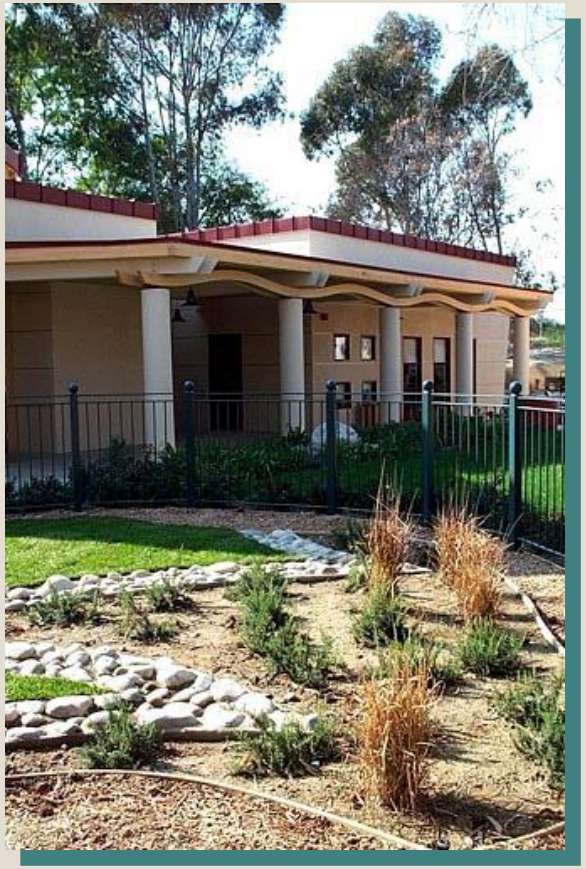
PARENT ORIENTATION

2026

Meeting Topics

Accredited by the National Academy of Early Childhood Programs

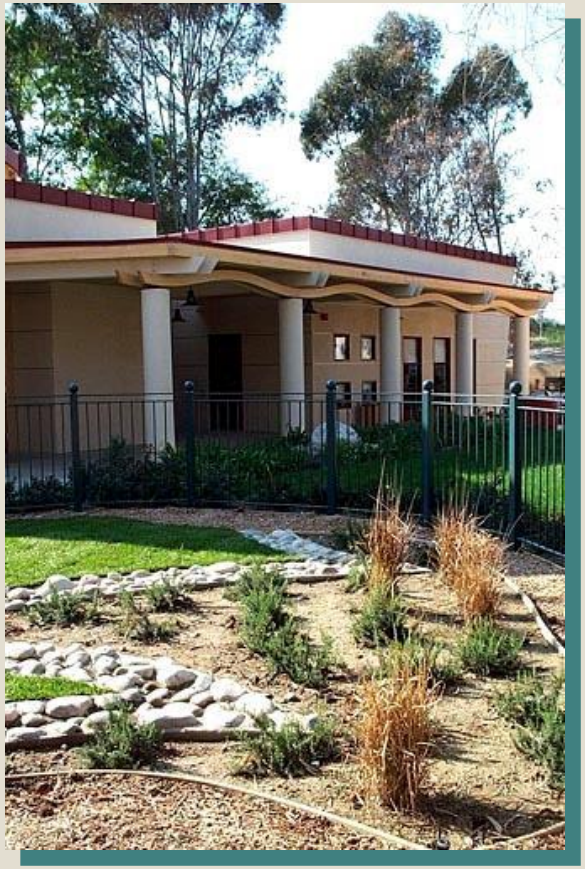
- Welcome and Introductions
- Center Information
- NAEYC Program Standards
- Philosophy and Curriculum
- Assessment and Conferences
- Guidance and Support
- Daily Schedules and Routines
- What Does My Child Need for School?
- Food Program



Meeting Topics Continued

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- 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

Accredited by the National Academy of Early Childhood Programs

- 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.
- **Associate Director of Admin and Finance:** Diana Hechavarria, B.A.
- **Assistant Director of Preschool Program:** Vanessa Perez, M.A.
- **Assistant Director of Infant/Toddler Program:** Katia Barone, M.A.
- **Food Program Coordinator:** Santos Diaz
- **Administrative Program Assistant:** Larissa Didyk
- **Full-time credentialed teachers:** 14 currently (M.A. or B.A. Degree)
- **Part-time Teacher Assistants**: 40+ currently
  - Must leave employment after graduation per Career Center policy.
- All staff have Criminal/FBI background checks and clearances
  - All staff participate in ongoing staff development and trainings!

