

# Family Handbook



## Welcome to Preschool!

Made especially for:

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By:

The Preschool Staff of the

Truman College Child Development Laboratory School

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# Memo

To: Parents  
From: Maria Elena Sanchez  
Date: 10/28/2020  
About: Welcome from District Director

We hope you are well and safe as we enter the fall quarter. With the uncertainty surrounding the COVID-19 pandemic, we wanted to take a moment to update you with our COVID-19 reopening plan. The safety and health of our staff and students are paramount. We are implementing modifications to our family handbook and to our programming to reflect the recommendations by the CDC and other federal and state officials. We want to reassure you that your child's health and safety have been placed at the forefront of our new classroom policies and procedures. The City Colleges of Chicago Child Development Laboratory School takes great pride in ensuring that your child's welcome back to preschool this year will be a safe one.

This memo is intended to help you, the parents, understand the updated COVID-19 guidelines that we have drafted to ensure the health and safety of our teachers and your children. Site Directors will be sharing their reopening plans and going over specific modifications that have been tailored to each of their sites. However, given the continuing uncertainty surrounding the COVID-19 pandemic, the program may make additional adjustments to the guidelines to address any newly-developed information that we receive and/or to comply with future regulations or guidelines. Here are our updated COVID-19 protocols:

1. Parent/Essential Personnel Procedures
  - Limit parents/guardians to one per child/same person during drop-off and pick-up
  - At arrival temperature checks will be conducted on parent/guardian/child/staff and anyone entering the facilities
  - Anyone entering the facilities must complete the on-line self-screening questionnaire
  - No outside visitors will be allowed in the childcare for activities
  - All parents/guardians must wear face mask when dropping off and picking up children
  - All essential personnel must wear face mask throughout the day
  - No physical contact between adults at arrival/departure or throughout the day, e.g. handshaking
2. Communication
  - As part of the communication plan, staff will ensure parent provides most up-to-date contact information in the event a COVID-19 case occur in a staff or child
  - Site will assist the local health department with contact tracing
  - All families must sign a statement acknowledging that they have received, understand and will follow all new policies and procedures that will support the health and safety of everyone coming to the center, in lieu of COVID-19
3. Personnel Protective Equipment (PPE) Procedures
  - Site will supply PPE to staff and children, including but not limited to face masks or face shields, adult smocks, shoe covers, and non-porous gloves
  - Staff and children will maintain a second pair of shoes on location and/or smocks will be available for staff
4. Signage
  - Staff will post signage outside the entrance restricting entry to anyone with symptoms of illness/respiratory infection
  - Center for Disease germ posters will be posted throughout the facility
  - Proper use of PPE, handwashing procedures, wear of mask and social distancing
5. Safe Indoor and Outdoor Space Procedures
  - Space in center will be rearranged/increased to ensure social distancing
  - Learning areas will be limited to two children
  - Material in the classroom centers will be decreased to accommodate number of allowable participants

- A designated area (sick bay) will be identified to isolate sick and/or symptomatic child/staff
6. Special Needs
    - Staff will use a transparent face covering to allow for the reading of facial expressions
  7. Tooth Brushing
    - Tooth brushing will be terminated
  8. Napping and Sleeping
    - Children will not be allowed to bring sleep toys, blankets, pillows, or any item from home
    - Cots will be labeled with each child's name and/or picture
    - Children will nap in their individual classrooms
    - Cots will be positioned six feet apart from each other to maintain social/physical distancing and children will be positioned on cots with their head facing the feet and another child on another cot
    - Cots will be disinfected after each use
    - Cots sheets and blankets will be laundered daily as needed
  9. Meals
    - Family style serving will be eliminated
    - Meals will be pre-plated and individually wrap eating utensils
    - Food service aide/cook will wear face mask and wear non-permeable gloves while prepping/serving food
  10. Classroom Staffing and Group Pattern
    - All teachers and teacher assistants will meet CCC requirements for teachers and assistants
    - Children will be grouped by classroom for the entire duration of the day including arrival and departure
    - Teachers will remain with the same group of children throughout the day to the greatest extent possible
    - Maximum group size for 3-5 years is 10 children for the first 4 weeks and increase to maximum of 15 children per classroom
  11. Cleaning Procedure
    - Staff will clean and/or disinfect all high touch surfaces including doorknobs, counters, toys, keyboards every 1 hour and/or as needed and document using a log
  12. Handwashing Procedure
    - All staff, children, parents and volunteers will comply with the following CDC guidelines for handwashing
  13. Hand sanitizer
    - Hand sanitizer containing at least 60% alcohol will be available in the following areas:
      - Arrival and departure area
      - Classroom entrances
      - Observation Booth entrances

We worked diligently to update our program to include policies and procedures to mitigate the transmission of COVID-19 to our employees, the program's children and families, and the community at large. We are looking forward to a great year despite this incredibly difficult and unusual time. 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, and to keeping everyone healthy and safe!

