

Caregiver Handbook 2022-2023



child development CENTER

(707) 476-4337

7351 Tompkins Hill Road
Eureka, CA 95501

A head start that lasts a lifetime!

TABLE OF CONTENTS

Welcome to the Child Development Center

Welcome	3
Mission.....	4
Open Door Policy.....	4
Program Funding.....	5
Philosophy and Goals.....	5
Program Goals for Children.....	6
Program Goals for Families.....	6
Environments.....	7
Lab School.....	8
Program Information-Group Sizes and Ratios.....	9
Starting off Positive.....	10
What to bring your first day.....	11
Things to Remember Clothing/Personal Items.....	12
Program Hours.....	13
Admissions Policies.....	14
Admissions Agreement, Late Pick-Up, and Custody Orders.....	15
Daily Schedule, Drop Off/Pick-Up, Parking and Messaging Systems. ...	16
Absences, Attendance and other Communications.....	17
Food and Nutrition.....	18
Health and Safety- Immunization requirements, sunscreen, IPM.....	19
Suspected Child Abuse and Disaster Preparedness.....	20
Sick Policy.....	21
Medication and Care Seat Safety.....	22
Family Involvement.....	23
Discipline and Guidance.....	24
Challenging Behaviors.....	25
Supports.....	26
Teachers and Staff.....	27
Annual Calendar.....	28
Termination and Withdrawal.....	29
Confidentiality.....	30
Complaints and Procedures.....	31
Non Discrimination Statement.....	32

Welcome to the College of the Redwoods Child Development Center

This Caregiver Handbook

contains important information about the CR Child Development Center!

Please read the handbook thoroughly. It will provide you with information about the center's philosophy, goals, policies and procedures concerning your child's enrollment, attendance, and activities, as well as ways in which you can be a part of your child's care and educational development within our program.

The CDC is a unique program for children from 12 months through 5 years of age. At the center, we simultaneously provide a high quality laboratory setting for Early Childhood Education students along with an enriching and educational childcare environment for children of College of the Redwoods student parents, staff and our local community.

The Child Development Center provides a supportive and an enriching experience for families as well as for the children we care for. If you have any questions about any information within this handbook, please feel free to discuss them with your child's teacher or the director at any time.



Mission Statement

College of the Redwoods Child Development Center (CDC) embraces and supports the individuality of each child in an authentic, emerging learning environment while modeling best practices and providing a high quality laboratory setting for early childhood education students.

The CDC seeks to implement the most current theories and practices in the early childhood education field. The CDC permanent teaching staff, in collaboration with the faculty of the Early Childhood Education program, designs curriculum and procedures. This ensures continuity for ECE students, who are able to observe and participate in a program that implements the theories and practices they are learning about in class. The CDC permanent staff appreciates ECE students, substitutes, student employees, and volunteers for their involvement and assistance in the CDC program. Educating and caring for children involves a variety of tasks including individual and small group projects, as well as washing dishes, doing laundry and other environmental maintenance routines. ECE students, Federal Work Study students and volunteers participate in many aspect of the CDC operations.

Open Door Policy

The center maintains an open door policy with all parent/ guardians of enrolled children. We invite you to become involved in the CDC by working closely with your child's teacher, attending meetings, volunteering in the classroom, helping to create curriculum or program materials, sharing a special talent or assisting in other ways that you and the teachers believe would benefit the program. Any and all involvement greatly enhances the program and fosters the continuity between home and center care.

You are welcome to visit the Child Development Center at any time.



Program Funding

The CR CDC receives funding from the California Department of Education Early Education and Support Division for our CSPP state preschool program, the California Department of Social Services support our CCTR- General Child Care for our infant and toddler program, the Redwoods Community College District, Head Start, Early Head Start, CCAMPIS and parent fees. These funding sources help provide no cost and subsidized childcare for low income families.

Head Start/Early Head Start Enhanced Program at College of the Redwoods is a partnership with North Coast Children's Services, the region's Head Start organization, and Early Head Start-Child Care Partnership a branch of California Department of Education. These partnerships help to provide enhanced services for children here at the Child Development Center. These services include additional assistance in obtaining health and dental care, special needs assessments and services, nutritional counseling, and parent education. If you are interested in participating in this valuable program, please contact the Center office.

