



HEARTLAND
COMMUNITY COLLEGE

CHILD DEVELOPMENT LAB



Family Handbook



HEARTLAND
COMMUNITY COLLEGE

Heartland Community College, 1500 W. Raab Rd Normal, IL 61761
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Congratulations! You have chosen a program that is accredited by the National Association for the Education of Young Children. NAEYC administers the largest and most widely recognized accreditation system for early childhood programs and child care centers, and is the nation's largest organization of early childhood educators. Accredited programs demonstrate the following standards:

- Promote **positive relationships** for all children and adults to encourage each child's sense of individual worth.
- Implement a **curriculum** that fosters all areas of child development: cognitive, emotional, language, physical, and social.
- Use developmentally, culturally, and linguistically appropriate and **effective teaching approaches**.
- Provide **ongoing assessments** of a child's learning and development, and communicate the child's progress to the family.
- Promote the **nutrition and health** of children, and protect children and staff from illness and injury.
- Employ and support a **teaching staff** that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse interests and needs.
- Establish and maintain collaborative relationships with each child's **family**.
- Establish relationships with, and use the resources of, the **community** to support achievement of program goals.
- Provide a safe and healthy **physical environment**.
- Implement strong personnel, fiscal, and program management policies so that all children, families, and staff have **high-quality experiences**.

National Association for the Education of Young Children

PROGRAM INFORMATION

Contact:

Child Development Lab

1500 W. Raab Road

Normal, IL 61761

Ph: 309-268-8210

Fax: 309-268-7965

CDL Website: www.heartland.edu/cdl

CDL Email: childlab@heartland.edu

INTRODUCTION

The Child Development Lab (CDL), a laboratory school affiliated with Heartland Community College (HCC), was established in 2000 to serve the child care needs of HCC students and employees. The CDL serves dual purposes; providing exceptional care for children ages six weeks to five years, and teaching and mentoring the next generation of early childhood educators.

In 2009, we moved into a spacious modern facility designed with security and creativity in mind. Stimulating indoor and outdoor classrooms with age-appropriate natural play spaces provide an exceptional learning environment which nurtures personal, emotional, social and academic growth. In 2016, we expanded our care services to welcome families from the community as well.

The CDL features:

- Mixed-age classrooms
- Ideal staff-to-child ratios
- Indoor and Outdoor classroom spaces
- Natural outdoor play spaces with age-appropriate equipment
- Large indoor sunroom and play space
- Family lounge areas
- Lending Library
- Teaching and observation experiences for area college students
- Opportunities to incorporate the latest evidence and research-based early childhood practices

Mission

The CDL is an inclusive demonstration laboratory school that provides high quality care and education to children. We implement the best of what is known about meeting the needs of young children in a child care setting that supports and nurtures the individual strengths of each child.

Values

- Children are valued for their diversity, uniqueness and dignity; their wonder and curiosity; their perspectives and abilities.
- Families are valued for their diversity, bonds and tradition; their abilities and commitment to work, home, education and the community; their goals for their children.
- College Students are valued for their unique ability to grow professionally so they can best support the development and learning of children and families.

- Faculty and Staff are valued for their vision, their ability to play and delight in children, their ability to process, reflect and apply exemplary practices, their commitment to families and their ability to mentor the next generation of professionals.
- The Environment fosters meaningful relationships, collaboration, participation, inclusiveness and reflects Division for Early Childhood (DEC) Recommended Practices.

Beliefs

- Children and parents are to be respected and treated with courtesy, dignity, patience and compassion.
- Children should be nurtured physically, socially, emotionally and intellectually.
- Children who feel love can love others.
- Children who are guided with patience and gentleness learn to trust.
- Children who have the opportunity to make some of their own decisions develop self-confidence and a sense of responsibility.
- Children learn most naturally and effectively when engaged in developmentally appropriate activities that are responsive to their interests and experience.
- Learning is best done in a natural environment that encourages play and exploration.

Licensure and Accreditation:

- Licensed by Illinois Department of Children and Family Services (DCFS) www.illinois.gov/dcfs
- Accredited by National Association for the Education of Young Children (NAEYC) www.naeyc.org
- Gold Circle of Quality rating by ExceleRate Illinois <https://www.excelebrateillinoisproviders.com/>

STAFF

The CDL utilizes a co-teaching model with trained Child Development Specialists in every classroom. Our experienced teachers hold degrees and additional specialized training in early childhood education. All CDL staff are required to participate in additional Professional Development and training on an annual basis.

Our outstanding teaching team is supplemented by college students who are involved in classrooms each semester including student workers, practicum students, and observation students.

Administrative Staff:

Kadi Juris, Executive Director, Child Care Supports
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Child Development Specialists:

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Abby.Harraden@heartland.edu

Jessie Gibson, Nutrition Specialist
Jessie.Gibson@heartland.edu

ENROLLMENT and FEES:

HOURS of OPERATION

The CDL offers child care Monday through Friday from 7:30 a.m. to 5:00 p.m. Child care is available for each HCC term (Fall, Spring, Summer) or year-round. A minimum of two days per week is required. During the summer semester the CDL may close early on Friday's, following the College's schedule. This will be announced in advance to families.

Full-Day and Part-Day options are available.

Full-Day: five hours or more per day (between 7:30 a.m. and 5:00 p.m.)

Part-Day: less than five hours per day (between 7:30 a.m. and 1:00 p.m.)

As part of Heartland Community College, the CDL will be closed any time the college closes for breaks, holidays, weather, etc., and at least one week in August for Professional Development.

Please refer to the HCC Academic Calendar for specific dates.

ENROLLMENT

Enrollment is open to community members as well as HCC students and employees.

Applications are available online (www.heartland.edu/cdl/) or at the CDL. Applications will be accepted prior to each semester's enrollment period. Applications received after enrollment periods will be considered as space becomes available.

Families at the CDL are enrolled through one of the following enrollment priorities; student, employee, alumni, or community member. Each of these groups has additional factors that help determine priority for enrollment (listed below). Students must maintain their enrollment status with the college to continue enrollment with the CDL. When student families do not maintain student status for two consecutive terms they will lose student priority status. When an HCC employee leaves the college, the family will lose their enrollment status as a college employee.