LAB Site: Student Interns and Observers

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- 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 strategies
- Assessment
- Nutrition and Health
- Qualified, committed & professional staff
- Family partnerships
- Community connections
- Safe and healthy physical environment
- Management policies

www.naeyc.org

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

Accredited by the National Academy of Early Childhood Programs

- Developmental Constructivist Philosophy/Approach that is play-based.
- **Resources for Infant Educarers RIE** (See next slide)
- **The Reggio Emilia Approach** (see following slides)
- **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!
- **Back to School Night & Teacher/Parent Curriculum Meetings (fall/Spring)**



Key Principles of RIE Care:

- **Respect:** Treating infants as individuals with their own unique needs and capabilities.
- **Authenticity:** Creating a secure, autonomous, and competent environment for the child.
- **Trust:** Believing in the child's ability to learn and explore.
- **Observation:** Paying close attention to the child's cues and needs.
- **Involvement:** Including children in their own caregiving activities.
- **Safety:** Providing a physically safe and stimulating environment.
- **Predictability:** Establishing routines and predictable environments.
- **Freedom:** Allowing for uninterrupted play and movement.
- **Consistency:** Maintaining clear and consistent boundaries.

Reggio Emilia Core Principles

1. **The Image of the Child:** Reggio Emilia views children as strong, capable, and full of potential, with an innate desire to learn and explore.

2. **The Environment as the Third Teacher:** The physical environment is carefully designed to be welcoming, stimulating, and rich in possibilities for exploration and discovery.

3. **Collaboration and Relationships:** Learning is seen as a social process, and strong relationships are crucial.

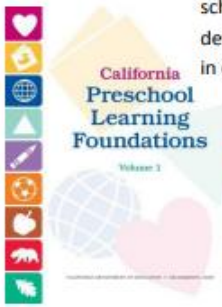
4. **Documentation of Learning:** Documenting children's learning experiences, through various methods like notes, photos, and videos, is a vital part of the approach.

5**. Project-Based Learning:** Children's interests are often explored through in-depth, project-based investigations.

6. **The Hundred Languages of Children:** This concept emphasizes that children have multiple ways of expressing themselves and learning, including art, music, drama, and other forms of creative expression.

7. **Child-Led Learning:** Children are encouraged to take the lead in their learning, following their own interests and questions.

ABACC State Framework for Learning, Development and Assessment

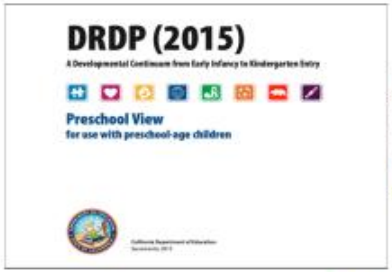


The 3 Volumes for preschool cover different developmental domains in each



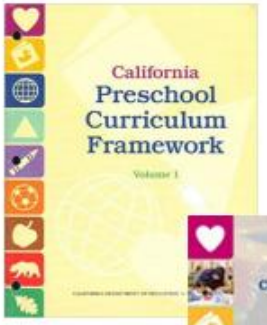
The "What"

There are 3 volumes of the Preschool Learning Foundations and 1 Volume of the Infant/Toddler Leaning 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 "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.