Philosophy and Goals

At the CDC, children's play is supported by the thoughtful array of activities that the teachers present. Play allows the whole child to develop. Children grow intellectually, physically, emotionally, and creatively. Through a play-based program that reflects children's changing interests and abilities, teachers create an environment and corresponding curriculum that encourage children's exploration. They take the time to listen to children, engage them in conversations, and closely observe the ways they interact with others. Teachers use these observations to help children think and reflect about the child's own observations and exploration. "Project Work" enables children to solve a problem or answer a question as they learn to make sense of their world. Children review their current knowledge and then, within a group, explore, research, interview, discuss, reflect, and change their point of view as they share their ideas.



Program Goals for Children

The CDC has been established to meet the needs of children from 12 months through 5 years of age. Our desire is to provide an environment in which children can thrive and find out for themselves who they are and what they can do. We feel that to do this, a child needs an environment that says, “you are a respected and appreciated member of the classroom; we feel you are a unique and competent person; your ideas are valued, and we will support you as a growing individual.” In this environment, the child needs a great variety of experiences in order to discover a way of dealing with life that is comforting and satisfying. At the CDC, our goals are:

- Each child will develop a disposition for lifelong learning.
- Each child will be empowered to construct knowledge about their world.
- Each child will develop the ability to solve problems individually and as a group member.
- Each child will develop self-esteem by meeting appropriate challenges.
- Each child will develop positive, collaborative relationships with their families and with the adults and children at the CDC.
- Each child will represent their thoughts and feelings with a wide variety of mediums.
- Each child will attain the highest level of independence that is appropriate for their age.
- Each child will value the diversity of people in the world.
- Each child will develop physically, cognitively, socially, emotionally, and creatively.

Program Goals for Families

Parent involvement is a critical component of our program. It adds to the quality of both the parent and child’s school experience. Children benefit tremendously when their parents are involved in their school. Parent involvement teaches children that their parents value their school and find it important enough to give their time and energy. Parent participation further gives parents the opportunity to feel important and included in their child’s education, and it supports open communication between teachers and parents. At the CDC, our goals are:

- Families will be active participants in their child’s care and education.
- Families will develop collaborative relationships with their child and their child’s caregivers.
- Families will have the opportunity to gain knowledge about child development and parenting.
- Families will have the opportunity to meet and develop relationships with other families.
- Families will be able to leave their child at the CDC with the knowledge that their child’s developmental needs are being met in a caring, nurturing environment.



Environments

Play is at the center of children's learning!

The physical environment of the CDC has been set up to accomplish our program goals. The environment offers choices, challenges, and encourages independence. The environment also offers avenues for cooperative play and involvement with a wide variety of materials along with many opportunities to be messy. Getting involved in play activities without concern for clothing or appearance is an important aspect of a child's learning. Through intense interactions with the environment children learn about the physical properties of the real world. Through inquiry, children test ideas, sort out feelings, and learn competency. The program believes it is important to value interactions with the environment through hands on experience.

Art activities of all kinds are offered daily to the children, from the simplest crayon and paper drawings to carpentry and multi-media projects such as finger painting and collage creation. Our philosophy is that the process is important, not the product; the children are given a variety of open-ended materials and encouraged to use their imagination and experiences to express their creativity.

The center provides activities that offer a variety of choices designed to encourage physical skills, cognitive learning, problem solving and independence. Active physical play, conceptual learning, art, music, science, literature and dramatic play are a part of the daily program. As children mature, they engage in increasingly intricate and challenging activities. Curriculum also varies from year to year because no one group of children is like another. This flexibility allows our teachers the opportunity to assess the nature of their group and design their plans according to individual and group interests.





What is a Lab School?

A lab school is a window into children's learning. It is a place that makes learning visible and supports the role of the teacher and student as researcher. The lab school provides all members of the College of the Redwoods learning community and Early Childhood Education students opportunities to explore, reflect, and construct knowledge of developmentally appropriate milestones for each age group within our program.

