



PARENT ORIENTATION

2024

Meeting Topics



- Welcome and Introductions
- Center Information
- NAEYC Program Standards
- Philosophy and Curriculum
- Assessment and Conferences
- Guidance and Support
- Daily Schedules and Routines
- What Does My Child Need for School?
- Food Program



Meeting Topics Continued



- Policies and Procedures
 - Illness
 - Attendance and Billing
 - Late Policy – Pick up
 - Parent Advisory Committee – PAC
- General Information
- Enrollment Forms
- Anna Bing Arnold Children's Center – Website
- Conclusion



Classroom Visit and Intake

- You will be scheduled to meet with the teacher (s) to discuss needs and classroom specific questions you may have.
- The teacher will discuss:
 - Classroom routines and the schedule
 - Naptime
 - Mealtimes
 - General program expectations
- **Remember to mention to the teacher:**
 - Any allergies or food sensitivities your child may have (Doctor's note).
 - Ongoing Appointments your child may have.
 - Any information that may assist us in meeting your child's needs.

History of the Center



- We are a non-profit Center founded in 1968 in order to provide support to student-parents.
- We are licensed by the state of California's Dept. of Social Services for children ages 6 months to 5 years.
 - 2 Licenses – Infant and Preschool
 - We serve 100 children daily.
- We moved to our present location in 1984 when we received a large donation from philanthropist, Anna Bing Arnold.
- In 2003, we opened our Infant/ Toddler Center after another large donation.
- In addition to some parent fees, the Center receives support funding from ASI, CA Dept. of Ed, US Dept. of Ed., and LACOE

Children's Center Staff



- **Director:** James Goodrich, M.A. (21 Years at ABACC, 30 years in Ed.)
- **Office Manager:** Diana Hechavarria, B.A. (40 years with ABACC)
- **Preschool Program Coordinator:** Vanessa Perez, M.A.
- **Infant/Toddler Program Coordinator:** Katia Barone, M.A.
- **Education Specialist:** Janaina Maudonnet, Ph.D.
- **Food Program Coordinator:** Santos Diaz
- **Admin. Assistant :** Larissa Didyk
- **Full-time credentialed teachers:** 14 currently (M.A. or B.A. Degree)
- **Part-time Teacher Assistants:** 40 currently
- All staff have Criminal/FBI background checks and clearances
 - All staff participate in ongoing staff development and trainings!

LAB Site: Student Interns and Observers



- 5000 hours of lab work
- All student interns and observers must have current immunizations
- Student interns and observers are never left alone with children
- Students also complete research for departments of Cal State L.A.



NAEYC Accreditation



- We are proud to be accredited by the National Association for the Education of Young Children (NAEYC) since 1992. For more info: www.naeyc.org
- Distinction held by only about 10% of the nation's childcare centers
- 5-year renewal cycle
- High standards for quality care and education
- Our accreditation is valid until 2027

NAEYC Program Standards



NAEYC Standards

10 standards that define high quality early care and education

- Positive relationships
- Developmentally appropriate curriculum
- Effective teaching
- Assessment
- Nutrition and Health
- Qualifies, committed & professional staff
- Family partnerships
- Community connections
- Safe and healthy physical environment
- Management policies

5-Star Quality Rating (QSLA)

RATING CERTIFICATION

QSLA FINAL TIER RATING

This Certificate Is Presented To

ANNA BING ARNOLD

CHILDREN'S CENTER

Having met the Tier 5 Star Rating elements of the Quality
Continuum Framework



**QUALITY
START**
LOS ANGELES

June 28, 2024

Date

Philosophy and Experiences



- Developmental Constructivist Philosophy
- The Reggio Emilia Approach
 - Nontraditional, open-ended experiences using many natural materials. Integrated learning approach.
- Outdoor classroom and environment
 - Water play, sand play, sensory play, gardening, care of animals, weaving etc.
 - Explore, investigate, and spark curiosity
- Learning is play here at ABACC!