## **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 8:00-3:30 pm (Full Day)**

**Kennedy King College  
Child Development Lab School  
710 W. 65th St., Bldg. Z, Chicago IL 60620  
773-602-5481  
Office Hours 7:30-5:00 pm  
Classroom Hours 8:30-4:00 pm (Full Day)  
Classroom Hours 7:30-5:30 pm (Extended Day)**

**Malcolm X College  
Child Development Lab School  
1900 W. Jackson Blvd., Chicago IL 60612  
312-850-7490  
Office Hours 9:00-4:00 pm  
Classroom Hours 8:30-3:30 pm (Full Day)  
Classroom Hours 7:30-5:00 pm (Extended Day)**

**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 8:30-4:00 pm (Full Day)  
Classroom Hours 7:30-5:00 pm (Extended Day)**

**Truman College  
Child Development Lab School  
1145 W. Wilson Ave., Chicago IL 60640  
773-907-4740  
Office Hours 8:00-5:30 pm  
Classroom 7:45-3:15 pm (Full Day)  
Classroom 7:45-5:30 pm (Extended Day)**

## 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.



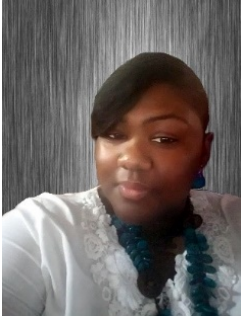
**Sara Hudson-Lanier B.A. Program Administrative Assistant:** I recently joined Truman Child Development Lab School as the Program Administrative Assistant. I moved from Seattle to Chicago in August and I'm excited to get to know a new city and Truman College! I love reading, watching football and trying new recipes. I previously spent time as an early childhood teacher in Seattle and I'm excited to be back in a school environment once again. I am looking forward to working with both the families and Truman staff throughout this year.



**Carlos Alvarado A.A. Food Service Aide:** I was born on the North side of Chicago. I attended and graduated at Von Steuben Metropolitan High school. I am currently a full-time student at CCC Truman College, where I am completing my general education and completing my major in physical therapy. Before working as a Food Service aide at Truman's child development, I use to work with my dad in carpentry during my high school years. I also have volunteered at a summer camp, Gill Park, as junior counselor. After graduating high school, I became a work-study in this very same department. My hobbies are playing guitar, playing video games, listening to music, watching movies, and watching shows. I am looking forward to building a relationship with everyone in this community.



**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.



**Sagung Chika Kertayuda, M.A. Teaching (Team C):**

Hello, I'm Chika (named after Chicago, born and raised)! I started off as a recess coach in 2013, realized my love for education, and have continued to enjoy teaching many children ever since. I have a B.A. in Psychology, and I received my master's degree in Early Childhood Education from Northeastern University. My hobbies include traditional Indonesian dancing, sewing, and eating ice cream. I believe in a friendly space where students can discover the fun of learning, through meaningful activities. It gives me great joy to see the progress young children make throughout the year in the classroom. I look forward to working with you and your child!



**Maricela Cardenas A.A.S. Assistant Teacher (Team A):** I've lived in Chicago my whole life. I come from a big family. I have six siblings and I'm the middle child. I was born in Chicago, IL. I have lived in have AA in Early Childhood Education (ECE). I graduated from Truman College. I am working towards my BA in Early Childhood Education (ECE). Since I was in sixth grade, I have enjoyed volunteering afterschool, playing outside and reading books to the children. I love doing all types of activities with the children including running, writing, reading books and art activities. I enjoyed doing my practicum with Team B in Truman Lab School with both Team A and C as well. I look forward to working with the children of Truman Lab School.