Student Priority Factors

- Degree/certificate-seeking
- High Financial Need (eligible for SNAP, PEL, TANF)
- Child with Individual Family Service Plan (IFSP) or Individual Education Plan (IEP)
- New siblings of current family

Employee Priority Factors

- Full- time/Regular employment
- Child with IFSP or IEP
- New siblings of current family

Alumni Priority Factors

- Degree/certificate-seeking alumni at transfer institution
- High Financial Need (eligible for SNAP, PEL, TANF)
- Child with IFSP or IEP

Community Priority Factors

- High Financial Need (eligible for SNAP, PEL, TANF)
- Child with IFSP or IEP

Families will be kept informed of their application's status. Current families are given priority enrollment for consecutive semesters. However, if you withdraw from the program and wish to re-enroll for a later term, a new application will be required. Future enrollment cannot be guaranteed. Additionally, when a current family expects their status in a priority group to change, they should alert the director so that a last day or a request for continued enrollment can be discussed. A formal request must be approved to switch children from one enrollment group to another.

SCHEDULES

Families will be expected to adhere to the schedule agreed upon at the time of enrollment. Requests for changes in schedule must be submitted in writing with a minimum of two weeks' notice and must be approved by the Associate or Executive Director.

Consistent schedules are important for young children, and critical to classroom scheduling, meal preparation and staffing. Please notify us as soon as possible about absences or changes to expected arrival/departure times.

FEES

AGE	HOURS	Standard Daily Rate	Discount Rate 1: (10% if 1 of the following criteria applies) -HCC Student or Employee -Oldest Sibling if 2+ enrolled	Discount Rate 2: (Additional 10% if both criteria apply) -HCC Student or Employee -Oldest Sibling if 2+ enrolled
Infants: Ages 0-23 months				
	Full-Day (5+ hrs per day)	\$62/day	\$55.80/day	\$50.22/day
	Part-Day (< 5 hrs per day)	\$49/day	\$44.10/day	\$39.69/day
Toddlers: Ages 24 – 35 months				
	Full-Day (5 hrs + per day)	\$52/day	\$46.80/day	\$42.12/day
	Part-Day (< 5 hrs per day)	\$42/day	\$37.80/day	\$34.02/day
Preschool Ages 3 – 5 years				
	Full-Day (5 hrs + per day)	\$47/day	\$42.30/day	\$38.07/day
	Part-Day (< 5 hrs per day)	\$37/day	\$33.30/day	\$29.97/day

1. Tuition Fees are billed monthly for the upcoming month.

- Tuition Fees are applied for days that classrooms are open
 - Tuition Fees are NOT applied for days classrooms are closed (i.e. breaks, holidays, weather, etc.)
 - Tuition Fees ARE applied if a child is absent on a day the child is scheduled (i.e. illness, vacation, etc.)
2. Requests for changes to a child's schedule must be submitted in writing 2 weeks in advance of the change, and must be approved by the executive director or associate director.
 3. Account balances are to be paid at the cashier's desk in the Community Commons Building or by calling (309) 268-8140. Payments are due by the 15th of the month and will be considered delinquent at the end of the month.
 4. Delinquent accounts will be accrue a \$50 late payment fee if not paid by the 15th of the month. Families that have not paid tuition for the month cannot attend until that month's tuition is paid. Children will not be able to attend the CDL until past-due balances are paid in full. The Business Office regularly monitors the accounts and those over 60 days past due may be turned over to collections. HCC students may be unable to register for classes until past-due balances are paid.

PAYMENTS

The CDL is not authorized to accept tuition payments. Tuition is to be paid at the Cashier/Business Office located in the Community Commons Building, 2nd floor. Additionally, families may enroll for automatic payments to be drafted from a checking or savings account using a third party, Tuition Express. A link to enroll in this payment method can be emailed by a member of the management team. Payments can be made by cash, check or credit card directly to the Business Office. Checks should be made payable to Heartland Community College. Credit card payments can also be submitted by phone: 309-268-8140.

LATE TUITION FEE

Tuition is due on the 15th of every month. Families are given a five-day grace period before a late fee of \$50 will be applied to the account. Families must stay current on their tuition payments to stay enrolled in the program. If a family has not paid their tuition for the previous month they will not be allowed to attend until the tuition has been paid. Special arrangements can be made in specific situations if a family encounters financial hardship.

FINANCIAL ASSISTANCE

- The Illinois Department of Human Services Child Care Assistance Program (CCAP) provides financial assistance for child care tuition for qualified families. This program is administered through the Child Care Resource and Referral Network (CCRRN). Applications are available at the CDL or by contacting CCRRN at (309) 828-1892 and must be submitted directly to CCRRN. All approved families will be responsible for a monthly co-pay. The approved CCAP subsidy allowance will be paid directly to the CDL.

PLEASE NOTE: Families will be responsible for all fees incurred prior to CCAP approval, or if a CCAP Application is denied, or for any difference between subsidy amounts paid and actual CDL Tuition Fees accrued.

- Heartland Child Care Scholarships may be available for eligible HCC students. Please contact the Associate or Executive Director for more information.

WITHDRAWAL NOTIFICATION

A minimum of two weeks' written notice is required for cancelling child care. Tuition Fees will continue to accrue until the conclusion of the two-week period, regardless of attendance.

TERMINATION OF CHILD CARE

The CDL reserves the right to terminate child care in situations where it becomes apparent that family and CDL expectations are no longer compatible. Reasonable efforts will be made to work with families to resolve serious issues prior to termination.

The CDL works in conjunction with families and other appropriate agencies to support children who may have needs beyond the CDL structure. When this situation occurs the CDL will follow the steps outlined in the Individualized Behavior Support Plan document. The goal of the CDL is to support each family in finding the best fit for their children's needs and limit or eliminate the use of suspension, expulsion and other exclusionary measures.

LATE PICK UP FEES

Late Fees are charged for children left in the Center beyond their scheduled hours, beginning at one minute past the scheduled time. Late fees will be added to monthly statements.

\$10.00 is charged for the first 15 minutes late.

An additional \$10.00 is charged for the second 15 minutes late.

An additional \$15.00 is charged for the third 15 minutes late.

EDUCATIONAL PHILOSOPHY

Our goal at the CDL is to create an inclusive environment which meets the individual developmental needs of all children in our care. Children are encouraged to express their own ideas and feelings through well-rounded curricula, including activities in the areas of art, large and small motor development, language, literature, science, math, dramatic play, music and creative movement.

Activities are focused on the process of learning – emphasizing experiences rather than results. Days are filled with planned and spontaneous moments of learning through play, imaginative games, independent discovery and group times that promote social and emotional development.

Our philosophy is aligned with NAEYC's Early Childhood Program Standards (www.naeyc.org) and Illinois Early Learning and Development Standards (www.illinoisearlylearning.org).