ABACC State Framework for Learning, Development and Assessment

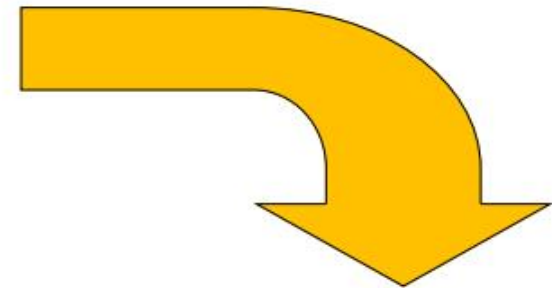


The 3 Volumes for pre-school cover different developmental domains in each



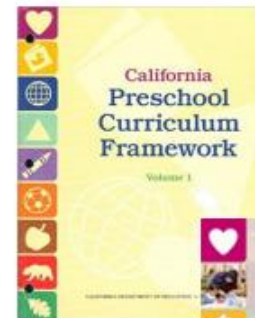
The "What"

There are 3 volumes of the Preschool Learning Foundations and 1 Volume of the Infant/Toddler Learning Foundations. Both Learning Foundations outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development.



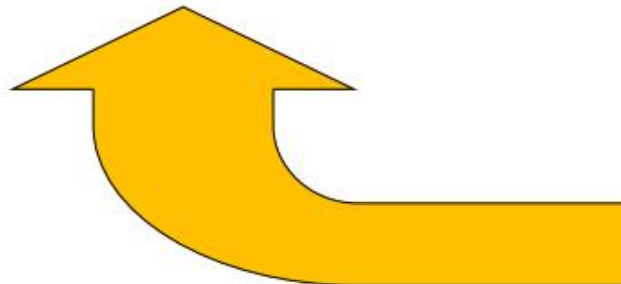
The "HOW"

In contrast to the approach of some curricula, the curriculum framework does not prescribe activities that teachers are expected to follow. It is flexible and designed to foster respect for the diversity of preschool children, teachers, communities, and programs in California.



The "WHERE"

The DRDP is linked to the foundations and tells teachers where children are on the foundations developmental continuum. Is observation based and is used to individualize learning and planning.



DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry



Preschool View
for use with preschool-age children



California Department of Education
September 2015

Our Curriculum-Planning Process

Based on information and recommendations from The California Curriculum Framework and Early Learning System

The Framework as a Guide

California Curriculum Framework
Planning Process Page 19

Observation, reflection, and documentation in the moment simultaneously launch an ongoing assessment of each child's progress in learning as well as the curriculum-planning cycle.

Teachers review ideas for possible next steps in the curriculum. Possible steps might include adding materials to interest areas, books to read with large or small groups, activities to do in small groups, or a topic to investigate over time with the children.

If the evidence is clear and significant, teachers hold it in memory with, for example, a note, a photo, or a sample of a child's work.

In contrast to the approach of some preschool curricula, the curriculum framework does not prescribe activities that teachers are expected to follow. It is flexible and designed to foster respect for the diversity of preschool children, teachers, communities, and programs in California.
P.32

Research and Theory Based

Knowledge of California Learning Foundations as a guide for creating overall goals for the classroom and children

Evidence: California Learning Foundations/DRDP referenced on the Curriculum Spotlight and DRDP Assessment

Relevant and Responsive

Daily and weekly observations assist in our ongoing understanding of the children's interests and development

Evidence: anecdotal notes, pictures and work samples

Intentional and Evidence Based

Teachers use weekly planning time outside of the classroom to discuss and make decisions based on their observations and documentation. Teachers use The California Learning Foundations and Desired Results for Children (DRDP) to address learning and development milestones

Evidence: DRDP measures are recorded on Curriculum Spotlight

Comprehensive and Integrated

Teachers are flexible with regards to curricula,; integrating curriculum areas/learning for a fluid, comprehensive approach to the experiences and learning opportunities within their classroom.

Evidence: Classroom Documentation, Curriculum Spotlight and Classroom Observation



Month: February, 2019

Teaching Staff:
Mentor: Laura
Lead: Elvia
Teacher: Emilia
Teacher Assistants:
Elsine Mariana
Jacmin Veronica
Cristina Marlene
Johana Guadalupe
Genesis

Home/School/ Connections/ Reminders:

- Circle Time begins at 9:30 every morning. We ask that children are here on time to be able to participate on all circle time activities.
- We thank you in advance!

