



## Child Development Center



# FAMILY HANDBOOK

Reedley College Child Development Center  
955 N. Reed Ave. Reedley, CA 93654  
559-638-3641 x 3127

Infant /Toddler #100406472

Preschool #100406470

## **Welcome**

Welcome to the Reedley College Child Development Center. We are honored you have enrolled your child(ren) in our program. We view you, the parent and family, as the child's first teacher and part of our early education team. Our team is comprised of advocates dedicated to quality early care and education of young children. We encourage you to completely immerse yourself in the program and develop a partnership with your child's teacher, center staff and other families at our center.

## **Purpose**

The purpose of this handbook is to familiarize you with all aspects of our program. This handbook is presented to you as part of your orientation to the program and is reviewed annually at our "Family Orientation". Upon review of the handbook, please share any questions or comments with the program staff.

The program was established for the purpose of serving as a training laboratory for Child Development students in the field of Early Childhood Education. As a department within the Health Sciences Division at Reedley College we strive to provide our children with the highest quality early education and care. In addition, we provide our Child Development students with up-to-date educational methods and techniques in early childhood education.

## **Philosophy**

Childhood is a time like no other. It's a time for exploring, for creating, for discovering about oneself, for meeting the world, for learning how, for being accepted "just the way I am." It's a time for blossoming and being cherished. A time for being allowed the time to be a child. The philosophy of Reedley College Child Development Center is based upon a set of strongly held beliefs:

- We believe that the child's development is enhanced with the home, school, and community. We respect parents and families as the most significant adults in a child's life. We encourage and value open communication between families and center staff. We celebrate and value the diversity of each child's culture and background.
- We believe that children learn best in a positive atmosphere designed to foster a sense of self-esteem. Our teachers create a relaxed, nurturing environment that offers aspects of home and school. The curriculum is developmentally appropriate.
- We believe each child is an individual, special and unique. We recognize that young children are action oriented and learn by hands on experiences. Our program is designed to develop and integrate the five senses to enhance the social, emotional, cognitive, and physical skills of each child. We provide opportunities to develop self-confidence, autonomy, initiative, and cooperative relationships. We promote understanding and respect for the child's cultural heritage and family relationships.
- We believe in positive methods of discipline. The teachers establish clear reasonable and developmentally appropriate expectations. Children learn by doing and begin to understand the expectations set around them. All expectations and discipline is

respectful of the child, understanding that learning appropriate behaviors takes time.

### **Goals and Purpose of the Child Development Center**

Our goal is to create a model Child Development program that mirrors the teachings of the Child Development Department at Reedley College. We work in collaboration with the department to determine best practices and keep current in the early childhood field.

We will serve all children of students and staff with a professional and quality program.

*The Center has three purposes:*

1. Provide for the care and education of young children while their parents attend school or are employed by Reedley College.
2. Serve as an observation and participation training and lab program for Reedley College Child Development Students.
3. Provide a model early education center for other community programs to use as a resource.

*The Child Development Center Goals:*

- To provide an early education program with a nurturing and enriching environment for young children that is consistent with the philosophy of the Reedley College Child Development department.
- To provide developmentally appropriate experiences that contribute to the child's social, emotional, cognitive, and physical development as defined by the National Association for the Education of Young Children (NAEYC) Developmentally Appropriate Practices.
- To guide children in developing responsibility, respect for others, autonomy, and a positive self-image.
- To create a safe learning environment in which children are free to discover, create, explore and make choices for themselves.
- To create an environment that is reflective and respectful of each child's individual culture, background, and abilities.
- To provide a practical educational training setting to meet the requirements for pre-service student teachers who are enrolled in lab or practicum Child Development courses at Reedley College.

### **The Educational Program**

#### ***Curriculum Influences***

Our approach to early education stems from the work of developmental theorists such as Bowlby, Dewey, Piaget, Vygotsky, Erikson, and Gardner, who view children as competent, unique individuals who grow and learn through exploring and investigating the works around them and other in it. In an effort to adhere to the most up to date research in the field of child

development, we use an eclectic approach to curriculum that integrates various philosophical and theoretical influences. John Bowlby believed that in the first years of life children develop attachment relationships with their primary caregivers. These relationships serve as the foundation for trust and a secure sense of self. John Dewey proposed that children make sense of their world through play and exploration; their day should follow natural flow, where learning is continuous. The work of Jean Piaget has influenced our program in viewing children as active learners who follow developmental stages that require internal maturation and biological readiness, hands-on experiences and peer interaction. Lev Vygotsky's work addresses cultural influences and the role of the adult in providing a scaffold to support the child's learning and developmental skills and knowledge necessary to survive in today's society. Erik Erikson believed that all children progress through a series of developmental stages where interactions with others shape attitudes towards trust, autonomy, and initiative that are carried into adulthood. Howard Gardner acknowledged that there are multiple intelligences that need to be recognized, valued, and supported in each child. Thomas and Chess's work with temperament teaches us that children bring with them characteristics that need to be incorporated into group care.

In our Preschool program our practices and beliefs are inspired by High/Scope Educational Research Foundations, the Reggio Emilia approach to early care and education, and the National Association for the Education of Young Children Program and Professional Standards. Our Infant and Toddler program practices and beliefs are inspired by the Program for Infant Toddler Caregivers (PITC) and the Zero to Three Standards. Both incorporate the above mentioned theories into their philosophy. Reggio Emilia is a municipality in Italy that sees children as competent co-constructors of their learning. Children, families, teachers, and the environment are partnering to enable the children to reach their full potential.

### **Preschool**

Our preschool classroom is based upon the following principles:

- *The Image of the Child:* Children are viewed as capable, competent, curious, and creative. They are seen as natural researchers as they question what they see, hypothesize solutions, predict outcomes, experiment and reflect on their discoveries. Children are self motivated learners actively seeking to understand the complex world of which they live.
- *Relationships:* Children learn in exchanges with their peers and adults in carefully designed environments, especially when given the opportunity to work in small groups.
- *Role of the Teacher:* Is to be a partner in the teaching/learning process with the child by creating learning opportunities for children to reach their full potential.
- *Role of Parents/Families:* Parents and families are an active part of their child's learning experience and, at the same time help ensure the welfare of all children in the school.
- *Environments:* The layout of physical space fosters encounters, communication, and relationships. The arrangement of the classroom, objects and activities encourages choices, problem solving, and discoveries in the process of learning.

Our preschool curriculum is designed to stimulate each child's physical, cognitive, social-emotional and creative development. We offer age-appropriate developmental curriculum which helps children develop skills of observation, questioning, and listening. We believe children are active participants in their own learning. Our staff facilitates, guides, and supports children's natural inclination to challenge themselves, explore, create, take risks, and play in an open-ended environment. Our curriculum is child centered, meaning the teachers take into account the children's interests and design learning experiences around

these ideas. This in addition with project-based learning makes up the whole of our curriculum framework.

Our preschool curriculum is shaped around the Project Approach Model. These on-going, in-depth projects that are child or teacher initiated focus on inquiries by the children in search of finding answers (Helm & Katz, 2001). Children's collaborative group work, both large and small, is considered valuable and necessary to advance learning and development. Children are encouraged to dialogue, compare, negotiate, hypothesize, and problem solve through group work. Projects are in-depth studies of concepts, interests and ideas that arise within the group. Considered an adventure, projects may last as little as a week or may continue through the semester. One of our basic foundations for practice within the Reggio Emilia approach calls for the integration of visual and fine arts as tools for cognitive, linguistic and social development and learning. Presentations of concepts and hypotheses in multiple forms of representation (print, art, construction, drama, music, puppetry and pretend play) are viewed as essential to children's understanding and demonstrate their learning within the experience.

Documentation, including pictures of children engaged in experiences, their words as they discuss what they are doing, feeling and thinking, are displayed in the classroom. These images give children an opportunity to revisit the learning experience and share their thoughts and feelings with others. Documentation helps make the children's learning visible.

### **Infant & Toddler Classrooms**

Our Infant and Toddler classrooms are based on the philosophy of the Program for Infant Toddler Caregiving (PITC). The PITC philosophy is based on the fundamental needs of infants and toddlers who are cared for outside the home. PITC is the nationally accepted standard for quality care for children aged 0 – 3. The Program for Infant Toddler Caregiving provides on-going training and certification for teachers working with the youngest of children. Our Infant/Toddler ECE Specialist, Coordinator and Child Development Instructors have all been certified as PITC specialists. Our program is designed on the following core values. There are six essential policies that guide that structure and functioning of our program.

- *Cultures and Families:* We work to establish ties with families leading to clear partnerships that are respectful of children's home culture and language.
- *Primary Caregiving:* In order to build close, caring relationships, each child has a primary caregiver who responds to basic needs such as feeding, toileting, napping and comfort.
- *Small Groups:* We create intimate settings in each classroom to facilitate relationship building and to enhance the learning environment. The group size in the infant room is not more than 9 children ages 6 weeks to 17 months and in the toddler room, not more than 12 children ages 18 months to 30 months.
- *Individualized Curriculum:* Each child has an individualized plan for eating, toileting, sleeping, and developmental needs. This allows for children to have age appropriate materials which allow freedom of exploration in a safe and nurturing environment. Young children learn about and experience life through sense and motor explorations. They touch, taste, smell, observe, and move the world about them to make sense of it. Our environment allows for such exploration and learning experiences.
- *Continuity of Care:* To maintain relationships and facilitate trust, primary care groups remain together whenever possible with their teachers as they progress through the program.
- *Inclusion of Children with Special Needs:* Inclusion means making the benefits of high quality care available to all infants and toddlers through appropriate accommodations and support in order to have full active program participation.