**Yvette Rabon B.A. 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



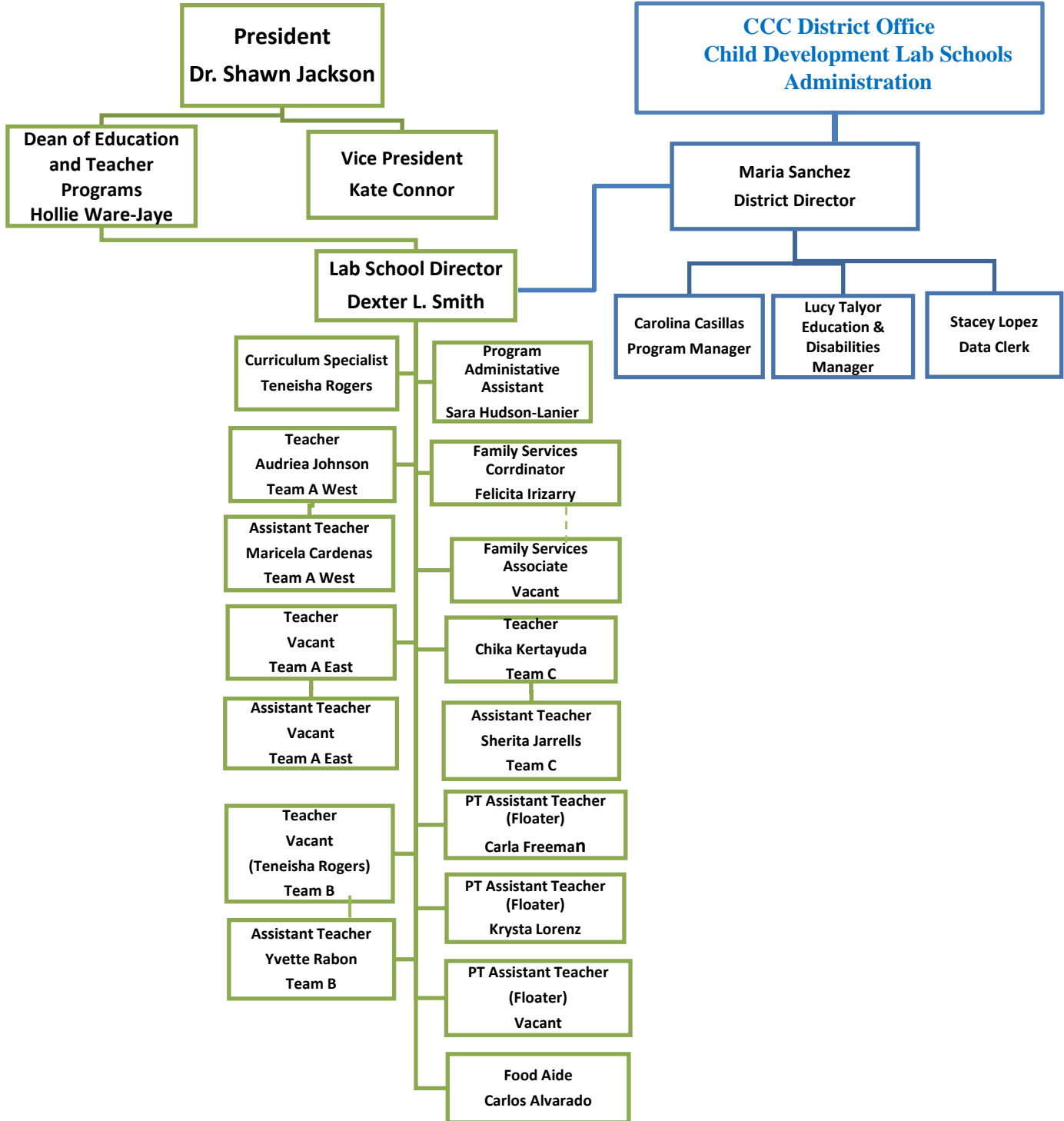
**Carla Freeman B.A. (Floater):** My name is Carla Freeman. I am married with two grown daughters. Jamie is my oldest and Jasmin is my youngest. I have two grandchildren. Jenesis 3yrs. and Brandon Jr. 2yrs. I have lived in Chicago most of my life. I moved to Griffith IN. to raise my children. After my 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 3<sup>rd</sup> and 4<sup>th</sup>. 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 meet DCFS guidelines.