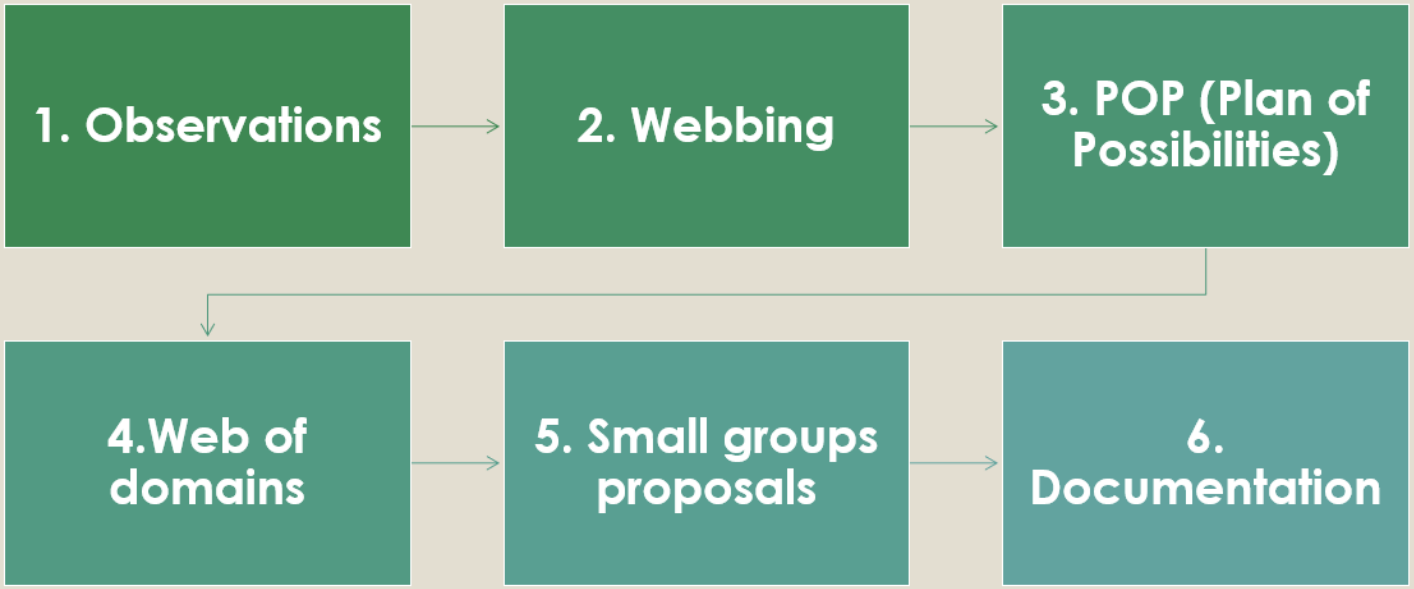




The "HOW"

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.

Curriculum Planning Process



Cycle of Planning

anna bing arnold children's center

Mulberry: Curriculum Spotlight

Month: February, 2019

Teaching Staff:
Mentor: Laura
Lead: Elvia
Teacher: Emilia
Teacher Assistants:
Elaine Mariana
Jasmin 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





Children's Interest and Classroom Happenings

Learning American Sign Language (ASL)

During the month of February we introduced American Sign Language to le... morning circle times. We explained that we would be learning a new la... we know English and the same way we have been learning some Spanis... that we would be learning ASL and that we would use our hands and gesti... language. We introduced four new letters every week and on Fridays we reviewed... letters learned thus far. By the end of the month, we learned up to the letter "P" but wi... 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 Elvia 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 Eli... helped Henry spell out his name with the blocks and then practiced signing each le... After making a tower with the blocks, Lucas practiced signing the letters in the blocks ... 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, Imitation, 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... continue working on activities with the children focusing on art and cooking... activities.

Letters







Colors

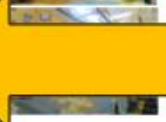






Numbers





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.

An 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
- Teachers can schedule your conference in person or by Zoom.



California Department of EDUCATION

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)



Times to Remember!

Arrival: For children to fully engage and benefit from the program, it is preferred that ALL children are in their classroom before 9:00 am!

Note: If you are on a subsidized contract, you must keep to your contracted hours and meet the minimum daily/hourly requirement for your grant.

Breakfast: Breakfast service is offered between **8:45 am and 9:20 am.** If you will be arriving after 9:20 am. Please plan for your child to have eaten breakfast before your child arrives at school.

Latest arrival for the day is 11:00 am; *if your child has a doctor's note because of an appointment, latest drop off is before 12:00 noon. (doctor's note is required)

No drop off permitted after 12:00 noon.