CURRICULUM

The CDL's eclectic approach to curriculum planning and ongoing assessment incorporates multiple educational resources which focus on children's individual interests and abilities. We utilize a variety of learning experiences which balance individual, small group and large group learning opportunities, and we adapt activities and classroom space to accommodate children of all abilities.

Topics of interest are identified, and activities and events are developed which are intentional, child-

centered and flexible. Influences come from a number of research-based approaches, including:

- Creative Curriculum
- Project Approach to Curriculum
- High Scope

Curricular activities are designed to benefit each child's learning and development, and to stimulate learning stages in each of the following developmental domains:

- Illinois Early Learning Guidelines for Children Birth to Age Three
 - Social and Emotional Development
 - Physical Development and Health
 - Language Development, Communication and Literacy
 - Cognitive Development
- Illinois Early Learning and Development Standards for Preschool
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Physical Development and Health
 - The Arts
 - English Language Learner Home Language Development
 - Social/Emotional Development

ASSESSMENTS

Assessment of each child's developmental progress occurs on an ongoing basis and is documented throughout the year. Formal and informal methods include work sampling, anecdotal notes, and the creation of an assessment portfolio which documents individual growth toward developmental benchmarks.

Teaching teams meet frequently to review your child's goals and reflect on his/her progress. This planning incorporates a variety of methods to ensure the child's personal experiences and cultures are respected. Portfolios and assessment results are readily available to families and are reviewed during family conferences each semester.

Families can participate in the assessment process by contributing information to the teaching staff through a variety of methods including home observation notes, photos, evaluation documents from other agencies, family questionnaires, and regular progress meetings with teaching staff. If you are interested in providing information for developmental portfolios, please speak with your child's teacher.

SCREENINGS

Standardized screening tools are useful for observing and monitoring a child's developmental progress. The CDL conducts a variety of screenings to help identify the need for further evaluation. All children are screened with the Ages and Stages Questionnaire within their first 60 days and then again, annually. Additional screenings may occur throughout the year, as necessary. Vision and

hearing screenings are also conducted annually. Screening tools include the [Ages and Stages Questionnaire](#) and the [Ages and Stages Social and Emotional Questionnaire](#). (<http://agesandstages.com>)

Parents are encouraged to participate in screening processes and receive all results. Referrals and/or information on additional local resources that may benefit the child will be provided as deemed appropriate by parents and teachers.

GUIDANCE & DIRECTION

At the Child Development Lab, we believe children's social and emotional development is best supported through a positive and proactive approach. Therefore, the CDL has adapted the Pyramid Model framework program-wide. This model is an evidence-based framework that promotes children's social and emotional competence through a tiered approach. Children are taught how to recognize and label emotions. As their emotional competence grows, they begin to notice the feelings of others and their personal impact. This presents an opportunity to teach pro-social behavior, interaction strategies, communication, and problem solving. These skills help prevent behavior challenges and build children's ability to effectively work through difficult emotions. Strategies that may be used to teach include peer learning, scripted stories, modeling, narrating, providing visual prompts, positive descriptive feedback and creating opportunities for children to practice problem solving steps.

As part of this process, the CDL has developed program-wide expectations that communicate our shared values and commitment to creating a climate of partnership and respect for our school community. These expectations are:

- We are safe
- We are a supportive community
- We are thoughtful

Program-wide expectations are used throughout the building. Teachers then use the expectations to create rules that guide children's behaviors within specific settings (classrooms, hallways, outdoors, campus walks). Children engage in meaningful discussions to outline environmental specific rules with teachers in order to have ownership and become invested. Teachers positively reinforce associated behaviors as they are demonstrated throughout the day.

When a behavior becomes a concern, teachers use redirection, natural consequences, and provide choice through one-on-one guidance. Staff at the CDL are never to use physical punishment, psychological abuse or coercion with children. If a behavior persists, we notify families to begin working together to implement a plan to support the social and emotional needs of the child and reduce challenging behavior through an individualized support plan. This process begins with discussing the child's needs, setting goals, developing strategies to use at home and school and identifying other individuals that may play a key role, such as (Early Intervention, HCC Resources, Illinois State Board of Education, Early Child Mental Health Consultant, Pediatrician). Partnering with families is a vital piece that enables us to learn valuable insights into the unique cultures, experiences, and values of each family while providing opportunities for families to actively engage in decision-making process, used to support their child's needs.

Our Pyramid Model leadership team provides support towards our implementation process using data-driven decision-making practices. The leadership team meets on a regular basis to review our implementation plan and organize strategic goals including family engagement. We invest heavily in the professional development of our staff and utilize ongoing observations and coaching to develop skills within our workforce.

A copy of the full CDL Guidance Policies and Procedures is available in the additional resources section of this handbook.

CLASSROOM INFORMATION

The CDL offers four mixed-age Infant/Toddler classrooms and two mixed-age Preschool classrooms. Classrooms are stimulating and designed to replicate a home-like setting. Tables, chairs, class equipment and bathroom fixtures are child-sized to encourage self-sufficiency.

All classrooms feature:

- Two Child Development Specialists
- Nurturing and attentive staff members
- Family-style meals using real dishes
- Planned and spontaneous learning opportunities
- Age-appropriate indoor/outdoor learning spaces
- Daily highlights posted for each classroom

MIXED-AGE INFANT/TODDLER ROOMS (ages 6 weeks to 35 months)

Two teachers, along with college student assistants, work with a group of up to eight children in each classroom. The teachers coordinate activities which help each child develop physically, socially, emotionally and intellectually. We make every effort to complement the child's home schedule with regards to nap times, feeding times and the introduction of solid foods. Nursing mothers are welcome anytime. All rooms share an outdoor classroom which includes natural playscapes specifically designed for infants and toddlers.

Infants and Toddlers spend most of their day exploring at floor level, so we follow a no-street-shoes policy in these classrooms. Shoes worn into the building are to be removed at the classroom door. Alternate shoes or slippers may be worn if desired.

The CDL supports a primary caregiver model. While co-teachers share general responsibility for all of the children in their classroom, each teacher assumes "primary" caregiving roles for specific children. We find this philosophy builds particularly close bonds and continuity of care. Children build secure attachments with their primary teacher, and the teacher becomes an expert on that child's interests, needs and experiences. The primary caregiver relationship will continue throughout the years a child remains in that classroom.