Upcoming

- March 06: Parent Education Night
- March 07: Family Movie Night

Blocks:



Mulberry: Curriculum Spotlight

Children's Interest and Classroom Happenings

Learning American Sign Language (ASL)

During the month of February we introduced American Sign Language to learn during morning circle time. We explained that we would be learning a new language that we know English and the same way we have been learning some Spanish. We explained that we would be learning ASL and that we would use our hands and gesture to communicate. We introduced four new letters every week and on Fridays we reviewed the letters learned thus far. By the end of the month, we learned up to the letter "P" but will continue with the rest of the alphabet next month.

Parent Activity

Caleb's mom, Fany, came in during circle time on two different occasions to teach us colors in sign language on one day and numbers on the other. Using the "Colors Song" that we have available for circle time as a guide, Fany went over each color and taught us the signing of each. After learning all of them, we sang the song and signed as we mentioned each color. The "Colors Song" is bilingual as it has the colors in English and in Spanish, and now every time we sing it we sign each color as well. The day Fany came to teach us the numbers in ASL, our friend Jackson coincidentally brought in a counting book to share during circle time. After teacher Elvin read the book, Fany showed us how to sign each number, while holding a printout to provide a visual to the children. We learned up to the number 10.

Activities

Teachers have provided a few activities to promote the learning of sign language. Children had the opportunity to review the letters learned for the day as they colored an image beginning with the letter learned, using markers and crayons. These sheets will be put together into a book for the children to take home and share with their families. Another activity provided was working with letter sign language blocks and number blocks to review their signing of letters and numbers. As we learn sign language, children are also exposed to print of the alphabet letters and numbers. Teacher Elvia helped Henry spell out his name with the blocks and then practiced signing each letter. After making a tower with the blocks, Lucas practiced signing the letters in the blocks and had used to make the tower.

The main goal of introducing ASL is for our children to learn, appreciate, respect and value the similarities and differences we share as we learn and embrace all the cultures, including languages, of our Mulberry family. Moreover, children worked on enhancing their fine motor skills as they learned the different placement of fingers used in the signing of letters, numbers, and colors in ASL.

Main Areas of Development

DRDP or Foundation Link:

Approaches to Learning: Attention Maintenance, Initiation, Curiosity and Initiative in Learning, Social and Emotional Understanding **Language and Literacy Development:** Understanding of Language (Receptive), Communication and Use of Language (Expressive), Interest in Literacy, Comprehension of Age-Appropriate Text, Concepts About Print **Cognition:** Classification, Number Sense of Quantity, Inquiry Through Observation and Investigation **Physical Development:** Fine Motor Manipulative Skills

Plan of Possibilities for Next Month

Teachers will continue working on ASL with the children. Teacher assistants will continue working on activities with the children focusing on art and cooking activities.



Letters



Colors



Numbers

Children's Interests and Classroom Happenings:

The goal of the narrative is to not only give a synopsis of the classroom experience, but to also indicate the intentionality behind why the experience is being documented and how it relates to either the children's interest or the teacher's provocation.

Examples to show intentionality could be:

The origin of this experience is rooted in...

The intention behind this activity relates to...

In an effort to promote school readiness, we planned...

Because our friends are showing interest in...

According to the California Early Learning Foundations, toddlers are developing...

Comprehensive and Integrated

In order to document how our curriculum is both comprehensive and integrated, narrative choices should be varied and include more than one experience and preferably three depending on the length of the narration. Because of the layout, it would be challenging to cover all the curricular domains on one spotlight, but we will still be able to look back to document learning and domain trends

Plan of Possibilities

Similar to the Children's Interest and Classroom Happenings, this section documents a connection between current activities and future plans. This also demonstrates the intentions behind the decisions you are making. To make the intention more visible, a short description of the "what" and "why" of the possible plan is effective.

Examples:

The class will be continuing our study of ladybugs based on new questions that have come up in the group

Cooking: Joe's mom will be coming in next month to help make...

We will be starting our work on patterning in an effort to...

Assessment and Conferences

- Assessments through DRDPs and other observational methods are completed for children 2 times per year
- Assessments are presented at parent/teacher conferences biannually

Desired Results for Children and Families

1 Children are personally and socially competent.



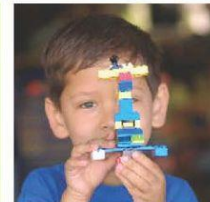
4 Children are safe and healthy.

