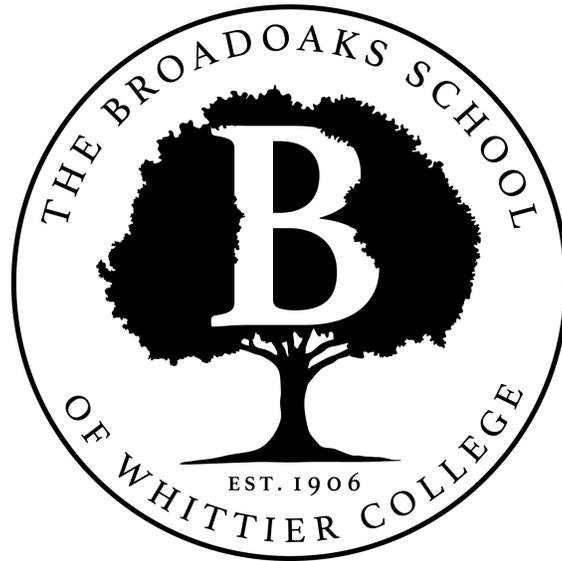


The Broadoaks School of Whittier College

Parent Handbook

(Subject to change)



Now in its second century, The Broadoaks School of Whittier College honors its Quaker founders, its early leaders, and its current faculty and staff for their enduring commitment to education, equity, and social justice for all children everywhere and to excellence in the preparation of the next generation of teachers, social workers, health and mental health providers, child advocates and others working toward careers in service to children and their families.

Schools embody the dreams we have for our children.

- Deborah Meier, The Power of Their Idea

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FOREWORD

Broadoaks as a Laboratory/Demonstration School

This handbook has been developed by the administrative team, instructional team, and parent executive committee to provide information and guidelines regarding The Broadoaks School of Whittier College. Broadoaks is a laboratory/demonstration school. This means that our primary purposes are to (1) serve as a learning laboratory for professionals and Whittier College students in a variety of disciplines and (2) demonstrate the best of what is known about meeting the educational and social needs of children and their families in a school setting.

In our case, the word “laboratory” does not imply experimentation, since our instructional methods have been thoroughly researched for several decades and include well-respected educational practices. Rather, the term refers to our role as a learning laboratory for college students and faculty.

Working in a laboratory/demonstration site is like working in a fish bowl, with people constantly observing our work and asking questions about how and why we do what we do. Therefore, we are determined to make every hour a high quality experience for each child in every classroom. We want to be sure that every college student or observer from another school sees us putting our philosophy into action to the very best of our ability. We say we work in “ZOR” -- the Zone of Refinement, always reflecting on our daily practice and working together to make it better. Your children are the immediate beneficiaries of all this outside oversight and vigilant focus on every detail of our program.

Broadoaks makes no distinction between “school” and “day care.” The child who is here 10 hours per day deserves as much quality in each of his/her 50 hours with us as does the child who attends preschool on six hours per week or elementary school only during the regular school day from 8:50 a.m. - 3:00 p.m.

This commitment to quality, this vision of implementing “best practices” to the best of our individual and collective abilities, places demands on teachers who work in our shared fish bowl. We have to think carefully about each aspect of the instructional program. We have to coordinate with college faculty who send their students to Broadoaks to complete assignments and conduct field studies. We have to closely supervise dozens of college students who work and study at Broadoaks to gain experience with children. We have to tailor courses of study for visiting educators who participate in the Broadoaks Professional Development Institute.

Broadoaks is a Community of Learners and a community of people who care deeply about children...including children who attend the school, others in the community, and those in the greater world beyond. The cornerstones of our program are Active Learning, critical thinking, problem solving, and shared accountability for everyone’s success. We emphasize children’s development as human beings, as well as their performance in the academic realm. Our instructional program begins with their strengths, interests, and prior knowledge as “points of beginning” for their next steps in learning.

The winners are the children -- the children who are with us now and those whose lives will be touched in the future by Whittier College students whose ideas about children and their education were influenced by their experiences at Broadoaks and the children in public and private schools whose teachers benefit from Broadoaks Professional Development Programs.

Broadoaks Administration, Faculty, and Parent Executive Committee
Fall 2010

PURPOSE OF THIS HANDBOOK

This *Parent Handbook* is always a work in progress. It provides information about the school, its policies and procedures, and guidelines for participation in its programs and services. Our intention is to create stronger bonds between home and school by clearly articulating the school's goals and expectations at the start of each program year and by providing numerous and varied opportunities for communication between home and school.

Parents are responsible for following all school policies and procedures, including those set forth in this handbook and any changes or additions. School policies and procedures can change at any time. Parents will be notified of changes and additions via email.

Throughout the handbook, the term "parent" is used to include the child's biological and adoptive parents, legal guardians, and/or authorized agents.

CHAPTER 1

BROADOAKS THEN AND NOW

HISTORY

Now in its second century of service to children and families and to those whose professional aspirations involve such service, The Broadoaks School has a long and proud history. Originally located in Pasadena, the laboratory/demonstration school was founded in 1906 by Ada Mae Brooks and Imelda E. Brooks. The school soon achieved national recognition as a center for the professional development of early childhood educators.

Broadoaks officially became part of Whittier College in 1931 and physically moved onto the Whittier campus in 1945. Since its inception, Broadoaks has provided opportunities for observation of children and teachers; fieldwork, practice teaching and other hands-on learning experiences; and research by college faculty and their students. Its first priority is to serve as a “learning laboratory” for the college community by providing a model of “best practices” in the education and care of children, as well as in programs and services for families and advocacy for the wellbeing of children in the world beyond the school gates.

MISSION STATEMENT

Broadoaks is an academic program at Whittier College, serving as a learning laboratory for Whittier College students and faculty, as well as for the broader education and child services communities, by (1) providing a model of excellence in the care and education of children in preschool through 8th grade; (2) creating a dynamic center for the study of children, their education, their social worlds, and their overall wellbeing; and (3) engaging in responsible advocacy and activism to promote the health, safety, general wellbeing, rights, and education of all children everywhere.

The college laboratory/demonstration school has the following goals:

- (1) Create a rich, engaging, diverse learning environment that builds mind, body, and character by (a) creating a Community of Shared Practice for college students and faculty from many disciplines; (b) providing a developmentally-based curriculum that promotes the social, emotional, linguistic, physical, and intellectual growth of each child; and (c) demonstrating “best practices” consistent with contemporary developmental and educational research, the California Preschool Guidelines, and Common Core State Standards;
- (2) Meet the needs of children and their families through the curriculum and related activities and services;
- (3) Serve as a program model and demonstration site -- *a learning laboratory* -- for Whittier College students and faculty, as well as for professionals in education and related fields who participate in Broadoaks Professional Development Institutes (PDI);
- (4) Provide learning and research opportunities for Whittier College students and faculty;
- (5) Work within the larger community on behalf of children and families everywhere.

ABOUT US

Broadoaks is more than a school. It is a community within a community where all involved -- faculty, administrators, parents, and the children themselves when they are old enough -- share a vision of active, purposeful, mutually respectful, responsible, and cooperative learning that nurtures development of the whole person in all domains -- intellectual/academic, social-emotional, linguistic, physical, and moral-ethical. Broadoaks is a community that embraces, at once, the wellbeing of the individual, the larger groups to which each individual belongs, and the global family to which we all belong. The education of our children is situated within this context of wellbeing, responsibility, productivity, and contribution that transcends traditional school disciplines without diminishing their individual and collective importance.

During the first years of life, children acquire fundamental social and intellectual skills. They develop attitudes about the world and their place in it. With gentle guidance and appropriate boundaries, they come to know this world and its people as worthy of their trust, admiration, and respect. They learn that their voices have power and influence that can be used for worthy causes. They come to understand the intrinsic value of self-regulation, hard work, and concern for others.

At Broadoaks we firmly believe that all children can learn and all children want to learn. We firmly believe that all children want to be productive, contributing members of their classroom and school community. We further believe that all children want to document their progress and their accomplishments.

Children bring different strengths, interests, abilities, backgrounds, and personalities to their classrooms, which we call a Community of Learners, to capture the sense of belonging and mutual responsibility we are trying to foster. The school's rules embody the philosophy and spirit behind our use of the term, "Community of Learners." These are the school's rules: (1) Everybody is here to learn and (2) Everybody is here to help everyone else learn.

Children develop at different rates and learn in different ways. The Broadoaks approach respects these differences among children by providing instructional programs built upon the strengths and interests of children who make up the group, the goals of parents, and contemporary developmental and educational theory.

At Broadoaks instruction begins with children's existing strengths and interests as the foundation for future learning. Broadoaks does *not* use a deficit or remediation model focusing on what children do not know and probably, as yet have little or no motivation to learn. Instead, our instructional decisions are based, first and foremost, on child development theory, illuminated by teachers' knowledge of the particular children with whom they are working. Teachers' knowledge about children comes from their academic backgrounds in developmental child psychology and from their use of a variety of authentic assessment strategies (teacher observation, anecdotal records, work sample analysis, focused instructional conversations, and teacher dialogue and reflection), augmented in the upper elementary and middle school grades by student performance on teacher-made and standardized tests.

Broadoaks offers a challenging and supportive environment where children explore and question and create. Children learn by doing, under the careful supervision of caring teachers, who nurture emerging competencies, self-confidence, and problem solving. The focus is on basic skills, as well as on higher order thinking and creative self-expression. We emphasize strength of mind, body and character. Of course, we want Broadoaks students to become smarter and wiser people. We insist that they learn the three Rs and all else that is required of them by California's demanding standards. But this is only half our job. We are also committed to helping our students become increasingly responsible people who use their time on earth to the benefit of all the people they know...and those they will never meet.

The learning environment extends into the outdoor play yards and the Whittier College campus. Younger children dig in sand and dirt, cultivate gardens, paint, and take on a variety of roles in their dramatic play. Older students, too, are actively engaged in learning throughout the day. They ask questions, refine them, and search for answers, often discovering that each "answer" leads to more questions. As teachers observe children in their work and play, they look for opportunities to encourage language, social, motor, and intellectual development. The goal is to promote greater competence, confidence, and intentional learning, as well as to encourage greater responsibility among the students for their own academic outcomes.

Our location on a college campus provides an ideal environment for intellectual/academic development. Our location on this particular college campus, with its Quaker beginnings and lingering commitments to peacefulness and other Quakerly values, provides an ideal context for situating intellectual/academic pursuits within the broader context of the development of human capacities for integrity, personal responsibility, commitment to shared ideals and virtues, and promoting the general welfare of others in this community and beyond.

At Broadoaks we call one another "friend," partly as a lingering vestige of the school's Quaker heritage, but mostly because we aspire to behave toward one another as true friends who revel in our commonalities and embrace our differences. Our goal is for all children to experience a deep and secure sense of belonging here. We encourage teachers and children to embrace those for whom learning comes easily and those who struggle, those who are athletic and those who are less so, those who attract friends easily and those who are shy, those who sing or dance and those who draw. As we work together, adults and children, to create and sustain an environment where all

belong, we also look outward, asking how even the youngest among us can help those in need beyond the school gates. As one example of its commitment, Broadoaks students share what they grow in our gardens with a local soup kitchen.

Broadoaks uses the internationally known, well-researched High/Scope approach. The approach focuses on active, hands-on/minds-on learning and child choice within a *highly structured* and supportive environment, where children and teachers share responsibility for initiating and evaluating learning experiences. Broadoaks is viewed as a national leader in High/Scope implementation at the preschool, primary, and upper elementary levels. High/Scope is described in greater detail elsewhere in this handbook.

Although Broadoaks classrooms include children with a broad range of academic abilities, our standardized test scores consistently indicate remarkable levels of academic achievement. Common Core State Standards guide, but do not limit, the elementary and middle school instructional program. Consistently using a developmental approach, featuring an appropriate balance between teacher-directed instruction and student-initiated/teacher-guided instruction, we teach language arts, mathematics, science, social studies, health, music, art, and physical education. During student-initiated instruction, children investigate topics of particular interest in great depth and practice emerging skills in language arts (reading, writing, listening, speaking), mathematics and other content areas within the context of their investigations. Teachers carefully monitor individual progress in each content area.

Our results speak for themselves. When they leave Broadoaks, our students typically perform at about the same academic level as they did at Broadoaks or, perhaps slightly better because our standards are quite high. However, way out of proportion to their numbers, former Broadoaks students quickly emerge as leaders among their peers and as positive contributors to their new classroom and school environments.

It is our hope that each child will “graduate” from Broadoaks saying and believing, “I am a good person. I am a kind friend. I can make good choices. I am a good thinker and I love to learn.”

We share a deep and sincere dedication to this little school and all it stands for. We work hard to meet the high standards we set for ourselves and to deserve the trust parents invest in us by sending their children to Broadoaks. We are committed to our version of the saying at the beginning of this section: Through our daily work, Broadoaks embodies the dreams we have for all children.

SCHOOL ADMINISTRATION AND OVERSIGHT

The School Director is ultimately responsible for setting school policies and determining how best to implement them. The Director is also responsible for management of the school’s budget and finances. Programmatic and fiscal oversight is provided by the Vice President for Academic Affairs and Dean of the Faculty, to whom the school director reports. Further fiscal oversight is provided by the Vice President for Finance and Administration, the college controller, and outside auditors. The director works collaboratively with college faculty members to ensure that Broadoaks meets the needs of college students and faculty as a learning laboratory in child development, education, sociology, social work, psychology and related fields.

The Director also seeks advice and counsel from (1) the other school directors, (2) the Administrative Leadership Team, (3) the Leadership Team including all lead teachers, and (4) the Broadoaks Parent Organization leadership group, usually including the Parent President(s), and other members of the Parent Leadership Group. These groups serve in advisory capacities to the school director.

Directors Team: This team consists of the School Director and the Associate Director.

Administrative Team: Joining the directors on the school Administrative Team are the Upper Elementary Program Supervisor, the Primary Program Supervisor, and the Middle School Program Supervisor.

Instructional Leadership Team: Lead teachers from each class make up the Instructional Leadership Team, which often joins the Administrative Team for various aspects of program planning, implementation, and evaluation.

FACULTY AND STAFF

Instructional Teams: Teachers and Work Study

Broadoaks pledges an outstanding faculty at all grade levels and extraordinary teacher:student ratios (meeting or exceeding state requirements in preschool; in elementary and middle school ratios range from 1:15 to 1:30 depending on grade level and content area. Parents of primary-grade students typically can expect ratios of 1:20 or lower. Broadoaks recruits and retains only those teachers who are consistently able to (1) meet the school's high standards for professional performance, (2) serve as models of "best practices" in a demonstration school setting, and (3) guide and supervise college students working in the classrooms in a variety of capacities.

Classroom models can vary between a single teacher or multiple teachers based on class size, grade level, and content area. Teachers work collaboratively to meet the needs of all students. The purposes of collaboration are to (1) facilitate individualized instruction; (2) promote in-depth reflections on instruction, focusing on the children's level of engagement and performance in relation to their individual "next steps" and High/Scope key developmental indicators (preschool) or State Standards (elementary); (3) promote on-going personal and professional development for all staff members; (4) maintain optimal teacher:student ratios, and (5) ensure that the school consistently provides safe, secure, challenging, and interesting learning environments for all students. Each classroom includes teachers with appropriate degrees, credentials, certificates, and permits. All members of the staff have undergone fingerprinting, background checks, and health checks, as well as CPR and first aid training.

Teachers: All Broadoaks teachers are supervised by a program supervisor and the school directors. Most teachers hold or are working toward a Master of Arts Degree in education. Those who have completed the MA degree are expected to continue their academic and professional growth throughout their service at Broadoaks. As part of the performance evaluation process, Broadoaks teachers complete an annual plan for professional development, including individual goals and priorities for professional improvement.

Broadoaks teachers are not tenured. Their positions require them to perform consistently at the highest level of professionalism, both in the classrooms with the children and in their roles as mentors and supervisors for Whittier College students from many disciplines. Because Broadoaks serves as a demonstration school for Whittier College students, all Broadoaks teachers receive pre-service and in-service training in constructivist theory and its applications at various grade levels. All teachers are expected to follow the school's philosophy and to implement the High/Scope approach.

Whittier College faculty members sometimes teach at Broadoaks. Some content areas they focus on are music, Spanish, theatre, and philosophy.

College Students: College students hired with work study funding assist the instructional staff, as do college students enrolled in classes with practicum and fieldwork components, and student teachers. Non-staff members who work with the children in any capacity, such as reading tutors, for example, work under the supervision of Broadoaks teachers and are not counted in our ratios.

Broadoaks teachers staff all programs throughout the day, including morning and afternoon surround care. Instructional teams work together to provide an integrated and balanced curriculum throughout the day and to coordinate between and among classrooms and programs. Team meetings and regular in-service programs enable the staff to coordinate instructional programs, develop individualized learning plans, supervise college students, and continue their own professional development.

Substitutes: Broadoaks annual staffing plans include contingencies for covering classes when teachers are out for brief periods due to illness, family emergency or participation in professional development activities, as well as plans for those occasions when staff members complete outside student teaching placements (usually about 8 weeks in duration) in public school settings. This means that all classrooms are virtually always staffed by regular members of the Broadoaks instructional team, not outside substitutes who do not know the program or the children. On rare occasions when we cannot staff from within, we hire highly qualified, appropriately credentialed former Broadoaks teachers on an interim basis. This is essential because of Broadoaks' role as a demonstration site. To function as a demonstration site, all classrooms must be adequately staffed with experienced teachers who can model Broadoaks' approach.

Support Team: Office Staff

The office staff provides support services for parents related to general school information, contracts, billing, file updates, volunteer coordination, and program support to teachers.

Note: A list of all faculty and staff will be distributed to parents via email at the beginning of each new school year. Changes in faculty and staff will be announced in newsletters during the school year.

Background Checks

Broadoaks carefully follows Community Care Licensing and other State guidelines for conducting fingerprint and criminal background checks on all staff members, as well as on student workers who are in the classroom for 16 hours a week or more. College students and visitors are always under the supervision of a member of the school faculty or administration and are not counted in ratios.

Visitors and Observers

Because Broadoaks is a demonstration school, welcoming visitors is an important part of our work at Whittier College. Each year hundreds of people visit Broadoaks to observe its programs in action. We strive to meet the needs of visitors without disrupting the program or distracting the children.

All visitors and college students must sign the appropriate log in the Broadoaks office each time they come onto the school campus and again when they leave.