Refer to the Summary of Licensing for Daycare Centers included in this handbook



## Truman College Child Development Lab School Organization Chart



## Family Program Calendar 2020-2021 Schedule

First Day of Program Year.....	August 31, 2020
Labor Day Holiday (Center Closed) .....	September 7, 2020
<b>**Early Close All Children Dismissed @ 12:15 pm .....</b>	<b>October 23, 2020</b>
Presidential Election Day Observed (Center Closed) .....	November 3, 2020
*Parent/Teacher Conferences (Center Closed) .....	November 11, 2020
<b>**Early Close All Children Dismissed @ 12:15 pm .....</b>	<b>November 20, 2020</b>
Thanksgiving Holiday (Center Closed) .....	November 26-27, 2020
<b>**Early Close All Children Dismissed @ 12:15 pm .....</b>	<b>December 18, 2020</b>
Winter Break (Center Closed) .....	December 21-January 1, 2021
Martin Luther King's Day Holiday Observed (Center Closed) .....	January 18, 2021
<b>**Early Close All Children Dismissed @ 12:15 pm .....</b>	<b>January 22, 2021</b>
President's Day Holiday Observed (Center Closed) .....	February 15, 2021
<b>**Early Close All Children Dismissed @ 12:15 pm .....</b>	<b>February 19, 2021</b>
All Staff In-Service/ Self-Assessment (Center Closed) .....	March 5, 2021
<b>**Early Close All Children Dismissed @ 12:15 pm .....</b>	<b>March 19, 2021</b>
Spring Break.....	March 29-April 2, 2021
*Second Home Visit (Center Closed) .....	April 16, 2021
<b>**Early Close All Children Dismissed @ 12:15 pm .....</b>	<b>April 23, 2021</b>
<b>**Early Close All Children Dismissed @ 12:15 pm.....</b>	<b>May 21, 2021</b>
Memorial Day Holiday Observed (Center Closed) .....	May 31, 2021
<b>**Early Close All Children Dismissed @ 12:15 pm.....</b>	<b>June 18, 2021</b>
Last Day of 10-month Program Year (Teams B & C).....	July 2, 2021
Last Day of 10-month Program Year (Team A East & West).....	August 13, 2021

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**Monthly Parent Policy Committee Meeting..... Last Thursday of the Month**

\*Parents Conference/Home Visit Days are days in which the program is closed for regular classroom activities. Families are expected to sign-up & participate in a brief conference/visit with their child's teacher. **\*\*Early Close Days** are days that the site closes at 12:15 pm each month for staff professional development. Please note that this is typically the 3<sup>rd</sup> Friday of each month but may change depending on other calendar holidays/days off or program.

## **Program Information**

**Vision:** The Child Development Laboratory Schools will lead the City of Chicago in providing high-quality, comprehensive 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 superb Early Learning services for preschool children and their families. This means a commitment to implementing practices based on established standards and research in the fields of Early Care and Education. Finally, this also means a commitment to providing support to City Colleges of Chicago students, staff and the broader community.

**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](http://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 childcare 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 childcare 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 parent at this time.
- Staff provides Teachers a “New Child” form on every child, two (2) days before child’s first day of attendance.
- Families are encouraged to have children participate in a “slow-start up” 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 parent, only if child has adjusted well).  
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 curriculum that 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 that, for each classroom where the majority of the children speak a language other than English, a teacher or assistant teacher is present who speaks, reads 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 that 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 includes standardized ongoing training procedures and curriculum materials to support implementation to all 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:

- Assesses child progress on ongoing and aggregate bases and analyze data at least 3 times per year. Program Outcomes are shared with the Parent Policy Committee, quarterly.
- Examines data for patterns of progress for groups of children in order to revise and implement plans for program improvement;
- Partners with school district personnel to assure a seamless transition for your child and family;
- Provides 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 mainly in the Social and Emotional aspects of the child with 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 recommend 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 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 parent/guardian to discuss the referral process and parent 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 than 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 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 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 implementation of the programs School Readiness Goals. Special arrangements can be made with you 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 celebrated 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 on-line parent portal that 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 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 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 are 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 with 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 ask 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  
2020-2021  
3-5-year old's**

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

<b>Client Type</b>	<b>Weekly Fee (Per Child)</b>	
<b>CCC Employee &amp; Students</b>	<b>\$189.00</b>	
<b>Community</b>	<b>Sliding Fee based on family income:</b>	
	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**

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

**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  
2020-2021  
2-year old's**

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

<b>Client Type</b>	<b>Weekly Fee (Per Child)</b>	
<b>CCC Employee &amp; Students</b>	<b>\$226.00</b>	
<b>Community</b>	<b>Sliding Fee based on family income:</b>	
	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**

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

**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/Early Head Start and PFA/PI Hours**

City Colleges of Chicago Child Development Lab Schools layer PFA and Head Start or Early Head Start/PI funding for 7 ½ hours of attendance. Extended care can be subsidized through CCAP with a monthly co-payment or through private tuition.