2 Children are effective learners.



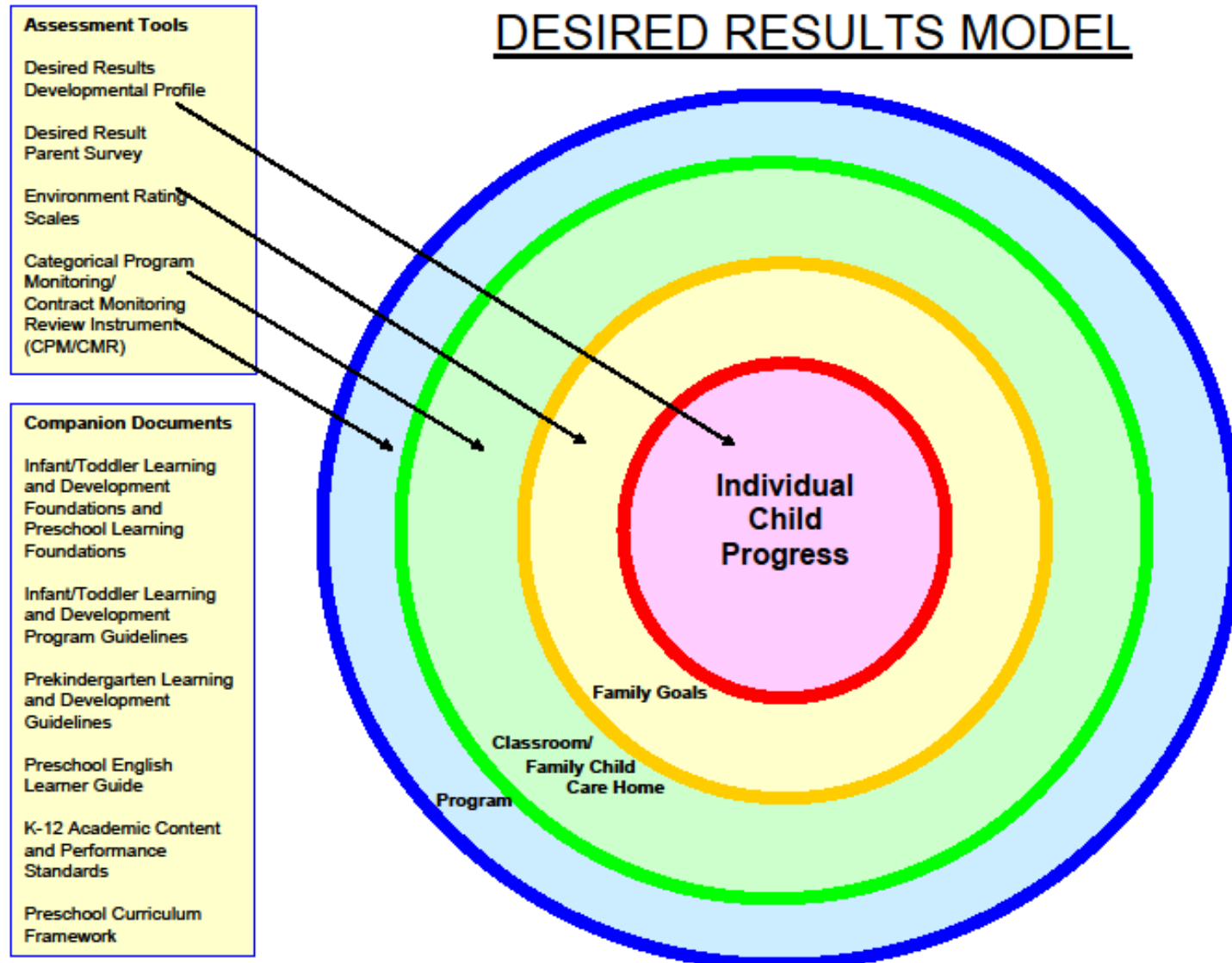
5 Families support their child's learning and development.

3 Children show physical and motor competence.



6 Families achieve their goals.

DESIRED RESULTS MODEL



What Does My Child Need for School?