There will be early childhood education and nursing students observing children from the observation rooms and participating in the children's classrooms. The rich experiences at the CDC will facilitate the development of thoughtful, respectful educators and health care professionals working with young children throughout our community.



Program Information

Group Sizes

Group sizes in our program are regulated by Title 5 and Title 22 regulations. Our program follows the most stringent of group size regulations. Smaller group sizes means more individualized attention for each child within the classroom setting.

Classrooms

Our program has 6 classrooms:
2 Infant rooms
2 toddler rooms
2 preschool/TK classrooms

Group 1: Infants ages 12-17 months

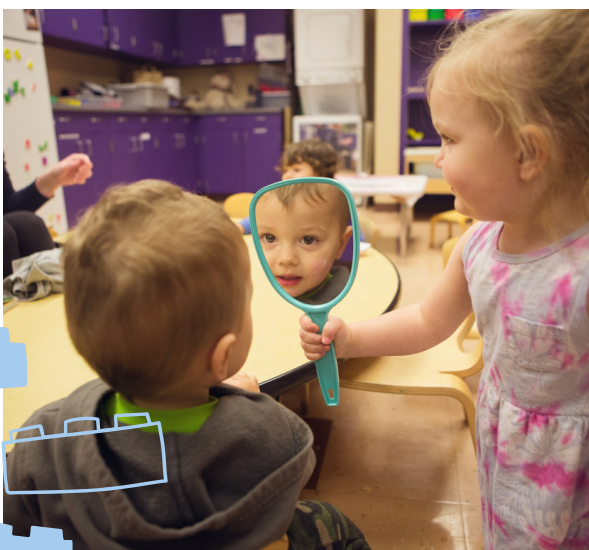
Classroom group size is one adult for every three children (1:3 ratio)

Group 2: Toddlers ages 18 months to 35 months

The younger toddler classroom is one adult to every four children (1:4 ratio); older toddlers are one adult to every 6 children. (1:6 ratio)

Group 3: Preschool ages 36 months to 5 years

Classroom group size is one adult to every 8 children (1:8 ratio)



Starting Off In A Positive Way!

What you need to know to have a smooth transition to our program.

Visit the program!!!

- Our teachers and staff work to ensure a positive experience for you and your child. Take advantage of scheduled visitation times to meet the teacher, visit the classroom, ask questions, complete paperwork. Get comfortable with the new environment. Attending visitation is a great experience for the family and child to get to know your new school!
- Each child reacts differently to separation; and the frequency, intensity and duration of distress will vary. Separation anxieties for both family and children can be affected by a new environment, changes in routine, and difficulties at home.
- To help your child successfully adjust to the Center You will receive information about the classroom routine and the teaching team will answer any questions you may have. Your child will have an opportunity to explore his/her new classroom.
- There is not one remedy for a smooth transition that meets every child's temperament, but 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, he/she 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 through this difficulty in partnership with you.



What to bring for your child's first day!

■ **Any outstanding enrollment paperwork; completed, signed and witnessed, if necessary.**

■ **Diapers**

If your child is in diapers, bring a minimum of five diapers for each day your child is enrolled and a package of diaper wipes. You may bring a full package of diapers. Diapers and wipes will be labeled with your child's name, and you will be notified when to re-stock. Pull-ups are highly discouraged. Ask administration if you qualify for head start support in supplying diapers for you.

■ **Children will get messy!**

Please dress your child in clothing and shoes where they are free to run, skip, jump, climb, pedal, hammer, paint, make mud, and explore. Bring several changes of clothes to ensure your child can change out of wet or messy clothes while at school. We will do the laundry!

■ **Comfort Items**

Families can bring a familiar item to be left at school. This can include a stuffy, a nap blanket and a family picture. Teaching staff can also help with other ideas that may give your child a sense of home while you are away.

■ **Set Expectations**

Let your child know when you will be back! After lunch, after nap, etc. Let your child know that they will make new friends and learn new things at school. Make a plan and set up a routine

■ **Any thing else! Talk with your child's teacher about any other suggestions or needs that may arise.**



Things to remember!



