set limits of behavior required for the protection of the group and individuals.
- B. Help individual children develop self-control and assume responsibility for their own actions.
- C. Provide firm positive statements about behaviors or redirection of behaviors.
- D. Provide children with alternative choices.
- E. Children shall have a reasonable opportunity to resolve their own conflicts.
- F. Become familiar with special plans and cooperate in their implementation.
- G. Implement discipline that is developmentally, logically and proportionally related to the child's act.
- H. When implementing discipline, help individual children understand the relationship between their actions and the consequences.

III. Staff will use the following Behavioral Strategies for out of control behavior:

- A. Every effort should be made to prevent the need for the use of physical restraint and for the use of seclusion. Teachers will follow the STRATEGIES TO IMPLEMENT WITH PRESCHOOL CHILDREN WHO ARE OUT-OF-CONTROL, provided to each adult in the classroom.
 - 1) Physical restraint by definition is, "immobilizing or reducing the ability of a child to move his or her torso, arms, legs, or head freely."
 - 2) Seclusion is defined as the "involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming."
 - 3) Our staff has been trained through the Nonviolent Crisis Intervention program to provide for the Care, Welfare, Safety, and Security of everyone involved in a crisis situation. The principles and techniques taught in the Nonviolent Crisis Intervention program have proven effective in resolving potentially violent situations. Physical restraint is used only when all less-restrictive methods of intervening have been exhausted, and when the individual presents a danger to self or others. Even when physical restraint is employed, it is used in such a way as to allow the person an opportunity to calm down at his/her own pace and to assist in the process of re-establishing Therapeutic Rapport. The strategies staff are trained are as follows:
 - CPI Kick Block
 - CPI One-Hand Hair Pull Release
 - CPI Two-Hand Hair Pull Release
 - CPI Bite Release
 - CPI Children's Control Position
 - CPI Transport Position
 - CPI Interim Control Position
- B. If, after reasonable attempts to get the child to calm down within the context of the group or classroom have been unsuccessful, the teacher will remove the child from the group/classroom for no more than 1 minute per year of that child's age. e.g. A child who is 3 years old may only be taken out of the group/classroom for 3 minutes to calm down.
- C. After the situation is under control, the involved staff will complete a Behavioral Incident Report Form and the parent will be notified immediately.

IV. Children will:

- A. Follow classroom rules set by the teachers.
- B. Have a reasonable opportunity to resolve their own conflicts.
- C. Demonstrate appropriate behaviors based on what is considered typical for the child's age and development.

V. Parents will:

- A. Be informed of the child's behavior and be involved in a behavioral plan.
- B. Receive information on guidance and discipline.
- C. Work collaboratively with the program to develop and implement strategies that will help guide their child's behavior.
- D. Conduct themselves respectfully.

VI. Discharge from the facility:

- A. Any child who, after attempts have been made to meet the child's individual needs, demonstrates an inability to benefit from the type of care offered by the facility, or whose presence is detrimental to the group, shall be discharged from the facility. The following are considered to be serious behaviors that may lead to dismissal;
 - Physical Abuse to teachers and classmates
 - Verbal Abuse
 - Threat to teachers and classmates
- B. Before discharging a child from a facility the following actions must have occurred:
 - 1. Documentation of incidents
 - 2. Consultation with professionals
 - 3. Parent and teacher conference regarding incidents
 - 4. Implement a behavioral plan to correct the incidents
- C. The facility will assist parents in meeting the child's needs by referring to other agencies, facilities or counseling services.

Safety for All Policy

Staff, children, and parents should at all times feel that the school and work environment is safe and not hostile. The Child Development Laboratory Schools have therefore adopted this Safety for All policy.

Parents and visitors must be responsible for and in control of their behavior at all times. It is expected that all disagreements be handled in a calm and respectful manner. Confrontational interactions are not an appropriate means by which to communicate a point and are strictly prohibited.

Anyone who is disruptive, threatening or abusive will be asked to relocate to a location in the facility where children are not present and where the matter can be discussed and resolved in a professional manner.

If the person refuses to relocate or continues to act in an inappropriate manner, the person will be asked to leave the premises. If the person refuses to leave, staff will notify security to escort the

person out. Should the person subsequently return to the property and again act in a manner that is disruptive, threatening or abusive or if the initial incident is so extreme that the staff is concerned about the safety of others, the person shall be informed in writing that he/she may be prohibited from returning to the property.

Notwithstanding the above, a family may be immediately discharged (services will be terminated), or a family seeking enrollment may be refused enrollment, if any parent/guardian is physically or verbally abusive or intimidating to staff, children, or others, or engages in potentially dangerous behavior.