Our infant program curriculum is designed to meet the child's and families' needs at all times. It incorporates all children with varying abilities and takes into considerations all family dynamics, culture, language, and needs.

### **Practical Application of Theory**

With relationships at the core of our practices, we integrate child development theories and philosophy into our curriculum. The Center Coordinator and ECE specialists meet regularly to discuss the planning for individual children and all children in the program. To know how to plan or proceed with project, teachers observe and listen to the children closely as they play.

Play is children's work. It reveals the children's interests, ideas, hypothesis and theories. The teachers discuss what they have recorded through their observations and create a "plan of possibilities" and make preparations. The role of the teacher is one of facilitator and co-learner with the children in the learning process, taking place in the context of collaboration between the children and teachers. Together, teachers formulate ideas of possible a possible project, the materials needed and possible parent/community involvement. The cultures and family lives of the children are viewed as important avenues of learning to be incorporated into children's play and project work.

### **It's All About Relationships: Family Involvement**

#### *Family Connection and Involvement*

We know child development, but you are the expert on your child. Sharing wisdom will help us build a healthy partnership to create a program that is responsive to your child's unique self.

#### *Orientation*

It is important that both families and children feel welcome and secure in the environment of the center. Once we call you from the waiting list there are three meetings to complete your enrollment. First, you will meet with the Program Coordinator to complete the necessary documentation and verification of eligibility. At the time she will review the center policies and procedures. Second, you will have an opportunity to meet your child's teachers so we can learn more about your family and practical caregiving strategies.

Your relationship with your child's teachers begins with this initial meeting. It is the first of many opportunities to build strong communication that will continue throughout your family's stay at the center. Finally, you will attend the Family Orientation meeting at the beginning of each new semester. This enables you to further learn about our program and meet with other families in your child's classroom.

#### *Conferences and On-going Communication*

Daily two-way communication is critical. Take a minute when you sign your child in to talk with your child's teachers. We need you to let us know about events that occur at home that may affect your child at school. Parents of infants and toddlers will be asked for a daily report. Your child is watching you during important interaction to know that you trust the teacher. This communication will help set the tone for the day. If you are running late or enter the classroom during a time when the teachers are fully engaged with the children, we ask that you not interrupt them but instead use the parent communication forms that are available near the sign in books to write a note to your child's teacher.

Each child has a journal book available in their cubby space or at the front entrance of the building. This two-way journal is meant as a daily or weekly communication tool to touch base with your child's teachers about how they are doing at home and for us to share with you how things are going while your child is in our program. We may include something funny your child did that day, a milestone they reached, or just how their day was. You could share what family plans you may have, any concerns you may have for your child, or that you are proud of them for using the potty. This journal may be read by the teachers in your child's classroom and may also be read by the teacher to your child if deemed appropriate.

Parent-teacher conferences are offered in the fall and spring semesters, but you are welcome to request a conference or update at any time. "Ouch" reports are provided if your child has an injury or incident at school. Monthly newsletters help keep families current on classroom and center activities. Various opportunities are offered throughout the year to bring families together. Center information will be given to parents through notices in your child's cubby, the parent board in each classroom, or posters on the main doors. Please check and read these regularly. We also ask that you inform us if your child will be absent or out a portion of the day.

Please remember that as a laboratory setting we have adults in the classroom who may not be your child's teacher. We ask that all communication be given directly to the teachers or coordinators only.

### *Parent Education*

The Reedley College Child Development Department offers a parent education class each semester. This course, CHDEV 5, offers insights and ideas to enhance parenting. Students receive transferable college credit for taking this class. In addition, the Child Development Center holds meetings on special topics throughout the year. Meeting dates and times will be announced in the newsletters and posted throughout the center. Parents are required to attend Parent Orientation as well as one parent workshop each semester. If you have a suggestion for a topic, please talk to the coordinators.

### *Open Door Policy*

The center has an open door policy. You are welcome to come in at any time to check on your child or just visit. You are always welcome to join in the classroom activities and discuss with the teachers, ideas you may have that might enhance our program. Some children find it hard for parents to drop in and leave, so discuss the best time to visit with your child's teacher.

### *First Few Days of School*

Each child reacts differently to separation; and the frequency, intensity, and duration of distress will vary. Separation anxieties for both parents and children can be affected by a new environment, changes in routine, and problems at home. To help your child successfully adjust to the Center, we ask that you schedule at least one visit for both you and your child in the morning (between 8:00 a.m. and 11:00 a.m.) or afternoon (between 2:30 p.m. and 4:00 p.m.). This first visit should be for at least 45 minutes. If possible, you should arrange with your child's teacher to visit several times with your child. There is not one prescription for transition that meets each child's temperament and staff will work with parents to make the process as smooth and anxiety-free as possible.

The first day you bring your child to stay without you, please allow a little extra time to help him/her feel comfortable. Establishing a routine leading to your departure is important, either by

helping your child settle in with an activity or allowing time for one more hug. For your child's first full day, we recommend that, if at all possible, s/he be picked up well before closing time.

Should your child resist coming to the Center after the first few days or weeks here, please let us know so that we may work in partnership with you on the difficulty.

### **NAEYC: National Association for the Education of Young Children**

NAEYC Accreditation represents the mark of quality in early childhood education. To achieve NAEYC Accreditation, early childhood education programs are measured against the most robust and rigorous national standards on early childhood education, health and safety. Today, more than 11,000 NAEYC accredited early childhood education programs serve families around the nation.

NAEYC accredited programs invest in early childhood education because they believe in the benefits to children and families. Early childhood experiences—from birth to age 8—have an enormous impact on children's lifelong learning and positively contribute to their health and development. Early childhood education programs with the mark of quality benefit children with greater readiness for and success in school.

**We achieved NAEYC Accreditation in December 2011.** This is a five - year certification. We will begin the process of re-accreditation the fall of 2015.

### **Fresno County Office of Education Early Stars**

The mission of Early Stars is to increase the quality and accessibility of early care and education in Fresno County. This mission is accomplished by connecting families in Fresno County with high quality licensed care and education providers, while supporting those providers in their efforts for continuous quality improvement of their services. **Reedley College** was one of the early pilot programs for this rating and **achieved a rating of 5 STARS!**

## What Goes Into a Star Rating?



## **Center Operations**

We are open for operation during the fall and spring semesters and for the six-week summer session as designated by Reedley College. \* *Session dates subject to change based on enrollment.*

We serve the children of Reedley College students and staff. As a laboratory program we ask parents to enroll children in one of the following sessions to ensure smooth transition for the children, staff, and Child Development Lab students.

Days/Hours of Operation:            Monday – Thursday 8:00 am to 4:00 pm and  
Friday 8:00 am – 12:00 pm.

Enrollment options include full or part-time enrollment, full-day or part-day, 2, 3, or 5 days per week.

Classroom Capacity:

Infants (ages 6 weeks -17 mo)	9
Toddlers (ages 18 mo – 30 mo)	12
Preschoolers (ages 2.6 to 5.11)	16

Adult/Child Ratio:

Infants	1:3
Toddlers	1:4
Preschoolers	1:8

## **Professional Staff**

We strive to provide the highest quality education and care for young children. All Reedley College Child Development Center Lead Teachers, known as ECE Specialists and Instructional Aides, are required to have a Children's Center Permit through the California Commission on Teacher Credentialing plus practical group experience with young children. All full-time teachers have completed at least an Associate of Science degree in Child Development. The Director, known as the Program Coordinator, has completed at least a Master's Degree in Child Development.

We utilize Child Development students who have successfully completed at least 24 units of Child Development courses as our Associate Teachers in the classrooms. These Associate teachers are paid staff members at the CDC and work directly with the ECE specialist to ensure all standards are maintained within the classrooms. They meet all the qualifications required to be a preschool teacher.

According to State Regulation 101170, all teaching staff are required to have a fingerprint/criminal record clearance.

As a training institution, we also have student teachers who are enrolled in our Child Development classes. These students work with the children alongside our Center staff and our under direct supervision of staff at all times.

## **Instructor/Co-Coordinators: (Center Directors)**

Richell Swallow

M.A. Early Childhood Education  
B.A. Elementary Education / Child Development  
Program Director Credential

April Barajas

M.A. Early Childhood Education  
B.S. Child Development  
Program Director Credential

### **Early Childhood Education Specialists / Early Childhood Education Associates**

Shannon Mendietta

B.S. Early Childhood Education  
Site Supervisor Credential

ECES Preschool

Megan Sweeney

B.A. Early Childhood Education  
Site Supervisor Credential

ECES Infant/Toddler

Anna Velasco

A.S. Child Development  
Master Teacher Credential

ECEA Toddler

### **Early Childhood Associate Teachers:**

Please see the parent board for a listing of our current Associate Teachers/Student Staff Interns.

### **Admission and Eligibility**

The RC-CDC services are available to families in the Reedley College community without regard to race, color, creed, religion, national origin, or ancestry. Children 6 weeks through 5 years, 11 months (who are not yet in kindergarten) are eligible for enrollment. There are three programs available for children.