Clothing -Children should be dressed comfortably for the day's probable weather and temperature. Layers are best! Children can remove outer layers if they are too warm. As much as possible, children should wear clothes that can be soiled without it being a source of anxiety for them or frustration for you. Children usually, but not always, wear paint smocks. Our paints are supposed to be washable, but occasionally they don't completely wash out. California regulations for child care centers require that each child have at least one complete change of clothing at the center at all times. Children wearing diapers must have at least one day's supply of diapers and wipes. Please ensure that clothing is can be easily removed for changing. Be sure to label all items with your child's name. The Center has a limited amount of clothing that can be loaned for emergencies (for example, to clean up after clothes are soiled by sudden illness or toileting accident), but Center clothes that are loaned to your child must be washed and returned to the Center by the following week. If your child has an accident AND there is not a change of clothing in his/her cubby AND there are no loaner clothes available, you will be called to either bring a change of clothing for your child OR to pick up your child for the day.

Personal Possessions- Children are often eager to bring toys from home to the Center; however, the risk of damage, lost parts or misplacing the toy is great. The Center staff is not responsible for toys or games brought from home and we ask that you keep all toys from home out of the center. Please do not send money with your child (make sure no stray pennies are in pockets). It may be lost or, worse, swallowed by your child or another child. For "sharing", we encourage bringing age-appropriate books, tapes and "discoveries" such as corncobs, seedpods, feathers, interesting leaves, sprouting onions, shells or pebbles and other natural items. These treasures are often displayed in the science area where they stimulate discussion and exploration. Be sure to label any items your child wants back; otherwise we cannot be responsible for them. **All items, clothing and other belongings, MUST BE LABELED with your child's name.**





CR CDC Program Hours

The CDC is open from 8:15 am until 4:15 pm. Most children arrive between 8:30 - 8:45 a.m. and depart between 3:15 - 3:45 p.m. The CDC is open on all instructional days during the fall and spring semester. The center offers two summer sessions for continuing parents that may be working or taking summer courses. These sessions end in July.

Classroom teachers at the Child Development Center will begin receiving children at 8:15 a.m. Please do not bring your child(ren) into the Center before 8:15 a.m. unless you are prepared to stay with them in the common Town Square area. The teachers are responsible for setting up their classrooms and cannot adequately supervise children in addition to their opening routine.

General Childcare Program

General Child Care-Toddler Program contracts may be half day (4 hours or less) or full time (4.25 hours or more) for a minimum of two days per week as space allows.

Children should arrive no later than 8:45 a.m. If your child will be arriving late, call the center prior to 8:45 a.m.

Subsidized toddler care requires both financial qualification as well as a “need for care.”

State Preschool Program

State Preschool Program is a 5 day a week, full day or part-day program for 3 and 4 year old children, the majority of who will be attending kindergarten the next school year.

State Preschool children should arrive no later than 8:45 a.m. If your child will be arriving late, please call the Center before 8:45 a.m.

State Preschool half day program hours are 8:45 a.m. to 12:15 p.m. and does not require a “need for care,” as long as the family is income eligible. Extended care (prior to 8:45 a.m. or after 12:15 p.m. requires a need for child care services.)

Private Pay

If you do not qualify for one our our subsidized programs, we do offer limited private pay spaces. Private pay fees are:

Full Day-

Toddler: \$65 per day

Preschool: \$52 per day

Half Day-

Toddler: \$35 per day

Preschool \$30 per day

Admission Policies

The Child Development Center has the following enrollment policies:

- Income eligible CR student parents have 1st priority for enrollment in subsidized spaces, with lowest adjusted income admitted first (children who are referred by CPS within this category would be admitted before all others in this category).
- Income eligible CR staff and/or faculty parents have 2nd priority for enrollment, with lowest adjusted income admitted first in subsidized spaces (children who are referred by CPS within this category would be admitted before all others in this category).
- Income eligible community parents have 3rd priority for enrollment, with lowest adjusted income admitted first for subsidized (children who are referred by CPS within this category would be admitted before all others in this category).
- Private Pay CR students, staff, or faculty and community members may be enrolled into the CDC as space allows in non-subsidized spaces.