#### Procedure:

1. The program charges services to private tuition families and for services offered beyond the public funding hours (Head Start/Early 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/Early 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 childcare 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 1<sup>st</sup> of the month to ensure ongoing, uninterrupted care of the children.
3. Private tuition is due by the 1<sup>st</sup> 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 the 2<sup>nd</sup> day of the month. The parent has five business days to make payment; on the 6<sup>th</sup> day of the month, services will be terminated. Consistent late payment may result in termination from the program.
4. Subsidized parent co-payment is due by the 1<sup>st</sup> 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 the 2<sup>nd</sup> day of the month. The parent has five business days to make payment; on the 6<sup>th</sup> day of the month, the child will not be allowed to stay for the childcare portion of the day. If you have been approved for subsidized funding, you are required to pay the private-pay tuition rate. The IL CCAP program requires us to collect the entire co-payment regardless of the number of days your child attended in the month.
5. After three late pick-ups and failure to comply with the Child Development Lab School policy, the family may be terminated from the childcare portion of the program.
6. Tuition payment is not based on attendance; it is based on a monthly fee. Tuition is pro-rated for scheduled breaks. (If applicable)
7. We require two-week notice for disenrollment from the program. If you do not notify us that your child is no longer attending the childcare portion of the program, we may continue to charge a fee.

8. Any unpaid balances will be referred to the business office and the business office may refer all unpaid balances to a Collection Agency.

## **Vacation Policy**

All children enrolled in the program as private tuition will receive two weeks per calendar year to take vacation without a tuition charge.

## **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 be 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**

To enter the facility the following is required:

- Only one parent is allowed to enter with the enrolled child;
- Parent and child must sanitize their hands upon entrance of the building;
- Child and parent will be checked for fever upon arrival. If either parent or child has a fever of 100.4 degrees child will not be allowed to attend for the day;
- Parent will be asked COVID-19 symptom related questions;
- When picking up your child, sign your name again, and indicate the time signed out. If you are going to arrive late, call the office or the classroom to let us know that you will be arriving late. Please note that the cut off time for arrival varies



among campuses, please check with your college to check out your cut off time. This should be limited to emergency purposes.

At the time of registration, you were asked to complete a form naming at least two adults (age 18 or over) as backup who are authorize 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 rely 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 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 the 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 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.



## **Visitors**

Please keep in mind that during COVID-19 restrictions, visitors will be limited. 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.

## **Cell Phone Policy**

Communication is key between parents and staff. Therefore, in order to assure thorough communication, the center has a no cell phone policy. Unless it is an emergency, please finish your phone call prior to coming into the facilities to drop-off or pick-up your child. If your phone rings while you are on site, please allow your voicemail to answer the call.

## **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 likeness 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**

We will be adhering to the Chicago Department of Public Health (CDPH) regulations that requires the program to report positive COVID-19 cases and conduct contact tracing. In order to protect the confidentiality of personal health information, we will not share the full name or details with anyone beyond what is necessary. We will only refer individuals by initials only in communications with others and ensure that our staff members know the same. 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. We 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 a Child suffers 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 a 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 develops any of the following symptoms at school.**

- ✓ Is feverish or has had a fever of a least 100.4 within the last 24 hour.
- ✓ Coughs continuously during napttime.
- ✓ 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)
- ✓ Had develop 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 change in breathing pattern. Child may return when 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;** child may return 24 hours after initial antibiotic treatment and fever has broken.

**Pertussis:** A child may return after 5 days 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.

**Chicken pox;** 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 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. However, temporarily, to mitigate the spread of COVID-19, we will engage parents via Zoom meetings and other creative at home activities.