- Bring spare clothes, your children will get dirty!
 - Make them seasonal
- Make sure your child's clothes are labeled
- Bring a transitional object if desired (stuffed animal, picture, favorite blanket)
- Bring pillows and blankets that are small enough to fit inside cubbies
- Please do not bring toys from home to the Center, we have plenty of materials and equipment. (transitional objects, OK)



Daily Schedules and Routines



- Latest arrival is 9:00 a.m. so that children may eat breakfast with the class. **No drop off is allowed between 9:00 am-9:30 am.**
- Please call the Center as soon as possible if your child will be late or will not be attending that day
- Classroom schedule is **flexible** to meet individual needs and to create consistency. See inside the classroom for specific schedule and routine.
- **Routines, continuity and relationships** are at the heart of our program
- **Drop off are not permitted at all after 11:00 am** except under special circumstances

Separation Anxiety

1. Is a normal part of development.
2. Varies in duration.
3. Is sometimes delayed.
4. Develop a routine as soon as possible. Let the teacher know when you are ready to transition so they can assist.
5. Important: Be as calm and positive as possible and let the teacher know when you are ready to leave. The teacher will support the transition.
6. Always say goodbye!
7. Avoid the dance!

Guidance and Discipline



- Guidance and support are provided through consistency, modeling, redirection, prevention, positive reinforcement, and problem solving.
- Discipline vs. punishment.
- Learn self-regulation through consistency and appropriate expectations.
- Please see parent handbook for more specific information.
- Time In, or Time Away vs. Time Out

Behavioral Plan and Support

1. While we do our best to meet the individual needs of every child in our program, there are times when a child's behavior or needs goes beyond the scope of what our program can provide.
2. If the behavior involves excessive aggression or behavior that causes harm to the child, their peers, or teachers, the parent will be notified, and the child will need to be picked up within the hour.
3. The education team will schedule a meeting with the family to discuss the challenges and will create a plan of action of how to best support the child.
4. A plan of action can involve the Center calling on outside resources and may involve the parent needing to contact either a local Regional Center or school district to assess the child and provide support to the Center on how best to work with the child.
5. Depending on the behavior or situation, a child may:
 1. Require a shadow be provided by an outside agency while the child is in our care;
 2. Have the hours of care modified or cut until behavior or situation is improved;
 3. Need to be disenrolled from the program. (At times, we may not be a good fit for the child based on the class size or program structure within our Center)

Food Program



- The Center kitchen provides children with breakfast, lunch, and a snack each day - with the assistance from the U.S. Dept. of Agriculture (USDA)
- Menus are emailed bi-weekly
- Unless your child has food allergies, substitutions are not made to the menu; please do not bring food from home
- So that the kitchen knows how much food to prepare, please call by 8:00 a.m. if your child will not be attending that day

Policies and Procedures: Illness



- Please refer to the Parent Handbook
- General Rule:
 - Fever 100.4 and above
 - Vomiting
 - Diarrhea
 - Suspicious rash
 - Lethargy
 - See handbook for more information.
 - Picked up within one hour.
- **PLEASE CALL US IN THE MORNING OR THE EVENING BEFORE IF YOUR CHILD WILL BE ABSENT!**



Policies and Procedures: Attendance and Billing



- Sign your child in and out each day
- Please sign:
 - using a FULL signature; this is a legal requirement to transfer responsibility of your child to the Children's Center
- Parent contract/agreement:
 - States your obligation to the Center and vice versa
 - Childcare services are paid in advance on the first of the month
 - Two-week notice required if leaving the program.

Late Policy - Pick Up



- The Center opens at 7:30 a.m. and closes at 5:30 p.m.
- If your contract hours are from 7:30 a.m. to 5:30 p.m., 5:31 p.m. is considered late.
- Teachers are generally off at 5:45 p.m. and have families and other obligations; please respect their time.
- Late parents will be billed \$1.00 per minute for your first late, \$3.00 per minute for your second late and \$5.00 per minute for your third late past contract hours.
 - After 3 late slips, contract hours will be cut 15 minutes each day.
 - If there are 3 more late slips, contract hours will be cut an additional 15 minutes each day or there may be a cancellation of services.