**Infant Classroom:** Provides high quality PITC (Program for Infant Toddler Caregiving) foundations for children aged 6 weeks to 17 months. Children are served in primary care groupings with nurturing and experienced infant teachers.

**Toddler Classroom:** Provides high quality PITC foundations for children aged 18 months to 30 months. The Toddlers share a building with the infant program but have their own separate age appropriate classroom space.

**Preschool Classroom:** Provides high quality early education for children from 31 months to 5 years old. This program is designed to provide a wonderful and rich learning environment for children to help develop their cognitive, emotional, social, and physical development.

Reedley College Child Development Center maintains small class sizes and NAEYC recommended adult/child ratios. In order to serve the mission of the program children are eligible for enrollment based on the following priorities:

1. Children currently enrolled in the program
2. Children of Reedley College students carrying 12 units or more. \*
3. Children of Reedley College students carrying less than 12 units.
4. Children of Reedley College faculty and staff. \*\*

\* There are limited numbers of available placements for CalWORKs students.

\*\* One placement is reserved in the infant room for nursing parents of RC employees.

There are a limited number of available placements for RC employees

In accordance with Title 22, Section 31221, our program offers inclusion to children with varying special needs, including those children who are physically, mentally and/or emotionally challenged. Children will be retained if it is determined that (a) the Center is able to meet the individual needs of the child, and that (b) there will be no adverse effect upon the needs of the other children. Ongoing assessments will determine whether each child's needs are being met by our program. It may be determined that the R.C. Child Development Center is unable to meet the needs of a specific child and unable to enroll that child in our program. In this case, other programs and/or resources will be available to the parents. We are not licensed for children over the age of 2 who are not mobile.

### **Non-Discrimination**

The SCCCD RC-CDC program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in determining which children are served. The SCCCD RC-CDC program welcomes the enrollment of children with disabilities, understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children and implements those accommodations, and refrains from religious instruction or worship.

### **Funding**

The Child Development Center receives and accepts funds from tuition fees, grants, and other sources. The continued operation of the center is financed on the same basis as any cost-effective childcare program. Our fees reflect the median childcare rates within Fresno County and include a one-time application for registration fee per semester and monthly tuition.

We accept alternative payment programs such as CalWORKs, Supportive Services, Central Valley Regional Center, Central Valley Children's Services Network, and PACEAPP. Enrollment is possible upon availability of open slots and contingent upon the agency's funding. To receive state-subsidized childcare and development services, families shall meet eligibility and need criteria as specified. Please see the program coordinator for more information.

### **Enrollment Process**

Open enrollment continues throughout the year developing a wait list for new children. When an opening becomes available, the next child is placed depending on ranking. Ranking is determined by date wait list form is received, parent's eligibility status (see admissions and eligibility above), age of child(ren), and the days/times needed. Continuing families must inform the CDC of any changes in their schedules each semester. Every effort is made to provide placement for all children currently enrolled; however, we may be unable to adjust children's placement based on parent requests.

Once a space becomes available, the family will receive a letter from the Reedley College Child Development Center. At that time an appointment is made to meet with the Coordinator and Teachers. Parents are given a tour of the Center and receive an enrollment packet to complete. This is usually in conjunction with the child's classroom visit, required approximately one week before the actual start date. It is during this time that the application is reviewed to make sure it is complete, the registration fee is paid, and the tuition fee identified. The classroom visit is for the benefit of both child and parent. It provides an opportunity for parents and the child to become acquainted with the teacher and the new environment.

The enrollment packet consists of all the forms required by the California Department of Human Services/Community Care Licensing. All forms must be completed and turned into the CDC Coordinator prior to your child's first day. A Family Handbook will be issued which, after reading, the parent must sign and return the last page. A parent's signature indicates an acceptance and awareness of our program policies and procedures. Along with the enrollment packet and handbook, there may be a Parent and Center Agreement and a Student Contract for those parents who are students receiving assistance from an alternative payment program (i.e. Supportive Services, CalWORKs, PACEAPP). Additional forms may be required as they become applicable.

Each child's immunization history should be up to date per the California Health Department immunization requirements for entry into a childcare center. The Center office needs documentation of the completed immunizations for the child to be admitted on the first day of enrollment. Families have thirty days from the date of enrollment to have a physician's report form completed by a health professional and submitted. This form **MUST** be completed, signed and stamped by the physician's office. We highly recommend that all children have met the California Health Department's immunization requirements. If a family has medical reasons for not completing medical forms or not immunizing a child, it must be submitted to the Center office in writing with a physician's verification. We reserve the right not to accept children who are not immunized based on personal preference.

The use or disclosure of financial and/or other information concerning children or families will be limited to purposes directly connected with the administration of the Center. No other use of this information will be made without the parent's prior consent. Parents will have access to all information contained in their own child's file. Each child's file contains registration forms, documented information, assessments, and any other important information will be maintained for each child. These files are kept strictly confidential. Access is given only to staff members, Department of State Licensing, and the child's parent(s). The information in your child's file is of utmost importance. Please report to the coordinator any/all changes in emergency contact information including phone numbers, addresses, employment, or class schedules.

### ENROLLMENT FORMS TO BE COMPLETED BY PARENTS

Pre-registration Form	Developmental History
Identification & Emergency Information	Emergency Card
Promissory Note	Receipt of Parent Handbook
Intake Form	Parent's rights
Physician Reports /TB Test Result	Record of Immunization
Photography Release Statement	Ages and Stages Questionnaires
Infant Needs Service Plan (infants only)	
Toddler Needs Service Plan (toddlers only)	

### Fees and Registration

1. A registration fee of \$20.00 per child per semester is due prior to the first day of school. The registration fee is non-refundable.
2. The Preschool Center fee is based on enrollment and age of the child. The weekly rates are as follows. Limited ½ day spots available.

		2 days/week	2 1/2 days/week	4 1/2 days/week
Infants	1/2 day	\$54.00	\$81.00	\$135.00
Infants	Full day	\$64.00	\$91.00	\$155.00
Toddlers	1/2 day	\$50.00	\$75.00	\$125.00
Toddlers	Full day	\$60.00	\$90.00	\$145.00
Preschool (3 – 5)	1/2 day	\$44.00	\$66.00	\$110.00
Preschool (3 – 5)	Full day	\$56.00	\$78.00	\$134.00

3. Parents are required to complete a promissory note. This indicates the fees for the entire semester. The first payment is due the first day of school, with subsequent payments due by the 15<sup>th</sup> of each month thereafter. The semester fee is divided into four equal amounts. Alternative payment plans, such as financial aid or CalWORKs are on a payment schedule according to disbursement.
4. Non-payment of fees will result in a financial “hold” being placed on your grades and dismissal from the Child Development Center. Payments are considered delinquent 10 days past the due date.
5. Non-student parents are required to pay 20% of the semester total on or before the first day of school.
6. Any fees encumbered, which are not contracted through alternative payment programs, are the responsibility of the parent.
7. No refunds or adjustments for absences will be made. If a child is absent for more than two weeks due to a contagious illness or hospitalization, a one - week credit may be given. A doctor’s note is required.
8. Toddler fees will change to preschool status when a child is moved from the toddler class to the preschool program and turns three years old. A child may only move with verification from the ECE specialists/Lead Teachers in the toddler and preschool classes.
9. The Center is unable to provide account statements at the end of the year. If you wish to keep childcare account records for income tax or other purposes, please maintain a personal file of all billing.
10. Only one parent will be charged for child care expense. We are not able to split payments for joint custody or multiple payment plans.
11. There will be a charge (Reedley College Business Office fee) on any check returned. Failure to pay within two weeks to the R.C. Business Office will result in an additional fee charged. After receiving two returned checks, the Business Office will only accept cashiers’ checks or money orders.
12. Unpaid tuition balances will result in one or more of the following: referral to the District’s collection agency, the holding of student records, the retention of financial aid, and the child’s dismissal from enrollment at the Center.
13. Children are expected to attend the Center during their contracted hours. Any changes to the child’s schedule must be submitted in writing to and approved by the Center office at least two weeks in advance of the requested schedule change.

14. Enrollment is not transferable to another child.
15. After the first **three weeks** of each semester, a two-week notice **must** be given before changing your child's hours or dropping them from the program. A change of enrollment form must be completed and signed by the parent before any adjustments can be made.
16. An after hour charge will be billed at \$1.00 per minute after a ten (10) minute grace period. This will be billed directly to parents on their monthly statement. **Three (3) occurrences of ten (10) or more minutes late may constitute a drop from enrollment.** Children wait for their parents to pick them up after a busy day. It's scary for them to be the last one left at school.
17. Payments may be made:
  - Payments are to be made to Reedley College Business Office with in person or may be submitted via WebAdvisor. The business office is located in the Student Services Building on the Reedley College campus. Make checks payable to Reedley College Child Development Program. You will receive a payment voucher at the beginning of each semester to attach to your payment.

**NO PAYMENTS WILL BE ACCEPTED AT THE CDC.**

- You may also mail your check to the following address:

Reedley College Business Office  
955 N. Reed Ave.  
Reedley, CA 93654

*\*Checks must have the Account Holder I.D. Number and "Childcare payment" note*

### **Attendance Policies and Procedures**

Regular attendance is very important for your child. Their continuous presence helps to build trust. They learn to predict their schedule which enhances their skills toward understanding the concept of time. As a laboratory site for the Reedley College Child Development Program college students depend upon the regular attendance of the children to complete their course assignments. They may rely on seeing and working with certain children and frequent absences or erratic schedules can make it impossible for them to build relationships.