On-going Zoom trainings are provided in the following areas: health, safety, education, parenting skills and access to community resources. Workshops and trainings via Zoom 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 (via Zoom) at Orientation (mandatory)
- ✓ Two annual Parent/teacher conferences (via Zoom)
- ✓ Attendance at monthly Parent Committee meetings (via Zoom)
- ✓ City Colleges Parent Policy Committee Meetings (via Zoom)

## **Policy Regarding Parent Volunteers**

### **Volunteer in the Classroom (Temporarily on Hold, until further notice)**

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 (Temporarily on Hold, until further notice)**

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 (Temporarily on Hold, until further notice)**

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 (Temporarily on Hold, until further notice)**

#### *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 (Temporarily on Hold, until further notice)**

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 acknowledgement of the service you provided for the programs.

## **Program Governance-Parent Committees (Via Zoom)**

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 upon request.

## **Parent Communication**

We provide regular information to parents in the form of a flyer, memo, letter, and newsletter; the information will be sent home with your child. We also have a texting system to alert you on any program updates. Please make sure to provide us with an updated 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. We strongly encourage you to provide an email address during intake and enrollment or/and 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. Currently, we will not allow any personal items from home such as toys, book bags, plushies, etc.

## **Parent Resource Center (limited resources)**

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 (via Zoom). 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 via Zoom. 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 child care 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 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 have 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 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 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 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.

#### **Transitioning from the Program:**

- A. Any child who, after attempts have been made to meet the child's individual needs, demonstrates inability to benefit from the type of care offered by the program, or whose presence is harmful to the group, shall be referred to a facility that meets the needs of the child. In case it is determined that the child's behavior is a serious safety threat to a child or an adult, the child may be temporarily removed from attendance while the program quickly develops a support plan. Then the site will resume the child's attendance in a timely manner. The following behaviors are

considered to be serious safety threats that may lead to temporary removal of attendance and/or transitioning:

- Physical Abuse to teachers and classmates
- Verbal Abuse

B. Before transitioning the child to another facility, the following actions will occur:

1. Documentation of incidents
2. Parent and teacher conference regarding incidents and consent to refer to program's Mental Health Consultant.
3. Implement a behavioral plan to correct the incidents
4. Mental Health Consultant will determine if the program is suitable for the child.

C. In collaboration with the Mental Health Consultant, the program staff will assist parents in meeting the child's needs by referring them 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)

## **Tobacco/Vape Free Environment Policy**

### **Purpose**

The City Colleges of Chicago Child Development Lab Schools recognizes that the use of tobacco products, including electronic cigarettes, is a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The City Colleges of Chicago Child Development Lab Schools is acutely aware of the serious health risks associated with the use of tobacco products, both to users and non-users. The City Colleges of Chicago Child Development Lab Schools embraces its obligation to promote positive role models in schools, and to provide an environment for learning and working that is safe, healthy, and free from unwanted smoke and tobacco use for the students, staff, and visitors.

### **Policy**

It shall be a violation of this policy for any staff, parent and visitor of City Colleges of Chicago Child Development Lab Schools to possess, consume, display, or sell any tobacco products, tobacco-related devices, or electronic cigarettes at any time on school property or at off-campus, program-sponsored events.

It shall be a violation of this policy for any staff, administrator, or visitor of City Colleges of Chicago Child Development Lab Schools to consume, display, or sell any tobacco products, tobacco-related devices, or electronic cigarettes at any time on school property or at off-campus, program-sponsored events.

Program staff, volunteers, and others must avoid bringing clothing that smells of smoke into the classroom, center or onto the playground. Staff will request that parents not smoke during home visits. Parents will be informed of the smoke-free request prior to the home visit.

### **Definitions**

The term "any time" means during normal program and non-program hours.

The term "electronic cigarette" means any oral device that provides a vapor of liquid nicotine, and/or other substance, and the use or inhalation of which simulates smoking, including, e-

cigarettes, e-cigars, e-pipes, e-hookahs, vaping devices or devices under any other product name or descriptor.

The term “school/program property” means all property under control of the City Colleges of Chicago Child Development Lab Schools, whether owned, rented, or leased including but not limited to all vehicles.

The term “tobacco product” means any product containing, made, or derived from tobacco that are intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means. Including but not limited to, cigarettes, cigars, little cigars, dry snuff, moist snuff/chewing tobacco, and snus.