Daily Schedules and Routines





- 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. ***Continuity can be influenced and structured based on relationship, schedule, staff availability, etc.**
- 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

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- 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 while the child is in our care; provided by an outside agency arranged by the parent or guardians.
    2. Have the hours of care modified or cut until behavior or situation is improved;
    3. Disenrollment from the program. (At times, we may not be a good fit for the child based on needs) *See details on suspension or expulsion policies and procedures in Parent Handbook.

Food Program

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- 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 a medical food allergy, substitutions are not made to the menu based on preference.
- Food from the outside is not allowed based on Food Program
- 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

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- 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!



Common Childhood Illnesses that occur in childcare annually:

- Pink Eye
- Hand, Foot, Mouth Disease
- Upper respiratory illnesses
- Gastrointestinal Illnesses

Policies and Procedures: Attendance and Billing

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- 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)

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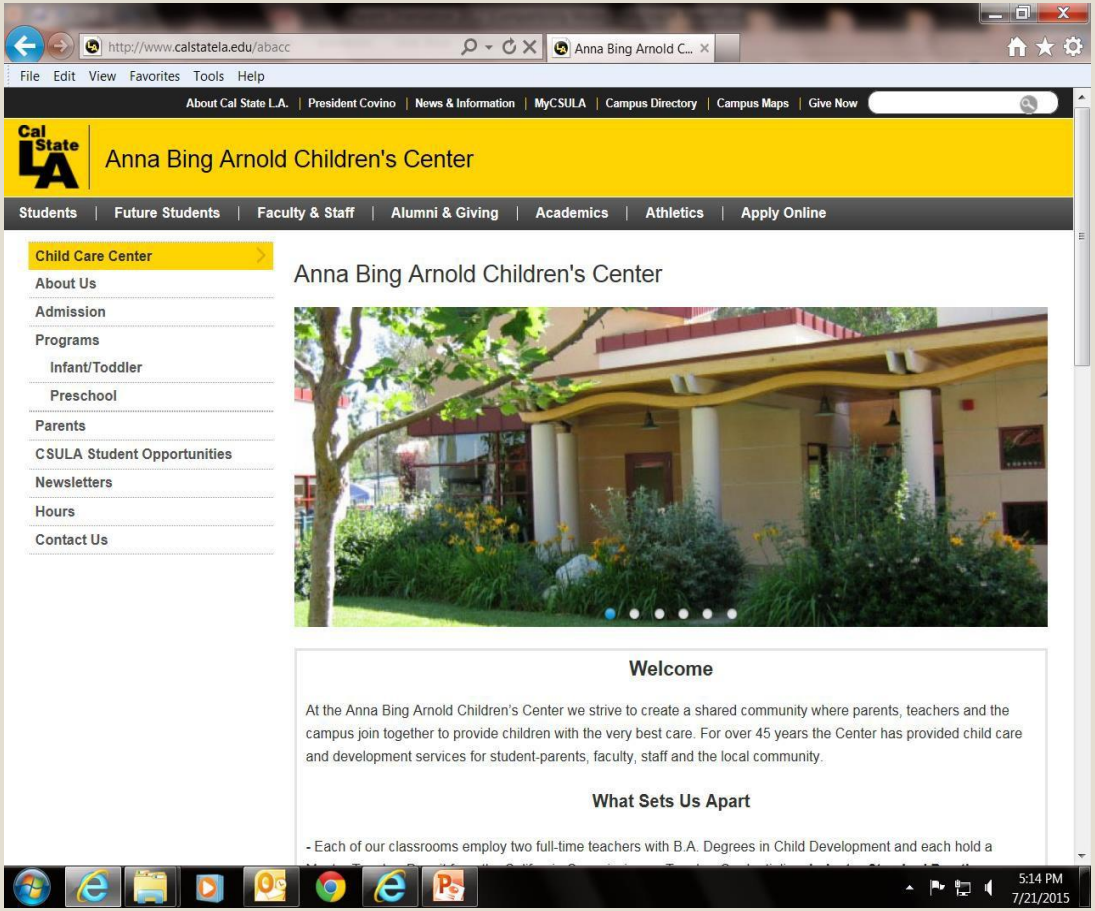
- Parent and teacher group that is a liaison between school and home
- Responsible for planning fundraisers, social events, and funding various field trips
- Meetings help to facilitate dialogue between parents, teachers and administrators
- Success depends on your involvement!