Staff also have the authority to notify appropriate law enforcement should any person on the property violate criminal statutes.

This policy shall be posted in a place clearly visible to all.

Mandated Reporting Information Child Abuse or Neglect

All staff working with children are Mandated Reporters. The staff at our center is genuinely committed to protecting children and helping them to grow. It is our legal obligation in accordance with Public Health Licensing Authority, and the Children's Code of the State of Illinois to report unusual physical marks or inexplicable behavior to the Child Protective Services. It is not our responsibility or intention to offer interpretation or explanation of our observations. It is also a requirement by the State that staff working directly with children receives training in recognizing the signs of child abuse. Failure of educators to report is a misdemeanor. Illinois law establishes immunity for any person reporting in good faith. State law assures confidentiality of reports and reporting persons. The law provides that an anonymous report may be made, and the case will be investigated. **Telephone 1-800-25-ABUSE as soon as you suspect child abuse or neglect.**

Firearms, Other Weapons, and Explosives

No person, while on campus property, shall carry firearms, other dangerous or deadly weapons, or explosives, either openly or concealed, except those persons officially authorized by local, state, or federal laws.

Drug-Free Workplace Policy

City Colleges of Chicago is a drug-free workplace with a zero tolerance for use of illegal controlled substances. Employees who report to work under the influence of illegal drugs will be terminated. Employees who are in possession of illegal controlled substances or drug paraphernalia, regardless of whether the paraphernalia is prohibited by law, will be terminated. Employees who are convicted of a violation of a criminal drug statute will be terminated. (See Appendix for Board's Drug-Free Workplace Policy)

Fire Drills

When the fire alarm sounds, get out of the building from the nearest exit and move away from the building.

When you are in the preschool classroom, there are some specific considerations in handling the exiting of young children.

1. Take children by the hand, walk fast, and do not run.
2. Children and teachers leave whatever they are doing and leave the building without stopping for coats.
3. Coats are picked up by one/two people and carried out.
4. The group teachers in charge of each room go to the door that exits to the patio, with as many children as she/he can gather on the way as quickly as possible.
5. A teacher leads the group and a teacher follows the group for safety.
6. All other room staff proceeds to exit, following group teachers.
7. Kitchen staff is designated to bring attendance sheets out.
8. All doors should be closed.
9. The total group proceeds to a designated area of the play yard.
10. The secretary brings the emergency file and gate key.
11. Help any child with his/her coat who needs assistance.
12. The Child Development Lab School director shall be in complete charge of the school area.

When all clear is ready, security personnel will alert you that you may re-enter the building.

Emergency Policy

CCC Child Development Lab School has posted plans of action for emergencies that require a rapid response such as a child choking. Sites have posted locations and telephone numbers of emergency response systems, up-to-date family contact information, and authorization for emergency care for each child. The program will have posted emergency evacuation routes and other safety relations for emergencies such as fire or weather-related emergencies. Sites have adopted procedures for contacting parents in the event of an emergency involving their child. Sites ensure that all staff is trained in emergency procedures including first aid.

Procedures:

- (1) Emergency contact information is kept at an accessible location
The contact information for each child includes:
 - Names Phone numbers (home, cell, and work) parents or legal guardians.
 - Names and phone numbers (home, cell, and work) of a parent or contact person to whom the child may be released
 - Emergency Pick-up Form is completed and a copy placed parent contact binder
 - Names address and phone number of the child's usual source of medical and dental care

- Health insurance information including the name, identification number, and the subscriber's name.
- (2) Special conditions such as:
 - disabilities,
 - allergies
 - medical and dental information
 - date of latest DPT immunization.
 - (3) Parents or guardians written consent in case emergency is needed
 - (4) Posted emergency evacuation routes for emergencies such as fire and weather-related emergencies that include two exit routes from every location in the building.
 - (5) Unannounced monthly evacuation drills. Children and staff exiting the building will follow the posted evacuation routes. Records will be kept at each site for each drill.
 - (6) Two tornado drills each year are conducted and records of the drill will be kept on site.
 - (7) Health and safety procedure such as choking emergency are visibly displayed in the classrooms and program areas throughout the school
 - (8) Sites maintain an injury/incident report that documents what happened to a child and what has been done to care for that child. The report also details the notification made to parents and the parent's response to the notification
 - (9) Sites ensure that staff is trained in emergency health and safety procedures.
 - (10) Sites maintain a chain-of-command posting in a prominent location at their Lab School designating who is in charge of the school during the director's absence.

Who is Responsible?

Site Directors at each of the colleges.

What is the Schedule for Implementation?