What Families Need to Know!

Admissions Agreement, Late Pick Up, Custody Orders

Admissions Agreement

Legal guardians or parents will be asked to complete an Admissions Agreement upon enrollment. The contract will clearly identify the specific hours of childcare to be provided per day. Staffing at the Center is based on contracted days and hours of attendance. Your child may only attend the center the days and hours specified on your contract. If you wish to change your child's days or hours of attendance, you must submit your request in writing and in advance to the Office; simply informing your child's teacher is not sufficient. Failure to adhere to contracted hours of childcare may result in termination of childcare services. Parents must complete a new Admissions Agreement each semester.

Late Pick-up

When a child is picked up after closing time (this is 4:15 p.m.), the family will be charged a late fee of \$1.50 for each minute past their pick-up time. The late fee is charged per child. You are expected to arrange for a back-up person to pick up your child(ren) in the event of an emergency. If you or your back-up person has not arrived by closing time, the following procedures will be followed:

- At 4:15 p.m., individuals listed on your alternate pick-up list will be contacted unless you have called with an estimated time of arrival. If you will be late, both your child and the staff will appreciate the courtesy of a phone call or Brightwheel message; however, the late charge will still be assessed. It is imperative that individuals listed on the emergency information form can be reached and have agreed to pick up your child(ren) if you are unavailable to do so.
- The closing teacher and one other staff member will remain with your child(ren) for up to one hour. After one hour, Child Welfare Services or Humboldt County Sheriff will be contacted.
- The Director will send a warning letter stating that late pick-up will not be tolerated and that three late pick-ups in one school year will result in immediate termination of all childcare services.

Because staffing at the Center is based on contracted days and hours of attendance, it is important that your child is dropped off and picked up at the times specified on your contract. Parents who habitually drop off their child early (or late) and/or pick up their child late (or early) will be asked to modify their contracted schedule. Failure to adhere to contracted hours of childcare may result in termination of childcare services.

Court Orders and Custody

The CDC recognizes in most situations both parents have a legal right to be part of their child's life. The CDC denies a parent access to their child only if there is a legal document which addresses that denial. If, pursuant to court order one parent has been given the legal right to child custody or visitation, and such custody or visitation determines which parent may pick up the child from the CDC, or if one parent has been restrained by court order from visiting or has been ordered to stay away from said child, the CDC requires the following:

- A letter from the custodial parent stating that the non-custodial parent is not allowed to pick up the child, and,
- A certified copy, with an original signature and certified seal of the current court order, which states the right or restraints ordered. These documents must be filed with the Director and will be copied to Security.
- If a later court order is issued changing the terms of the original court order, it will not be honored until it is filed as the most recent certified order, with verification that a fee was paid for filing at the County Courthouse.
- We will not accept information regarding the validity of orders over the telephone. Only written instruction will be accepted regarding a court order.
- Visitation with the non-custodial parent will not be permitted to take place at the CDC.

Daily Schedules, Drop Off/Pick up, Parking and Messaging Us!

Daily Schedule

The daily schedule will vary according to the child's classroom. A daily schedule is given to parents during orientation meetings with classroom teachers. In addition to the daily schedule, a weekly Plan of Possibilities is posted in each classroom that identifies specific planned activities and events. Classrooms are structured to give children a predictable schedule and to enhance the overall learning environments. Parents should be mindful of disrupting these regular routines when arriving late or scheduling appointments. Normal drop off time is 8:15-8:45 a.m. Our policy is that 10 a.m. is the latest a child can be dropped off to avoid disruption in the child's and the classroom's routine. If you are dropping off later than your contracted scheduled time, this time must have one week prior approval and be approved, in writing, by the supervisor and master teacher.

Drop Off/ Pick Up

Drop off and pick up are very important times each day. In the morning, it provides an opportunity for parents to share how the child's day has been up to this point. In the afternoon, teachers will use this time to share information about the child's day. Please ensure you have enough time during these transitions to discuss your child's day with your child's teacher and your child. Children will not be released to adults appearing to be under the influence of alcohol or other substances and the appropriate authorities will be called.