Visitors are always welcome in the lab school. However, because space is limited, visitors need to make appointments in advance to ensure space is available. Guided tours for prospective parents, teachers and others must be arranged in advance.

Visitors will be supervised by a member of the school faculty or staff.

Confidentiality is stressed whenever college students or visiting educators observe in the classroom or assist with instruction.

We request that all visitors and observers follow these rules so children will not be distracted by their presence:

- Try to be “invisible” in the classroom.
- In the classroom, stand near a corner of the room. Do not sit on tables, toy shelves, or play equipment.
- Do not talk with the teachers or other adults. Teachers are working. Talking with other adults creates a distraction in the class. Do not initiate conversations with children.
- If a child asks you what you are doing or if you are watching him, a good response might be, “I’m here to learn more about your school.”
- Do NOT talk about any child or group of children. If you have a question about your child or about the teacher’s approach, please schedule an appointment with the teacher or director.

The guidelines are different for parents and others who wish to volunteer in the classroom. Volunteers in the classroom will be asked to complete appropriate forms and may also be asked to submit a certificate indicating a negative TB test.

TEACHING PHILOSOPHY

Teacher decision-making lies at the very heart of the teaching-learning process. Our goal as professional teachers is to bring our decision-making to a more and more conscious level, where we can examine it critically and refine it continuously. We believe that **ALL** children (1) Can learn, (2) Want to learn, (3) Want to demonstrate their learning, and (4) as they get older, want to represent and document their learning.

Since all children can learn and want to learn, they should, for the most part, be eager to do it. If children are not actively engaged in the learning experiences we plan for them, we need to reexamine the activity and reflect upon our choices for curriculum and instruction.

Effective instruction begins with what children **CAN** do, not with what they cannot yet do. Children’s strengths, interests, and prior knowledge are the foundation for the lessons we plan for them.

Children learn best when they are **ACTIVELY** engaged in work and play that is meaningful (i.e., full of meaning) to themselves and to others, including their peers, teachers, and parents. Activity for the sake of activity alone is not sufficient. Broadoaks masterful teachers carefully craft lesson plans designed to engage students (intellectually, physically, socially) in activities that will ensure that they make progress toward desired learning outcomes.

Committing themselves to the principles of egalitarianism, justice, and peacefulness, Broadoaks teachers treat children and colleagues with dignity and respect.

Teachers must balance the needs of individuals with the needs of the group. Teachers use a variety of strategies to achieve this goal including (1) Focus Child concept, (2) client profiles, (3) Ingredients of Active Learning, and (4) multi-method assessment, including both formal and informal approaches.

Children need freedom, but they also need clear boundaries. Finding the balance that works best for each child and for the group as a whole is crucial to our success in the classroom.

Broadoaks teachers recognize the power of the “constructivist conversation” -- focused and purposeful conversations between students (as apprentices) and teachers or more able peers (as masters).

Character building is an essential and integrated part of the Broadoaks curriculum.

The majority of the time, children want to be productive, cooperative members of the classroom and school community. In a strength-based program like ours, we capture this drive and capitalize on it.

We must *require* and *inspire* children to reflect upon and document their own progress and performance.

Solutions to discipline problems and lack of motivation lie, for the most part, in curriculum and instruction. By changing what **WE** do as teachers, and particularly by including ingredients of active learning, we can help children develop personal responsibility and reinforce their emerging intellectual abilities to achieve academic goals.

Broadoaks teachers believe in the power of positive, productive, and mutually supportive partnerships between home and school.

Broadoaks teachers understand the vital importance of maintaining a school environment that is both physically and psychologically safe and secure.

Broadoaks teachers value professional collaboration and focused attention to instructional decision- making. Therefore, instructional team meetings are an integral part of our daily work.

Broadoaks teachers live in ZOR – the Zone of Refinement. We are committed to deep and purposeful analysis of our daily practice and to continuous refinement of our work with children.

Broadoaks teachers believe that it is our duty to continue to grow, personally and professionally.

Retention of Our High-Quality Staff

Broadoaks has an extremely talented and experienced core teaching and office staff. Retention among the core staff is high and provides the necessary infrastructure for ensuring excellent program quality year to year. Because Broadoaks is a teacher-training program, some instructional staff turnover is expected each year as our Graduate Teaching Fellows (GTF) and Teaching Interns complete their programs at Whittier College.

Members of the core teaching staff are invited back from year to year because they demonstrate their ability to hold themselves to the highest standards of professional performance and to teach in accordance with the school’s established philosophy and approach.

The school’s highly educated, experienced, and committed staff is the cornerstone of our ability to consistently provide high quality educational and social experiences within a safe, secure, positive, and challenging environment.

CHAPTER 2

PROGRAMS, SERVICES AND CURRICULUM

LICENSURE

Broadoaks is fully licensed by the California Department of Social Services; its elementary and middle school is authorized by the California and Los Angeles County Departments of Education. Broadoaks was the second school in the country to achieve full certification by the High/Scope Educational Research Foundation in Ypsilanti, Michigan. (The school's community care license is posted in the preschool building. Copies of the license and other authorization documents are available in the school office.)

Authorization to Operate as a Private Elementary and Middle School

State of California Authorization to operate as a Private School granted by Los Angeles County Office of Education, San Gabriel Valley District Office. Private School Affidavit Confirmation on file in the school office.

Community Care License for Broadoaks Preschool

Facility Number 191500460

Preschool Capacity: 75

Licensed to: Whittier College to operate and maintain a Day Care Center

Official Name of Facility: Broadoaks School of Whittier College

Address: 13406 Philadelphia, Whittier CA 90608

Community Care Licensing Authority: Broadoaks Preschool is a licensed child care center. Community Care Licensing makes unannounced visits as often as necessary to ensure the quality of care provided. Under California law, the California Department of Social Services has the authority to (1) enter and inspect the premises; (2) interview children or staff; (3) observe the physical condition of a child, including conditions which could indicate child abuse, neglect, or inappropriate placement; (4) have a licensed medical professional physically examine the child; and (5) inspect, audit and copy child or facility records. Like all child care providers in this state, Broadoaks teachers are mandated to report any child abuse or neglect to the appropriate agencies.

Parents may visit the school any time that their child is attending, without prior notice, and must follow posted and written school guidelines for observing to avoid distracting other children attending.

Program Types and Approximate Times

Broadoaks offers the following program options during the regular academic year and summer school. Times indicated below are approximate and are subject to change. An annual Contract for Services is developed for each child based on the options selected.

Preschool

(a) Half-day preschool (9:15 a.m. - 12:15 p.m.), two (T-Th), three (M-W-F), or five days (M-F) per week for children 2.5 years old to kindergarten age.

(b) Full-day preschool (9:15 a.m.- 4:30 p.m.), two (T-Th), three (M-W-F), or five days (M-F) per week for children 2.5 years old to kindergarten age.

See "Surround Care" below for before- and after-school options for preschool children.

Additional pick-up and drop-off options may be available for preschool children who have older siblings enrolled at Broadoaks.

Kindergarten

(a) Full-day kindergarten (approx. 8:50 a.m. – 2:45 p.m.) for age-eligible children (children must be 5 years old by September 1 to be eligible for kindergarten entry).

(b) After-school program (end of school day to 4:30 p.m.).

1st - 8th grades

- (a) Regular school-day program (staggered school start and ending times by grade, as announced).
- (b) After-school program (end of regular school day to 4:30 p.m.).

Surround Care for All Ages Available as Part of the Contract for Services One to Five Days per Week:

- (a) Morning Surround Care (Preschool: 8:15 a.m. to 9:15 a.m.; K-8: 7:15 a.m. to school start) in the assigned locations.
- (b) Afternoon Surround Care (K-8 only: 4:30 p.m. – 5:00 p.m.) in the assigned locations.

Arranged Care in Addition to Contracted Services

Arranged Care is occasional service as arranged in addition to regular contracted time. Arranged Care must be requested in advance and will be approved only if space is available. Details on arranged care services and charges are available in the Broadoaks office and on the rate sheet published annually.

Summer Programs, Preschool through 9th Grades

Each year Broadoaks offers an exciting summer program, with a variety of unique and fun activities. Parents receive a summer program description with the Priority Enrollment packet distributed annually.

BROADOAKS APPROACH TO CURRICULUM AND INSTRUCTION

The California State Guidelines (preschool), Common Core Standards and State Standards (elementary and middle school) are the baseline targets for Broadoaks instructional program. Although private schools are not required to follow the same standards as public schools, Broadoaks uses state-adopted standards to inform the school's instructional program. In many cases, we view the standards as a baseline, rather than the ultimate goal for all students. As the starting point for instruction, Broadoaks capitalizes on children's personal interests; their curiosity about their world; and their natural, developmental penchant for becoming increasingly more independent and competent. Broadoaks does not rely solely on a predetermined sequence of tasks in a workbook or textbook, though textbooks and work sheets have a place in our learning environment. Given our strong, shared belief that all children can learn and all children want to learn, it stands to reason that we should not have to *make* children learn. Rather, if we plan appropriately interesting and engaging activities, their inherent desire to learn and become more competent will "kick in." Our job, then, is to capture opportunities to promote their further development and learning, often through what we call "constructivist conversations." This approach is inspired by Lev Vygotsky's theories. Essentially, a constructivist conversation is a conversation between a child and a teacher or a more able peer, who provides information and guidance (often in the form of questions), after the style of a master and his/her apprentice.

The preschool and primary grades use the High/Scope approach, which has been studied and refined for more than 30 years. Upper elementary and middle school grades have adapted the High/Scope approach for older students. The High/Scope model is concerned with all aspects of development, including language, physical, social/ethical, emotional, academic/intellectual, creative self-expression, critical thinking, and problem solving. This approach provides an appropriate balance between child-initiated and adult-initiated activities. The centerpieces of the High/Scope approach are active learning and the plan-do-review process, called Independent Study and Research (ISR) at the upper elementary levels. High/Scope is not a curriculum or a course of study, as such, but rather, an approach or an infrastructure for curriculum and instruction.

Not only has the High/Scope approach been studied for more than 40 years, but also its results are evident here. Broadoaks has used High/Scope in its preschool program since 1984 and adaptations of the High/Scope approach in its elementary program since they began in the late 1980s. The proof is in the pudding, as the saying goes. By all accounts, Broadoaks students' academic and social performance outcomes exceed expectations, given that Broadoaks does not require admissions tests, as many private schools do. After leaving Broadoaks, students tend to perform at about the same level academically as they did here, or slightly better due to Broadoaks' high academic standards. Standardized test scores provide strong evidence of robust academic outcomes for Broadoaks students. In addition, way out of proportion to their numbers, students who leave Broadoaks quickly achieve positions of leadership in their next schools, indicating that their new peers and teachers recognize their high levels of social responsibility and strength.

The Plan-Do-Review sequence: student-initiated learning

In a High/Scope program, children choose what they will do for part of each day. Before they begin this “work,” they plan by representing what they want to do or learn during their child-choice time. They represent their plans in a variety of ways. The important element here is that students use a symbol system of some kind to represent what they are thinking. High/Scope is a hands-on, *minds-on* approach, so thinking and communicating are key elements.

The primary purposes of Planning Time are to help children (1) think about their choices before they act; (2) think about their own thinking and learning (developing what is called metacognitive competency); (3) use a variety of symbol systems to represent their thinking; (4) develop an orientation toward intentional learning, and (5) with older children, consider from the start how they will document what they have learned.

After children plan, they implement their plans during “Work Time.” Work time is the large block of child-choice time (the “do” part of the High/Scope Plan-Do-Review sequence.) During Work Time, teachers (1) observe children and make anecdotal notes, (2) help children achieve the goals they have set for themselves, (3) capitalize on opportunities to promote desired learning outcomes, (4) interact with children as they work and play to promote their learning, and (5) encourage children to extend their goals and take their next steps in learning.

After Work Time, children participate in Recall Time, the final part of the Plan-Do-Review sequence. During Recall Time, students represent something important about their experiences during Work Time. Again using language, art, drama, and other means of self-expression, younger children describe what they did, how they solved a problem, or how they felt as they worked and played together.

Each step in this Plan-Do-Review sequence is carefully designed to address children’s developmental needs and to capitalize on their individual strengths and interests. As children carry out their plans, teachers observe each child, waiting for the opportune moment to interact or enrich the learning experiences the child has created. Again, teachers often rely on the constructivist conversation as a means to promote each child’s learning.

In the upper elementary and middle school, where the Plan-Do-Review process takes on a new name, (such as ISR for Independent Study and Research), students often plan work they will do over several days or even weeks. As students proceed through the elementary grades, teachers may provide more structured options from which the children may choose.

Teacher-initiated instruction

A typical day also includes individual, small, and large-group activities designed by the teacher. Teacher-initiated activities also include many and varied opportunities for children to make choices and solve problems for themselves. Teachers use the entire spectrum of instructional strategies, including whole-group and teacher-directed instruction.

At the preschool level, teacher-initiated activities are called “Small Group Time.” In elementary and middle school, specific teacher-initiated instructional periods are called workshops, often with the primary content area clearly specified, such as “Math Workshop” or “Writing Workshop.” Other periods of teacher-directed learning include Guided Reading and Literature Circle. At the beginning of each school year, teachers inform parents about the daily schedule and the focus of each instructional period.

Curriculum content at preschool, elementary and middle school levels

At the preschool level, program content is based on the children’s interests as they emerge in daily activities at school, as well as on the California Preschool Guidelines and the High/Scope Key Developmental Indicators. In elementary and middle school, teachers use students’ existing interests and skills as points of beginning for achieving the grade-level outcomes in the Common Core Standards.

In the High/Scope approach, basic academic skills become a matter of personal concern for children as they are integrated into teacher-initiated instruction, as well as the children’s self-initiated activities. Thus, writing and reading skills become a natural part of planning and review time and math concepts are used to solve problems encountered in everyday situations.

In the elementary grades, teachers build upon children’s interests and matters of personal concern as they develop learning experiences for the class. For example, teachers encourage kindergartners to practice counting skills as opportunities naturally arise in the classroom. For instance, if the kindergarten teacher noticed that two children had constructed an unusually large castle in the block area, she might say, “Let’s see if we can figure out exactly how many blocks you used to build this huge castle.”

In the elementary and middle school grades, teachers and children increasingly share responsibility for determining what is to be studied in depth, which skills need to be practiced and mastered, and how progress and achievement will be documented. This approach is based on the firm belief that all children can learn, that they want to learn, and that they are highly motivated to document their achievements.

Children’s personal interests, their curiosity about their world, and their natural, developmental penchant for becoming increasingly competent -- not a predetermined sequence of tasks in a workbook or textbook -- provide the context for learning at Broadoaks. The centerpiece of Broadoaks’ meaning-centered elementary-grade curriculum is Active Learning. Each day includes many challenges and many opportunities for success. Therefore, children learn to feel both confident and competent.

Curriculum planning: Each summer, Broadoaks teachers create a general roadmap for the coming year’s instructional program by participating in “Backwards Planning.” They study the year-end grade-level standards in each content area, as well as the report card as guides to desired learning outcomes for all students. After they have identified where they want to “end up” the following June, they begin “backwards planning” to figure out how to ensure that they will accomplish all that needs to be accomplished in the coming year. Again, this is a general roadmap, but not a series of predetermined lesson plans, so teachers and students still have a great deal of flexibility (and work!) to figure out how to accomplish the year-end goals.

Instructional Staff Meetings: Teachers monitor progress toward the year-end goals at regularly scheduled staff meetings. This kind of regularly scheduled teacher-reflection is a key ingredient in instructional program quality. Broadoaks teachers live in what we call “ZOR” – the Zone of Refinement. We are always working to hone our teaching skills and to see how we can help each and every student do their best.

Homework: Broadoaks requests that parents read and have conversations with their children daily, regardless of the grade level. The school’s homework policies and guidelines are distributed annually to parents.

At K-8 Parent Orientation teachers describe the homework policies, procedures, and guidelines for their class, including grading policies and consequences for incomplete or poorly prepared homework. There is no homework in preschool.

Broadoaks does not assign homework in the summer program. Broadoaks does not typically assign homework over holiday periods or on special-event days or weekends, such as Halloween, Winter Break, Spring Break, or Mother’s Day.

Excused Absences: Excused absences are those due to illness, doctor’s appointments or religious holidays. Teachers will typically provide homework for students who are out due to an excused absence. Depending on grade level work will be available on Google Classroom, emailed to parents, or available for pick-up. Email your child’s teacher for details.

Unexcused Absences: Unexcused absences include, but are not limited to, vacations, amusement park visits, taking “a family day,” and/or spending time with out-of-town visitors. We strongly discourage students from missing school when school is in session except due to illness. Teachers will not provide work packets for students who miss school due to unexcused absences. In the upper grades, some work is available via Google Classroom otherwise students will receive missed work when they return to school.

Care of School Equipment, Materials, and Facilities: All students are expected to treat all school materials, equipment, and facilities with care and respect. Policies regarding the use of, as well as loss or damage to school property, including library books, computers, digital cameras, and other technology, are explained in various school documents distributed at the beginning of each school year and/or available in the school office.

WHAT TO LOOK FOR AT BROADOAKS

Broadoaks is a strength-based, not a deficit-based, school. We believe that our personal interactions with the children within indoor and outdoor environments designed to promote learning and cooperation are the basis for teaching and learning in each Community of Learners (classroom). At Broadoaks' various programs you will see and experience:

Schoolwide:

- ❖ The centerpiece of Broadoaks' approach is active learning. This means that we expect 100% of the children to be actively engaged in meaningful learning 100% of the time. If they are not, then it is the teacher's responsibility to think about how to make a lesson or experience more attractive and more engaging for all children in the class. Visitors are often surprised that Broadoaks children do not even seem to notice them. This does not surprise us. When students are actively engaged in learning something that is meaningful to them, they are much less likely to be disrupted by visitors.
- ❖ Because Broadoaks believes that all children have a strong, natural desire to become more competent -- that is, they really *want* to learn -- teachers look for the solutions to behavior challenges in curriculum and instruction, rather than in a separate "disciplinary system." In general, teachers do not send children out of the classroom, take away privileges, or require additional work for misbehavior. Rather, they try to increase the "draw" of the learning activity for the child who is not adequately engaged to behave appropriately.
- ❖ The outdoors is an integral part of the learning environment in all programs. Children may garden, paint, build, and play freely outdoors during many parts of the day, not just at outside time. Elementary children often have the opportunity to read, write, complete math assignments, or do group projects outside if they prefer. Whenever possible, children may choose to work indoors or outdoors. The elementary area includes an outdoor art studio and garden area.
- ❖ Classroom shelves are open to promote independence. Children can get their materials by themselves. Nearly everything in every classroom is for the children's use. In general, materials are not placed on top of shelves children cannot reach.
- ❖ The environments have been arranged to promote supervision of the children by the teachers. Safety is a top priority. Child Care Licensing, the County Health Department, and other agencies for health and safety regularly review Broadoaks classrooms.