### **Absences**

Parents must notify the Center office and their child's teacher whenever the child is absent. Upon the child's return after an absence, an Absence Form **must** be completed and submitted to the Center office. Absence forms are available in the classroom and in the office. *This form is required by several funding sources for verification of attendance.*

Excused absences are defined as follows: illness or quarantine of the child, illness or quarantine of the parent, family emergency, or a reason that is clearly in the “best interest of the child.” “Best interest of the child” absences include court-ordered visitation with a non-custodial parent, visitation with other close family relatives as designated by the parent, other outside educational experiences, temporary closure of the Center due to a professional development activity for the teaching staff, or closure of the Center due to unplanned circumstances.

Definitions of “family emergencies” include automobile problems or lack of transportation, child unable to come to school due to circumstances beyond the parent’s control as evaluated by the Coordinator. Unexcused absences will be determined if the excuse does not include any of the aforementioned.

The type of illness must be clarified on the absence form. “*Illness*” or “*sick*” is not an acceptable notation as the reason for absence.

After three days of absence, parents will be called to inquire about reasons for absence. Ten (10) unexcused days of absence per year may be grounds for termination from the program.

### **Schedule**

Our calendar year reflects the same schedule as Reedley College. We are closed for most major holidays along with time off for winter and spring breaks. We may also close the Center for one to two staff development days per semester. If this occurs, parents will be informed in advance.

### **Permanent Withdrawal from the Program**

The Center must be notified **in writing** two weeks in advance of a child’s permanent withdrawal from the Center during which regular tuition fees will be charged.

Our program is **not** designed to meet the needs of children enrolled in kindergarten or those after the age of 5 years 11 months. Therefore, the last day of attendance for those entering kindergarten will be the last day of summer session.

If a parent withdraws a child from the program, the parent may place the child back on the waitlist. The application will be placed in the order based on waitlist enrollment policies. Though we do our best to support families on our waitlist, it is not guaranteed a space in the requested classroom will be available when needed.

Child care services may be terminated to a family and/or child by the administration of the center for the following reasons:

- Failure to provide necessary documentation and paperwork in a timely manner.
- Failure to provide information regarding parent academic enrollment status.
- Failure to pay fees/tuition (See Fees and Registration).
- Inappropriate behaviors as outlined in this handbook and the Reedley College Student Discipline Procedures which includes a description of Student Code of Conduct.
- Pick-ups after the contract time, excessive tardiness or excessive unexcused absences.
- Failure to inform the center of changes in circumstances that would affect the status of enrollment in the Child Development Center including, but not limited to marital status, change in employment, change in enrollment at Reedley College, financial status, change of address or phone number.

- A child is having emotional or behavior problems which hurts other children or interfere with others being able to participate in the program (See when a Child Requires Special Support).
- Failure to meet contractual agreements and follow policies as outlined in the parent handbook.

## **Daily Procedures**

### **Sign In & Out Procedure**

Each child must be accompanied by an adult to the child's assigned room. **The parent must sign the child in with a full and legible signature consisting of the first and last name of the parent or responsible person and the exact time of arrival (and departure).** Please make sure you touch base with your child's teacher each day.

California state law requires that children receive a daily health check upon arrival at the Center. **Parents are required to remain until the teacher greets the child.**

The teacher is able to help and support the parent only if events or problems are communicated. Please note that the primary role of the teacher is to work with the children. There may be times when they are unable to speak with you during the school day. Please feel free to hand the teacher a note or complete a parent communication form about any issue that is particularly stressful for the child. A follow-up appointment or telephone call can be very helpful. The teachers will get back to you as soon as possible.

### **Arrival & Departure**

We ask that morning toddler and preschool children arrive by 8:30 AM and leave no earlier than 12:00 noon. The afternoon program children (infant and toddler rooms) should arrive at 12:00 PM and leave no earlier than 3:00 PM. This schedule allows all children to participate in the day's activities without classroom interruption. It is easier for children to transition into the preschool day when they arrive at the same time as their friends.

All children must be picked up by 4:00 p.m. A late fee will apply after a 10-minute grace period. If more than three late pick-ups occur during the course of a semester, the child will be terminated from the program. Please CALL the center if you are running late.

For the health and safety of the children, parent/families who need to speak with teachers while children are at outdoor play at arrival or pick up, will enter the playground to speak with teachers. Parents will not have contact with teaching staff while their supervising the outdoor play area. If you need to speak with a teacher for an extended period of time, please leave a message with the center coordinators or call the center to schedule a time.

### **After Hours Pick-Up**

The following procedures take place when a child is not picked up by closing time:

1. All possible contacts are called on the child's emergency card.
2. After one hour the Reedley College Police Department and Child Protective Services will be contacted.

**Please note that you have a ten-minute grace period. After ten (10) minutes, an extra charge by the minute is charged to your account. Three (3) occurrences of ten (10) or more minutes late will constitute a drop from enrollment in the program.**

### **Adult Conduct**

The center is a safe environment, not just physically but also one where children and adults can feel secure and where the adults coming to the center treat others with respect and consideration.

The Child Development Center, Child Development office, playgrounds and parking lot are considered authorized areas of the campus. Adults are expected to maintain attitudes and behavior as well as topics of discussion that are appropriate to the campus. All adults must remember that they are in a child friendly facility as well as an authorized area of campus and therefore must uphold the standards of the Student Conduct Standards as outlined in the Reedley College Catalog. The Student Conduct Standards (SCCCD Board Policy 5520) may be obtained by contacting the Student Activities office or Office of Instruction.

### **Security Policies**

Parents or other authorized adults must accompany the child to and from the classroom and make certain that a staff member acknowledges his/her presence. When picking up a child, the adult should make certain that a staff member is notified that they are leaving with a child. Children may leave the center with authorized persons only (those listed on his/her emergency procedure card). Authorized persons, other than the enrolling parent, will be asked to identify themselves with a photo ID before the child will be released.

### **Security Access Codes**

Effective Spring 2015, the doors to the classrooms will remain locked and may only be opened with an access code. This security system was put in a place to protect children and families. Each family will be issued an individual code. This code will give families access to the children's classrooms during operational hours; Monday – Thursday 7:50 am – 4:10 pm and Friday 7:50 am – 12:10 pm. Codes are only active for the days / times each child is enrolled. Families will be assigned their access code at the beginning of each semester and are asked to not share their code with others. If someone other than the parent is picking up the child, they may knock on the door for access. Families are asked NOT to share their access codes. If a changes enrollment status, their codes will be terminated.

Center staff, lab students and Child Development faculty also have access codes. Lab students are only granted access during their established lab time (example: Suzy is scheduled to do her lab on Mondays from 1:00 – 3:00. She will only be able to have access during those times).

### **Outdoor Supervision**

For the health and safety of the children, parent/families who need to speak with teachers while children are at outdoor play at arrival or pick up, will enter the playground to speak with teachers. Parents will not have contact with teaching staff while their supervising the outdoor play area. If you need to speak with a teacher for an extended period of time, please leave a message with the center coordinators or call the center to schedule a time. We appreciate your corporation in this matter.

### **Cell Phone Policy**

In order to facilitate communication between parents and teachers at the beginning and the end of the day, please refrain from talking on your cell phone while in the classroom or on the playground. Please turn your phones off when coming and going to school. Your child needs your full attention.

### **No Smoking Policy**

Reedley College has a strict no-smoking policy. In and around the Child Development Center, smoking may not occur inside the buildings, on the play-ground, in the parking lot and driveway in front of the buildings or within 50 yards of the program including the fenced area of the play-yard. As of November 17, 2016, we are a smoke free campus.

### **Health and Safety**

The Center will keep accurate emergency contact information for each child. These records include our authorization of who should be called in case a child becomes ill and the parent cannot be reached. **It is the parent's responsibility to keep these records current if addresses, telephone numbers, or any other relevant information changes.**

If a child becomes sick or injured while at the Center, the staff will:

1. Notify the parent. If you are a student, the District Police will assist in contacting you in your class using your class schedule. This is why it is important to keep your schedule updated and current.
2. Contact the school nurse if consultation is needed.
3. If parents are not available, contact the authorized alternate on the emergency card or contact the child's physician in an emergency situation.
4. For minor accidents, such as a skinned knee or small bump, the teachers and the director will assess the situation. The child will be treated with a cleansing of the area affected, maybe an ice pack, and a lot of tender loving care. An incident report will be placed in the parent's folder. You will receive an incident report in your parent file at the end of the day.

If your child has been exposed to a contagious disease, please notify the director of the program and/or the teacher. The staff will be able to observe your child for any symptoms just as you do at home. In the event of a major communicable disease outbreak, we will inform you and ask that any non-immunized children not attend until the period of contagion is over.

Close communication between parents and teaching staff can also prevent contagion to the other children. We will notify you if your child has been exposed to a contagious disease. We will make every effort to protect the health of all children.

If a child becomes sick while at school, the child will be isolated from others in the classroom and will either be brought into the coordinators office or into the classroom offices to wait with a teacher until the child's family member has come to take them home.