MIXED-AGE PRESCHOOL ROOMS (ages 3 to 5)

Two teachers, with support from college student assistants, work with a group of up to 18 children in each classroom. Preschoolers enjoy a learning environment with multiple learning centers offering a wide variety of choices. Activities are planned to challenge each child's development, including dramatic play, small and large motor experiences, science, math, literacy, music, block building, art and technology. Children are encouraged to initiate their own experiences in the lab and outdoors. Special opportunities, such as creative movement and on and off campus excursions, are regular features of the CDL preschool program along with daily opportunities to explore and interact with nature. Preschool rooms share an outdoor classroom which includes a large natural playscape specifically designed for preschoolers.

CLASSROOM TRANSITIONS

A transition plan will be implemented to prepare a child for moving from an Infant/Toddler room to a Preschool room. Parents and the teachers will work together to develop a cooperative plan, including visits to the new classroom, sharing information with the new teacher, and meeting new classmates. This process is gradual and supportive of each child's individual needs.

CLOTHING

- Children should wear clothing that is comfortable, washable and suitable for play every day. Messy activities are a part of our routine and, even with protection, stains sometimes result.
- Children will go outside year-round, except in cases of storms or severe temperatures, so please dress children appropriately (i.e. hats, mittens and scarves for winter).
- At least one complete change of clothing needs to be kept at school for each child.
- Please check periodically to ensure clothing items at school are still season-appropriate and still fit.
- An extra sweater, jacket or tennis shoes may be kept in your child's cubby throughout the year. Boots appropriate for rain and snow play are also encouraged.
- Please label all items because many children have similar clothing. (Classrooms keep some extra clothes in case of emergency, but these items are limited. If borrowed, please be sure to return them, cleaned, as soon as possible).

FIELD TRIPS

Classes participate in field trips around campus, to community activities or to nearby public park facilities. We use the Bloomington/Normal Public Transportation system for trips off campus. All outings are well supervised and all health and safety precautions are followed. Staff members are equipped with a cell phone and traveling first aid kit. You are welcome to join us if your schedule allows. Please coordinate your participation with your child's teacher.

NAPS

Each room requires 1 to 2 hours for napping or quiet rest following lunch. Infants are provided cribs and sleep schedules mirror that of their home setting. Toddlers and preschoolers are provided a cot and bedding. Comfort items and blankets are welcome.

BIRTHDAYS OR SPECIAL OCCASIONS

We are happy to help celebrate your child's special occasion in an appropriate manner. However, the CDL is not an appropriate setting for a party. If you wish to hold a birthday party for your child,

please plan to do this away from the CDL. Invitations should be mailed rather than distributed via children's cubbies to protect the feelings of children who cannot attend.

You are welcome to bring a special snack for your child to share at school. Licensing regulations dictate that snacks must be store-bought and must arrive in the original unopened container. Homemade items will not be served. Licensing also indicates that "cake, pastries, cookies or other foods with high sugar and/or fat content shall not be served to children enrolled in the day care program." Please check with the classroom teacher for suggestions and to obtain the number of children in class. Please do not bring decorative cups, napkins, plates, goody bags, balloons, etc. Not every child's family is in a position to provide these extras. Lighting candles is not permitted.

HOLIDAYS

We realize holidays are celebrated in various ways by different families. Children receive a great deal of stimulation during these times, therefore our approach to holidays is very low-key. We will discuss holidays as they arise and plan activities according to the children's interests.

TOYS FROM HOME

We do allow toys from home, but please be mindful of the following guidelines:

- Infants and toddlers should not bring small objects on which they or another child could choke. Ask the teacher if there is a question regarding safety.
- Balloons from home are not allowed. (Balloons may occasionally be used for specific classroom projects, with strict supervision).
- The CDL discourages play that involves violence. Each classroom will individually handle situations that arise regarding violent play.
- Children will be responsible for keeping track of toys from home, and are sometimes lost or broken. Please do not bring items that you or your child value greatly.

FAMILY PARTNERSHIP

We believe that open communication and family interaction at the CDL benefits everyone, especially the children. The staff of the CDL values the input of families regarding the care of their child. Partnership with families is encouraged in a number of ways.

PROGRESS REPORTS/CONFERENCES

Daily visits with your child's classroom teachers allow you to discuss how your child is doing on a day-to-day basis. In addition, your classroom teachers will be schedule at least one visit with you each semester. These visits allow you to meet with your teachers in private to discuss your child's development in more depth. Families are encouraged to participate in our assessment processes by providing insight from the home lens. The teachers will share the children's portfolios with you that document your child's development and classroom work. The visits will also provide an opportunity to discuss your child's development at school and at home and will help you appreciate the specific developmental milestones that your child has accomplished and what to be expecting in the near future. We want to be a support for you in your important role as your child's first teacher.

FAMILY GATHERING OPTIONS

The CDL staff will plan at least one opportunity for families to socialize with other families and staff.

Past events include fishing nights, wiener roasts, musical entertainment, potlucks, literacy nights, etc. Watch for information and plan to join in!

VISITS

Parents are welcome to visit their children at school at any time. Advance notice is not required. Each classroom offers one-way glass if you prefer to observe your child's class without your child seeing you. (Unfortunately, siblings or other children cannot visit classrooms outside of drop-off/pick-up times and scheduled family events due to licensing and insurance restrictions).

VOLUNTEERING IN THE CLASSROOM

If you have a special skill, hobby or other area of interest you'd like to share with the children, please talk to your child's teacher. We appreciate this type of involvement. In addition, we frequently need parents to attend field trips and hope every parent can participate in some manner during the year.

COMMUNICATION

We enjoy sharing the events of our day! We use several methods for sharing information about CDL activities as well as campus/community events we feel may be of interest to families.

- Announcements: important notices, announcements and reminders will be posted near the check-in station at the front desk. Please get in the habit of checking this information daily.
- Newsletter: periodic CDL news and updates will be distributed via a program newsletter.
- Bulletin Board: items of interest and community events will be posted on a bulletin board located across from the Director's office.
- Director in Charge: If the Director and Program Assistant are away from CDL, the acting "Director in Charge" will be identified on a board across from the Director's office.
- Emergency Notification: The CDL will utilize an automated messaging system to notify parents of any emergencies.
- Suggestion Box: we welcome your ideas and feedback, and encourage you to share suggestions or concerns with your child's teacher or the Director. A suggestion box is located on the window ledge outside the Director's office.