Evacuation drills will be conducted monthly. Other procedures are ongoing.

What is the System for Implementation?

***Lab Center**

Sites maintain up-to-date contact information for each child, ensure that monthly evacuation drills are practiced that all staff is trained in emergency and safety procedures. Site Directors will notify their President and/or Dean immediately of any emergency evacuations as well as inform the District office.

***CCC Child Development Department**

The District staff will review policies annually and monitor implementation monthly. The District office will contact necessary external agencies during an emergency evacuation, including DCFS and DFSS.

***Collaborative**

District Staff works with the Site Director to ensure that any needed training is provided and that the site has in place the necessary safety information and procedures. When deficiencies are noted, the CCC Child Development Department and the Site agree on a plan of action.

How is the Implementation Documented?

These documents are kept at each site.

Up-to-date contact information for each child at an accessible location
Emergency response posters in the classroom
Evacuation drill logs

Emergency Alerts

CCC Alert is City Colleges of Chicago's emergency notification system, which notifies you quickly in the event of an emergency via email, text message, and/or voice messages.

Students

As a current CCC student, you will receive emergency notifications in the event of an emergency, school closing due to weather, etc.

- An email will be sent to the personal and ccc email addresses in [My.CCC.edu](#)
- A text or phone message will be left on any Home, Cell, Business, or TTY phone numbers entered in [My.CCC.edu](#)

An email, text, and/or phone message will be left on any address or phone number entered as an *Emergency Contact* in [My.CCC.edu](#)
[Instructions on updating your email or phone number](#)

Parents

Site Managers will contact parents in the event of an emergency, school closing due to weather.

Evacuation

Per college, Site Managers have a copy of CCC's Evacuation Policy.

Pesticide Application

The center has incorporated an Integrated Pest Management Plan contracted through an Integrated Pest Management Specialist. The center shall notify all parents or guardians within two (2), but no more than thirty (30) days before a pesticide application is provided. Parents will receive notification of the intended date of the application of the pesticide via a newsletter, flyer, calendar or any other form of communication methods presently used in the center. Prior notice of pesticide application will not be provided in the event of an immediate threat to

health or property, in which case the pesticide will be immediately applied. Children will not be present during the application process and will return to the affected area the next day or as specified by the Integrated Pest Management Team.

**SUMMARY OF
LICENSING
STANDARDS
FOR DAY CARE
CENTERS**

DCFS

Illinois Department of Children & Family Services

Introduction

The Department of Children and Family Services (DCFS) is responsible for licensing day care centers. When a day care center is licensed, it means that a DCFS licensing representative has inspected the facility and the facility was found to meet the minimum licensing requirements. A license is valid for three years. The day care center's license must be posted. It will indicate the maximum number of children allowed in the facility and the areas where children may receive care.

Licensed day care facilities are inspected annually by DCFS licensing staff. If a complaint has been received regarding a violation of the licensing standards of a day care center, a licensing representative will conduct a licensing complaint investigation to determine if the alleged violation should be substantiated or unsubstantiated. Individuals may contact the Day Care Information Line to learn of substantiated violations.

Day Care Information Line **1-877-746-0829**

This statewide toll-free information line provides information to the public on the past history and record, including substantiated violations, of licensed day care homes, day care centers, and group day care homes. This number operates Monday through Friday from 8:30 a.m. to 5:00 p.m.

Summary of Licensing Standards for Day Care Centers The following is a summary of the licensing standards for day care centers. It has been prepared for you so that you may monitor the care provided to your child. This is a summary and does not include all of the licensing standards for a day care center. State licensing standards are *minimum* standards. If you observe a violation of any of these standards, you are encouraged to discuss your concerns with the day care center operator. In most cases, parents and day care operators are able to resolve the parents' concerns and issues. If you believe the day care operator is not responding to your concerns and may not be meeting state licensing standards, you may make a complaint to the local DCFS Licensing Office or by calling the Child Abuse Hotline at 1-800-252-2873 and stating that you want to make a licensing complaint. A DCFS licensing representative will investigate your complaint and report the results back to you. The day care center is required to provide a copy of its own written policies regarding the operation of the facility to each staff person and to parents of enrolled children.

Staffing

- The day care center must have a qualified child care director on site at all times. The director must be at least 21 years old, have completed two years of college or have equivalent experience and credentials.
- Early childhood teachers must be at least 19 years old, have two years of college or have equivalent experience and credentials.
- School-age workers must be at least 19 years of age and at least five years older than the oldest child in their care. They must have completed one year of college or have the equivalent experience and credentials.
- Early childhood assistants and school-age assistants must have a high school diploma or the equivalent and must work under direct supervision of an early childhood teacher or a school-age worker.