**A sick child belongs at home where he or she is most relaxed and comfortable. Parents must make other arrangements for care.** Our policies regarding specific symptoms are:

1. Fever of 100 degrees or higher - **Children with fevers will be excluded from the Center until they have been free from a fever without fever reducing medicine for 24 hours or we have a clearance signed by a physician.**
2. Diarrhea – **A child with two or more diarrhea stools in less than one hour will be excluded from the Center until he/she has been free of diarrhea for a 24-hour period or we have clearance signed by a physician.**
3. Green Nasal Discharge - A green discharge is normally symptomatic of an infection of the sinuses. **The child will be excluded from the Center until he/she has been treated with medication and has a clearance signed by a physician.**
4. White or Yellow Discharge from the Eye(s) - A discharge of this type can be symptomatic of conjunctivitis (pinkeye). **The child will be excluded from the Center until he/she has been treated with an antibiotic for at least 24 hours and has a clearance signed by a physician.**

**Other symptoms that indicate that a child belongs at home are:**

- Vomiting within the previous 24-hour period.
- A heavy, non-clear nasal discharge.
- A constant cough or sore throat.
- Fussy, cranky, and generally not himself or herself.
- A skin rash appears, excluding diaper rash.
- Symptoms of a possible communicable disease.

**Following an illness, a child may return to the Center when:**

- He or she has recovered from a cold.
- He or she has been free from a fever for twenty-four hours without fever reducing medicine.
- 24 hours has elapsed since the last diarrhea stool.
- Your child's doctor determines that a nasal discharge is due to allergies and that no infection is present. The physician must furnish written clearance for the child to return to school.
- Your child's doctor determines that the discharge from the child's eye(s) is due to allergies and that no infection is present. The physician must furnish written clearance for the child to return to school.
- He or she has been exposed to a communicable disease, but the Center has been notified so that the incubation period can be discussed and it can be determined on what days he or she should stay home.
- A physician has determined that a child's infection is no longer contagious. The physician must furnish written clearance for the child to return to school.

All children will be involved in physical activities, both indoors and outdoors, as an important part of the curriculum. If you believe your child is too ill to participate, he or she will probably be more comfortable at home.

### **Medication**

**Parents are required to complete a *Medication Release and Chart* form if they want their child to receive a doctor-prescribed medication.** We will administer medication to your child only with a doctor's written instruction. Over the counter medication is not administered by staff unless it is prescribed by a doctor.

Place medication in a plastic bag, clearly labeled with the child's name, dosage, and date. Make sure the bag is given directly to the child's ECE Specialist teacher for safe storage. Fill out and sign a medication permission form. A prescription on a bottle is acceptable as written instruction from the doctor. Medicine must remain in its original container. Any medication, which is to be given for longer than two weeks, must have the physician's written instructions and the physician's signature in addition to the parent's signature. **DO NOT** leave medicine in your child's cubby or backpack.

All medication is kept on top of the refrigerator in the kitchen in the child's classroom or in the director's office. Medication requiring refrigeration is kept in the refrigerator in the director's office. All emergency medication (Epi-pens, inhalers) are kept in the kitchen attached to the wall in a plastic bag with the child or adults name.

Effective September 1998, state law SB1663 allows staff persons to administer inhaled medication to a child in care when certain requirements are met. Please see the program coordinator or your child's teacher if needed.

### **Child Abuse**

The California Penal Code states that certain people must report suspected abuse to the proper authorities. These mandated reporters include:

Child Care Custodians (teachers, licensed child care workers, foster parents, social workers), Medical Practitioners (physicians, dentists, psychologists, nurses), Non-Medical Practitioners (public health employees, counselors, religious practitioners who treat children).

### **Head Lice**

The Reedley College Child Development Center has a "**No Nit Policy.**" Upon the first discovery of head lice or nits, we will call the parent to pick up his/her child. The child will be isolated in the office, away from the classroom environment, until he or she is picked up. Parents will be given information on treatment procedures. When the child returns to school, teachers will check his or her hair. If lice or nits are found, the child will have to return home for another treatment. A child can return to school when he or she is completely free of lice and/or nits. All families will be notified that their child may have been exposed.

### **Parent Responsibilities**

The Reedley College Child Development Center strives to provide your child with quality childcare. To meet your child's needs, it is necessary for us to communicate openly and closely. Your child will feel more secure and comfortable if the trusted adults in his or her life have a warm rapport.

In order for the program to meet your child's needs, our staff will need the following:

- An up-to-date work and/or class schedule and a telephone number, cell phone number, and/or pager number for each parent. This must include the location and contact number of at least one parent at all times that the child is at the Center.
- The name of a contact person in your work place who dependably relays messages in your absence.
- Written notification of any changes of personal information, such as telephone number, address. Please provide a pager number and/or cell phone number, if available, for emergencies.

- The parent should communicate any changes in a child's behavior due to stress, crisis, or illness in the family. Every comment will be treated with the utmost confidentiality. While we respect your right to family privacy, we are able to respond appropriately if we know the cause of the child's behavior (or your best guess!).
- The child's belongings should be taken home each day.
  - Everything in the child's cubby except a clean change of clothing.
  - All soiled or wet clothing.
  - The precious pieces of your child's creative activities and crafts. We know you enjoy your child's effort and success as much as we do. Remember, a child's success in play gives him or her confidence to try more complicated activities as he or she grows.
- The parent or responsible person must sign the attendance sheet with a complete signature and the exact time, legibly printed, when the child is brought to and picked up from the Center. When late, a reason must be noted on the sign-in sheet. For insurance and staffing purposes, children are expected to attend the Center according to their contracted schedule.
- Those parents receiving alternative payment funds are also required to sign in and out on their agency forms with a full, legible signature and exact times.
- No child will be released to anyone who is presumed to be under the influence of any substance or who is acting erratically. District Police and/or Children's Protective Services will be contacted along with the emergency contact person.

A parent may authorize another person to pick up their child by:

1. Listing the authorized person on the child's emergency card.
2. Giving written and dated notice to the child's teacher authorizing the child's release to someone else. This can be done on the sign-in sheet, as well as giving it directly to the teacher.
3. A phone call may be accepted if you talk to the director or the teacher of your child.
4. Any person being asked to pick up the child must be added to the child's emergency card in the classroom and the child's file in the Program Coordinator's office.
5. Verification of safe transportation and car-seat will be checked prior to the release to someone new.

**Any individual having authorization to pick up a child from our Center must be a responsible adult, at least 18 years of age who will be required to present a valid California Driver's License or a DMV-issued California Identification Card.**

No child will be released to an unauthorized person even if the child knows the person.

Under California law, a child needs to be restrained in a safety seat if less than six years of age or weighing less than 60 pounds while in a moving vehicle. The Child Development Center is not in a position to provide or loan safety seats. Staff are placed in an uncomfortable position when children depart the Center without proper safety seats, therefore we urge all parents to abide by the law for the safety and well-being of your children.

### **Child Custody**

We are legally unable to refuse visitation or the privilege of picking up children to a parent **unless we have a certificate of custody, a restraining order, or a court order** from the legal guardian with physical custody. It is the parent's responsibility to furnish a copy of the court order for the child's file and for District Police. If there is shared custody, it is the responsibility of the parent who enrolled the child to make sure Center policies are followed.

### **Child Rights**

No person may threaten or enact corporal punishment on a child at any time in our program. We respect the child as an individual with unique qualities and developmental abilities.

### **Resources**

Parents may ask the teachers or coordinator for the *Resources Directory* to find other services in the community related to their family needs. Pamphlets, information, and resource material are available in the center office.

### **Toilet Learning**

The Center strives to work with parents to help children in the toilet learning process. Parents are encouraged to discuss toilet learning with their child's teacher. Additional changes of clothes should be sent to school daily for those children in the process of self-help skills. We ask you do not dress your child in clothes that will require the teacher's assistance in removing. Elastic waist pants that children can pull down themselves work best.

### **Extra Activities**

At times, students from Reedley College classes will come to our Center to present their talents to our children. Since we do not go off-campus for field trips, it is nice that we can have others come to enhance the children's experience.

Often there are times when the Reedley College news or public relations may want to publish articles in the local newspapers regarding the Center or the College's Child Development Program. Along with these articles, they usually want to take pictures of the children at the center. Each family will be asked to complete a Photo release upon enrollment.

### **Field Trips**

Field trips are an integral part of the curriculum. Children will participate in walking field trips. Walking trips to the campus library, greenhouse, cafeteria, farm, music and art buildings, auto and aeronautics, and sports facilities are a few of the experiences teachers plan based on children's emerging interests. In addition, teachers take advantage of seasonal cultural events which take place on campus in order to support children's exposure to diverse celebrations. Teachers post signs in the classroom to notify parents of upcoming walking trips. Parents are always invited to attend with their child. The children never leave the campus grounds.

### **Birthdays**

We recognize each family's cultural and religious beliefs. Therefore, birthday celebrations are not celebrated unless by family request. If the family would like us to celebrate their child's birthday, we ask that parents provide a special treat for their child's class. Because of the NAEYC restrictions on foods brought from home for sharing with classmates, Birthday treats should be nutritious and **MUST be store bought items** with ingredient labels attached. We avoid foods with high sugar content, food additives or highly processed food, and we plan carefully around any food allergies that children in the group may have. Nutritious celebration alternative suggestions include bagels, muffins, pancakes, fruit, and frozen yogurt. If you plan an additional birthday celebration outside of school time, please mail invitations from home unless the entire class is invited. Before bringing a treat for your child's special day, please talk to the ECE Specialist. Parents are welcome to attend.