Preschool:

- ❖ Child-sized furnishings and attention to detail at the child's eye level.
- ❖ Clearly defined learning/activity areas. Areas are organized to promote productive, constructive and imaginative work and play and to enhance social and intellectual development. Each classroom is organized to support children's ways of exploring and learning, to help children make sense of their environment, and to promote independence and responsibility in the effective use of instructional materials.
- ❖ Each area contains materials to meet a variety of interests and to challenge children at many stages of development. Each area contains related reading material, as well as materials for writing and other modes of communication.
- ❖ Areas are organized to promote productive social interaction among children working in large and small groups. Each program has an area called the Peaceful Area that is large enough for only a few children at a time. Children are not sent to this area or isolated there for misbehavior. However, they may choose to go there if they prefer a quieter place to work or if they need some alone time.
- ❖ Each area in the preschool building contains a "planning board" (to assist children in deciding how they will spend their time and to help teachers "keep track" of children's whereabouts for safety purposes. In general, it is the responsibility of the children to decide how many children may occupy a given area at one time. Other classrooms may use variations on the "planning board" method.

- ❖ Labels in each area help children know where things go. Not only do these labels help us keep the environment well organized, but also they provide younger children with experiences that help them develop skills in matching, sorting, categorizing, and recognizing symbols. Labels in the preschool usually include drawings, shapes, and photographs. Print labels are added in classrooms for older children.

Elementary/Middle School:

- ❖ In the elementary classrooms, materials to encourage skill-building through meaningful practice are included in many of the areas for easy access and use. For example, the kindergarten building area will include paper and writing implements for children to represent their construction. Such instructional materials are not restricted for language arts or math instructional times.
- ❖ All elementary classrooms have access to internet. Students use technology as appropriate based on the instructional activity. At the earlier grades we prefer to have children working more actively rather than sitting in front of a screen. Even in our upper elementary and middle school classrooms, we use them as tools for learning and for communication, not as a means unto themselves.
- ❖ Broadoaks implements a continuous progress approach at all levels. We use the Common Core Standards as guideposts, but not as upper limits on what children can learn at any grade level. The fundamental principle of the “continuous progress” approach is that every child will make continuous progress, at reasonable rates, toward their next academic outcomes in all content areas.

THE HIGH/SCOPE APPROACH

Broadoaks philosophy revolves around our firm and committed belief that all children can learn, all children want to learn, and all children want to document what they are learning. Our approach is strength-based. We use what the children can do, what they are interested in, as the springboard for engaging them in active learning workshops designed to yield desired learning outcomes as defined by the state (Preschool Guidelines and elementary Common Core Standards), the teachers, the parents, and the children themselves. Broadoaks has used the High/Scope curriculum since 1984. High/Scope began in 1963 in Ypsilanti, Michigan under the direction of renowned psychologist, Dr. David Weikart. The curriculum has been studied and refined for more than forty years. High/Scope is developmental in its approach and focuses on the following goals, as noted in many of its publications:

- (1) exercising and challenging emerging capacities of each child during each stage of development.
- (2) encouraging and assisting the learner in developing his/her own unique pattern of interests, talents, and goals.
- (3) providing learning experiences when the learner is developmentally best able to master, generalize, and retain what is learned and relate it to previous and future expectations.

The term “curriculum” as applied to High/Scope can be misleading, since High/Scope does not delineate the content of what is to be taught at various grade levels. High/Scope might be better described as an instructional methodology or approach, focusing on all aspects of development. High/Scope teachers are trained to design an environment that makes sense to the child, that makes him/her feel comfortable and at home while challenging emerging interests and capabilities. Teachers organize the day for an appropriate balance between large-group and small-group activity and between child-initiated and teacher-initiated experiences. Both the daily schedule and the room arrangement are meant to provide consistency and security for the children, so they feel free to work and play, explore and learn.

High/Scope is built on the assumption that ACTIVE learning is at the heart of the developmental and academic processes. High/Scope is a highly structured program within which individuals have a great deal of freedom to explore, question, search, study, invent, create, and solve problems. As students move into the elementary grades, they are increasingly accountable for academic outcomes in all academic areas and for working with their teachers to document that progress on a regular basis.

Broadoaks consistently refines its implementation of High/Scope and its adaptation of the approach.

DEVELOPMENTAL ASSESSMENT AND TESTING

Broadoaks uses a variety of methods to assess each child's development and performance. The cornerstone of our assessment program is teacher observation. Broadoaks teachers have all been trained in child observation techniques. Broadoaks teachers are also prepared to serve on child study teams, individual learning plan (ILP) and individual education plan (IEP) teams for children with special academic, social, and/or behavioral needs.

In addition to their classroom observations and anecdotal records, teachers collect "artifacts" of each child's work as a method of documenting progress and performance. Children are also encouraged to monitor their own educational interests and accomplishments, especially in the elementary grades.

Elementary teachers routinely use a variety of formal and informal assessment strategies, including screening scales, running records, and teacher-made quizzes. Standardized tests are introduced as practice in third grade. Fourth through eighth grades take standardized tests each spring. Scores are sent to parents of rising ninth graders during the summer. Fourth through eighth-grade teachers typically report the results of standardized tests from the previous year during the fall parent-teacher conference.

UNIQUE ASPECTS OF THE BROADOAKS CURRICULUM

Teaching and Learning as Interaction. Much of what teachers do and say at Broadoaks reflects our strong belief that interactions between teachers and children constitute the very heart of all teaching and learning. We value both formal interactions during instruction times and informal interactions during lunch and recess.

Teachers use children's names respectfully. The structure of the classroom community is established and maintained by the teachers and children together. While maintaining appropriate levels of adult authority and control, teachers welcome children's questions and suggestions.

The Focus Child Concept: One of Broadoaks' signature practices is the Focus Child system. Each day each preschool teacher has one to three Focus Children. Students in elementary and middle school are the designated Focus Children on a rotating basis. Focus Children have specified responsibilities and/or privileges on their Focus Day. Teachers have certain responsibilities for the Focus Child:

1. Teachers think about the Focus children's strengths, interests, and next steps as they plan the day's activities.
2. Teachers try to have an extended conversation and/or to play with the Focus Children each day. For example, they might sit beside a Focus Child at lunch or snack and/or offer to play a game with them at recess time. This helps us know the children in a variety of situations and to interact with them in many different ways.

Use of the Whittier College Campus and Facilities: Depending on grade level, Broadoaks students use the college campus in the company of their teachers. Signature of the Contract for Services indicates parental permission for the child to participate fully in all aspects of the school's program, including experiences on the college campus. Children may play on the grounds or athletic fields, view art exhibits, and attend musical or theatrical performances. At the upper elementary level, they may attend college classes or campus presentations. Teachers will make every effort in advance to be sure that every experience is appropriate for the children's age and stage of development.

Character-building: Broadoaks believes that academic, physical, linguistic, social, emotional, and ethical learning all go hand-in-hand and, together, contribute to the development of strong character and positive values. Interpersonal interaction between teachers and children is the heart of teaching and learning at Broadoaks. We expect ourselves to model those values and behaviors that we promote among the children, including respect for self and others, responsibility toward the group, accountability for one's choices and behaviors, productivity, positive attitudes and contributions to the classroom community, honesty, integrity, hard work, tenacity, democracy, fairness, and social justice.

Broadoaks uses an anti-bias approach similar to the Anti-bias Curriculum: Tools for Empowering Young Children by Louise Derman Sparks and the A.B.C. Task Force (1989). We encourage children to be kind and respectful toward all members of the community. While we often ignore age-typical name-calling (dummy, jerk...) and/or

encourage the person who is on the receiving end to speak up, we do not allow children to speak disparagingly about another's gender, race, religion, family constellation, heritage, or body size and shape.

Community Service:

Providing children with opportunities to help others has been an integral part of the school's curriculum since the mid-1980s (and, perhaps even before).

Over the years Broadoaks students have participated in numerous local, national, and international projects to assist children and families. A few examples include:

- Donation of a portion of what is grown in the school's gardens to the St. Matthias soup kitchen.
- Annual holiday food drives for local shelters.

This is part of the school's philosophy about the importance of engaging children as agents of positive social change and exemplars of social responsibility.

Quiet Time and the Peaceful Area: Broadoaks class schedules often include a brief time each day for children to be quiet and at peace with themselves and their own thoughts. Most teachers call this Quiet Time. Most teachers play classical music to help children relax and do what our school's Quaker forbearers called "center down." All preschool and primary classrooms also include a small Peaceful Area where children can go alone or in small groups for quiet time. Our purpose here is to help children who live in a whirlwind world to relax and enjoy the company of their own thoughts. Children are never sent to the Peaceful Area as punishment.

POLICIES, GUIDELINES AND EXPECTATIONS FOR STUDENT USE OF COMPUTERS, OTHER TECHNOLOGY, EMAIL, TEXTING, AND SOCIAL NETWORKING

The following policies have been created and are reviewed annually by teachers, school administrators, and/or parent leaders. Parents and educators share responsibility for teaching children about the safe, appropriate, and respectful use of all technology. Teachers do their best to monitor children's use of school technology and they conduct random checks as a further means of monitoring use of the Internet during school hours. Parents are responsible for supervision of technology use during non-school hours.

The school's policies and procedures regarding technology use may be changed at any time. Students will be notified of such changes. Significant changes will also be posted on the school website or communicated to parents via other means, such as notes home or email blasts.

All Broadoaks parents with children in kindergarten through 8th grade during the regular school year and kindergarten through 9th grade in the summer must sign and return the attached form to the child's teacher prior to his or her use of any technology at school. Students in grades 2 and up must also sign the form after parents have carefully discussed the policies and expectations with them. Teachers will also go over the rules at the beginning of each term.

1. Students are expected to treat computers, cameras, and all other technology with care and handle them safely.
2. Students are expected to faithfully follow all oral and written school guidelines, expectations, policies, and procedures regarding the use of all technology.
3. Parents will be charged for any damage to school technology (hardware and software) resulting from their child's (1) carelessness; (2) failure to follow school policies, procedures, and expectations, whether written or verbal; and/or (3) misbehavior. Charges can range from the cost of repairs to the full cost of replacement.
4. Students are not allowed to bring personal technology devices (e.g., smart watches, computers, cameras, iPads, iPods, cell phones, game devices) to school, unless given permission by teachers. Teachers will confiscate any personal technology brought to school. The school may require the parent to come to school to reclaim a confiscated device. The school accepts no responsibility for the safekeeping, loss, damage or theft of any cell phone or other personal technology brought to school with or without permission.
5. Teachers never *require* students to bring personal technology devices, other than flash drives.

6. An exception to the cell phone rule is automatically granted for middle school students with walking permission. However, even in this case, the cell phones must be turned off throughout the school day. During the school day, students may not use them to telephone, text, access the Internet, or for social networking.
7. Students are expected to use school computers and other technology as they are intended to be used for teacher-approved school/academic activities. (For example, students may *not* use the Internet at school for non-school related purposes and they may *not* answer personal e-mails or text messages at school.)
8. All information on all school-owned technology, websites, and programs (such as Google Classroom, multiplication.com, etc.) is the property of The Broadoaks School of Whittier College. Students should have *no expectation of privacy* with regard to any material they create or access by any means on school-owned computers or other technology or on personally-owned technology during its use at school. (Note: this policy also applies to Broadoaks staff members and other Whittier College employees.)
9. Students are forbidden to use school technology to create a hoax, to harass or bully (according to Broadoaks definition), or to discredit or damage the reputation of any member of the school community (other students, staff members, family members) or the school itself. Our expectation is that these guidelines will also be followed at home. Violation of this policy may result in suspension or expulsion from school.
10. Neither at home nor at school may students use passwords, names, or screen names of any other member of the school community without that person's permission. Violation of this policy may result in suspension or expulsion from school.
11. Students may not alter the image of a classmate or other member of the school community without approval from the teacher and/or the person whose image is being changed. In any case, no image should be altered in such a way as to embarrass or negatively represent a member of the school community. Violation of this policy may result in suspension or expulsion from school.
12. Students must obtain permission from the teacher or their parents to post images of school events or members of the school community other than themselves on the Internet if such images can be accessed by anyone other than the student who posts the information and his/her family.

Students and parents are required to sign this policy every school year.

RESEARCH AT THE BROADOAKS CHILDREN'S SCHOOL

What kinds of research activities take place at Broadoaks?

Non-intrusive observations and analysis of student work samples are the most common kinds of research activities at Broadoaks. For the most part, children are unaware that these activities are taking place because they are busy going about their usual school routines. If children ask why observers are present, the observer or the teacher typically responds by giving truthful, but limited, information like, "We are trying to learn more about children your age" or "We want to learn more about how teachers teach at Broadoaks." We do this so we are able to observe children's natural behaviors rather than behaviors we have created by telling them they are being observed for a research project.

All research projects are approved in advance by the Broadoaks school director and college faculty. In many cases, the project also received advanced approval from the Institutional Review Board, which is responsible for ensuring that all research is done within the ethical guidelines for studying human beings, with special precautions for studies involving children. Only those projects that do not significantly alter the child's school experience move ahead under the auspices of blanket approval included in the annual contract for services. If a project will significantly alter the child's experience, making the day seem highly unusual, further parent consent will be requested. In all cases where research involves data-gathering techniques other than observation, children will have the opportunity to opt out without negative consequences.

Occasionally, research involves "staged events," or activities that are designed specifically to enable researchers to gather information. For instance, we might have a puppet show so a researcher can ask children later to tell about the puppet show as part of a research project on children's ability to remember stories in sequence. The children

would experience this event as a typical, interesting and exciting part of a normal school day. As always, children's identity remain confidential and the researcher would be ethically bound to tell the teacher if anything the children did or said suggested that the experience had been negative.

What kinds of studies have been done at Broadoaks?

Faculty members and college students under the supervision of Broadoaks faculty members have studied such topics as children's concept of the word "stranger," children's conflicts and strategies for conflict resolutions, children's friendships, gender differences in children's play, children's ideas about what makes children "good students," strategies to help children remember past events, and, most recently, children's ideas about sustainability.

Are children ever treated as guinea pigs at Broadoaks?

NO! All research activities must be approved in advance by the school Director and, often, by the Whittier College Human Subjects Committee (Institutional Review Board). The main criterion for approval by the school Director is that research activities will be similar to typical school activities and analogous to the existing school curriculum. For instance, it is not at all unusual for Broadoaks teachers to ask students to talk about or write about events in a sequence or to explain their opinions on a variety of topics, such a conflict resolution. Therefore, being interviewed about the sequence of a story or puppet show would seem like a perfectly ordinary part of a regular day at Broadoaks.

Research activities are approved only if the investigators can convince the school Director and, if appropriate, the Whittier College Human Subjects Committee as well, that no child or teacher will be placed at risk by participating in the study. Risk is defined very broadly as any threat to the participant's sense of wellbeing or overall comfort and trust in the school environment and/or any threat to the child's academic, social, or emotional development. For example, we would not expose children to a controversial, unstudied method for teaching mathematics because there would be a risk that this new method might reduce their progress in math.

Broadoaks is not an experimental school where teachers experiment with untested teaching methods. Rather, it is an active center for the study of children in a natural school environment.

Sometimes researchers use deception, but only when it is necessary to the study and will not harm the children in any way. For instance, we had a "staged event" in which children were allowed to believe for about 10 minutes that something unfair would happen at Broadoaks – some children would be able to participate in a class party and others would not. Of course, the adults knew all along that all children were going to be able to participate in the party, but this activity allowed us to find out, among other things, how children stand up for their rights when people in authority tell them something that is patently unfair. (As anticipated, the Broadoaks students had many fine ideas about how to make things fair and they were able to express themselves politely and effectively under these conditions. No child showed any indication of undue stress or anxiety as a result of participating in the project.)

Are parents informed in advance when research is being conducted at Broadoaks?

All Broadoaks parents are informed in the *Parent Handbook*, and on the school contract that approved research, as well as faculty and student observations, are frequently conducted at Broadoaks. Parents give blanket permission for their children to participate in these activities as long as the Director has approved them and as long as they follow the guidelines for research described in the *Parent Handbook*.

However, parents are not typically informed in advance for each individual observation or research project. There are several important reasons for this: (1) observation and research are an integral part of everyday life in a child study center like Broadoaks. We would need an additional staff member just to process all the paper work required for individual-case permission; (2) our goal is to provide an environment where observers and researcher can study *natural* child behaviors, not where we create behaviors through hyper-awareness of on-going research activities; and (3) so many safeguards are in place to make sure children and teachers are not placed at risk by their unknowing participation in research; (4) children are able to opt out of activities developed solely for research purposes, even when these activities are completely in sync with the everyday school curriculum.

How is confidentiality maintained?

All study and observation proposals include statements about how anonymity and confidentiality will be protected. In addition, observers and researchers must sign a formal agreement that no child's name or other identifying information will be used in any presentations or written reports that result from the research.

Suppose something unexpected happens and some children are inadvertently placed at risk?

Staff members are always present for research. They know the children well and can provide comfort and support to any child who experiences unexpected stress as a result of participation – just as we would if this occurred unexpectedly during a school lesson or activity. In addition, interviewers and researchers who are not members of the Broadoaks staff are trained to identify signs of stress and other unanticipated risks. For example, a child might reveal that he is thinking of hurting himself as part of an interview on a completely unrelated topic. All observers and researchers are instructed to notify the Director immediately if they have even an inkling that a child is distressed or at risk in any way. (The same is true for all staff members as they interact with children on a daily basis.)

Do children themselves give consent to participate in studies?

This is a very controversial question regarding ethics in social science research. At what age can children really understand what is being asked of them if they are requested to participate in a study? How free will they really feel to decline in a school setting where they typically are expected to do what the grown-ups ask of them? Can they legally give their permission or does that authority rest with their parents?

Broadoaks gets around this tricky question by making sure that children are able to decline to participate in study-related activities. For example, if children were asked to write down their opinions about something as part of the curriculum, the teacher probably would not give them much choice about whether they want to complete the task or not. However, in activities designed to generate data for a research investigation, children would be invited to participate and would be told that they can stop whenever they choose.