- Student and youth aides must be at least 14 years of age, at least five years older than the oldest child in their care, and must work under direct supervision of an early childhood teacher or a school-age worker.
- Student and youth aides are not generally counted for purposes of maintaining staff/child ratios.
- The director and all child care staff must have 15 hours of in-service training annually.
- All staff must have current medical reports on file and are subject to background checks for any record of criminal conviction or child abuse and neglect.
- A person certified in first aid, including CPR and the Heimlich maneuver, must be present at all times.

Group Size and Staff Requirements:

<u>AGE OF CHILDREN</u>	<u>STAFF/CHILD RATIO</u>	<u>MAXIMUM GROUP SIZE</u>
Infants (6 weeks through 14 months)	1 to 4	12
Toddlers (15 through 23 months)	1 to 5	15
Two years	1 to 8	16
Three years	1 to 10	20
Four years	1 to 10	20
Five years (preschool)	1 to 20	20
School-age: Kindergartners present	1 to 20	30

- Exception: One early childhood teacher and an assistant may supervise a group of up to 30 children if all of the children are at least five years of age.
- Whenever children of different ages are combined, the staff/child ratio and maximum group size must be based on the age of the youngest child in the group.

General Program Requirements

- Parents must be allowed to visit the center without an appointment any time during normal hours of operation.
- Staff must demonstrate respect for each child enrolled regardless of gender, ability, cultural, ethnic or religious differences.
- There must be a balance of active and quiet activity. Daily indoor and outdoor activities are to be provided for children to make use of both large and small muscles.
- In pre-school programs where children receive care for less than three hours per day, outdoor activity is not required.
- Children may not be left unattended at any time.

Infants and Toddlers

- Infants and toddlers must be in separate space away from older children.
- A refrigerator and sink must be easily accessible.

- Toys and indoor equipment must be cleaned and disinfected daily. Safe, durable equipment and play materials must be provided.
- Either the day care center or the parent may provide food for infants not consuming table food. Feeding times and amounts consumed must be documented in writing.
- No food other than formula, milk, breast milk or water may be placed in a bottle for infant feeding. Microwaves are not to be used for bottle warming.
- Children who cannot turn over alone must be placed on their backs.
- The facility must have a clearly defined diaper changing area with the procedures for changing diapers clearly posted. A hand-washing sink must be accessible for hand washing.
- Staff changing diapers must wash their hands and the child's hands with soap and running water after diapering.
- Information about feeding, elimination and other important information must be recorded in writing and made available to parents when the child is picked up at the end of the day.
- Only new cribs manufactured on or after June 28, 2011 must be in place

School-Age Children

- The facility must have a designated area for school-age children so they do not interfere with the care of younger children.
- Clear definitions of responsibility and procedures are to be established among parent, day care center and school when children move to and from school.
- A variety of developmentally appropriate activities and materials must be available for children. Opportunities must be provided to do homework, if requested.

Evening, Night and Weekend Care

- Family-like groups of mixed ages are allowed.

Staff must be awake at all times and in the sleeping area whenever children are sleeping.

- Each child must have an individual cot, bed or crib.
- An evening meal and a bedtime snack must be served.

Breakfast must be served to all children who have been at the facility throughout the night and are present between 6:30 a.m. and 8:30 a.m.

Enrollment and Discharge

- Parents must be provided the names, business address and telephone number of persons legally responsible for the program.
- Parents must be provided, in writing, information on the program, fees, arrival and departure policies explaining to the parents and guardians what actions the caregiver will take if children are not pick up at the agreed upon time, and the guidance and discipline policies.
- Parents must complete an enrollment application, which includes, for first time enrolment, providing a certified copy of their child's birth certificate

(which will be copied by the center and returned to the parent), emergency numbers, and persons authorized to pick up their child.

- A child may only be released to a parent or other responsible person designated by the parent.
- Daily arrival and departure logs must be kept by the center.

Guidance and Discipline

- Parents must be given a copy of the guidance and discipline policy.
- The following are prohibited:
 - corporal punishment
 - threatened or actual withdrawal of food, rest or use of the bathroom
 - abusive or profane language
 - public or private humiliation
 - emotional abuse, including shaming, rejecting, terrorizing or isolating a child
- “Time-out” is to be limited to one minute per year of age. “Time-out” may not be used for children less than two years of age.

Transportation

- The driver must be 21 years of age and hold a driver’s license that has been continuously valid for three years.
- Children must not be allowed to stand or sit on the floor of the vehicle. Age appropriate safety restraints must be used when transporting children in vehicles other than school buses.
- The driver must make sure that a responsible person is present to take charge of a child when delivered to his or her destination.