Parent Advisory Committee (PAC)



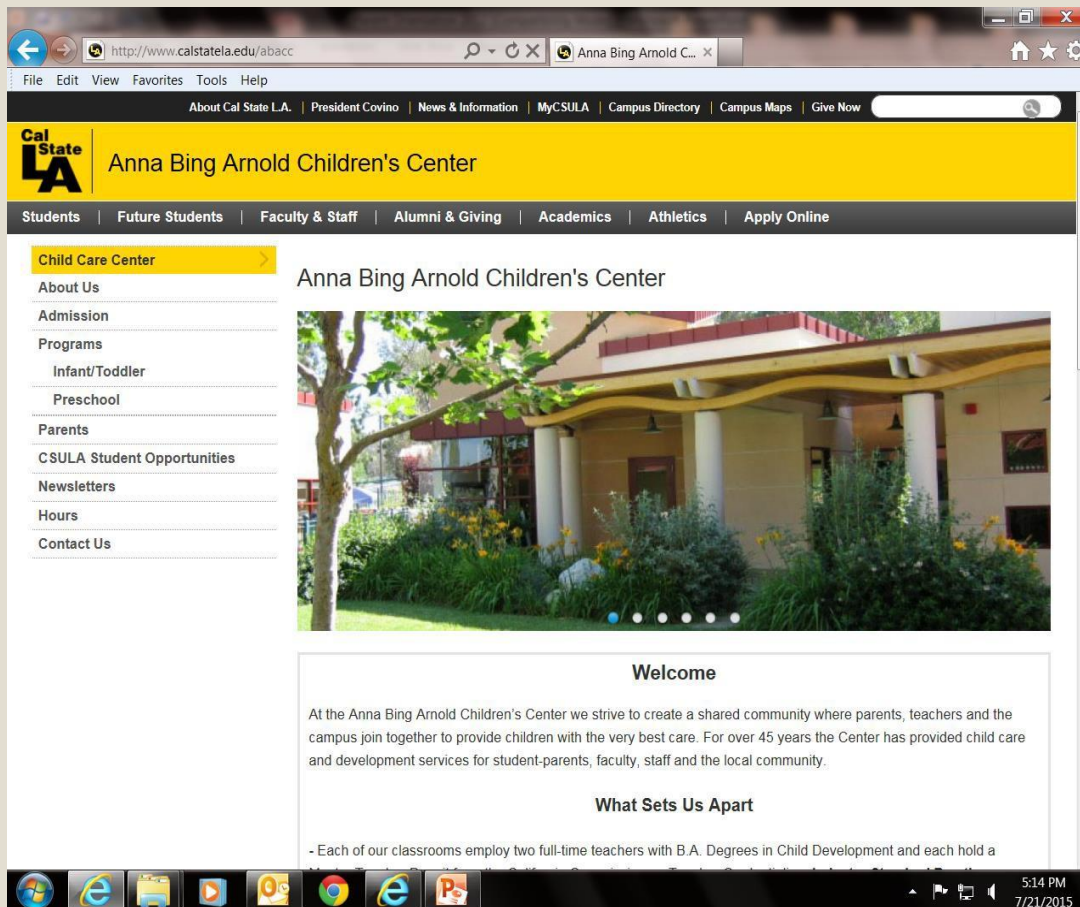
- Parent and teacher group that is a liaison between school and home
- Responsible for planning fundraisers, social events, and funding various field trips
- Meetings help to facilitate dialogue between parents, teachers and administrators
- Success depends on your involvement!

Enrollment Forms



- ALL FORMS MUST BE RETURNED **BEFORE** YOUR CHILD STARTS THE PROGRAM
 - A Physicians Report with current immunization history is required; your child may not attend unless your child has updated immunizations
 - Needs and Services paperwork for infants must be completed for your child to begin school
- Forms may be turned into the front office
- PLEASE make sure your contact information is current and complete at all times
- PLEASE NOTE THAT OUR PARENT HANDBOOK HAS BEEN UPDATED AND SOME POLICIES HAVE CHANGED