CLASSROOM MANAGEMENT AND DISCIPLINE

Discipline and School Rules: Teachers conceptualize classroom behavior as an indication of the children's level of engagement with work and play activities.... as a barometer of the children's interest in the work teachers have created for them. This position emerges from the school's philosophical and theoretical orientation toward children's current strengths and interests as the springboard for further learning and development. If we truly believe that all children can learn and all children want to learn, then teachers should not have to *make* children do their work, trick them into it with gimmicks, or punish them if they do not do it. Instead, we believe that the answer to nearly all discipline problems resides in changing curriculum and instruction, not in changing the children themselves.

Broadoaks has only two school rules. These are posted in all classrooms:

Broadoaks School Rules

1. Everyone is here to learn.
2. Everyone is here to help everyone else learn.

If we follow these two rules, we will not need any more rules.

We situate these rules within the larger context of the school's expectation that members of the school community treat all others with dignity and respect and that each person is responsible for his/her own behavior and contributions to the group.

Broadoaks does not have time-out chairs. We very rarely send misbehaving children to the principal's office or out of their classrooms. Children are not kept in detention after school. Instead, teachers work with children in their classroom environments to encourage and facilitate appropriate behavior and classroom decorum. This approach is grounded in our strong and shared belief that, most of the time, children intend to be productive, contributing

members of their classrooms; but they are, after all, still children. When they behave in ways that are inappropriate, we want to build upon the strong bonds they have with their teachers and classmates to help them behave in acceptable ways. The goal is to help the misbehaving children regain control and meet expectations, not necessarily to punish them for past wrongdoing. When children misbehave, teachers look first at curriculum and instruction. If learning activities are sufficiently engaging and rewarding for children, most of them will behave appropriately most of the time.

Broadoaks' student population, like that of any school, includes children and families with a wide variety of strengths, abilities, and challenges. We see this diversity as a rich advantage for all involved in our school. We also recognize that our "clients" are children who sometimes test boundaries and break rules because they are children. In some cases, teachers may implement atypical school procedures (such as sending a child to another classroom) or highly individualized strategies (such as behavior charts) recommended by outside resources, like a child psychologist. In rare cases, Broadoaks may require outside intervention as a condition of continuing enrollment.

Student Code of Conduct: In 2008 the Broadoaks Faculty and the Parent Organization adopted the following Code of Conduct for Students:

The Broadoaks Student Code of Conduct builds upon the school's Quaker heritage and long-standing commitment to equality, social justice, peacefulness, personal responsibility, and the nourishment of mind, body, and spirit. Its purpose is to maintain a safe and welcoming school environment for all by embracing each person's unique strengths, potentials, and contributions and, at the same time, requiring each person to participate fully and responsibly in the Community of Learners we create together.

The Broadoaks Student Code of Conduct requires students to be:

- Respectful and kind to peers and teachers
- Hardworking and on-task, following established classroom routines and expectations, displaying positive attitudes toward school, learning, and the efforts and contributions of peers
- Peaceful in their approach to resolving conflict and in their expression of such human emotions as anger, frustration, and disappointment
- Responsible for their own behavior
- Good citizens in the Community of Learners we inhabit together

The Teachers Didn't Do Anything: Broadoaks implements its behavior management strategies in ways that protect all involved, including the child who may be behaving in inappropriate ways. Broadoaks children often report something like this to their parents, "So and So did some awful thing at school and the teachers didn't even do anything about it." Rest assured, the teachers *did* do something if a child's behavior was inappropriate; but they responded in ways that did not spotlight or humiliate the child or the unwanted behaviors.

Bullying: Broadoaks defines bullying as follows: chronic, systematic, repeated, one-way intimidation or threat of harm (physical, social, or psychological), violence, damage to one's reputation, or isolation/exclusion in person or in cyberspace. Broadoaks views bullying as dangerous to the child who is the target and to the child(ren) who bully. This definition is similar to widely accepted definitions by the American Psychological Association and the Society for Research in Child Development. It distinguishes true acts of bullying from expected, though often unwelcomed, incidents of teasing, peer pressure, and social exclusion with which all children must cope as part of growing up.

Broadoaks will not tolerate bullying. Protections against bullying are built into Broadoaks' staffing plans for times of day and situations in which children would be most vulnerable to being bullied, such as recess, transitions between classes, arrival and departure times. Broadoaks teachers are with the children throughout the day, including these times when they are most vulnerable in other settings where students are supervised by aides and other personnel who do not know them well. In addition, Broadoaks does not use substitute teachers. Experienced Broadoaks teachers staff classrooms at all times.

Broadoaks recognizes the important possible negative consequences to both the target of bullying and to the perpetrator. Therefore, teachers intervene in even minor infractions that might escalate into bullying, with a view toward helping both the perpetrator(s) and the target(s).

Bullying can result in suspension or expulsion from school.

Zero Tolerance: Broadoaks has a zero tolerance policy for (1) weapons, (2) dangerous items that can readily be used as weapons (such as knives, matches, guns), (3) items that look like weapons or dangerous items (such as toy guns), (4) prescription and non-prescription medications or drugs not handled in accordance with school policies found elsewhere in this handbook, and (5) violence, aggression, or harassment toward a teacher or school administrator. These are cause for immediate suspension, expulsion, or termination of services at the school's sole discretion.

Suspension and Expulsion: Children may be suspended for a period of time determined by the school or expelled from school for inappropriate, dangerous, or repeatedly disruptive behavior.

Termination of Services: Our policy is that we will serve only those children and families who (1) benefit from enrollment here; (2) follow the school's policies, expectations, and contractual agreements, including the Code of Conduct for Students, the Code of Conduct for Parents, and timely payment of all tuition and fees; (3) behave in ways that are consistent with the school's rules to the extent that can be reasonably expected for their age and stage of development (children); and (4) do not pose a danger to themselves or others or a continuing disruption to the school environment.

Classroom Management and Discipline by Classroom: Members of the Broadoaks faculty developed school guidelines for discipline and classroom management. These guidelines included some flexibility for teachers to use from a variety of techniques and approaches, all of which generally fit within the school's respect-based and strength-based philosophy and approach. For instance, some teachers may give "table points" for shared efforts to keep the classroom neat and tidy, while other teachers may deduct points for repeated violations of expected standards of behavior. The *Classroom Management and Discipline Guidelines* are distributed annually. Teachers discuss their expectations at Parent Orientation each fall.

Some teachers may also choose to send home a Behavior Note in incidences where a child's behavior is (a) outside of their expectations for appropriate school behavior and/or (b) not in concert with rules, guidelines, or policies stated above.

BROADOAKS POLICY ON ACADEMIC HONESTY

Teachers should have confidence that a student's work reflects his or her own knowledge and understanding. Broadoaks expects students to consistently follow school and classroom guidelines for academic honesty.

The following guidelines are designed especially for 4th grade and up. Teachers will review these guidelines with their classes periodically throughout the year.

The following will *always* be considered acts of academic dishonesty:

1. Copying another student's work
2. Claiming that work is one's own when it is not (includes using information from the Internet, books, journals, and other sources without proper citations as expected for the grade level)
3. Signing a parent's name or initials to any form, paper, report card, note, test or other communication between home and school
4. Signing one's own name to another student's work
5. Changing answers on self-graded quizzes and tests
6. Providing false information on self-graded classwork, tests, quizzes, group work, etc.
7. Using unauthorized materials such as a calculator, electronic device, or Internet source to complete an assignment or test without permission
8. Falsifying one's work by making up facts or citations and claiming as true
9. Other acts as defined by the teachers at each grade level

CONSEQUENCES (subject to change)

Consequences vary from grade to grade and depend, in part, on teachers' assessment of the situation.

Consequences for first offenses typically include:

1. F or 0 grade on the work
2. Note to parents, with a parent signature required
3. Other consequences as deemed appropriate by the teachers and directors

Consequences for further violations may include any or all of the above and:

1. Report to the school administrators, with possible meeting required with a school director
2. F grade in the subject(s) for the entire grading period
3. Notation about academic dishonesty on the report card
4. Exclusion from school activities and events, such as serving on Student Council, field trips, school dance, graduation
5. Suspension
6. Expulsion
7. Other consequences as deemed appropriate by the teachers and directors

CHAPTER 3

APPLICATION, ADMISSION, CONTRACTS, PAYMENTS, AND OTHER OBLIGATIONS

APPLICATION AND ADMISSIONS POLICIES AND PROCEDURES

Priority Enrollment for “In-house” Families: Broadoaks has an annual Priority Enrollment period during which parents of currently enrolled children and siblings of currently children may apply for the following school year. Priority Enrollment packets are distributed at school to parents of currently enrolled children and their siblings and contain information regarding securing a space for the following year. Unless otherwise announced in advance, parents of currently enrolled children may expect that there will be space for their child in the following grade, with the only exception being the transition from preschool to kindergarten. Parents of incoming kindergarten students will be notified if we expect more applicants than spaces for the upcoming school year.

Once the Priority Enrollment Period ends, the school offers remaining spaces to families on the Waiting List.

Orientation Tour: Broadoaks encourages parents to visit several schools before making a selection. We encourage all prospective Broadoaks parents to take our monthly school tour. The Broadoaks tour, typically led by the school directors, includes the following:

- ✓ School History
- ✓ Information about the Qualifications of the School’s Faculty
- ✓ Information about the School’s Teacher to Student Ratios
- ✓ Overview of Philosophy and Approach
- ✓ Introduction of School Safety and Security Measures
- ✓ Overview of Curriculum
- ✓ Guided Observations in the Preschool
- ✓ Guided Observations in Other Classrooms (depending on the interests of the group)
- ✓ Introduction to Parent Roles and Responsibilities
- ✓ Question and Answers

Admissions

Admissions decisions reflect Broadoaks’ goal of offering a diversified laboratory/demonstration program. Broadoaks admits students of any race, sex, religion, or national origin and seeks a gender balance and broad ability range in each classroom.

Applications for admission are available at any time at the Broadoaks office and on the school’s website. A non-refundable, non-deductible application fee is required for all grades.

Children must be at least two years and six months old and reliably potty trained at the time of enrollment. However, Broadoaks maintains a waiting list, so parents should submit an application form long before the child is 2 1/2. Date of initial application is one of the factors considered in the selection process.

If a child will not be 2 1/2 by the first day of school, parents may “reserve” a space by paying the monthly tuition until the time the child reaches two years and six months of age and is reliably potty trained. For example, if the child will be 2 1/2 in November and the child is selected for enrollment, the parents must pay tuition to complete the agreement for services and to officially hold the space for the program year. Tuition is for the entire school year.

Children must be reliably toilet trained before enrollment. Toileting “accidents” often occur when children first enter the program. However, a child who is not reliably toilet trained during his/her hours of attendance will be dismissed until training is reliable. If a child is dismissed until training is more complete, parents must continue to pay the monthly tuition if they wish to retain the child’s space. Broadoaks is not licensed for children who are not potty trained. Children who are not reliably potty trained require additional teacher time for changing soiled pants. We do not have enough teachers to “person” the program when someone has to clean a child repeatedly. Further, Broadoaks does not have the necessary facilities and equipment for sanitary care of children who are not toilet trained.

In concert with California's kindergarten-entry guidelines, children must be at least five years of age by September 1 of their kindergarten year.

Broadoaks does not allow children to "skip" grades. Broadoaks teachers are well prepared to meet the needs of all children in the class, including those who are academically advanced. In our view, childhood is a journey, not a race. Childhood cannot be repeated or replicated later in life or fully experienced once the childhood years have passed. Childhood's experiences last a lifetime, so there is no benefit to rushing through them. School policy does not permit students who do not meet grade level expectations to repeat grades at Broadoaks.

Broadoaks typically has a long waiting list. Names are placed on the waiting list only after receipt of the completed application form and required application fee.

In compliance with State law, children are admitted only if their needs can be met by the program and if their admission will in no way impede the ability of the program to meet the needs of other enrolled children. Teachers and administrators share the view that students with special needs contribute a great deal to our community; Broadoaks accepts students with special needs if, in our professional judgment, the school is prepared to meet the needs of these students. We cannot in good conscience accept students with special needs if, in our professional judgment, other programs are better equipped to provide more appropriate services or if we have no expertise in dealing with a particular need.

Pre-admission interviews and/or assessments may be required; however, there are no admissions tests.

Tours and consultations are available throughout the year by appointment. The schedule of monthly school tours appears on the Broadoaks website.

The directors, in conjunction with the instructional staff, makes final decisions about the placement of children in the program and makes final decisions about changing a child's classroom or group.

A physician's report and health history form including immunization record must be completed BEFORE the child's first day as a new enrollee and first day of school each year at the preschool level.

All required forms and releases must be completed in accordance with published deadlines each year. The child's space in the program may be relinquished if their file is not up-to-date.

Broadoaks rarely expels, suspends, or otherwise discontinues services to children and families. However, if at any time, the behavior of any child or family member becomes detrimental to the health and safety of self or others, and/or presents a continuing problem affecting programs and services, the child may be dismissed from the program at the sole discretion of the school. Broadoaks sometimes requires a family to seek outside assistance from a physician and/or psychologist, tutor, occupational therapist, private aide, for example, as a condition of continuing enrollment.

The contract between parent(s) and the school constitutes agreement by the parent(s) to (1) be punctual in bringing the child to school and in picking them up at dismissal time; (2) follow all school rules, policies, and procedures; and (3) support the school by volunteering and participating in school activities and events.

Parents will be billed for the contracted time whether the child is present or not. Contracts are for the entire program year. Monthly payments are available as a courtesy for parents and are not a monthly service agreement.

Parents will be expected to participate in the program by volunteering, attending parent meetings, and participating in school events, including fundraisers in a manner that both contributes to the school's success and is convenient and meaningful to the parent. Parents must sign a participation agreement at the time of the child's acceptance into the program.

REGISTRATION FEES AND TUITION DEPOSITS

A non-refundable application fee must be paid at the time of initial application. No one can be accepted for admission or placed on the waiting list until the completed application and fee have been received.

A non-refundable tuition deposit must be paid at the time of acceptance in order to hold the child's space in the program.

PAYMENT OF TUITION AND FEES

Broadoaks makes every effort to be fiscally responsible, both to the College and the families we serve. Therefore, we require parental cooperation with all policies related to the payment of fees and tuition.

Parents must make all payments promptly so that Broadoaks can avoid costly and time-consuming phone calls and reminder notices. Please make all payments by check or money order to "Broadoaks School" and include the child's name on the note line. **A PROCESSING FEE WILL BE CHARGED FOR ALL RETURNED CHECKS.** If more than one check is returned, tuition must be paid by money order or cashiers check. Under no circumstances is cash accepted for tuition or fees. A credit card option is available.

Tuition and fees are distributed annually.

Tuition agreements (contract for service) are signed at the time of enrollment and are considered binding on both the school and the parents for the term indicated on the agreement.

The contract is for the entire program year. Monthly payments, spread over twelve months beginning in June, are arranged as a courtesy to parents.

Parents who pay in full each year receive a discount. For parents choosing the monthly payment option, the first tuition payment for the school year is due on June 1. Credit cards are automatically billed on the first of each month.

Financial information is generally shared equally with both parents, regardless of whether they live in the same home or contribute equally to tuition and other school-related payments. In some cases, financial information will be shared with persons other than the child's parents, such as a grandparent or step parent who signs the contract for services and/or regularly accepts responsibility for paying tuition and other school fees. However, information about the child's behavior and performance at school can only be shared with persons other than parents with written parent permission. This applies to persons other than parents who pay the child's tuition.

Withdrawal During the Contracted Period: If a parent wishes to withdraw the child from school and be released from the remaining portion of their annual contract, the parent must complete an Intention to Withdraw form and provide the school with a *minimum* 30-day notice. Regular tuition must be paid through the 30-day period whether the child is in attendance or not. Non-refundable application fees and non-refundable tuition deposits will *not* be applied toward payments due during the 30-day notice period or any other payments due to the school. The tuition deposit was to ensure that the child would have a space for the entire school year and the school lived up to that obligation. Records will be forwarded to another school upon the parent's written request and upon payment in full of any and all amounts due the school.

ENROLLMENT CONTRACTS

Parents of currently enrolled students and their siblings receive enrollment priority during the specified period each year as long as all contractual agreements have been met and accounts are current.

Enrollment is for the entire year (regular school program from August to May *or* regular school year program plus summer program). Preschool children may attend five days per week, three days per week (M-W-F), or two days per week (T-Th). Different combinations to accommodate parents' work schedules are NOT available. Kindergarten through 8th-grade students attend their "regular" school programs five days per week; but they may attend after-school and surround care programs one to five days per week, depending upon space availability at the time the contract for services is developed. A summer program is offered for students from preschool through 9th grade.

Contracts and Tuition Payments: The Contract for Services is a legally binding agreement between parents and the school for the period indicated on the contract. By offering the contract, the school agrees to provide space and

services for the child for the rate indicated. By signing the contract, parents agree to (1) bring the child to school regularly and on time; (2) support the child's learning and academic progress at home, including reading regularly with the child and promoting the child's best performance on homework; (3) abide by all school policies and procedures, including those set forth in this handbook, as well as in other school documents and other communication between the school and the parents; (4) submit required forms and documents by the due date; (5) maintain a current account, (6) maintain accurate and up-to-date information in the school files, including address and phone numbers, and (7) support the school as a volunteer and through participation in school activities and events, including fundraisers. All payments for the school year are due on the date indicated in the application and enrollment materials, including the June and July tuition payments, whether or not the child is enrolled in summer school. Failure to make payments by the due date may result in release of the space or the child's dismissal from school, but parents remain obligated to pay all past due amounts. The signature of one parent, guardian, or authorized agent commits all persons with legal or fiduciary responsibility for the child to meet the terms of the contract.

Only families with current accounts will be allowed to re-enroll for the following year. Students will be allowed to participate in field trips only if their accounts are current. Eighth graders will be allowed to participate in graduation only if their accounts are paid in full. If an account falls into arrears, the child will not be allowed to continue in school.

All enrollment agreements are for the entire academic year or academic year plus summer, as indicated on the contract. The annual tuition (for the regular school year program year *or* the regular year plus summer school) is divided into twelve equal monthly installments. The first is due June 1 and the last is due May 1 of the following year. Tuition must be paid by check, credit card billing (MasterCard, Visa or Discover), or cashier's check or money order if so required by the school. Cash payments will not be accepted.

Discount for Advanced Payment in Full: A discount in the amount specified in enrollment materials will be applied for any annual tuition paid in full on or before June 15 (date is approximate). Tuition deposits, application fees, and other school fees are non-refundable. Tuition and fees are subject to change from year to year, as specified on enrollment materials.