### **Holidays and Family Events**

Several times during the school year we hold family functions. Families are encouraged to join us for celebrations, picnics, fundraising opportunities, open house functions, end of semester celebrations and parent/family gatherings. We try to avoid an end of the year ceremony that puts pressure on the child to perform so we will plan special age-appropriate activities. Parents are invited to volunteer and assist with the planning, preparing, and implementing of all events. A parent volunteer form will be shared at the beginning of each year.

Holidays are viewed as educational opportunities that give us the chance to learn about our diverse school community (3.F.03). As part of our emphasis on family identity and respect for diversity, we encourage children to talk about their family traditions, and we share stories related to the meaning of holidays. To respect all children and adults in the program we do not have celebration parties around holidays but instead create age-appropriate activities to involve the children in preparing for special event and school celebrations. In all of these ways, we can create meaningful celebrations with the young children within our educational context.

### **Nap/Quiet Time**

Nap/quiet time in the preschool room takes place from 12:30 pm – 2:00 pm. Children are allowed to bring books, dolls, or stuffed animals to their resting cots. Teachers may offer to read stories to children on their cots and/or rub their backs. There is always an adult supervising rest time.

Children are encouraged to rest but are not forced to sleep. If a child is having difficulty going to sleep early enough at home, parents are encouraged to speak to the teacher of a need for a specific resting schedule for their child. We will work with the schedule within reason regarding health and body needs.

Nap/quiet time in the infant and toddler rooms takes place based on the child's own nap time schedule. We do our best to accommodate the child's natural sleep and rest patterns.

### **Transiting of Children**

Children are transitioned from one group to another in the Center to ensure that individual developmental needs are met and NOT strictly according to chronological age. Conferences are scheduled prior to all transitions to discuss the child's readiness for transitioning and to familiarize the parents with day-to-day routines in the child's new group. Transitions usually occur between semester breaks.

On occasion, staff may recommend that outside assessments be made to obtain a better understanding and description of the child's development and appropriate program requirements to meet that child's particular needs. Such assessments will only be done with parental consent. Assessment reports will be shared with parents but otherwise will be kept confidential. When a child's group placement varies significantly from that indicated by chronological age, parental permission will be required for the child's assignment to the developmentally appropriate group.

### **Classroom Schedules**

Our classroom schedule may change throughout the semester. Please see the parent board in your child's class for an up-to-date daily schedule. We strive to keep the schedule as consistent as possible. Each schedule is designed to enhance optimal growth physically, emotionally, socially, and intellectually.

### **What to bring to school each day.**

Some articles your child might need are:

- A light blanket and cuddly for rest time. (Blankets need to be taken home at the end of each week and laundered.)
- Your child's lunch with a freezer pack.
- Please apply sunscreen to your child before dressing them in the morning. **We are unable to apply sunscreen to children during the day.** Please see sunscreen policy below.
- Warm clothing when necessary. Please dress your child in layers with a jacket, mittens and hat when weather permits.
- Appropriate shoes like tennis shoes are better for climbing and running. For safety reasons, we strongly discourage thong-like sandals or sandals without back straps worn at the Center.

All children should wear loose, comfortable clothing appropriate for active, involving experiences. Each child will be indoors and outdoors and in or near potentially messy activities. Please avoid any article of clothing that is not washable or easy for children to take off and put on.

**All clothing and personal items must be labeled with the child's name in clear print.** A laundry marking pen or labels available at fabric shops are recommended. We cannot be responsible for lost items if unlabeled. Each child should have at least one change of clothing including socks, underwear, and an extra pair of shoes (if possible) in his or her cubby. Please do not admonish your child to "Stay Clean." This will put too much restriction on his or her choice of activity. We will try not to use anything that will not come off in the washing machine or bathtub (in at least three washes).

### **Older clothing is the best choice.**

Occasionally your child may return home in borrowed clothing from our Center and with his or her items in a plastic bag. Please launder and return our clothing for another child to use. THANK YOU!

## **Toys**

We allow children to bring personal belongings to share such as seashells, pictures, and books. Please make sure the child understands they will be shared. **PLEASE DO NOT BRING TOYS TO SCHOOL.** We cannot be responsible for broken, borrowed, or lost toys.

The child will have no use for toy guns or weapons in our program because he or she will be involved with friends at school, not enemies. Toy weapons frequently frighten other children, even in play. Many other modes of play will offer your child avenues to express emotion or power.

## **Sunscreen Policy**

Children have the opportunity to play outside every day. During the months when the sun is at its warmest, children are provided an opportunity to play in the shade.

It is the policy of the Reedley College Child Development Center to NOT apply sunscreen or insect repellent to children. We request families apply skin protection to the child before coming to school in the morning. Applied skin protection should be either sunscreen or sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin. If you require your child to have an additional application of sunscreen applied during their day at the center, a signed permission form from both the parent and child's doctor is required.

When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used, and these are applied only on children older than two months.

## **SIDS**

It is the policy of the Reedley College Child Development Program to place all babies on their backs to sleep in the manner recommended by the SIDS (Sudden Infant Death Syndrome) Alliance and the American Academy of Pediatrics. The American Academy of Pediatrics studies have shown that placing babies on their backs to sleep has reduced the number of SIDS cases by as much as half. To further reduce this risk, infants who use blankets will be placed at the foot of the crib with a thin blanket tucked around the mattress, reaching only to the infant's chest, keeping the child's head uncovered during sleep.

We are only able to make exceptions to this policy through written request by the parent and child's physician. Parents of infants will be required to sign a SIDS policy form during enrollment. Infants unless ordered by their physician are placed on their backs (5.A.12)

To keep children safe, we do not allow pillows, toys, sheepskins, or large comforters in cribs at anytime. Only a light weight blanket will be used to cover the baby while sleeping. We do respect the family culture and will swaddle a baby if requested. If a child is swaddled, they will not have a blanket placed over them. Light weight blankets will be tucked into one end of the crib mattress for security of the blanket and the child's head will remain uncovered at all times.

## **Nutrition and Food Policy**

According to the Child and Adult Care Food Program Agreement, "All children in attendance at approved sites will be offered the same meals with no physical segregation or other discrimination." During meal times, children sit together with adults at the tables. Children are encouraged to eat, but never forced to eat. Food is not used as a bargaining tool, or for punishment or to ridicule.

In addition to tasty, wholesome snacks there will be a comprehensive program of nutrition instruction, which will include cooking experiences carried out by the children. Interesting, fun, tasty experiences with food preparation will help set good nutritional habits for future years as well as teach principles of science and math.

Part of our role is to promote healthful eating choices just as you do at home. All snacks/meals and other foods served at the Center reflect a nutrition philosophy consistent with the U.S. Dietary Goals and follow regulations of the Adult and Child Care Food Program and the Department of Social Services, General Licensing Requirements.

Monthly snack menus are posted in each room and may change according to program needs.

We strive to meet the safety guidelines for nutrition and food service at all times. This policy is changed and updated as mandated by the Department of Social Services and the USDA Food Program. These policies differ based upon the age of the child and are listed below by age and classroom groups.

It is the policy of the Reedley College Child Development Center to not use food for any other reason than that of eating. Food is NOT used for art projects.

Below is a listing by class of food/lunch guidelines.

### **Infant Class** (please see breastfeeding/bottle feeding policy)

- All food, snacks and bottles are to be brought from home and come in factory sealed containers. (Example: baby food jars, liquid/powder formula)
- Powdered formula may be brought in and remain at the center.
- Bottles should be clearly labeled with the child's first name and last initial. We provide colored labels for each infant in the program.
- Food cannot be prepared at the center. We are only able to heat baby food and oatmeal.
- Breast milk may be brought in daily for use. Please label with your child's name and date. Breast milk may not be stored overnight at the CDC.

### **Toddler Class**

- Children are provided a mid-morning and mid-afternoon snack.
- Snacks are served family style and include at least two food groups and include juice, milk or water.
- Children are encouraged to feed themselves and are never forced to eat.
- Lunches are to be brought from home in an insulated lunch box and include the following:
  - A juice box or Sippy cup with milk/juice/water
  - A self-serve lunch (finger foods) that the toddler can feed themselves
  - Hot food may be brought in thermos like containers. We are **not allowed** to warm or heat up food for a child.
  - Please do not send sweets, sugary desserts, sodas, candy, or gum
  - Please be sure to cut your child's food into bite size pieces.
  - No food may be made by the center staff.
  - Please label your child's lunch box and all non-disposable items.

## **Preschool Class**

- Children are provided a nutritious mid-morning and mid-afternoon snack.
- Children are encouraged to try a wide variety of foods during snack time.
- Lunches are to be brought from home in an insulated lunch box and include the following:
  - A small drink – no sippy cups. Do not send sugary drinks or sodas.
  - A self-serve lunch the children can feed themselves
  - Hot food may be brought in thermos-like containers. We are **not allowed** to warm or heat up food for a child.
  - Please do not send sweets, sugary desserts, sodas, candy, or gum
  - No food may be prepared by the center staff.
  - Please label your child's lunch box and all non-disposable items

## **Special Dietary Needs and Food Allergies**

Children with food allergies are respected and welcome in our program. If your child has a severe food allergy, please speak directly to the Program Coordinators to share his/her food and medical needs. A medical form from the child's doctor as well as a Food Allergy Action Plan will be completed. We understand food allergies can be scary for both the child and family and we will do everything to help keep your child safe. Our staff is well-trained on food allergy awareness and safety, administration of an Epi-pen, CPR and First Aid, as well as how to read labels and prevent cross-contamination.