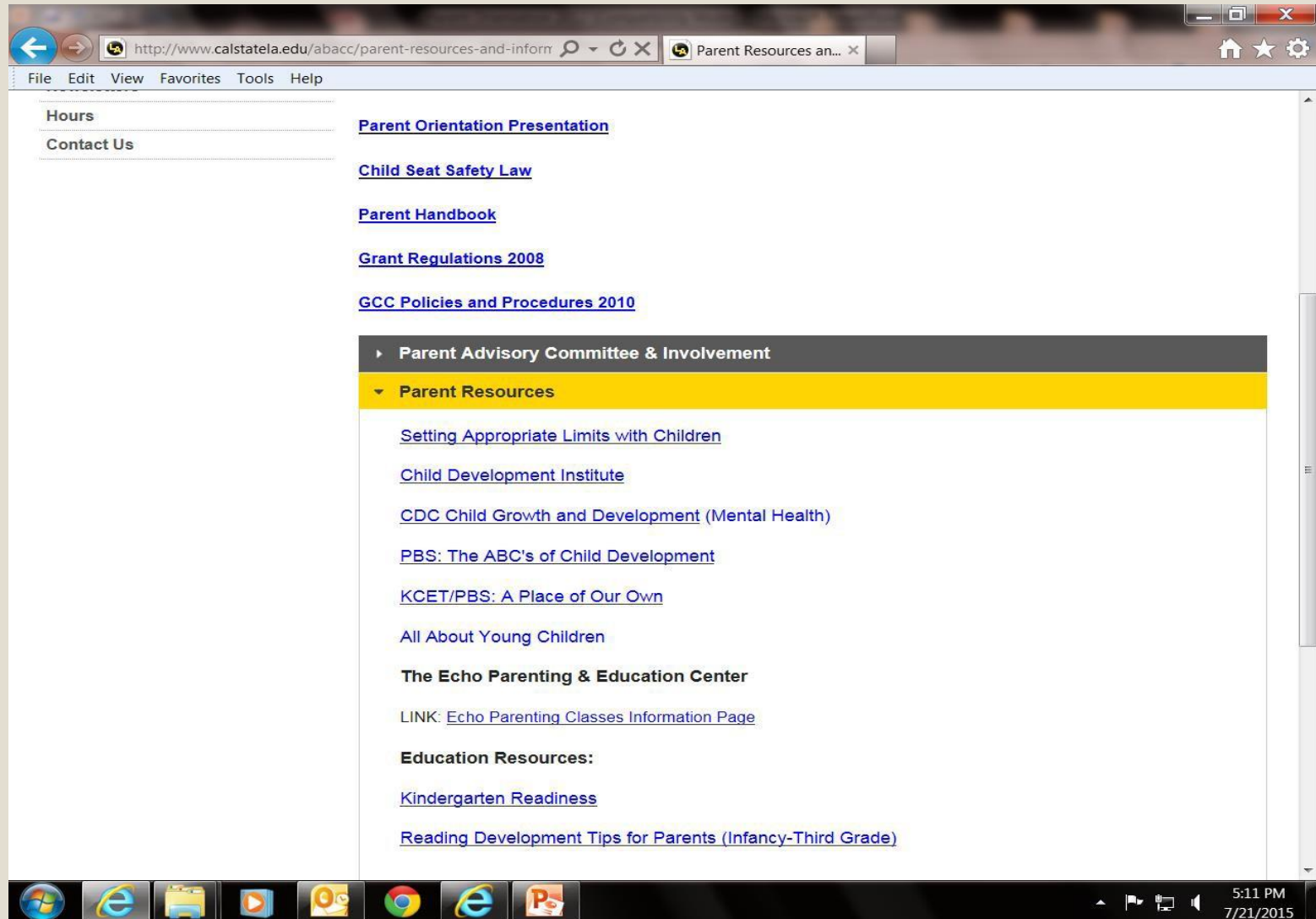
Anna Bing Arnold Children's Center Website



Find us on the Cal State LA
main page
under **Campus Resources**

www.calstatela.edu/abacc

Parent Resource Webpage



Conclusion/Questions



- Thank you for attending our Parent Orientation.
- Further info at classroom visit.
- Questions?
- We hope to make your child's stay at our school a positive and enriching experience
- Feel free to call 323-343-2470 or email Jim at: jgoodrich@calstatela.edu should you have any questions.