July and August Payment: If a scheduled, non-refundable payment for the coming school year is not received by the due date in July or August, the child's space may be released without further notice from the school.

Tuition Due Dates: Tuition is due on the first day of the month or, in the case that the first falls on a weekend, on the first working day after the first of the month. A late fee will be applied if tuition is not received by 5:00 p.m. on the 5th of each month. We request that parents submit their payments on the first of the month.

Delinquent Accounts: Delinquent accounts are immediately turned over to the college collection agency. We request that all families make a concerted effort to pay by the first of the month. If you are unable to pay your monthly tuition on time due to an extenuating circumstance, please contact the front office team for assistance.

Late Fees: Parents must be on time for pick-up. Accounts will be billed accordingly for late pick-ups. The current charge is listed on the annual update of the Tuition Rate Sheet. There is no grace period at the end of your child's scheduled day.

If a parent is more than one hour late or whenever there is inadequate staff coverage for children who have not been picked up on time, state regulations require that the school call the police or other child protective agency. Teachers may NOT take the children home with them or deliver children to the home of a friend or relative.

Parent Responsibility: Parents are responsible for following all agreements on the Contract for Services, including the agreement to follow all school policies and procedure.

Additional information: Further information about tuition rates, contracts, late fees, change in contract fees, and notice of withdrawal can be found in the school's application materials and enrollment packet and on the Contract for Services.

CHAPTER 4

POLICIES AND PROCEDURES FOR DROP-OFF AND PICK-UP TIMES AND GUIDELINES FOR POSITIVE SEPARATIONS AND REUNIONS

Before School Starts

Avoid over-talking the new school experience, whether it is the child's first time away from parents in a group setting or the move from preschool to kindergarten or from third grade to upper elementary or from elementary to middle school. Remember, your child is ready for these next steps, just as s/he was ready to learn to walk and to sleep in a big bed. Yes, the experience will be new and different; but when you are a child, life is by definition, full of new and different experiences. Sometimes parents inadvertently create anxiety in children when they talk up the new experience too much.

With young children, simply present the experience matter-of-factly not too far in advance, saying something like, "Next week it will be your turn to go to Broadoaks." If the child protests and says s/he will not go, again respond very matter-of-factly, saying something like, "Well it is your turn to go and I am sure you will be ready."

Buying new school clothes, backpacks, and nap supplies can be part of the fun in getting ready for the new experience; but, here again, all of this can backfire if parents place too much importance on these preparations. Again, we recommend handling preparations matter-of-factly, expressing positive attitudes and expectations about the upcoming experience, but not overdoing it.

Broadoaks hosts an Open House for preschool children and their families prior to the start of each new school year. This provides children with an opportunity to meet their teachers and to see the classroom setting. At the Open House, families typically receive a photograph of the teachers so parents can put them on the refrigerator at home to help the child learn the teachers' names and to feel confident that these are not "strangers."

With older children, especially those transferring from other schools, we also recommend a matter-of-fact approach. While hearing what children have to say about a new school can be helpful, we encourage parents to let the child know that the ultimate decision about where s/he will attend school is the parents', not the child's.

All Broadoaks teachers have a strong background in child development and receive professional development training in helping children adjust to a new grade level or, in the case of transfer students, to the new school.

Starting a New School Year: Helping Younger Children Feel Comfortable When Parents Leave

Through its policies and interactions with parents, Broadoaks endeavors to respect the diverse values, life styles, and preferences of our families, while, at the same time, building upon shared goals and beliefs to create a community of adults committed to the health, safety, and educational wellbeing of children at Broadoaks and in the world beyond.

Drop-off Policies and Procedures: Parents receive drop-off and pick-up policies and procedures for all grades before the start of each new school year and summer program.

Parents are expected to follow all drop-off and pick-up policies and procedures. These policies and procedures are in compliance with state regulations and have been developed to promote safety, as well as optimal circumstances for the separations and reunions that are inherently part of morning and afternoon logistics.

Any adult who arrives with the child at drop-off time will be viewed as having the parent's permission to transport the child to school. All persons who drop-off children must follow all school policies and procedures relating to drop-off.

Teachers greet children and parents when they arrive in the morning, but they are already "on duty" so they are not available for extended conversations or discussions. We request that parents email the teacher and director a brief note to explain any unusual circumstance that may significantly affect the child's mood or behavior at school.

Drop-off Times with Young Children: At the beginning of the year, parents of young children should demonstrate their confidence in the child and the school by saying "good-bye" to the child only once, with one hug and one

kiss, and by leaving quickly, even if the child is crying. Broadoaks teachers have strong backgrounds in child development and receive training on how to help children who are sad or angry when their parents drop them off in the morning. Prolonged leave-taking and displays of emotion by the parent usually result in a more difficult adjustment period for the child. When parents leave and return, they make it confusing for their child.

At the start of the new school year, parents of young children must become familiar with and follow all school policies and procedures as explained during Parent Orientation and in school documents, including this handbook. When arriving in the preschool for drop-off, parents are expected to follow state regulations for signing in, as well as the established morning routine.

All children must be healthy in order to be accepted for the school day.

Once the teacher has acknowledged the child's arrival and welcomed him/her for the day, we recommend that the parent say something like, "I will be back for you _____" (state the time in terms your child will understand, such as "after you eat lunch," or "after the afternoon story time"-- the teachers can help you with wording). "Your teachers will take good care of you until I come back for you. Have a good time. Good-bye." After one hug and one kiss, the parent should leave, even if the child is crying.

Once the parent has left, teachers will help the child cope with the sadness and/or anger. Early in the program year, teachers usually comfort crying children with attention, help them verbalize their feelings, and reassure them that the parent will return at the specified time. They use the family picture to comfort the child.

Once the initial adjustment period has passed, teachers use different strategies for helping children who are distressed when parents leave. These strategies will be discussed with parents individually because they differ from child to child, depending upon the teachers' assessment of the situation.

In general, it is best for parents to leave their children quickly during the first few weeks of adjustment. We have found that children watch the parking lot for a glimpse of their parent and frequently begin crying all over again when they spot them leaving. Therefore, waiting around inside the school may only lengthen the child's period of discomfort. Parents may call the school office at any time to inquire about the child.

In most cases, children stop crying once the parent has left the vicinity.

If children continue to report that they are distressed at school ("I cried and cried all day...") and this is not the case, teachers typically provide parents with photographs of the child throughout the day. This provides an opportunity for parents to look at the photos with the child and talk about what they were doing.

Parents who bring non-enrolled siblings and other children on school property must keep these children near them and under their complete control and supervision. The school accepts no responsibility for children who are not enrolled in the program.

Drop-off Time with Older Students: The school distributes information about drop-off policies and procedures for all grades prior to the start of each school year and summer program. It is crucial for parents to follow these policies, which have been developed to promote safety and school security during arrival times when parking lots and adjacent streets tend to be very busy and to promote positive morning routines for students of all ages.

Arriving at School in Good Health, Rested and On Time:

It is crucial for children of all ages to arrive at school in good health, on time, well fed, and rested. This sets the stage for a good day, while arriving tired, late, and hungry may set the stage for an unhappy school day. Parents sometimes believe that late arrival does not really matter in preschool or kindergarten. However, we stress the need for getting children to school on time for these important reasons: (1) children tend to have a more successful day when they arrive on time, (2) on-time arrival helps children move easily into the academic and social "flow" of the classroom, and (3) on-time arrival represents the family's value of school and respect for the time teachers have put into planning activities from the start of the day until the end.

Safety and Positive Attitudes in the Neighborhood and the Parking Lots:

Like most other schools in the area, Broadoaks does not have an over-abundance of parking spaces. We must share the lots with college students and faculty, who tend to arrive and leave at the same times as Broadoaks children do, creating traffic along Philadelphia Avenue and Olive Drive and making parking difficult in the lots.

While approaching the school and in the parking lots, parents must follow all posted signs, teacher or staff instructions, Campus Safety officer requests, and other directions as indicated by cones or markings on the pavement. Parents may park in spaces as designated in the instructions provided by the school. Parents must comply with city and College signs posted along the roadways, driveways, and streets. Failure to follow parking lot safety and parking guidelines can result in a ticket from Campus Safety.

Parents are required to hold young children's hands in the parking lots and directly supervise older children. Thereafter, children must be immediately beside their parents in the parking lots and under the parent's immediate and direct supervision at all times.

Parents must park only in designated spaces and should use extreme caution when pulling into parking spaces, pulling out of parking spaces, and driving through the parking lots and adjacent sidewalks and streets. Children are small and often not visible in the rear-view mirror.

Parents may not leave any child under 12 years of age unattended in a car under any circumstances. This is considered child endangerment and will result in a report to the police and/or Child Protective Services.

Parents must turn off the engine before exiting the car. Under no circumstances may a parent leave a motor running in an unoccupied car in a Broadoaks lot.

Broadoaks and the College work very hard to maintain positive relationships with our neighbors along Olive Drive and Philadelphia Avenue. We ask parents to drive slowly and safely in the neighborhoods, being especially alert for children. We also urge parents to come to a full and complete stop before leaving the lots and entering the adjacent streets.

Parents who need to head South on Painter after leaving the Olive Drive lot, should turn left at the entrance to the Shannon Center parking lot, proceed slowly along the driveway, turn right onto Philadelphia to make a safe left turn onto Painter at the light.

When Children Complain about School

At some point during every school year, nearly all children at all grade levels complain about school. Complaints run the gamut from "it's so boring" and "I just don't want to go today" to "nobody likes me" or "the teacher is mean to me."

A parent's first responsibility is to make sure that the child is in a safe, constructive, and developmentally appropriate learning environment. Getting to know the teachers and discussing questions and concerns with teachers and/or program directors usually accomplishes this. Once the parent feels assured that the child is, indeed, safe and attending a school with goals and teaching methods consistent with the family's views, then the parent's job is to put the child's complaints into developmental and behavioral perspective.

Research consistently identifies regular school attendance as a key factor in academic success. Therefore, from the earliest school years parents should calmly and consistently insist on regular and prompt attendance unless the child is ill.

In about second or third grade, many children -- even those who appear to love school when they are there -- begin to complain to parents, sometimes bitterly, about the teacher's instructional methods. From a developmental perspective, this is a normal way of resisting "outside" adult authority and forging wedges between the two sets of adults who have the most control over the child's life -- parents and teachers. We suggest that parents encourage the child to discuss problems and concerns directly with the teacher whenever possible. Our purpose is to encourage children to take responsibility for their education and to solve their own school-related problems, as well as to minimize the time families spend addressing age-typical efforts to gain attention and control by complaining about school.

Meeting challenges -- academic and social -- is part of a full and rich childhood. Learning that they have inner strength and resources provides children with an experiential foundation for meeting the more difficult challenges of adolescence and adulthood. Therefore, we encourage parents to treat children's complaints about school and their peers matter-of-factly, insisting whenever possible that they take care of problems themselves.

Pick-up Policies and Procedures: Policies and procedures for pick-up at the end of the child's contracted time are provided to parents before the start of each school year and summer program.

For safety and school security, as well as to promote positive attitudes and behaviors at pick-up time, parents must follow all policies, procedures, and guidelines for pick-up.

Preschool parents must report to the designated location, wait until a teacher acknowledges them, and then pick up the child. In accordance with state laws, preschool parents must sign the child out prior to leaving with them. Parents should avoid returning to the classroom once they have left. Parents are requested to leave the school grounds as soon as possible after dismissal.

The school accepts no responsibility for children once they have been picked up. Children must be within the parent's immediate vicinity, in full view at all times after pick-up. After dismissal, children may *not* play in school areas. We recommend going to a local park.

Broadoaks has no authority to deny access to any parent or legal guardian unless that person is incapacitated. The child will be released to whichever parent arrives at school first.

Children will be released only to persons whom the teachers can verify as listed by the parent on the Authorized Pick-up list. Parents should inform everyone on the Authorized List about the need to bring photo identification with them. Teachers will ask to see identification for anyone they do not know, sometimes even including parents at the beginning of the year. In the event that a teacher from another grade is substituting in another classroom, parents and others who report for pick-up should expect to present their identification if asked to do so.

Persons listed on the Authorized Pick-up List and the Emergency Pick-up List must be at least 18 years of age, unless the parent specifically requests in writing that the school release to a person younger than 18. In no case will the school release to a person younger than 16. Drivers who transport children must be fully licensed to do so.

Parents must follow state laws about securing their children in child safety seats and seat belts.

On rare occasions, children strongly express unwillingness to leave with a person on the Authorized Pick-up List. In such cases, teachers intervene as they deem appropriate.

In the absence of a restraining order, the school will release to any parent or legal guardian at any time of day. If official copies of restraining orders are on file at the school, teachers, school administrators, and the College Campus Safety are notified. Teachers and school administrators report the presence of any person known to be under a restraining order. In cases of divorce and shared custody, the school releases to whichever parent arrives for pick-up. We do not become involved in keeping track of "whose day it is" in custody situations.

We request that parents list persons on the Emergency Pick-up List according to which ones will be likely to arrive at school most quickly if the child becomes ill or injured at school and the parent cannot be reached.

In the event that any person arrives for pick-up in a condition that seems unfit to care for the child, Campus Safety officers will be called.

Parents may change the pick-up list in person in the school office at any time.

It is the parent's responsibility to be sure all contact information on the pick-up lists is current and accurate.

In cases of major emergencies or disasters, such as an earthquake, the director or designee, typically in collaboration with Whittier College and/or Whittier City safety departments, will determine the safest course of action for dismissing children. In extreme cases where life and safety are in jeopardy, children may be released to people who are not listed on an individual child's pick-up list, but whom school authorities know.

Children who become ill at school are immediately isolated from other children. Parents must arrange for pick-up within 15 minutes because the school does not have provisions for sick child care. Parents will be charged the amounts indicated on the annual rate sheet for children who are not picked up within 15 minutes.

Fees for late pick-up are indicated on enrollment materials. It is especially important that parents arrive for pick-up on time.

Walking Permission: Depending on a variety of circumstances, the school may decide to allow students in 6th grade and higher to walk to and from school. Policies and procedures for permission to walk to and from school are distributed at the beginning of each school year. The school may cancel this option at any time for a particular child or for the school as a whole, as might be the case, for instance, if major road work were to begin along a primary transportation corridor.

Foul Weather Clothing, Drop-off, and Pick-up Procedures:

When rainy or stormy weather is predicted, children should bring appropriate rainwear, clearly labeled with their names. In the event of unexpected rain, the staff will make every effort to keep children dry. In some cases, children may be in a different building or classroom at pick-up time on a rainy day. Signs will be posted to direct parents to the temporary pick-up location.

In extreme weather conditions, entrances to Broadoaks classrooms and parking lots sometimes flood. These circumstances place significant additional demands upon staff to assure safety and smooth transitions. We ask parental cooperation in meeting special challenges caused by severe weather conditions.

Parents are expected to pick up their children on time on rainy days. Late pick-up will result in the usual late charges. Therefore, parents are encouraged to allow additional travel time so they can pick the child up at the expected time.

Supervision of Children and Appropriate Interactions with Them during Drop-off and Pick-up Times:

At the beginning of the day, parents are responsible for their own children until a teacher accepts them by name. At the end of the day, parents are responsible for their own children as soon as the teacher dismisses them to the parent or person on the Authorized Pick-up or Emergency Pick-up lists. Broadoaks can accept no responsibility for children's safety and wellbeing when a parent or other authorized adult is supervising them. However, Broadoaks teachers will assist parents whenever possible if they are requested to do so. For example, parents sometimes signal a teacher for assistance if a preschooler does not want to leave at the end of the day or refuses to wear a seat belt.

On rare occasions teachers have observed a child inadequately supervised, spanked, yelled at, or otherwise mistreated at drop-off or pick-up times, sometimes by a person other than the parent, such as a grandparent or a nanny. Teachers and school administrators will use their discretion about how to handle the situation. They may intervene, report to a parent, or notify authorities, depending on the severity of the mistreatment.

Broadoaks teachers and administrators are mandated to report any case of child abuse, neglect or endangerment. We take this legal and moral obligation seriously.

Safety and Security at Drop-off and Pick-up Times:

Safety and security are of utmost importance at Broadoaks. Teachers, staff, parents, and children themselves share responsibility for ensuring the safety and wellbeing of everyone at the school during drop-off and pick-up times. Common courtesy goes a long way toward creating positive experiences in potentially challenging situations at the beginning and end of a busy school day.

Unscheduled School Closing:

In rare cases, Broadoaks must make unscheduled closures for the entire school or particular classrooms. In case of earthquake or other major emergency in the area, if possible we will send an email and/or create a voice message on the school phone to inform parents about school closure.

CHAPTER 5

ATTIRE AND ITEMS BROUGHT TO SCHOOL

DRESS CODE

The purposes of Broadoaks' dress code are to (1) maintain an environment that demonstrates respect for the school environment, for others, and for oneself; and (2) ensure students' safety and comfort as they work, play, and exercise.

CLOTHING POLICY: ALL GRADE LEVELS

Clothing must:

- Be appropriate for the weather, outdoor play, and messy activities
- Be sufficiently modest for active children as they climb, play, and sit on the floor
- Cover all undergarments, including bra straps and boxer shorts or briefs

Broadoaks does **not** allow:

- baggy pants or jeans with "fashionable" holes or tatters (*jeans must have a hem at the bottom and may not have holes in the fabric*)
- short shorts and short skirts (*the bottom edge of shorts and skirts must fall at least as low as the fingertips*)
- spaghetti strap, strapless, backless, low-cut, or racer-back tops
- spaghetti strap, strapless or backless dresses (*spaghetti straps are okay for preschool and kindergarten sundresses only*)
- inappropriate slogans and insignias
- footwear that is unsafe for outdoor play and physical education (*this includes platform soles, wedge heels, and built-in platforms*)
- hats, hoods, and visors inside the classroom

Parents must provide appropriate rainy-day clothing, including umbrellas.

LONG DRESSES: Preschool – 2nd graders may **not** wear maxi skirts or dresses because they increase the risk of tripping during active play. The school discourages maxi skirts and dresses for older students as well because they interfere with active play. Students in all grades may not wear maxi skirts or dresses on scheduled P.E. days.