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

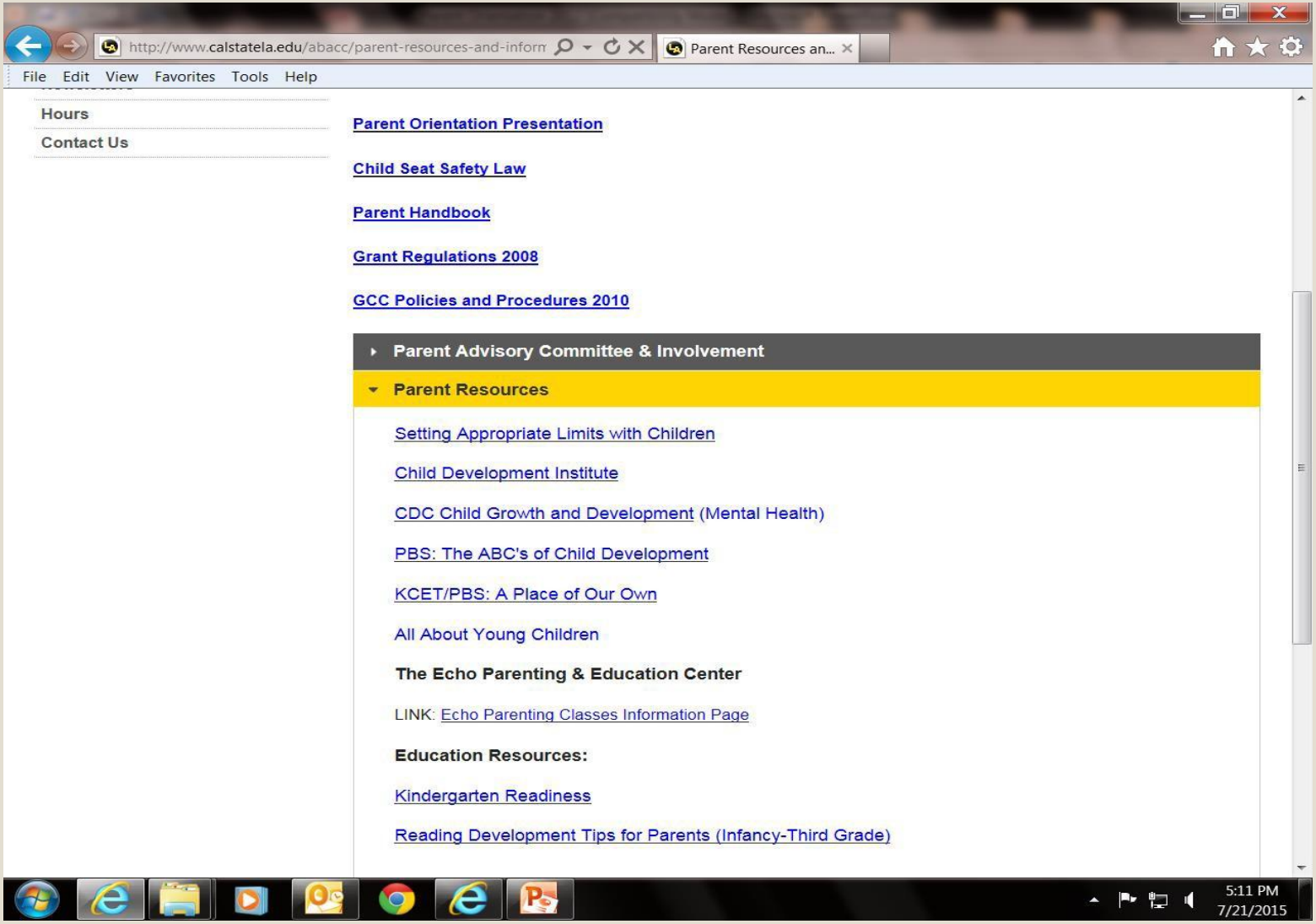
Anna Bing Arnold Children's Center Website



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

www.calstatela.edu/abacc

Parent Resource Webpage



Conclusion/Questions

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- Thank you for attending our Parent Orientation.
- Further info at classroom visit.
- 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 the admin team using the contact info on the website.
- Questions?