FAMILY RESPONSIBILITIES

Partnership is a two-way street, and we want to encourage families to work with us so we can provide appropriate care. Families will be expected to:

- Notify the CDL as soon as possible if your child will be absent or late.
- Provide updates to contact information, medical information, etc. as soon as changes occur.
- Provide requested supplies such as diapers, wipes, lotions, extra clothes, etc.
- Maintain positive and constructive communication with staff.
- Make staff aware of significant changes or new situations that might affect your child.
- Sign children in and out each day.
- Keep children with you in the building and parking lot. Children should be with an adult at all times.

CODE OF CONDUCT

Creating an environment that is safe for children, parents and staff is of utmost importance. We insist on behavior that fosters security, courtesy and respect for others at all times.

- Swearing or inappropriate language will not be tolerated.
- Verbal or physical threats toward your child, other children, employees or other parents will not be tolerated.
- Smoking is not allowed anywhere on campus. Smoking is only permitted in personal vehicles.
- Drinking or illegal drugs are not permitted anywhere on campus.

Staff will immediately involve campus security or law enforcement for any perceived threat. Such behavior may result in immediate termination of care.

GRIEVANCE/CONFLICT RESOLUTION

If a family has a concern, complaint, conflict, issue, or problem with any member of the Heartland Community College Child Development Lab community, the conflict resolution policy will be utilized as outlined below.

1. First, contact the person with whom there is a conflict or concern directly, respectfully, and in a timely manner. We will attempt to use the Conflict Resolution Model (located in the Appendix) as a guide to help resolve the problem.
2. If the issue is not resolved, please contact a member of the management team, who will mediate for us using the Conflict Resolution Model.
3. If the issue remains unresolved or if the executive director feels it would be beneficial, a conflict resolution team consisting of the Child Development Lab Administrative Staff, and the Associate Vice President of Enrollment and Student Support Services will meet with the parties involved to help resolve the issue to our mutual satisfaction.
4. If concerns remain after meeting with the conflict resolution team, parties involved that are employees of HCC can use the professional services offered through the Employee Assistance Program (EAP) 1-800-433-7916 or follow the formal grievance procedure for HCC. If the party involved is a student of HCC they will be referred to Student Counseling Services or can choose to make a report of the situation through the Colleges reporting system at <https://www.heartland.edu/safety/sexualViolence/report.html>. Parties not affiliated with the college can have a member of the senior administrative team get involved.

FAMILY RELATIONSHIPS AND SUPPORT

Heartland Community College offers several resources to students, including Student Support Services, Financial Aid, and Counseling & Personal Development Services. In addition, CDL staff members are aware of many resources in the community. As we build a relationship with each family, we hope that you will share your parenting concerns and needs with your child's classroom teachers, the Director, or the Program Assistant. Depending on your situation, we may be able to assist you in finding the resources you need to help lower the stresses of being a working and/or student parent.

CDL ADVISORY GROUP

The CDL Advisory Group strives to meet monthly and is comprised of individuals with an interest in

the operation and management of the CDL. If you would like to participate, please see the Director.

ADJUSTING TO SCHOOL

Every child deals with the separation from home to school in their own way. Some children take to school immediately, while others need time to observe and adapt. Our goal is to make your child feel like a member of the CDL family as soon as possible, and we will work with you to ease transitions to and from the classroom.

- We encourage you to schedule time to bring your child to visit the classroom, meet teachers and play with classmates a few times prior to your start date.
- Discuss with your child ahead of time about going to school. Explain you will leave them at school but will be back to pick them up. At drop-off, give hugs and reassurances, state that it is time to go, and then leave. Staff will provide comfort and begin engaging your child in classroom activities.
- Routine is important to children. On school days, it is helpful to keep your schedule as consistent as possible.
- Comfort toys or blankets are welcome. A family photo or note from a parent in their backpack or cubby can also be reassuring.
- A child may require a transition period at the end of the school day as well. Allowing a few minutes for your child to finish what they are working on or to hear about something they did during the day before saying goodbye to classmates can be helpful in closing their school day.
- Give your child your undivided attention. Avoid being on your cell-phone during drop-off and pick-up times.
- Some children may experience brief regression in terms of eating, toileting or sleeping after starting school or transitioning to a new classroom. Please let us know if you notice significant changes in these behaviors at home.
- It is not uncommon for a child to begin school easily, but experience separation issues later in the year. This may be the result of illness, changes at home or in the classroom, or simply an increased awareness developmentally. We will work cooperatively with you during such changes and adjustments.
- Children who have a home language other than English may experience a longer adjustment period. We will work with families to provide necessary support.

HEALTH and WELLNESS

The Child Development Lab follows a **Risk Management Plan**, which outlines preventative measures to be taken to reduce the exposure of illnesses and occurrences of injuries. Teachers are required to

follow the requirements of DCFS licensing standards and NAEYC program standards for classroom safety and maintenance, including regular hand washing and classroom cleaning.

ACCIDENTS AND EMERGENCIES

The CDL makes every effort to ensure the safety of all children, however, accidents do occur. In the event of any emergency or accident, a parent or guardian is immediately contacted. If a parent or guardian is not available, an individual listed on the emergency child pickup form will be contacted. It is extremely important to keep your schedules and contact phone numbers updated.

Families are responsible for all costs incurred by incidents which may require medical attention.

ILLNESSES

The CDL is licensed to provide care for healthy children. There are no medical facilities nor medical staff available to care for children who are ill. Requests for children to stay inside all day cannot be accommodated. We understand that illnesses create an interruption in your family's schedule. However, it is important to have a plan for alternate care in place in the event of an illness that requires exclusion from the CDL.

DCFS licensing standards state that a child should not be sent to child care if "illness prevents him/her from comfortably participating in classroom activities OR if illness requires greater care than staff can provide without compromising the health and safety of other children." Please understand that it is in the best interest of your child, and the other children in the classroom, to keep your child home when illness is suspected. Please report any contagious condition when calling to notify the CDL of an absence due to illness.

If a child develops symptoms at school, parents will be notified and the child should be picked up within 30 minutes. The child must remain out of child care for **24 hours after all the symptoms are gone**, or until a physician's signed verification is brought in that the child's condition is not contagious.