## **Emergency Planning**

Children and staff members at the Center participate in monthly fire and disaster drills.

In the event of an actual disaster, such as an earthquake, children will remain at the Center until picked up by parents, guardians, or other authorized adults, eighteen years of age and over. If conditions will not permit this plan, children will be taken to other group facilities as necessary and as directed by the law enforcement agencies.

In no case will children be left at center or at emergency contact locations without adult supervision. Staff members will remain with the children as long as necessary.

Loss of power and/or water for an extended length of time could result in the closure of the Center until the resumption of these services. We will contact parents after 30 minutes of an outage to pick up children.

**Because emergency phone numbers and addresses are very important, it is the responsibility of the parents to make sure that all emergency information on file is correct and up to date.**

## **Visiting the Center/Observations/Parent Conferences**

No one is more needed in a child's life than the person he or she loves the most. You have the greatest power over his or her effort, growth, and destiny. Above all, you are your child's primary teacher. The Center has an open door policy. Parents are invited to visit their child's classroom at any time. You may observe from a distance or participate wholeheartedly.

Parents with special skills, talents, or hobbies are welcome to share them with the children. We do ask that you schedule these visits with the teachers in advance.

Informal parent conferences will occur naturally on almost a daily basis. If you would like to discuss your child, or any aspect of our program, please call the Director of the Center and/or the teacher. We will be happy to meet with you.

### **Program Evaluation**

The Child Development Center goes through numerous evaluation processes including NAEYC Accreditation, California Department of Education Desired Results, Contract Monitor Review, the Program for Infant/Toddler Caregiving Assessment, and Reedley College Program Review. Each of these requires multiple methods of evaluating our program. You may be asked to help participate in a survey to help us evaluate our program and be sure we are meeting your family's needs.

### **Assessments**

In order for us to offer the best learning program for the children, a **Developmental Profile** is administered within sixty days of enrollment. We use the Desired Results Developmental Profiles (DRDP) to record children's developmental, functioning, learning and progress. There are four broad desired results: children are personally and socially competent, children are effective learners, children show physical and motor competencies, and children are safe and healthy. The findings are shared with parents and incorporated into curriculum planning. Assessments are while children are engaged in their regular classrooms during the regular day. All children in all age groups are assessed.

A **Developmental Summary** is written to reflect the findings of the assessment. These summaries will be kept in the child's file and shared with parents. A copy will be available to parents. These documents are kept in the child's confidential file and shared with families. The documents may only be viewed by those that the family has given written permission to.

Observations are used to plan curriculum to meet your child's unique personality. Good written anecdotal observations provide a record of a child's developmental milestones.

During the course of the year, teachers gather information for portfolio assessments of individual children. These assessments may include written anecdotal observations, photos, samples of artwork and other examples of the child development. A portfolio may include information from teachers, lab students, parents and the child. We welcome your input into your child's portfolio.

Parents and teachers work together to complete the ASQ (Ages and Stages Questionnaire). In order to best complete all assessments, we observe children to determine how to best meet his/her developmental needs. To help create curriculum and better understanding of your child the parents /family is asked to complete the ASQ and discuss this tool with their child's teacher. Each 3 – 6 months a new ASQ is completed as children grow. The ASQ is utilized by Child Development Programs across the country as a tool to connect families and the program.

By working together, parents and staff members will not only be able to provide an individualized program for children but also help them to develop an appreciation and lifelong love of learning.

The **Early Childhood Environment Rating Scale (ECERS) or Infant Toddler Rating Scale (ITRS)** is used annually to complete a self-assessment of our classrooms and program. Teachers administer the scale and compile a summary as to what the needs of the classroom are and how and who is going to address those needs in order to improve upon our program environment and the needs of individual children.

### ***Assessment Confidentiality***

All children's assessments are kept in the ECE Specialists offices and are confidential. These materials are used to inform classroom and curriculum planning. Those who have access include teachers and program administrators and those who individual families have given written consent to view these materials.

### **Behaviors and Challenges:**

#### **Biting, Kicking and Other Antisocial Acts**

Children live in a society that requires self-discipline, consideration of others, respect for property, as well as respect for oneself. By setting reasonable limits on the child's behavior, we give him/her the security of knowing exactly what is expected - life becomes predictable. Within these limits, the child will be encouraged to make choices and successful decisions.

A child's growing self-esteem flourishes as he or she experiences success with a variety of tasks and feels safe to learn from natural mistakes. We do not expect perfection from any adult or child. As they create an age-appropriate environment, the teachers will set reasonable limits and/or stop and redirect behavior without humiliation or physical punishment. More important, the teachers will model, reinforce, and nurture the positive actions we all value. Often it is possible for an experienced teacher to redirect a child's behavior before a negative action occurs. Adults facilitate social problem solving for children and assist children in coming up with their own solutions. Adults use positive phrases when disciplining.

"Time out" is not used and is not a solution to a problem. Instead, when a child needs to be removed from an area, the teacher may have "lap time" with that child. This gives the child time to calm down so we can deal with the problem together. It is our responsibility to help children find ways to solve problems.

Children are learning about the world and how to interact with others. Behaviors may need assistance to learn what is appropriate and safe. We have a responsibility in serving children to deal with incidents in which a child is injured through the actions of another. We provide a safe place where children learn to interact peacefully and without the need to hurt others. It is age appropriate for behaviors to be primitive, powerful, uncontrollable, and dramatic. Even small children can inflict a serious injury that requires medical attention. Children are usually unaware of the effects on the other child and surprised by the concern it may cause.

A child who may commit such acts is not necessarily on a path toward being a discipline problem. It may be an antisocial act, but it is an act of a human being not yet equipped to be fully social, just beginning life as a citizen. While it may be hard for some adults to understand, the reasons behind these types of behaviors vary and aggression may not be the only reason. Other possible contributing factors could be impulsiveness and lack of self-control, stress, frustration, illness, and teething.

Our responses as adults are very important. We work closely with the parents of the children involved to find solutions so that all persons can be protected, feel safe, and learn positive social behaviors. We emphasize this through our use of problem solving techniques and encouraging the use of language. As children improve their language skills, they increase their ability to communicate effectively their wants, needs, and frustrations. When this is accomplished, the need for physical action is replaced by verbal communication. At home, you can help your child by teaching words that are good substitutes such as, "Tell ----- you want a turn," or "Tell ----- you didn't like that." These are simple statements that can provide effective alternatives. When either at school or at home, the adult needs to remove the child who commits an antisocial act from the situation without negative reaction. Take the child aside and firmly state what is not acceptable. "No kicking. Kicking hurts." "Use your words." "Hitting others is not okay." The child should then be redirected to another activity.

It is also important at this time to look at the environments at both home and school and analyze the situation. Questions about recent changes of pattern in the child's life are also important to address. Sometimes a move, new relationships in the home, or anything that is different and breaks the consistency in a child's life could make a difference. By conferencing with the parents, we are able to make the necessary changes to help prevent the likelihood of recurrence.

Working together to develop a joint strategy for positive change and growth, we will maintain positive communication and conferencing with parents. Some strategies might include:

- 1) Documentation - accident and incident reports.
- 2) Looking for patterns of behavior.
- 3) "Shadowing" - one on one with the child in crisis.
- 4) Possible adaptation of program and environment.
- 5) Bringing in outside observers to help analyze the situation.
- 6) Consideration of an early transition into another classroom.

Severe or difficult behaviors that pose serious dangers to self and others will be assessed. The appropriateness of the child's enrollment at the Center will be considered. It may be decided that we are not able to meet the child's needs and that a more intimate environment is needed. Parents will be advised that if the above strategies are ineffective, suspension or termination of enrollment is possible.

**Children are always treated with dignity and respect. Shaming or ridiculing a child is unacceptable. Our goal is a secure, happy child, confident and able to live and communicate with the people in his or her environment.**

We will arrange conferences with parents to communicate our methods and to discuss how we can work consistently together for the child's optimal growth.

Our program is based on two main concepts: child-centered and problem solving. Our teachers are warm, nurturing, knowledgeable, trained, and committed to the education of young children. Child-Centered means to meet the real needs of children, allow them the freedom to be children, and put their physical, emotional, and intellectual well-being first. We believe children learn best through play and social interactions. Problem Solving is how we teach children to form positive relationships, resolve conflicts, learn self-discipline, and show respect for others. We see inappropriate behavior as a problem to be solved, primarily by the children involved and with the help of a teacher-facilitator. Some of the major terms used in the problem solving approach:

- Active listening interprets and reflects a child's feelings. It lets children express and think through their problems and find their own solutions.
- Negotiation teaches children to talk to each other about their problems, look for solutions, and resolve conflicts nonviolently.
- Setting limits teaches children to stay within safe boundaries and learn self-control. Limits are based on safety, responsibility, and respect. We set limits with "I" messages, consequences, choices, information, and contingencies. Our last resort is "removing and sitting apart."
- The learning environment is built around the child's need for nurturing relationships, safety, comfort, physical activity, emotional expression, social interaction, and intellectual stimulation. Whenever possible, we modify our environment and adapt it to meet children's individual needs, instead of trying to adapt children to the environment.
- Affirmations are the ways we make children feel important. Affirmations include positive "I" messages, reinforcement, noticing, narrating, and encouragement.