Health Requirements for Children

- A medical report indicating that the child has been appropriately immunized must be on file for each child. Parents are encouraged to be informed about childhood immunizations by going to the following Web site: http://www.state.il.us/dcf/daycare/Childhood_Immunizations.shtml. A tuberculin skin test is to be included in the initial exam unless waived by a physician.
- The medical report is valid for two years for infants and preschool children. Exams for school-age children are required consistent with the requirements of the public schools.
- The center will comply with the Illinois Department of Public Health’s Hearing and Vision Screening Codes and the Illinois Child Vision and Hearing Test Act.
- Children aged one to six years must have either a lead risk assessment or a lead screening.
- Water must be freely available to all children.
- Children’s hands must be washed with soap and water upon arrival at the center, before and after meals or using the toilet, after wiping or blowing their noses, after outdoor play and after coming into contact with any soiled objects.

- Prescription and non-prescription medication may be accepted only in its original container. The center must maintain a record of the dates, times administered, dosages, prescription number (if applicable) and the name of the person administering the medication.
- Medication must be kept in locked cabinets or other containers that are inaccessible to children.

Nutrition and Meals

- Menus must be posted.
- Meals and snacks must meet nutritional guidelines.
- Children in care two to five hours must be served a snack. Children in care five to 10 hours must be served a meal and two snacks or two meals and one snack. Children in care more than 10 hours must be served two meals and two snacks or one meal and three snacks.

Napping and Sleeping

- Children under six years of age who remain five or more hours must have the opportunity to rest or nap.
- Infants must sleep in safe, sturdy, freestanding cribs or portable cribs.
- Toddlers may use either stacking cots or full-size cribs.
- A cot or bed must be provided for each toddler or preschool child in attendance five or more hours. Each cot, bed or crib must be labeled with the name of the child.

Physical Space

- Infants and toddlers must be housed and cared for at ground level unless special approval has been granted from the Department.
- Indoor space must provide a safe, comfortable environment for the children. Floors and floor coverings must be washable and free from drafts and dampness.
- Toilets and lavatories must be readily accessible to the children.
- Hot and cold running water must be provided.
- Hazardous items must be inaccessible to children.
- Parents must be notified before pesticides are applied, unless in an emergency
- Exits must be unlocked and clear of equipment and debris.
- Drills for fire and tornado must be conducted. A floor plan must be posted in every room indicating the areas providing the most safety in the case of a tornado and the primary and secondary exit routes in case of fire.
- Smoking or the use of tobacco products in any form is prohibited in the child care center or in the presence of children while on the playground or on trips away from the center.
- Play materials must be durable and free from hazardous characteristics.

- The facility may not use or have on the premises any unsafe children's product as described in the Children's Product Safety Act. Lists of unsafe children's products and recalls from 1989 to now are available at: www.idph.state.il.us/webapp/SRSApp/pages/index.jsp.
- The facility must be cleaned daily and kept in sanitary condition at all times.
- First-aid kits must be maintained and readily available for use.

Outdoor Play Area

- Play space must be fenced or otherwise enclosed or protected from traffic and other hazards. There must be a shaded area in summer to protect children from excessive sun exposure.
- All areas of the outdoor play space must be visible to staff at all times.
- Equipment must be free of sharp points or corners, splinters, protruding nails or bolts, loose or rusty parts, the potential for entrapment and/or other hazards.
- Protective surfaces must be provided under equipment from which a child might fall
- All swimming pools must be fenced or otherwise inaccessible to children.
- During hours of operation and at all times that children are present there must be a means for parents of enrolled children to have direct telephone contact with a center staff person.

This summary has been developed to assist parents in monitoring the care provided by the day care center.

For a complete copy of the Licensing Standards, write or call

*Department of Children and Family Services
Office of Child and Family Policy
406 East Monroe Street
Springfield, Illinois 62701
Telephone (217) 524-1983*

Licensing Standards for Day Care Centers may also be accessed through the DCFS website: www.DCFS.illinois.gov and following the links to Part 407, Licensing Standards for Day Care Centers. You may also contact your nearest DCFS office.

**Child Development Laboratory School
Family Handbook
Verification of Receipt**

I/We, _____, parent(s) of the following children:

Child's Name:

Hereby certify that I/we have received a family handbook with information about the following:

- **Policies and Requirements**
- **Exclusion Policy**
- **Mandated Reporter Status**
- **Child Abuse and Neglect Policy**
- **Summary of licensing standards by the Illinois Department of Children and Family Services**

Signature of Parent

Date