A child should be kept home if he/she is exhibiting any of the following symptoms:

- Fever of 101° F or above
- skin rash or eruptions
- constant "hacking cough"
- sneezing with colds
- redness of throat or eyes
- discharge from the eyes
- vomiting
- diarrhea
- unusual lethargy, irritability, or persistent crying,
- difficulty breathing
- extreme fatigue

Children may not need to be excluded from child care for minor illnesses such as a cold, sniffles or allergies, unless they are too uncomfortable to participate fully. However, contagious conditions require a period of isolation before safely returning to school, for the protection of your child as well

as others in the classroom. Please refer to the following isolation recommendations:

- Chicken pox (varicella): at least six days after onset of rash
- Conjunctivitis/pink eye (viral or bacterial): 24 hours after treatment has been initiated or symptoms have cleared
- Fever: 24 hours fever-free without fever-reducing medication
- Head Lice: sent home and return after first treatment
- Impetigo: 24 hours after treatment has been initiated
- Measles: four days after the disappearance of the rash
- Mumps: nine days after onset of parotid gland swelling
- Scabies: the day after the first treatment
- Strep throat: 24 hours after treatment has been initiated and after the child has been without fever for 24 hours
- Whooping cough (pertussis): after five days of antibiotic treatment have been completed

ANNUAL PHYSICAL EXAMINATIONS

The CDL follows licensing regulations put forth by DCFS and the Illinois Department of Public Health (ILDPH). A medical report, completed and signed by a physician (or approved agent of the physician), must be on file for each child and must be updated annually. Medical reports must be dated less than 6 months prior to enrollment, and must be submitted within 30 days of enrollment. Children without current medical reports/immunization records may be excluded from care until reports have been updated.

IMMUNIZATIONS

Children are required to be up-to-date with their immunization schedules. Documentation that children have completed all immunizations as required by the ILDPH must be submitted within 30 days of enrollment.

MEDICATIONS

There may be instances where a child must receive medication while at school. Medication, whether prescription or non-prescription (over-the-counter), will not be administered by CDL staff outside the procedures identified below:

- Without the requisite documentation and instructions, a parent/guardian must come and administer any medication to their child.
- A physician's note approving the administration of any prescription or non-prescription medication is required. Negative reactions and interactions can occur even with over-the-counter medicines, so we require that all medication and dosage instructions have been approved by a physician.
- A CDL Medication Request form must be submitted for any prescription or non-prescription medication.
- All prescription and non-prescription medication must be provided in the original identifying container. The child's name, dosage and frequency of treatment should be clearly labeled on the packaging.
- Prescription medication must be accompanied by a written prescription label and a doctor's written authorization.
- Non-prescription medication must be accompanied by a doctor's written authorization.

- Medication must never be left in a child's cubby or backpack or in a child's possession, even for a few minutes.
- Administration of any medication, *by a parent or CDL staff*, must be logged on the Medicine Request form.

CHILD ABUSE AND NEGLECT POLICY

CDL staff is required by law to report suspected incidents of child abuse and neglect to the DCFS Hotline (800-252-2873). Each person working in the CDL, whether paid or volunteer staff, is required to sign an Acknowledgment of Mandated Reporter Status form stating that he/she understands his/her responsibilities as a mandated reporter. This is a legal responsibility for staff, but also an obligation to society, the community and families to assist in the protection of the child and prevention of further harm to the child.

CONFIDENTIALITY

In order to protect everyone's right to privacy, the CDL adheres to a strict confidentiality policy regarding all information related to children, families and employees. A copy of the full Confidentiality Policy is available upon request.

- All information regarding children and families is considered confidential. Student and family records will be maintained in a locked cabinet.
- Information regarding children and families will not be released without a parent's permission.
- All college students working or observing at the CDL must sign a confidentiality agreement specifying that children's names or identifying information cannot be used outside the CDL.
- Anything a parent shares with CDL staff about their child is considered confidential and will only be shared with appropriate CDL staff.
- Any suspicion of, or information regarding, child abuse or neglect or criminal background whether regarding a child, staff member, or a student will be maintained in the strictest confidence. Information will be shared with staff only on a need-to-know basis.

SAFETY AND EMERGENCY PROCEDURES

DROP OFF & PICK UP PROCEDURES

Children are to be accompanied by an adult at all times. Please keep your child with you until you personally transfer their care to a teacher. Classes may be in an activity outside their classroom or teachers may be engaged with other students or parents, so for their safety, please do not allow children to make their way through the building, or to/from the parking lot, unaccompanied.

Children need to be signed in and out each day. All adults designated to pick up or drop off will require a PIN # to use for the electronic check-in station at the front desk. In addition, each classroom will have a sign-in/out sheet at their door. Both are important to have an accurate record of who is in attendance each day in case of an emergency.

Prior written notification is required if anyone other than those designated on the Pick-Up

Authorization form will be picking up your child. If a written notice is not on file the child will not be allowed to leave with the adult. In the event of an emergency where written notice is not possible, an advance phone call is required followed in writing. A photo ID will be requested from adults who are not familiar to CDL Staff.

We encourage all vehicles in our parking lot to remain off during drop off and pick up. This preventative measure reduces the risk of potentially harmful air quality. In cases where the weather is extremely hot or cold it is permissible to have a car idling to maintain the air temperature within the vehicle.

LATE PICK UP PROCEDURES

If a child remains at the Child Development Lab after the program's closing time of 5:00 p.m., the following procedures will be followed to ensure the child's safety and support their timely reunification with an authorized family member.

1. The child will be brought to the front office where they will stay with the Director in Charge. If possible, primary staff will stay to provide a calm and supportive environment until the child is picked up.
2. The Director in Charge will first reach out to the primary contact for the child through Procure message and by phone. If we do not reach the primary contact, we will immediately reach out to the secondary contact listed in our system.
3. After 15 minutes have passed and we have not been able to reach a primary or secondary contact we will begin reaching out to the emergency contacts listed for the child. Public Safety will also be notified at this time to possibly assist if the family is assumed to be on campus.
4. After 30 minutes of no contact with the family the CDL will reach out the Normal Police Department non-emergency line for assistance in locating the family.
5. If a family member can not be located by the Normal Police Department the Department of Children and Family Services will be contacted for support.
6. Families are subject to the Late Pick up fee listed under the Enrollment and Fees section of this document.

UNDER THE INFLUENCE POLICY

If CDL staff have reasonable suspicion that a person picking up a child appears to be under the influence of drugs or alcohol or is experiencing some other impairment which may pose a safety risk to the child, staff will: offer to arrange for a cab; contact another authorized individual; or potentially contact authorities.

BUILDING SECURITY

The CDL is locked at all times, and is equipped with video surveillance which is monitored by campus security. A security system at the main entrance requires all families and guests to buzz in. We further require children be signed in and out using the electronic attendance system each day. Additionally, HCC campus security personnel make routine checks of our building and grounds several times a day.