### ***When a child requires special support***

After trying appropriate strategies to assist the child, there may be times where staff feels that a child's behavior or concerns calls for special intervention. These cases will be handled in the following manner:

- The Child's behavior/concerns will be documented and the family contacted of the concern.
- Staff shall meet to discuss the concern and to develop an intervention plan to meet the child's individual needs.
- The parents/family of the child will be called in for a conference with the coordinator and/or teachers to discuss this plan and to enlist the parent's input and assistance.
- When necessary, the coordinator will contact appropriate professionals for referral and share this information with the parents/family. We will support the family through the referral process.

The coordinator and parents/family may make a decision based on the above information to suggest alternative childcare if deemed appropriate.

Program staff encourages continuity of services for children by communicating and collaborating with outside agencies and programs to provide support for children and families. These outside agencies may include special needs programs, early intervention programs or therapeutic programs. We partner with Kings Canyon Unified School District KC Kids program and Children's Services Networks Special Needs Intervention Team (SNIT).

### **Helpful Hints for Families**

As the school year progresses, there are many things you can do to help your child learn what is expected. Some helpful hints:

- **Listen:** Be a good listener. That way you will know exactly what information your child wants or needs to know.
- **Don't Over-Explain:** After you have really listened and know what information is needed, give just that information in the clearest, simplest way. If your answer is not complete enough, your child will ask for more information. Children must have clear, concise pieces of information to assimilate into their thinking processes.
- **Remember the rule – “Process not Product”:** Often a child will do "work" and immediately abandon it. What is important is what the child's body learns as he/she is doing the work. Sometimes the child will do work and stop to evaluate what has been done. The child may like it and bring it to you, but rarely, very rarely, will he or she go to the classroom planning to "Make Something for Mommy". Parents can help by not asking their child to produce for them.
- **Accept a child's desire not to talk about school:** So much happens each day that it may be mind boggling to try to tell everything. Your child may not have the vocabulary or the names of others at school. You will find that children will provide information in short bits as it occurs to them and sometimes, may share stories of something that occurred several weeks prior.
- **Be sure to avoid constant praise:** If children are praised for everything they may receive the message that they must be wonderful at everything they do. Trying to be nothing less than perfect all the time can be a stressful way to live. Praise given all the time may cause a child to begin to ignore the praise.
- **Be honest:** Do not give false or undeserved praise to build self-esteem. If you need to build self-esteem through praise, choose to praise performances that are worthy of praise. Observe, single out strengths, and praise those. If you tell your child something they have done is marvelous when the child knows isn't, they will understand that they cannot depend on you for the truth.
- **Watch your child for that look that says, “I'm not sure this is right.”** Then, tell your child that he or she should be proud of himself/herself when right.
- **Choose words that tell a child that his or her positive self evaluation was correct:** "You must be very proud of yourself for tying two shoes."
- **Give specific praise:** "Big Boy/Girl" and "Good Job" give a child no information on what he or she did well. If the child does not know what was done well, he or she cannot repeat it. Always name the skill that has been accomplished, i.e., "I see that all the juice went into the cup. How wonderful!"
- **Praise creative thinking and remembering without reminder:** i.e., "Although it is not safe to eat, painting the bread with watercolors is a lot like painting the bread with food coloring. You were really thinking."

- **Praise hard work, not the results:** With children at different ability levels, what is important is that the child does his or her best - whatever that is. If a family makes hard work its measure of success, then competition between siblings can be tempered. A "C" that is earned with great effort is more valuable than a "B" gained by coasting.
- **Allow your child to overhear you talk:** Let your child hear you talk to another adult about his or her achievement. It is obvious that the achievement is significant if it becomes a topic of conversation between adults.
- **Say "big boy/girl" rather than "good boy/girl":** Always follow this immediately with what your child did that was big. Using the word "good" to praise success inevitably leads the child to believe that when unsuccessful, he or she is bad. Much learning comes from attempting and failing. Your child must never think failing is bad in your eyes. It may keep him or her from attempting a challenge.
- **Do not correct the child's work:** If you see your child has drawn an incorrect conclusion or gotten a wrong answer, remember they are really learning from the steps to come to a conclusion. If the child goes through the mechanics of addition and discovers that seven and eight are fourteen, so long as he or she moved through the process of addition correctly, he/she is "correct." Accuracy will come with practice.

### **Grievance Procedures**

Sometimes issues arise that need further action. Below is a listing of the RC-CDC's policy for grievance procedures.

1. Discuss the problem with the individual involved.
2. If a mutually satisfactory understanding has not been reached, the parent may file a complaint, written and signed, with the Program Coordinator. The Program Coordinator shall investigate and make a written report within fifteen (15) calendar days.
3. If the complainant is not satisfied with the results of the Program Coordinator's investigation, an appeal may be made to the Dean of Health Science. The appeal must be written and signed by the complainant. The Dean shall investigate the complaint within thirty (30) days of receipt of the original complaint to the Program Coordinator and make a written report.
4. If the complainant is not satisfied with the Dean of Health Sciences resolution of the complaint, a written appeal may be made within forty-five (45) days to the Vice President for Student Services. The Vice President shall review the complaint as well as the finding of the Program Coordinator and the Dean of Health Science and make a decision.
5. If the complainant is not satisfied with the resolution of the complaint, a written appeal may be made within sixty (60) days of the complaint's receipt of the final written report to the college President. The President shall review and make an executive decision.
6. If the complainant is not satisfied with the resolution of the College President, a written appeal may be made within seventy-five (75) days of the complainant's receipt of the final written report to the California State Department of Education, Child Development Division, 560 J Street, Suite 220, Sacramento, CA 95814.

All reports of findings relative to complaints shall be written and made available to all parties.

It is our goal to help children participate successfully in the early childhood setting. We are open to working with families to ensure each child's success in our program even when our professional values and / or practices may differ from that of the family.

### **Rules for Parents**

As we work together to ensure the very best of education and caregiving practices for your child, we will at all times respect your family, culture, parenting style, and decisions you make. We ask respectfully that you follow the following rules as well.

1. I will respect the teaching staff and classroom rules at all times.
2. I will speak directly to my child's teacher regarding concerns I may have. I will be cautious as to available times of the teacher so that I do not disturb the teacher while he/she is with the children.
3. I will drop off and pick up my child within the hours of center operations. If I am late I will notify the center. I understand that late pick up will result in an additional charge. I understand that excessive late pick ups will result in my child's dismissal from the program.
4. When visiting the classroom, I will refrain from use of personal phone calls or conversations, or use of inappropriate language. I understand that I may be asked to leave the classroom if I am unable to follow this rule.
5. I understand that the Child Development Center is a business that operates like any other business with costs and expenses. Therefore, I will pay my tuition and fees on time to make sure the center is able to continue to pay their expenses.
6. If at anytime I have an issue that either cannot or should not be directed with my child's teachers. I will immediately bring this issue to the director's attention.
7. I will respect that the teachers and staff of the Child Development Center have hours and times when they are available. I also understand that I am not to contact them outside of work times unless otherwise directed to do so.
8. I will follow the center policy of "no gossip" by refraining from any and all conversations outside of the center about anything I may be aware of.
9. I understand that at times I may be asked to donate materials and or supplies. I will do my best to help the teaching staff and/or director whenever possible.
10. I have full knowledge that my child is being cared for daily by loving and educated teachers who always have my child's best interest at heart.

**REEDLEY COLLEGE  
CHILD DEVELOPMENT EDUCATION**

**INSTRUCTIONAL SUPPORT**

**Child Development Department**

**Program Instructor / Co-Coordinators**

Richell Swallow	B.S., M.A., ECE & Child Development
April Barajas	B.S., M.A., ECE & Child Development

**Full-Time Instructors**

Nancy Marsh	B.A., M.A., Child Development
Marcy Davidson	B.S., M.A., Child Development

**Dean of Instruction**

Marie Harris

**Part-Time Instructors**

Patti Angel	Michelle Rabin	Cecil Trinidad
Susan Lusk	Meredith Mathias	Lisa Neufeld
Amy Micu	Amy Carnahan	Becky Zamora
Laura Gonzalez		

**PLEASE COMPLETE AND RETURN THIS PAGE TO THE RC-CDC OFFICE**

**I acknowledge that I have received a copy of the Reedley College Child Development Center Parent Handbook. I understand that it is my responsibility to familiarize myself with the contents and that I agree with the policies and rules of the R.C. Child Development Center.**

\_\_\_\_\_  
**Parent or Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Child's Name**

\_\_\_\_\_  
**Age**

\_\_\_\_\_  
**Child's Name**

\_\_\_\_\_  
**Age**

\_\_\_\_\_  
**Child's Name**

\_\_\_\_\_  
**Age**

**REEDLEY COLLEGE  
CHILD DEVELOPMENT CENTER  
955 N. Reed Ave.  
Reedley, CA 93654  
(559) 638-3641 x 3127  
FAX (559) 638-5040**

**License #10040670/#10040672**

*Family Handbook  
REVISED: 8/2016*