SHOE POLICY: ALL GRADES Children's shoes must be safe and comfortable for active play indoors and out. Rubber-soled, closed-toed shoes are most appropriate. Flip flops, "thongs," all types of backless shoes, wooden clogs, dressy shoes with slippery soles, high heels, platform soles, and wedge heels are PROHIBITED. For some special activities the school may require specific types of footwear. *We strictly enforce school shoe policies for the sake of the children's safety and to facilitate safe and active play.*

SHOE POLICY: PRESCHOOL – KINDERGARTEN Shoes with Velcro closing are better than tie-ups, especially for children under five. Shoes may not have strings with charms, other jewelry, and/or small toys. Also PROHIBITED are fashion boots, rain boots, and "UGG" style boots (this is due to the lack of sole flexibility when the children are running/playing).

During warm weather, children may wear sandals if they are sturdy and substantial at the top front, have non-slip soles, and back straps. Sandals must have good, non-slip tread on the soles to enable children to run and climb safely. Children in preschool through 2nd grade must wear socks with open-toed sandals. (*This is to prevent injury when children play in areas covered by wood chips.*)

SHOE POLICY: 1st - 8th Grade Rain boots, fashion boots with a low heel and "UGG" style boots are allowed in the 1st – 8th grades as long as your child is able to safely and fully participate in all program activities. During the warm weather, children may wear sandals if they are sturdy, have non-slip soles, and back straps. Sandals must have good, non-slip tread on the soles to enable children to run safely.

P.E. SHOE POLICY: K – 8th Grade Athletic shoes appropriate for running and sports are **required** on P.E. days. Students without appropriate shoes will not be allowed to participate in P.E. class. This will affect P.E. grades.

Additional Information Regarding School Attire

Preschool and Kindergarten:

- Clothing should be selected to enhance young children’s independence. For example, elastic waistbands are often easier for younger children to handle than zippers and buttons. Overalls and tops with shoulder ties often prevent independence in the bathroom.
- Layered clothing is often appropriate for chilly mornings that are likely to be followed by hot afternoons. Whenever possible, children will be allowed to decide for themselves how much clothing they need for outdoor play. Only in unambiguous weather situations will teachers insist that children wear coats or raingear.
- All preschool children must have at least two clean changes of clothing at school at all times. It is recommended that full-day preschool children should have at least four complete changes of clothing at school at all times. Kindergarten children should keep two changes of clothing at school. All clothing must be clearly marked with the child’s name. Parents are responsible for maintaining extra clothing that fits the child and is appropriate to the season. We do not want children to feel self-conscious about what they are wearing if they have to change clothes at school. *Therefore, their extra clothes at school should (1) fit properly, (2) be appropriate for the season, and (3) include clothes the children like to wear.*
- If a child does not have extra clothing or shoes that fit and are appropriate for the weather, they will be changed into school clothing or shoes with the best fit available. Parents must wash and return the clothes or shoes to school on the child’s next school day. A charge will be added to the next statement if borrowed clothes or shoes are not returned.
- If children wet or soil their underwear, teachers will handle the situation calmly. Children will clean up and change into dry clothing as independently as possible. While the school recognizes that most preschoolers and many kindergarteners have occasional toileting accidents, the school must dismiss children who soil repeatedly because we are not licensed for children who are not reliably toilet trained.
- Preschool children are NOT permitted to wear necklaces, bracelets, rings, hoop or dangle earrings, or hair combs with small beads, flowers, or plastic parts. Also, parents are requested to check children’s pockets for small objects before they enter school. *(Preschool children frequently put small objects in their mouths and noses. These objects can be accidentally swallowed or inhaled by the child who wore these items to school or even by other children.)*
- Preschool children may NOT bring purses to school. *(This is a safety rule. Preschool children often store small objects and food in their purses. Also, purses often cause a distraction when brought into the classroom.)*
- Water/mud play, painting and gardening are regular parts of the curriculum. Teachers will decide whether a child’s clothes are wet or dirty enough to require a change.
- Preschool children may occasionally be allowed to go barefooted outside, especially to play in water or run in the sprinklers during very hot weather. Grounds will be checked for safety each morning. Parents who do not want their child to go barefooted outside under any conditions may discuss this policy with the program director.
- Preschool and Kindergarten children may NOT wear fake or press-on nails.

All Grade Levels:

- Parents should apply ample amounts of waterproof, child-safe sunscreen to children of all ages each

morning before school. *This is to prevent harmful effects of daily sun exposure.*

- Children at all grade levels play actively, so they frequently get dirty. They also participate in art and science activities that may result in washable clothing stains. Children should come to school dressed in comfortable, washable, and appropriate PLAY CLOTHES. *We do not want children to be concerned about getting their clothes dirty during work or play at school.*
- T-shirts, sweatshirts, and other attire should be comfortable and casual, but not “grungy.” Broadoaks discourages baggy pants, provocative logos, and attire typically associated with gang or drug cultures. To date, teachers and parents have decided against school uniforms for elementary and middle school, but the question may be re-examined at any time. *(We want to maintain a sense of respect and decorum at school. Attire is one way to achieve this.)*
- Natural hair coloring is expected for all children attending Broadoaks. Children with any non-natural hair color (i.e. green, purple, blue) will be sent home. Exceptions will be made only in cases where children are in plays or dance performances requiring temporary unusual hair coloring.
- Skirts should be long enough to permit students to sit cross-legged on the floor and remain modestly covered, and to play actively during recess times. However, skirts too long also pose safety risks and are prohibited. Tops and blouses must provide adequate coverage. Strapless, backless, and spaghetti strap tops are not permitted. Exposed midriffs are not permitted. If students wear low-riding pants, they must have a long blouse or shirt to cover them completely when they bend over or sit.
- Underwear is not an appropriate fashion statement in a school setting and may not show.
- Uncovered hip-hugging pants and belly-revealing tops are not permitted.
- Broadoaks recommends that parents guide their children in selecting clothes that reflect the family’s values and expectations. Children have a right to clothing that is comfortable and suitable, but they do not have a right to demand specific, expensive styles and/or name brands, especially when these fashions are associated with subcultures and/or with lifestyles of which the parents and the school do not approve.
- Students should not come to school in attire that is provocative or otherwise likely to cause distractions in the classroom.
- Pierced ears are permitted, but other body piercings are not. The school prefers that piercings be limited to single, small earrings in each ear. If children have tattoos or other body piercings, clothing must cover these.
- Nails must be trimmed neatly, allowing students to fully participate in all school activities.
- If accessories (i.e. headbands, necklaces, bracelets, etc.) become a distraction, teachers may confiscate accessories and require a parent to come to school to reclaim the accessories. Students may lose the privilege to wear accessories to school if they continue to be a distraction.
- Minimal makeup is ONLY allowed in the 6th through 8th grades. If makeup is worn, it must be subtle and neutral. ONLY lip gloss, powder, mascara, and/or blush are allowed.

Broadoaks promotes the same dress-code standards among staff and college students who work at the school. College student workers are told at the beginning of the semester that they will be dismissed from classroom duties if they do not conform to dress standards.

STUDENTS WHO COME TO SCHOOL IN ATTIRE THAT IS INCONSISTENT WITH THE DRESS CODE WILL BE REQUIRED TO WEAR SCHOOL-ISSUED CLOTHING, WHICH THEY MUST TAKE HOME AT THE END OF THE DAY, WASH, AND RETURN TO THE SCHOOL THE NEXT DAY. A CHARGE WILL BE ADDED TO THE NEXT STATEMENT IF BORROWED CLOTHES ARE NOT RETURNED.

Policy on Tattoos and Piercings: The only piercings that Broadoaks allows as part of its dress code are for earrings. The school prefers that piercings be limited to single, small earrings in each ear. Permanent tattoos are considered inappropriate and should be covered at school.

ATTIRE FOR PLAYING OUTSIDE

Children can and should play outside on any day when it is not pouring rain, excessively hot, windy, or smoggy enough for a first-stage alert. Since California mornings are often quite cool in comparison to later hours, parents should dress children in easy-to-remove layers.

On inclement days, the instructional staff may take children onto the porches or patios or into the garage at Children's House. On questionable days, the program director will decide whether children may go outdoors.

It is NOT appropriate for parents to request that a child be kept indoors because they are showing early signs of an illness or recovering from a recent illness. Children who cannot fully participate in all aspects of the school program should be kept at home until they are well.

BRINGING DANGEROUS ITEMS TO SCHOOL

Broadoaks students are not permitted to bring any item that may injure or unduly frighten other members of the school community. Such items include guns, knives, firecrackers, sling shots, as well as realistic toys that look like guns, knives, firecrackers, etc. We have a zero tolerance policy about such items. Students will be dismissed from school for bringing such items whether they are real or realistic appearing toys. The purpose of this policy is to maintain a safe, secure environment for all children, staff, and families and to promote the school's philosophy of peaceful resolution of conflict.

CHAPTER 6

ADDITIONAL PROGRAM INFORMATION FOR PRESCHOOL

PRESCHOOL NAPTIME

Naptime is an important time for younger children in the full-day program. Naptime runs from approximately 12:50 p.m. until about 2:30 p.m. and is supervised by members of the Broadoaks faculty.

After lunch children are encouraged to make the transition to their cots by themselves. Although we generally leave toileting decisions up to children, children are reminded to use the restroom prior to napping.

Preschoolers may bring a single “comfort item” to school for naptime. Comfort items are usually small stuffed toys or dolls. Toy cars and coloring books are NOT considered comfort items and may NOT be brought to school.

The school does not accept responsibility for loss or damage to any item the child brings to school.

Children are NOT required to sleep or to close their eyes at naptime. They may rest or sleep, but they may NOT disturb other children.

Teachers try to spend time with each child. Any child who is not asleep after approximately 30 minutes is given a peaceful activity.

Children who stay for nap must have all items required for naptime. Specific information about nap supplies is provided in enrollment materials and at Parent Orientation.

Parents are responsible for laundering all of the child’s nap items on the required schedule. It is important for parents to remember to bring clean nap supplies as required. If a child is present for nap without the required nap items, a school set will be provided for a fee. This fee is necessary because State law requires us to launder the school’s extra sets of bedding each time a child uses it.

Nap policies are designed to help children feel secure and to give the instructional staff the greatest amount of time for attending to the needs of the children.

SHARING

Broadoaks values communication, cooperation, and a sense of community within classrooms and throughout the school. However, the ability to share develops over time. Therefore, teachers have differing expectations for children at different ages and stages of development. Teachers also recognize that children who usually share their materials may occasionally find it difficult to share a particular item. In general, teachers encourage very young children to express their feelings when another child wants to “share” -- which usually means the second child wants to take something from the first child. In such a case, the teacher would encourage both children to express their wishes and desires, but the teacher would not force the first child to “share.”

As children grow older and have more experience in the school setting, teachers are firmer with children about the need to share.

TOY WEAPONS

Children may NOT bring toy guns, other toy weapons, or other toys that regularly inspire aggressive play.

Parent cooperation on these policies will be greatly appreciated. Since young children’s capacities for sharing are somewhat limited, toys brought from home often lead to conflict and may diminish the child’s participation in the planned curriculum. Please tell your child to leave all toys (other than a single “comfort item” for nap) at home or in the car because this is the school rule. Please do not allow the child to bring the toy into the school and ask the teacher to explain the rule, since this distracts the teacher from other important duties as children are making the transition from home to school at the start of the school day.

CHAPTER 7

SCHOOL SAFETY AND SECURITY

The safety and security of our children, faculty and staff, parents, and members of the college community are of paramount importance at Broadoaks. Our definition of safety and security includes both the physical and the psychological environment from the moment we open each morning until the moment we close at night.

As one of the school's highest priorities, maintaining safety and security must be a concerted and constant responsibility shared by all members of the Broadoaks faculty and staff, Broadoaks parents, and the children themselves in accordance with their age and stage of development.

Along with the proximity and helpfulness of the Whittier College Campus Safety Department, Broadoaks' well educated, well informed, well trained, and highly experienced faculty and staff are the most important element in maintaining safety and security at the school. Broadoaks faculty and staff are charged with carefully and consistently following all policies and procedures relating to safety and security, including the following responsibilities, among others:

- Daily safety checks of the grounds and the classrooms
- Immediate reporting of any safety hazards to the appropriate person or office
- Immediate reporting of any security concerns to the appropriate person or office
- Remaining current with all safety and security related information about children in each class, including information about authorized pick-ups, restraining orders, custody conflicts, allergies and health conditions
- Taking the emergency binder whenever the class leaves the classroom and its immediate surrounding area
- Supporting parents' efforts to maintain safety and security during drop-off and pick-up times by assisting with drop off and pick up
- Documenting all injuries and accidents to children, staff, parents, and members of the college Community
- Maintaining first aid and CPR certification as required by law
- Carefully checking the identification of all unfamiliar persons who present themselves for pick-up
- Carefully following guidelines for reporting suspected abuse and neglect

Teacher:student ratios are our most important safety and security measure at Broadoaks. Coupled with our staff's exceptional level of education, training, and experience, these ratios enable us to provide high levels of supervision and support for children in our care. Broadoaks teachers are exceptionally well prepared for all aspects of their work, including ensuring safety and security. The school's preschool ratios meet or exceed all Title 22 mandates.

Teachers staff all parts of the school day, including before- and after-school care, recess, lunch, and pass time. All teachers participate annually in a professional development program, as well as regular faculty and staff meetings. These meetings provide a forum for discussions of safety and security.

However advantageous ratios are in terms of number, they are actually only as good as the supervision that accompanies them. Maintaining accurate head counts is among the most important and fundamental of all safety procedures at any school. Therefore, we impress upon parents the importance of following drop-off and pick-up procedures carefully to help teachers maintain accurate head counts.

Parents are responsible for:

- Careful supervision of their own children and other children in their care whenever they are on the school grounds
- Using extreme caution in the parking lots, adjacent areas, and neighboring streets during drop-off and pick-up times

- Parking only in designated visitor spaces
- Following current drop-off and pick-up guidelines
- Reporting any unusual or suspicious persons or activities, and/or potential health/safety hazards to the teacher or a school administrator
- Keeping children at home whenever they are ill and carefully following school rules about notification and the length of time required for a child's return to school after an illness
- Respecting school rules and the authority of teachers and school administrators in all matters relating to the wellbeing, health, and safety of all persons at the school
- Following all guidelines and procedures for drop-off and pick-up, including signing in and out, as required for parents of preschoolers
- Following changes in school policies and procedures as they are announced through the Parent Handbook, notes home, posted signs, the school newsletter, the website, or other means

Positive home-school communications are a particularly important aspect of creating and sustaining healthy partnerships between parents and teachers which, in turn, play an important role in creating and sustaining home and school environments that promote children's learning and overall wellbeing. Therefore, we request that parents speak directly with the teacher or a school administrator if they have a suggestion, a question, or a concern.

GUIDELINES FOR DEALING WITH DANGEROUS AND POTENTIALLY DANGEROUS SITUATIONS

The Broadoaks administrative team developed these policies, procedures, and guidelines with input from the Director's Advisory chairs, parent leaders, college risk-management officials, and the college attorney. They are reviewed annually and may change without notice if circumstances warrant. Teachers will be notified of all changes.

NOTE: We do not publish all details of these policies and procedures. For safety's sake, it is best if the details of our approach are not widely known.

Major Goals: Within the limits of our faculty and staff's training and capacities and in compliance with the relevant laws as we understand them, the school's goals are to:

1. Keep everyone safe during the situation and in its immediate aftermath.
2. After an incident, thoroughly analyze the situation to determine reasonable and effective preventative measures for the future.
3. Maintain a physically, socially, psychologically and emotionally safe environment for children, their families, and Whittier College community.
4. Communicate in a timely fashion with all appropriate college and/or community officials.

Steps for handling dangerous and potentially dangerous situations:

1. Teachers and other staff members will protect children, staff, and visitors from imminent danger or possible danger to the best of their ability. A teacher is not required to put their own life in danger to protect others, but every means necessary short of endangering one's own life must be employed.
2. Call Campus Safety and other appropriate authorities, following guidelines explained each year.
3. Resolve immediate situation. Notify school administrators if they are not already aware.
4. Inform college administration as needed.
5. In consultation with all relevant college and/or community officials, review situation to determine effective preventative measures. Even a situation that seemed dangerous and turned out not to be can provide opportunities to review safety procedures and standards

6. Meet with parent leaders as indicated by the situation.
7. Inform children and parents as indicated, based on these considerations, among others:
 - a. Was the danger real?
 - b. Do children already know about the situation? If so, are they anxious or concerned? What is the best way to help them continue to feel safe and secure at school?
 - c. If the danger was real, the directors, in consultation with Campus Safety, the Administrative Team, college officials, and/or parent leaders will determine how/when to inform parents and the college community, in compliance with law and with the best interests of the children being the paramount concerns.

EX: When there is police action nearby or circling helicopters, Campus Safety tries to inform Broadoaks or Broadoaks can contact Campus Safety for information. Administrators determine whether a lock down is advisable (as it will typically be until we determine the nature of the incident and whether there is any danger). If the incident ends without any impact on the school, the lockdown becomes a practice. If there was any real danger to the students or staff or if children were widely aware of/concerned about the incident, the Administrative Leadership team will analyze the situation and use its best judgment about how to achieve the goals listed above.
8. All members of the staff are expected to report any suspicious person or activity immediately, following the specific, approved policies and procedures for school safety. For safety's sake, we treat these specific details as strictly confidential. For instance, we do not share our "danger" and "help" signals or the guidelines for our use of whistles with anyone who is not on staff.
9. The school will follow established guidelines for notifying parents of incidents that involve accident, injury, or security, with a view toward responding in ways that are reasonable, proportional to the event, and in compliance with the law. Faculty must follow all guidelines for maintaining confidentiality and family privacy.
10. School policy requires that teachers refer questions about school-wide safety and security to the school director or their designee.

CHAPTER 8

PARENT INVOLVEMENT HOME-SCHOOL RELATIONSHIPS AND COMMUNICATIONS

Parents as Volunteers and Supporters of the School: Parents are the child's first and most important teachers. Broadoaks values parent participation in the program. Research clearly shows the benefits to children, parents and the program of active parent involvement, so all parents will be requested to participate in ways that are meaningful and convenient to each family. In general, each family (parents, grandparents, aunts, uncles) is asked to donate during the regular school year at least 25 hours of their time. Depending on the year, these are a few of the ways that parents may become involved:

- * Volunteer in the classroom or school library
- * Contribute needed items for the classrooms and play yards
- * Attend parent meetings and parent conferences
- * Help with special projects, such as the children's garden or construction of classroom shelves
- * Actively participate in fundraisers
- * Participate in other school activities and events

Each year the school asks parents to turn in a form indicating the types of volunteer work they have done and how many hours they have contributed. We use this information to document parent support in various reports to the college. The information is also necessary for certain grant proposals.