Weapons are not permitted on HCC campus property. Guns, knives and other dangerous or deadly devices are strictly prohibited.

CAMPUS EMERGENCY ALERTS

Heartland Community College offers voluntary text messaging services that deliver information about on-campus emergencies or conditions. HCC will only send text alerts when there is a serious safety concern affecting campus. HCCALERTS will notify you of any campus emergencies or closures due to severe weather. HCCALERTS.ACCESS will notify you about temporary interferences to campus access, such as elevator repairs, blocked stairs or sidewalks and closed entries or parking areas.

To enroll for HCCALERTS (safety and closure alerts), text JOIN to 1-877-200-7477.

To enroll for HCCALERTS.ACCESS (campus access alerts), text JOIN ACCESS to 1-877-200-7477.

You will receive a text confirmation of enrollment.

HCC does not charge a fee for the alert service, however please review your particular mobile device's texting or data plan for service details specific to your account. HCC will not share your phone number or mobile information with any other organizations.

DISASTER PREPAREDNESS

In accordance with Illinois DCFS and State Fire Marshall regulations, the CDL has policies and procedures dealing with emergencies. We adhere to the guidelines outlined in the HCC Immediate Action Guide, which is posted throughout the building. We use this as a guide in campus emergencies. A copy of the Immediate Action Guide is available at <http://www.heartland.edu/documents/safetyEmergencyResponse/ImmediateActionGuide.pdf>.

Fire Drills are held monthly. The CDL has several evacuation points that we include in our drills throughout the year. Drills are documented each month and a log is kept on file for DCFS to review for licensing purposes.

Tornado drills are held twice per year. The CDL has 3 designated Tornado Shelters in the building. These are located in the main hallway, on the east side, just beyond the workroom, and in the CDL west extension hallway in both bathrooms. All storm shelters are properly labeled with green storm shelter signs.

EMERGENCY PREPAREDNESS

Additionally, the CDL has a written, confidential emergency procedures plan that outlines specific steps that staff would take. The Emergency Procedures plan includes responses appropriate to the designated level of risk determined by the Public Safety department including evacuation, lockdown, and shelter-in-place.

EVACUATION PLAN

In the event of an emergency requiring evacuation of the building, the CDL will respond following the Emergency Procedures steps. Safety precautions and will remain inside the secured building if at all possible. The HCC Emergency Notification System or Security will notify CDL staff of any campus issue which would create a need to evacuate or lockdown the CDL. Parents will be contacted with specific instructions through the Procure app, email, or phone if children need to be picked up immediately. A reunification process is outlined in the Emergency Procedures document with the specific steps staff would follow.

FOOD & NUTRITION

The Child Development Lab offers well-rounded and nutritious meals and snacks. A copy of the menu is to be posted on the Family Information Board and in each classroom.

MEALS & SNACKS

	Breakfast	Lunch	Snack
Infant/ Toddler	8:00-8:30	11:00-11:30	2:00-2:30
Preschool	8:30-9:00	11:30-12:00	2:30-3:00

- Food from home is not allowed into the classroom. If your child arrives with food or drink they will need to finish in the car or the lounge area before proceeding to the classroom.
- Please do not leave food in a child's cubby.
- Families are welcome to join their child's class at a mealtime, but please notify the teacher at least one day in advance so we can prepare an adequate amount of food.

FOOD SUBSTITUTIONS

The CDL follows specific DCFS licensing and federal food program (CACFP) guidelines pertaining to menus and preparation of meals and snacks. We will allow requests for food substitutions for medical, cultural or religious reasons. All requests for substitutions or accommodations require submission of a Meal Accommodation request form. Requests for medical reasons will also require a doctor's authorization. We will consider all requests, however, there may be circumstances that require the family to provide the substitution.

INFANT FEEDING

An Infant Formula/Food Waiver must be submitted for all children under the age of 11 months specifying the baby food, cereal and formula that will be supplied by the CDL for infants. Alternatively, families may provide their own baby food, cereal and/or formula. Formula and infant food brought from home must be provided in factory-sealed containers. We cannot serve anything other than formula, milk, breast milk, or water in a bottle. Medication can not be placed in a bottle or administered by CDL staff in this format.

Nursing mothers are always welcome at the CDL. You may choose to use our staff lounge for a private nursing space. This area has a lock and sign on the door to show the space is being occupied. Additionally, mothers may nurse in any of the pods around the CDL or the classroom.

When breast milk is provided for bottles, it must be labeled with the child's full name and the date it was expressed so that we can serve the oldest milk first. After a breast milk bottle is fed any unused milk is discarded after 1 hour. If you would prefer to take the milk home, please communicate this to your teacher and they can save it for you. We can send it home, but we can not reserve the milk that has already been offered. Freshly expressed breast milk can be stored at the CDL for 48 hours, frozen breast milk can be in the freezer for up to two weeks.

According to the Child and Adult Care Food Program, (CACFP) infant bottles must contain the follow amounts of breast milk, formula, or a combination of the two. If your exclusively breastfed infant consumes less than the minimum requirement per feeding, that amount may be offered in conjunction with the supervision of a physician.

Birth through 5 months	4-6 ounces
Six through 11 months	6-8 ounces

FEDERAL FOOD PROGRAM

A basic requirement of any child care program is to provide nutritious meals for each child. The CDL participates in the US Department of Agriculture's Child and Adult Food Program (CACFP). CACFP is a federal program which provides monetary reimbursement to licensed facilities for offering healthier meals and snacks. CACFP is administered through the Illinois State Board of Education (ISBE), which requires adherence to strict guidelines for food preparation and service.

Participation in CACFP requires the CDL to verify household income for each family annually. Information is kept strictly confidential, and is used solely for CACFP reporting.

www.isbe.net/nutrition

APPENDIX A:

ADDITIONAL RESOURCES

Collaboration is critical in meeting the varying needs of families and children. The CDL cannot provide everything for all families, but we will try to help you find any services that you might need. We collaborate with many programs on campus and in the community. Pamphlets are available in the lobby of the CDL that offer information on a variety of child related services in the community. If you are looking for information regarding a specific need, please contact the Director or your child's teacher.

Some valuable resources:



All Kids: Healthcare for Kids. Assistance securing medical coverage.
All Kids Hotline 1-866-ALL-KIDS (1-866-255-5437) TTY: 1-877-204-1012
www.HealthCare.com



Child Care Resource and Referral Network (CCRRN): Parent and Provider services, including Child Care Assistance Program (CCAP).