The term “tobacco-related devices” means ashtrays, cigarette papers or pipes for smoking or any components, parts, or accessories of electronic cigarettes, including cartridges.

### **Enforcement**

Violations of this policy by staff, volunteers, or others will be handled through the standard grievance procedure. City Colleges of Chicago Child Development Lab Schools will promote cessation resources to staff, volunteers and parents and offer these as possible alternatives to discipline for violations of tobacco use policies.

### **Visitors**

Visitors who are observed violating this policy shall be asked to comply with City Colleges of Chicago Child Development Lab Schools tobacco- and nicotine-free policy. If the visitor fails to comply with the request, his or her violation of the policy may be referred to the site director or campus security available. The director shall make a decision on further action that may include a directive to leave school property. Repeated violation may result in a recommendation to the director of campus security to prohibit the individual from entering City Colleges of Chicago Child Development Lab Schools property for a specified period of time. If he or she refuses to leave, the police may be called.

### **LEGAL AND RELATED REFERENCES:**

- Illinois Child Care Act, Section 5.5 (amended by P.A. 99-343)
- Head Start Performance Standards 1304.40(c)(2) and 1304.53(a)(8) Establishing a Smoke-Free Environment in
- Head Start Programs: Program Instruction #ACYF-PI-HS-95-04 ORS 433.835 to 433.875, The
- Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General. (2006)

Illinois Public Health (410 ILCS 82/) Smoke Free Act

### **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 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 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 are 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 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 exits 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 ensures 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 are 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 accessible location  
Emergency response posters in 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](https://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



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 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.

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## 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 so that you may monitor the care provided to your child. This is a brief summary and does not include all of the licensing standards for day care centers. State licensing standards are *minimum* standards, while some municipalities may impose stricter standards on day care centers operating within their jurisdictions. 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.

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## 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 old. 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.
  - All child care staff in a facility licensed to care for newborns and infants must have training on the nature of Sudden Unexpected Infant Death (SUID), SIDS and the safe sleep recommendations of the American Academy of Pediatrics.
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## 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 differences in gender, ability, culture, ethnicity, or religion.
  - There must be a balance of active and quiet activity. Children of all ages shall be encouraged to participate daily in at least 2 occasions of age-appropriate outdoor time, with active movement or play for mobile children.
  - In pre-school programs where children receive care for less than three hours per day, outdoor activity is not required.
  - Children will be limited in the amount of daily passive screen viewing.
  - Children may not be left unattended at any time.
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## 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.
  - Infants must be placed on their backs to sleep.
  - 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.
  - 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 can be utilized.
-

## **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.
- Dependent on age, 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 the following 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 picked up at the agreed upon time, as well as policies related to guidance and discipline.
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- Parents must complete an initial enrollment application, which includes 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 in writing.
- 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 the child's age.
  - "Time-out" may not be used for children less than two years of age.
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## 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.
- Any vehicle used to transport children must have liability insurance coverage in an amount required by statute.
- 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

- Parents or guardians of infants, toddlers and preschool children enrolling in day care for the first time must provide a medical report dated fewer than 6 months prior to enrollment; children transferring from another licensed day care center may use their current medical report, if it is less than one year old.
  - Parents or guardians of school-age children may submit a copy of the most recent regularly scheduled school physical (even if it is more than 6 months old) or the day care center may require a more recent medical report by its own enrollment policy.
  - 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 Website: <http://www.idph.state.il.us/about/pgci.htm>. 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.
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- The center must 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 and shall be prepared so as to moderate fat and sodium content.
  - 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.
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## 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.
  - Lead paint or asbestos removal must be in accordance with public health standards and statute.
  - 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.
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- 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.
  - The facility must test for radon at least every 3 years and post the results in an area visible to parents, along with an informative notice about the effects of radon.
  - 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 forward are available at: <http://srs.dph.illinois.gov/webapp/SRSApp/pages/>.  
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.
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- 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. Licensing Standards for Day Care Centers may be accessed through the DCFS website: **[www.DCFS.illinois.gov](http://www.DCFS.illinois.gov)**. You may also contact your nearest DCFS office for assistance. Locations of DCFS offices are also available on the DCFS website. Locations of DCFS offices are available on the DCFS website.*

Printed by Authority of the State of Illinois  
DCFS #562 – March 2015 – 20,000 Copies  
CFS 1050-52 – Rev. 3/2015

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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 Required)**

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