Parents may also support the school by participating in the Broadoaks Parent Organization, to which all Broadoaks parents automatically belong. Such participation also counts toward parent volunteer hours.

Parents participate in school activities as volunteers at their own risk. Broadoaks accepts no responsibility for accidents and injuries sustained by parents during the course of their volunteer activities.

Open Door Policy for Parents: Broadoaks has a long-standing open door policy for parents. Parents are always welcome to visit the school and make announced or unannounced visits to the classrooms. In compliance with various state, insurance, and safety guidelines, parents who visit classrooms must register in the school office. In some cases staff members will accompany parents who visit.

Teachers are responsible for all aspects of curriculum and instruction, including decisions about when and how parent volunteers can be most helpful in the classroom. In general, we ask that parent volunteers play a support role, following lessons developed by teachers or assisting with a variety of non-instructional tasks, such as the preparation of materials. As a general rule, we ask that parents wait for several weeks into the school year before observing or volunteering in the classroom. The purposes of this guideline are to (1) help children develop a sense of ownership and belonging to their school/classroom, (2) give them experience succeeding in school without a parent present, (3) reduce the duration and depth of separation concerns among younger children and newly enrolled children, and (4) give teachers the opportunity to establish routines and a sense of community within the class.

We ask that all parents observing and volunteering in the classroom be respectful of differences in children's ways of being -- in the ways they learn, interact and behave. Just as teachers refrain from talking with parents about children other than their own, we request that all parents who volunteer or observe in the classroom refrain from discussing children other than their own.

Open Door Policies and Guidelines:

(1) Parents must notify the school in advance when a person other than the parent (grandparent, aunt, uncle, and neighbor) will visit the child at school, except on specified days when such visitors are expected.

(2) Persons other than the parent may receive information about the child only with a written two-way release of information form signed by the parents. For example, this means that teachers can only share detailed information with the grandmother about the child during a school visit or at pick-up *IF* the parents have signed a two-way release of information form.

- (3) Parents and other visitors may observe, take notes on, ask questions about, and photograph their own child only.
- (4) Parents are expected to respect other families by refraining from talking about the behavior or school performance of children other than their own.
- (5) Parents are welcome to visit their children at school at any time. Parents are welcome to volunteer in the classrooms at any time, with the exception that teachers may request that parents not be present in the classroom for specific reasons, such as:
- a. There are already many adults (parent volunteers, college students) in the classroom.
 - b. The child is new to the school and needs to become comfortable here and secure in the knowledge that his parents will come back for him. Having parents in the classroom before the new child is acclimated can interfere with the child's adjustment to school.
 - c. The parent interferes with his/her child's learning or that of others.
 - d. The parent interferes with the teacher's performance of his/her duties.
- (6) Parents and other visitors who violate the guidelines by taking notes on, photographing, or otherwise gathering data on children other than their own may be (a) reminded in writing of the policy and its purposes, and/or (b) required to arrange classroom visits in advance and/or (c) required to be supervised by a staff member during classroom visits, and/or (d) restricted from visiting the classroom for purposes other than dropping off or picking up their children. Explanation: Over many, many years, nearly all Broadoaks families have been respectful of the privacy of other families during their visits to the classrooms and during their volunteer times. This is meant as a reminder of the reasons for these policies.
- (7) Parents of enrolled children are welcome to come to school to have lunch with their children on an occasional basis.

Photographing and Videotaping Children at School: Parents and other family members are permitted to photograph and videotape children on the first day of school, as well as at important school functions, such as family picnics, spring events, performances, year-end events, and graduations. Photographing and videotaping should always be done openly, not surreptitiously with a hidden camera or cell phone so that children, teachers, parents, and others are likely to be aware that they are being photographed.

At times other than these, parents must request permission in writing if they wish to take photographs at school that include children other than their own.

In any case, we request that all parents treat all photographs and videotapes of staff members, parents, and children other than their own with the same respect they would like accorded to themselves. Photographs of staff members or other people's children must not be placed on the Internet or social networking spaces where others can see them and/or alter them. We request that parents refrain from posting photographs that are unflattering or might prove embarrassing to others.

Photographs of children taken by staff members and/or parents may be posted on the Broadoaks website.

The college public relations department and members of various news media also photograph Broadoaks children upon occasion.

Parents may request that their child not be photographed at school by checking the appropriate box on the student's enrollment form. It is not possible for the school to guarantee that no photographs or other images of the child will be taken after submission of the form; however, we do commit to doing our very best to respect this parental request.

Older students are also required to acknowledge their receipt of the school's technology policies and guidelines for the responsible use of images of members of the school community.

Broadoaks does its best to inform members of the school community about policies, procedures and waivers relating to photographic or video images. However, the school cannot guarantee that everyone will follow the school's policies and guidelines.

PARENT-TEACHER CONFERENCES AND OTHER COMMUNICATION

Parent-Teacher Conferences: Teachers and parents are on the same team: the child's team. Regular communication between parents and teachers is crucial. Arrival and dismissal times provide some opportunities for *quick and informal* exchange of positive information; but we try to avoid "talking over children's heads," coded messages, or exchange of negative or potentially embarrassing information during drop-off and pick-up. We ask parents to email teachers and directors a brief note whenever something has happened that may significantly affect the child's day.

Parent-teacher conferences are scheduled twice a year. Parents are expected to make necessary child care arrangements so they can attend conferences at these scheduled times. The school's policy is to hold only one parent-teacher conference for each child during the scheduled parent-teacher conferencing times. We encourage both parents to attend and also invite step-parents or grandparents living in the home. We do not schedule separate conferences for divorced parents because we think it benefits everyone involved (parents, teachers, children) when both parents hear the same information at the same time at the same conference. Teachers are not able to schedule parent-teacher conferences at other times to accommodate families who decide to take vacations on the days when school is closed for parent-teacher conferences. In rare cases and with prior written notice, parent participation in scheduled conferences may be a condition of continuing enrollment for the child.

Teachers typically send home questionnaires in advance to find out what parents are most interested in discussing. Then teachers spend considerable time developing a conference plan that will both address parent preferences and provide sufficient time for them to cover what they feel is most important. Therefore, parent-teacher conferences tend to be "all business," with little or no time for casual conversation.

School administrators attend several conferences during each two-day parent-teacher conferencing period. The participation of an administrator does not signal that there is a problem, but rather, that administrators want to remain in close touch with children and families. Participating in conferences is one way to accomplish this.

Although parent-teacher conferences are typically for adults only, teachers in upper elementary or middle school may occasionally elect to have children present.

Parents or teachers may request a conference in addition to the scheduled parent-teacher conferences if there is a concern. We ask that parents be realistic and respectful of teachers' time when requesting additional conferences.

Other Means of Home-School Communication: All whole-school communication from the school to parents is via "blast" email from Broadoaks School. Whole-class communications may come from Broadoaks School or teachers via email. Newsletters, announcements, flyers, policy changes, events, and meeting information will be sent via email primarily.

All Broadoaks parents must have a working email address on file at the school. Please make sure your server will accept email from Broadoaks School (broadoaks.school@whittier.edu).

The Broadoaks School email does not accept emails or replies. It is not monitored.

Parents are responsible for reading emails from the school and are responsible for following any policy and procedure changes communicated via email.

The school may also choose to distribute information as follows:

Schoolwide: Announcements and flyers are posted on the entrance gates and doors and in the school office. If individual hard copies are distributed they will be sent home with your child.

Preschool: Flyers and announcements are posted on indoor and outdoor gates and doors.

Elementary and Middle School: Flyers and announcements are posted on entrances and often on the doors or other announcement spaces for individual classrooms. Individual hard copies, when necessary, are distributed to the children, who are assigned to deliver the notices to their parents as part of their homework.

In the case of extremely important and/or time-sensitive material, teachers may distribute and require the signature of a parent or authorized pick-up person. Parents who routinely have babysitters, nannies, or

grandparents picking up the children should be especially vigilant about keeping up with school notices. There will be a charge for replacement of such items as priority enrollment and registration packets.

Parents are responsible for knowing and following all policies and procedures distributed through any of these methods.

Changes and Additions to School Policies and Procedures:

Parents are informed of changes in school policies and procedures throughout the year. The primary form of notification will be through email blasts.

All parents are responsible for knowing and complying with all school policies.

Communicating with Children and/or Teachers by Telephone during School Hours: Parents may call the school office at (562) 907-4250 during school hours. Before and after school hours and occasionally during the school day, an answering machine will record messages. All calls must go through the office, not directly into the classroom or directly to a teacher. Except in case of emergency, we do not put calls from parents through to the classroom. Except in the case of emergency, messages left with the office staff will be emailed to the teachers and directors. Therefore, such messages may not be responded to until the next day.

Email: Each grade level and the directors have dedicated email addresses for parents to use to communicate with them.

Timely Replies from the School: For routine matters, parents can generally expect a reply (to messages requiring a reply) within one-two days. For more urgent or time-sensitive matters, teachers and school administrators try to respond by the end of the next school day. If parents do not receive an anticipated response within this time frame, we ask them to contact us again in case a message did not get to its intended recipient. This does not happen very often, but we greatly appreciate parent understanding when something unexpected happens.

Student Use of Email and the Internet: As appropriate for the age and grade level, Broadoaks provides students with information about the appropriate and courteous use of the Internet and email. The school also explains to students that everything on any school computer, camera, or other technology belongs to the school, not to any individual. We request that parents carefully supervise their children's use of the Internet and email.

The Broadoaks Website: Changes to the school calendar, school newsletters, and information about school events will be posted on the school's website as expeditiously as possible: <http://broadoaksschool.org>

Completing Forms and Recommendation Letters: The turn-around time for completing forms and recommendation letters is typically two weeks.

RELATIONSHIPS BETWEEN TEACHERS AND PARENTS

It is important for parents and teachers to work together as partners in the education of their students/children. Teachers welcome comments and suggestions from parents and hope that parents will value teachers' comments and suggestions as well.

The school's policy is NOT to hold parent-teacher discussions while young children are present. This includes brothers and sisters of enrolled children.

We encourage parents to share information about the child and his/her family circumstances. It is usually best to email the administrator or teacher a brief explanatory note whenever some event or circumstance might affect the child at school.

Families in Crisis or Need: The professional staff will share information with one another, but we respect the privacy of families. We do not discuss one family's matters with other families unless given permission to do so. Therefore, we ask families to let us know if they want/need assistance. For example, in the case of illness or death in the family, Broadoaks families and staff will want to help. If the family experiencing the difficulty gives permission we will notify other families about ways to assist the family in crisis.

Notifying the School of Special Events: We also encourage parents to let us know when new babies arrive and when other important family events take place.

CONFIDENTIALITY: We ask parents to understand that teachers must maintain the confidentiality of all staff and family matters. Teachers and administrators will only discuss the parents' own child or children with them, but will not discuss any other child or children. This policy sometimes requires parents to trust the school to handle a situation we cannot discuss fully with them. For instance, if a parent tells us that another child is teasing her child, we listen and say what we can without mentioning the other child's name or telling specifically what we are doing about it. We will, however, offer our best insights about the parent's own child's participation in the situation and how this parent's own child might handle it in the future.

Broadoaks students sometimes report to parents that another child misbehaved in some way at school and the teachers did not do anything about it. We ask parents to understand that our teachers do, indeed, hold students to high standards for behavior and school performance, but they follow the school's philosophy that discipline should generally be viewed within the broader context of curriculum and instruction and that no child, including a misbehaving child, should be publicly humiliated – which is, too often, the outcome of discipline policies in other schools. We use our strong, positive relationships with the students and our expectations that children really do want to live up to our expectations as the basis for working with those who need to improve their behavior. To the extent possible, we encourage children to solve their own problems, with support and supervision as needed from teachers.

In Social Situations Outside of School: When parents and teachers find themselves together at social occasions, we request that parents avoid placing teachers in an awkward position by discussing sensitive school matters or requesting information the teachers are not able to share.

Two-home Families: The school makes a sincere and concerted effort to provide all school information, including email communications from the school, notes home, newsletters, and forms to both parents in cases where parents do not live in the same home. However, it is ultimately up to the parents to make a workable plan for ensuring that both parents have all the information they need to participate fully and appropriately in the child's education.

Parent Code of Conduct: The School's Administrative Team and Parent Organization officers agreed in principle that a Code of Conduct for Parents should be included in the school's *Parent Handbook* to (1) establish in writing expected standards of behavior and (2) address extremely rare, but none-the-less disturbing, incidents of unacceptable parental behavior.

Parents are expected to communicate and behave civilly, courteously, and respectfully towards teachers, administrators, and other staff members at all times, just as parents can expect such civil, courteous, and respectful behavior from all school employees toward their children and themselves. The school will not tolerate yelling, cursing, unwanted physical contact, or threats directed toward any member of the school faculty, administration or staff. Inevitably, there will be times when parents and school personnel disagree, but these challenges must be worked out peacefully through mutually respectful communication.

The school desires to hear all voices and points of view at meetings and other gatherings, but individuals will not be allowed to dominate meetings or interrupt others who are speaking.

Broadoaks can and will disenroll students if parents (1) violate the rules of common courtesy and respectfulness toward teachers, administrators, and other school personnel; (2) repeatedly fail to comply with the school's safety and security policies and procedures, including parking, drop-off, and pick-up policies and procedures; and/or (3) make unreasonable demands upon school personnel's time.

Both the administrators and the faculty want to engage in constructive dialogue and exchange of ideas. However, final decisions about the school's policies and procedures as well as their implementation, rest with Broadoaks and Whittier College.

Parents who repeatedly express a lack of confidence in the school's ability to carry out its stated mission and goals and to promote each student's success will be asked to disenroll their child(ren) unless a mutually satisfactory agreement can be reached.

COMMUNICATION BETWEEN PARENTS

Classroom Directories: Each year Broadoaks distributes a classroom list including the names and contact information for all parents who authorize this distribution. The list is distributed via email to the parents by grade level.

BROADOAKS PARENT ORGANIZATION

Parents of all enrolled children are automatically members of the Broadoaks Parent Organization. There are no dues or membership application forms. Meetings of the Parent Organization, as well as its committees and subcommittees, are announced in advance and are open to all parents.

The purposes of the Broadoaks Parent Organization, as established by the school director and parent leaders in 1984, are to (a) support the goals and ideals of the laboratory/demonstration school as established by the College, (b) encourage active parent involvement, (c) assist with fund-raisers and other special events, (d) assist with college and community activities related to Broadoaks, (e) work cooperatively with the director, other school administrators, and the school faculty and staff to ensure continuing excellence in children's programming, and (f) strengthen the sense of community among all involved in the Broadoaks program.

The Parent Organization president and the school director or designee may initiate committees and subcommittees as necessary to carry out the business of the parent group.

The Broadoaks Parent Organization is advisory. The group does not set or approve policy because this is the responsibility of the school director and the college. Parents who want to participate in discussions that relate most directly to program changes and policy decisions should consider serving as an officer in the group or the Long-range Planning Committee, when a Long-range Planning Committee is operational. Again these groups are advisory, not policy setting or decision making, but the director and other school administrators welcome parent insights as they emerge from discussions and debate in meetings of these committees.

FUNDRAISING

A primary purpose of the Broadoaks Parent Organization is to support the school through fundraising events. Proceeds from fundraiser go directly to the classrooms for instructional materials, equipment, and supplies. Purchases made with proceeds from fundraisers are determined by the administration in consultation with classroom teachers at all grade levels and in light of priorities established by the school administrative and instructional leadership teams at the beginning of each year.

All parents are expected to do their part to make all fundraising efforts a success. In the interest of supporting the school and fairness to all, the school expects all families to participate in school fundraisers. The school may charge a fee, at its discretion, to families that do not participate.

The directors will manage monies raised with oversight by the college fiscal officers. Broadoaks accounts are also reviewed during the college's annual outside audit.

After each fundraising event, the director and at least one other staff member will count the money and jointly sign a statement indicating the amount collected.

All other fundraising or collection projects must be sponsored or co-sponsored by Broadoaks with prior approval well in advance. This means that parents, members of the college community, and others may not display or distribute fundraising information for any outside organization or cause without such approval in advance. Typically, fundraising or collections for outside organizations, projects, or causes are not approved.

Donations to Broadoaks Other than through School-Sponsored Fundraisers: Broadoaks is an academic department of Whittier College, which is a 501(c)(3) corporation. Therefore, monetary contributions are tax-deductible. Donations may be made in celebration of special occasions -- such as a child's birthday -- in memory of loved ones, or in appreciation of teachers. Checks should be made payable to Broadoaks School. Gifts over an established minimum will be acknowledged by the Whittier College Advancement Department.

Broadoaks relies on fundraising and donations to support all aspects of its programs and services except salaries for regular staff members, which are covered by school tuition and other fees. Virtually all instructional materials and supplies, all school furnishings and equipment, and all improvements to facilities and play yards are made possible by parent fundraising and the generosity of donors.

Large contributions may also entitle donors to specific acknowledgements from Whittier College.

With advanced approval, Broadoaks may accept non-monetary gifts. Broadoaks will typically acknowledge such gifts in a letter, but cannot specify the value of the item. Large non-monetary gifts will be reported to the College Advancement Office.

CHAPTER 9

BIRTHDAYS, HOLIDAYS, AND CELEBRATIONS

BIRTHDAYS

Birthdays are important occasions for people of all ages. At Broadoaks we acknowledge birthdays in many ways. For example, in some classrooms a birthday sign is posted on the day of attendance nearest the child's birthday. In other classrooms the birthday celebrant selects a favorite song or story or is invited to share something from home.

At Broadoaks we do NOT celebrate birthdays with ice cream and cake or other special foods. This is in keeping with our philosophy that the focus of our attention should be on the child, not on the food that is usually associated with celebrations.

If only some of the children in the class will be invited to a private party for your child, we ask that you be considerate of the feelings of those children who are not included.

Invitations to private birthday parties or other parties may not be distributed at school. A class directory is available with parent-contact information unless parents have specifically requested that their information not be included. Notes and invitations must be mailed or distributed away from school grounds.

The office is sometimes able to address an invitation if parents bring in a stamped envelope for a child for whom they do not have an address.

We do NOT allow parents to bring in lunch or treats for the class or to host parties in the classroom.

If the family would like to give the school a gift to mark the child's birthday, the staff will be happy to provide suggestions, such as a book inscribed with the child's name.