Child Care Resource & Referral Network
207 W. Jefferson, Suite 301; Bloomington, IL 61701
Office Hours: 8:00a.m. - 4:30p.m.
Phone Numbers (309) 828-1892 • (800) 437-8256 • Fax (309) 828-0526
www.ccrn.com



Illinois Department of Human Services: provides assistance in securing a variety of services for families including: Early Intervention; Home Energy Assistance; Medicaid; SNAP/TANF, WIC.
DHS Customer Help Line: 800-843-6154

www.dhs.state.il.us



Illinois Department of Children and Family Services: provides assistance with Foster/Adoption needs; Abuse & Neglect; and other child protection services.
DCFS Information: 800-232-3798 Abuse Hotline: 800-252-2873

APPENDIX B:

GUIDANCE POLICY AND PROCEEDURES

At the Child Development Lab, we believe children's social and emotional development is best supported through a positive and proactive approach. Therefore, the CDL has adapted the Pyramid Model framework program-wide. This model is an evidence-based framework that promotes children's social and emotional competence through a tiered approach. Children are taught how to recognize and label emotions. As their emotional competence grows, they begin to notice the feelings of others and their personal impact. This presents an opportunity to teach pro-social behavior, interaction strategies, communication, and problem solving. These skills help prevent behavior challenges and build children's ability to effectively work through difficult emotions. Strategies that may be used to teach include peer learning, scripted stories, modeling, narrating, providing visual prompts, positive descriptive feedback, and creating opportunities for children to practice problem solving steps.

As part of this process, the CDL has developed program-wide expectations that communicate our shared values and commitment to creating a climate of partnership and respect for our school community. These expectations are:

- We are safe
- We are a supportive community
- We are thoughtful

Program-wide expectations are used throughout the building. Teachers then use the expectations to create rules that guide children's behaviors within specific settings (classrooms, hallways, outdoors, campus walks). Children engage in meaningful discussions to outline environment specific rules with teachers in order to have ownership and become invested. Teachers positively reinforce associated behaviors as they are demonstrated throughout the day.

When a behavior becomes a concern, teachers use redirection, natural consequences, and provide choice through one-on-one guidance. Staff at the CDL are never to use physical punishment, psychological abuse or coercion with children. If a behavior persists, we notify families to begin working together to implement a plan to support the social and emotional needs of the child and reduce challenging behavior through an individualized support plan. This process begins with discussing the child's needs, setting goals, developing strategies to use at home and school and identifying other individuals that may play a key role, such as (Early Intervention, HCC Resources, Illinois State Board of Education, Early Child Mental Health Consultant, Pediatrician). Partnering with families is a vital piece that enables us to learn valuable insights into the unique cultures, experiences, and values of each family while providing opportunities for families to actively engage in decision-making process, used to support their child's needs.

Our Pyramid Model leadership team provides support towards our implementation process using data-driven decision-making practices. The leadership team meets on a regular basis to review our implementation plan and organize strategic goals including family engagement. We invest heavily in

the professional development of our staff and utilize ongoing observations and coaching to develop skills within our workforce.

APPENDIX C:

BEHAVIOR INTERVENTION PLAN

When the individual supports from tier one and two are not successfully helping the child adapt new skills in place of challenging behaviors a behavior support plan will be initiated. Typically, at this stage the behaviors are impacting the child's daily functioning and success in the classroom environment. Challenging behavior is defined as a repeated pattern of behavior that interferes with a child's ability to regulate and socialize within the classroom environment. Some challenging behaviors can include, but are not limited to: physical or emotional harm to other people, destruction of the learning environment, and other safety concerns. The goal of the CDL is to limit or eliminate the use of suspension, expulsion, and other exclusionary measures.

Once it has been identified that the child is in need of more specific strategies than what has been used up to this point, a behavior intervention plan, the following steps will occur.

1. Notify parents of the concern(s) and the next steps.
1. A Functional Behavioral assessment will be conducted using the identified ABC chart.
2. An ASQ will be conducted from the teaching team with collaboration from the parent (s)/guardian (s).
3. A meeting will be scheduled with the parents/guardians to include them in our observation results, gather information, and work together to identify some strategies for their child or possible training opportunities needed by teaching staff.
4. All other data collected through prior supports will also be gathered.
5. Develop a soft timeline for working with the child and when and how follow-up communications will occur with the family as strategies are implemented.
6. As the team works through the list of strategies, discuss with the families all resources available (Early Intervention, HCC Resources, ISBE, Early Child Mental Health Consultant, Pediatrician). Families must sign a consent form for some of the service providers to consult.
7. Involve identified resources/organizations in the Behavior Intervention Plan and continue to monitor the child's response to the interventions and meet regularly with parents/guardians.
8. If the CDL has tried many times to use all available resources and has come to a decision that keeping the child in the program is not in the best interest of the child or the child's peers, the CDL will work with the family to transition the child out of the program. The roll of the CDL will be to work with families to find a more appropriate setting by making referrals to other programs. When possible, the CDL will work with the new provider to help plan a smooth transition to the new program.

*This policy is written in accordance with state law P. A. 100-0105 (Preventing expulsion of children from birth to 5) and ADA Title III.

APPENDIX D:

CONFLICT RESOLUTION

The Child Development Lab uses a positive approach to conflict resolution, where discussion is courteous and non-confrontational, and the focus is on issues rather than on individuals. In resolving conflict using this approach, we follow these rules:

- Make sure that good relationships are the first priority.
- Keep people and problems separate.
- Pay attention to the interest that are being presented.
- **Listen** first; talk second.
- Set out the “Facts”.
- Explore options together.

The Conflict Resolution Process

Step One: Contact the person with whom you have a conflict or concern directly, respectfully, and in a timely manner. Families can reach out to staff in person or through email/phone, or Procure message. A time will be scheduled for the family to talk with the member of the team.

Step Two: Once the meeting is set, listen actively to what the other person is saying. Paraphrase what was said and clarify your understanding. Acknowledge the person’s feelings.

Step Three: Identify what each person’s needs are in the situation.

Step Four: Jointly brainstorm many possible solutions to meet the needs. Accept all suggestions as possibilities. Do not evaluate at this point.

Step Five: Evaluate possible solutions and select one.

Step Six: Make an action plan together. Distribute copies of the action plan to those involved.

Step Seven: Implement the action plan.

Step Eight: Check back. Talk with the conflicting parties within one week to see how they are doing. Follow up one week after that. Modify the action plan and /or set an additional meeting if necessary.