HOLIDAYS AND OTHER CELEBRATIONS

Broadoaks' richly diverse population includes families from numerous ethnic, cultural, socioeconomic, and religious backgrounds. Our families differ considerably in the ways they mark individual special occasions (such as birthdays and anniversaries), as well as holidays like Christmas and Hanukah. Some families emphasize the religious meaning of a holiday, like Christmas, while others emphasize more secular meanings and cultural or family traditions.

The primary purpose of our holiday policies is to recognize and respect each family's personal beliefs while educating our children about cultural differences. The school appreciates information about the holidays and other special occasions that are important to your family and about ways your family marks these occasions.

Birthdays, holidays and other special occasions create long-lasting childhood memories, but they can also lead to over-excitement and stress in children due to changes in family routine and diet. Teachers, too, may experience additional pressures around major holidays due to extra demands upon their time. Therefore, Broadoaks makes every effort to maintain usual routines during holiday times. Especially with the youngest children, we avoid changing daily schedules and initiating major activities (like plays and parties) to mark holidays. Other reasons for this policy are that (1) the deeper meaning of many holidays is too abstract for young children and (2) we want to model alternatives to a holiday-based curriculum for our college students who are preparing for careers in education.

We appreciate parent support for our effort to respect cultural, ethnic, and religious diversity within the community. While it is our policy not to INITIATE holiday activities, we will integrate age-appropriate holiday activities into everyday experiences when they are initiated by children. For example, we will not introduce a holiday such as Christmas, but we will respond to child-initiated questions and suggestions about the holiday. We will not typically suggest that children make gifts or cards, but they may use available classroom materials to do so if they wish. If teachers do initiate gift or card-making activities (such as cards for Mother's Day, for example), they will not tell children to keep this project "a secret." Instead they will say something like, "Maybe you will want to surprise Mommy with this on Mother's Day."

Because very young children usually do not remember details of various holidays from year to year, they often want to talk about the events after they have taken place. We encourage parents to send “artifacts” (such as snapshots) of holidays and special occasions to school with the child, especially when arrangements are made with the teacher in advance.

MORE ABOUT THE SCHOOL’S HOLIDAY AND GIFT POLICIES

Developing appropriate policies about gifts and holidays is challenging. In the best interests of the laboratory school as a teaching facility and of the children, the following policies have been established by the administration and approved by the Advisory Council:

- * Children may not exchange gifts brought from home while they are on school grounds.
- * Parents should not prepare gifts or treats for children and place them in the cubbies or distribute them as children leave school. Although such acts are well intentioned, they often place children and other parents in uncomfortable situations.
- * Children may not wear costumes to school at any time. During the Halloween season, parents are requested not to wear costumes when they drop off or pick up preschool children, since this may cause confusion, even fear, in our youngest children. Children in all programs may use classroom materials to create their own costumes throughout the year. Exception: School-spirit days.
- * Valentines may not be brought from home for distribution at school. If children independently decide to make Valentines or other artistic treasures for their friends, they may do so at school. The Class Directory lists contact information for families who wish to publish this information.
- * Teachers may select music from various religious or holiday traditions as part of the school’s music education and music literacy program.

CHAPTER 10

ADDITIONAL MEDICAL, HEALTH AND SAFETY RELATED POLICIES

Health:

A certificate of good health, signed by a physician, is required prior to the child's first day of school. A certificate of good health may also be required before re-entry after illness. For children in the preschool, a yearly certificate is needed, while children in the elementary program are only required to have an updated certificate of good health every three years.

All enrolled children must have up-to-date immunizations and a negative tuberculin test required by the State of California PRIOR to the first day of attendance. The State does not permit a grace period for documentation of necessary immunizations, so children will not be admitted to school until all required medical procedures are completed and up-to-date. All immunizations and TB tests must remain current throughout the child's enrollment in the program.

The school may require or recommend additional vaccination if required or encouraged to do so by the Center for Disease Control (CDC), State of California, Public Health, or Whittier College.

Parents should call the school office and/or email the classroom teacher and directors whenever a child will be absent for any reason.

It is of the utmost importance to notify the school whenever your child is ill especially if they have any contagious condition. For the wellbeing of all enrolled students and staff, please notify us immediately of any condition or treatment. Contagious conditions include COVID-19, influenza, conjunctivitis, lice, scabies, impetigo, chicken pox, mumps, measles, and rashes. If a physician sees your child, please follow the physician's recommendations and review the guidelines for readmission. Information on the disease, date of exposure, and possible symptoms will be distributed to parents of exposed students.

Children should be kept at home when they are ill and for at least 24 hours after a fever, vomiting, or diarrhea. A child who is sent home with a serious illness OR a fever or vomiting or diarrhea may not return the next day. Children must be **free** of fever, vomiting, and diarrhea for 24 hours without control medication prior to returning to school. This policy is in compliance with State law and helps us control the spread of communicable disease. Broadoaks has an excellent health maintenance record, due largely to our conservative policies relating to health and medical issues.

Teachers conduct a visual health check of each child each day when they arrive. If the child's health is in doubt, they will not be admitted. Among the symptoms of poor health for which a teacher may refuse admission are (1) runny nose and other signs of infection, (2) deep and/or persistent cough, (3) fever, (4) lethargy, (5) uncharacteristic behavior or pallor, (6) redness or wateriness of the eye, (7) rash, and (8) sore throat. Sometimes a teacher believes that a child may be ill and the parent is certain the child is fine. We ask that parents understand our goal is to provide a healthy and safe environment for all children and that all are best served by strict health policies.

If a child becomes ill during the day, the child will be isolated from other children and parents will be called to pick them up immediately (i.e., within 15 minutes). Parents must make contingency plans with a family member, friend, or neighbor for rapid pick up in the event the parent is unavailable. The names and contact information for people authorized to pick up the child must be legibly written and current on the forms submitted to the school each year.

We request that parents not medicate children whom they think are "coming down with something." It is unfair for a parent to medicate a child to cover up symptoms so they will pass the health check.

All staff members, practicum students, and regular classroom volunteers shall be in good health and present (a) a certificate of negative TB test according to the schedule recommended by the Centers for Disease Control and/or Community Care Licensing or (b) a note from their doctor indicating they are exempt from a TB test.

Medication:

In general, children who require medication should be kept at home. Dispensing of medication is a serious responsibility, which, we believe, should be carried out at home whenever possible.

With prior approval of a member of the administrative team, we will allow an exception to the policy of not giving medications, as long as parents follow all requirements on the Request for Administration of Medication Form.

A Nebulizer Care Consent/Verification form must be filled out by parents for any student requiring the use of a nebulizer at school. Additionally, a demonstration of proper administration of the nebulizer must be carried out for and with teachers before student use at school.

All medication brought to school with prior approval must be given directly to a teacher for safekeeping. No student, regardless of age or grade, may keep medication in his/her possession without prior written permission.

Possession of prescription and non-prescription medications without prior written permission may be cause for immediate dismissal. Sharing of any prescription or non-prescription medication, including herbal medications or vitamins, is strictly forbidden and is cause for immediate dismissal from school.

The school staff may dispense medication only when administrative permission has been granted and when the medication is accompanied by a completed Request for Administration of Medication Form. All of the following information must be included on the form: (1) date, (2) name of child, (3) name of medication, (4) amount of medication, (5) time(s) medication is to be administered, (6) physician who ordered prescription medication, (7) information on how the medication is to be stored, (8) statement of time and date the medication was first administered to the child, (9) statement of the time of the last dose, (10) specific statement instructing the staff to administer medication and releasing the school from any liability related to the administration of medication, and (11) parent's handwritten signature. The medication must be in its original container, which clearly shows the name of the pharmacy, the name of the physician, the date the prescription was filled, and the dosage.

In no case will the school administer the first dose of any medication (except an EpiPen). Neither will the staff administer medication within the first 24 hours of the child's first dose. First doses and additional doses during the first 24 hours must be administered by the parents.

Non-prescription medications will NOT be administered without administrative permission and then only with written instructions from the child's physician.

Under no circumstances will the staff administer medications containing codeine and narcotic agents that may affect the behavior and/or alertness of children.

All policies relating to the giving of medications are intended to protect both the children and the staff. We do not administer non-prescription drugs without written instructions from a physician because we must have adequate information about the interaction between non-prescription medications and other medications the child may be taking and about dosage amounts.

Allergies:

The school must be notified if the child has allergies. Notification must be in writing from the parent and physician and must include instructions on how to avoid incurring an allergic reaction and what to do in the event a reaction does occur. If medication is needed, parents must provide a supply, labeled with the child's name and specific directions for its use. The school must also have on record a permission to dispense medication as described above.

Parents are responsible for checking weekly food menus to be sure their child may safely consume the listed items.

The staff will make all reasonable efforts to ensure that children are not exposed to items to which they are allergic. For instance, a staff member reviews snacks provided by the school to determine whether they contain any items to which children in the class are allergic. In addition, teachers take the unusual step of assigning seats during snack and lunch times for students who have specific allergies that have been reported to the school.

Students with severe allergies and whose treatment requires the use of an EpiPen must provide the school with two EpiPens in the event help does not arrive before the dosage of the first EpiPen wears off.

Accident and Injury Reports:

In the event of injury or other emergency, the staff will attempt to reach the parent; but the emergency release form signed at the time of enrollment authorizes the staff to have the child treated at a local hospital or by Paramedics who respond to the emergency call or by other appropriately trained persons on site. Parents are solely responsible

for the cost of any and all expenses incurred in the treatment of their child for any and all accidents or injuries that occur at school or on the way to and from school, even if the children have special permission to walk to school or travel by public transportation.

Whenever a child is injured, the teacher or director completes an Injury Report Form, one copy of which is given to the parent and the other is kept in the office files. The report includes the date, name of the child, nature of injury, cause of injury, action taken, and signature of reporting staff member. Parents are encouraged to discuss injury reports with the person who completed the form. If there is any doubt about the seriousness of the injury, the parent will be called to take the child to the doctor.

Meals and Snacks:

Preschool children receive a morning and afternoon snack provided by the school.

Preschool children in the full-day program must bring their own lunches and beverages. Preschool lunches are refrigerated until mealtime, so parents must advise the teacher whenever they include soup or another dish that should not be refrigerated. Due to time restraints and for reasons of safety, the staff is unable to microwave individual dishes for children.

Students in elementary and middle school bring their own morning snack and lunch. The school provides a small afternoon snack for those enrolled in the PM Program.

Elementary and middle school lunches are stored on lunch shelves or in backpacks. Students often have lunch outdoors, so their lunches should be “transportable.”

Broadoaks encourages parents to provide healthy, nutritious lunches with appropriate quantities of food. Broadoaks encourages children to eat sufficient quantities, but does not force them to or penalize them if they do not. Children decide what foods they will eat from their lunch boxes and in which order.

Parents are asked to limit items with sugar and to refrain from including candy or any food that might pose a choking hazard. Hard candy is strictly prohibited for preschool through 2nd grade as it poses a serious choking hazard. Children may not bring gum to school.

Lunch beverages should be water, milk or juice. Soft drinks and other sugary beverages may not be included.

On occasion, children prepare snacks or lunch items as part of classroom cooking activities. Such activities are announced in advance. Whenever children prepare food at school, teachers pay particular attention to health and safety issues.

Elementary and middle school students occasionally have lunch or refreshments in the college cafeteria and/or in local restaurants as part of field trips. Whenever students eat food other than what they have brought from home, teachers will do their best to encourage them to avoid items they are allergic to and to follow religious or other dietary preferences of the family. However, the school cannot guarantee that students will not be exposed to food or other substance that may cause an allergic reaction or that they will only consume foods that meet with parents’ dietary preferences.

Parents are responsible for checking weekly menus and/or other posted notices involving food to determine whether the snacks/lunches prepared at school will cause an allergic or other reaction.

State law forbids the serving of food that has been prepared at home. Therefore, children will not be allowed to share food from their lunch boxes and home-cooked food will not be served to groups of children.

If food other than what the children bring themselves is served at school, it must be (a) store bought and opened from its original packaging at school OR (b) prepared on the premises. Unopened ingredients may be brought from home. The term “premises” will be interpreted to mean “Whittier College.”

Parents may not place food items in the children’s cubbies. This is to assure the safety of all children.

Broadoaks views the lunch period as a time for nourishment, socialization, and relaxation. Broadoaks teachers have lunch with their students and participate in conversations. Broadoaks teachers view these lunches together with their students as an important component of relationship-building and as a way to learn about their students’ interests

and personalities outside of class. (Similarly, Broadoaks teachers also supervise recess periods, sometimes joining in the play, but always monitoring for safety and promoting inclusiveness and sportsmanship.)

Teachers will not call parents when students arrive without their lunches. Students will automatically be served a school lunch and the charge will be added to the student's account. The purposes of this policy are to encourage students to be responsible for bringing their lunches and ensure that all students have something to eat at lunch.

Food Allergies:

Parents must report all allergies and other medical problems at the time of enrollment. The staff will make every effort to avoid snack foods that contain ingredients to which any child is allergic. However, parents have the ultimate responsibility for determining whether any snack item listed on the weekly menu is safe for the child and providing an alternate snack.

Snack menus are posted in the preschool building and emailed to all parents weekly. Parents may inspect all food materials and may read package labels to determine whether the snack contains ingredients to which the child may be allergic. Parents of children with severe or extensive food allergies may send an alternate snack for their child.

No special arrangements will be made when a child does not like a particular snack food item.

Field Trips:

The Broadoaks Campus includes the entire Whittier College campus. We do not take children below third grade on field trips off of the Whittier College Campus. This policy is in keeping with (1) our belief that the immediate environment offers a variety of exciting and different learning experiences for children and (2) our need to be available to college students and faculty for their study of children and their education.

Parents of children in 3rd grade and higher receive a Field Trip Permission form when field trips are planned. Depending on the year, parents may be given the option to grant blanket permission for planned and spontaneous fieldtrips off of the Whittier College campus. Blanket permission enables teachers to take older children on spontaneous walking fieldtrips very near the College campus for opportunities that arise unexpectedly or to pursue local opportunities relating to an area of study. Spontaneous field trips occur infrequently. Students who do not have blanket permission will be provided with an interesting and engaging alternative activity.

Parents may elect to grant permission only for events announced in advance on an event-by-event basis. Parents may also withhold fieldtrip permission.

In some cases, parents are welcome to join classes on planned fieldtrips.

Students who participate in off-campus fieldtrips will be expected to travel to and from the location with the class.

School activities held off campus outside of school hours require (1) special written permission and/or (2) a parent or an adult designee to be present and in direct supervision of the student throughout the event. For example, members of the Broadoaks Student Council attend one or two evening meetings of the Whittier City Council each year. The procedures indicated above apply to these events.

Please note that The Broadoaks School site is defined as "the Whittier College Campus." Therefore, parental permission is NOT required when we take children to various parts of the campus. Teachers notify the office when they take walks or trips on the campus and a sign is posted on the door of the classroom indicating the whereabouts of the children and their teachers.

On-campus Activities Outside of Normal School Hours:

No permission is required for family events, such as Picnics. Parents or a designated adult must supervise students during these on-campus activities outside of school hours.

Parents will also be responsible for their children when they are on campus for performances outside of school hours, such as choir or play performances. Students will be expected to follow the rules for participating in such events as explained by their teachers. For instance, children and families are typically required to leave the area immediately after their performance ends so as not to disturb the rest of the event. Failure to comply with such rules of common courtesy can result in the student's being denied the opportunity to participate in the next event.

Exceptions to this requirement that parents supervise their own children whenever they are on campus outside of normal school hours will sometimes be made for middle school students, such as for the middle school dance.

Off-campus Activities Not Authorized by Broadoaks:

Neither the Broadoaks School nor Whittier College sponsors or endorses off-campus activities arranged by the Broadoaks Parent Organization or individual members thereof. However, when possible, Broadoaks administrative and instructional staff may assist with arrangements, such as the distribution of flyers, for events and activities organized by parents.

All flyers and information about parent-arranged events must clearly state the event is NOT sponsored by Broadoaks or Whittier College and that parents are solely responsible for any loss or injury which may occur as a result of participation in any activity or event. These statements and clarifications are essential to protect the interests of The Broadoaks School and Whittier College.

The following disclaimer is to be placed on flyers distributed in relation to such events: *This activity is arranged by parents. It is NOT authorized or sponsored by The Broadoaks School or Whittier College, which accept no responsibility for any loss or injury which may occur. Parents are solely responsible for the supervision and safety of their children and themselves.*

Parents should not use the class directory to solicit funds for non-school sponsored parties or activities.

Children's Files: Parents are responsible for the accuracy of all information on parent-submitted forms in the file. It is essential that the school be notified immediately of any change in address, telephone number, or work arrangements. In the case of separation and divorce, it is especially important the school be able to reach both parents at home and at work.

Parents may schedule a meeting with the director to review their child's file at any time. Files may include individualized learning plans, assessment results, child observation records, elementary report cards, reports from psychologists and social workers, records of parent contacts, teacher and student observations, samples of the child's work, and informal staff communications.

Upon written request, portions of the child's file will be forwarded to another school. In general, only official forms and records, such as immunization records, standardized test scores, and report cards, are forwarded to other schools. Reports from psychologists, Individual Learning Plans, and other documents are not forwarded without specific written directions from parents.

Under the supervision of the director or other instructional staff, college students may also see children's records when the information contained therein is essential for their courses and assignments. College students are required to sign an Acknowledgment of Confidentiality form, and reminded repeatedly of the confidentiality of all information about children and families participating in the lab school program.

Photographs, Audiotaping, and Videotaping: Activities at Broadoaks are frequently photographed and/or videotaped for instructional and public relations purposes. Signature of the contract and media form signifies parental consent for the child to be photographed and videotaped, unless parents have submitted a request in writing the child not be photographed or videotaped.

When photographs and videotapes are used for instructional purposes (as, for example, in a child development or teacher education class), the behavior and personality of the child may be discussed candidly. This is essential for the effective operation of a laboratory school. However, again, students will be reminded of the importance of confidentiality and Broadoaks' strength-based approach.

Full Participation in the Program: Signature of the contract for services and contract agreement signifies parental permission for the child to participate in all activities at the laboratory school. Signature of the contract signifies parental permission for the child to participate in various studies, data collection, observations, and research by Whittier College faculty and students under the condition that (a) the study has been approved by the Director of Broadoaks or designee; (b) the experience will not in any significant way alter the child's school experience or educational outcomes; and (c) the study does not present a risk to human subjects as defined by the College Human Subjects Committee. No additional permission is needed except as specified in this handbook.