Each family member entering the classroom **MUST** wash their hands!

Child(ren) must be brought into the classroom by an adult (over 18 years of age). The adult must sign his/her full name on the sign-in sheet or via Brightwheel. This is the State Law. Sign-in sheets are used during emergencies or power and internet loss to ensure that all children are accounted for; therefore, it is crucial that you sign your child in every day before you leave for class or work via paper sign in or Brightwheel. A full signature is also required at pick-up time. We cannot release a child to anyone other than his or her parent/guardian unless that person has been 1) designated on the child's emergency form; 2) named in a note to staff by the parent; or 3) named in a phone call to the staff by the parent or legal guardian. We are firm about this policy, because we are committed to providing for your child's safety. Please inform those individuals that you have authorized to pick up your child that we will ask for photo identification the first time they come to the Center to pick up your child. Please make sure that a teacher knows when your child has arrived or is leaving.

Parking

The parking lot in front of the CDC is for dropping off and picking up children only. Please park elsewhere while on campus after you have dropped off your child. Campus security will ticket non-authorized cars parked in the CDC lot. Do not park in the handicapped parking spaces without the appropriate placard. The center discourages any individuals from leaving vehicles idling in our parking lot at any time. Fumes and exhaust can enter our building. Children under the age of 6 shall not be left alone in any vehicle at any time, per California Vehicle Code sections 15620, 15630, 15632.

Telephone Information and Messaging Systems

The telephone number for the Child Development Center is (707) 476-4337. We answer the CDC telephone during all hours of operation. Feel free to call the CDC anytime, day or night. If the staff is unavailable, or you call after hours, you may leave a message on the voice mail, and your message will be retrieved first thing the following business day. We are also available via the Brightwheel app so make sure you are signed up!

Absences, Attendance and Communication

Absences and Attendance

Please phone or Brightwheel the Center to inform us when your child(ren) is/will be absent. This helps us maintain proper ratios at the Center and to determine lunch and snack counts. The State requires that all absences be documented. This can be done by either 1) phoning the Office and informing the receptionist of the reason for the absence (which they will write down on the sign-in sheet and initial) or 2) writing the reason for the child's absence with a full signature on the sign-in sheet or via Brightwheel upon returning your child to the Center.

If a child is absent for three days and the parent has not notified the Center of the reason for the absence, a notice of termination will be issued and childcare services may be terminated.

A child will receive an excused absence for:

- illness, such as a cold, fever, headache, tummy ache, chicken pox, etc.
- illness or quarantine of a parent
- physician, dentist, or counseling appointment of parent or child
- family emergency such as hospitalization of a parent, child, or family member
- institutionalization or incarceration of parent or immediate family member
- automobile accident or breakdown (limited to no more than 5 days per incidence)
- relocation of home due to disaster or inability to leave home because of extreme weather conditions such as "snowed in" or "tornado"
- court-ordered visitation
- a reason which is in the best interest of the child (limited to ten days per school year) such as spending the day with out-of-town relatives, traveling, religious holiday, special programs with family or friends, a "special" day with a parent, non court-ordered visitation with a non-custodial parent, etc.

All other absences will be considered unexcused. A family may have their enrollment at the Center terminated if a child has more than three unexcused absences in the school year.

Communication

There are many lines of communication available between Center staff and parents. Each family has a mailbox located in their child's classroom. Please check your mailbox daily for information from Center staff. The teachers also have individual mailboxes in the office area, should you need to get a message to the classroom teachers. A newsletter is published and placed in each family's mailbox or available on the Brightwheel app. Important events, highlights from each classroom, articles, and child development information may be included. We also send messages of events through our Brightwheel app.

We strongly encourage you to immediately communicate any question or concern to us so we can work with you to resolve it. Questions regarding the administration of the program or teaching concerns need to be addressed to the director. Questions about paper work and child's schedule need to be directed to the center assistant and/or the director. You may speak directly to your child's teacher or the director about anything in regards to your child. Every effort will be made to answer your question or address your concerns.

Any changes to scheduling must be made at the front office.

If you are in need of communication services please talk to the Director so we can make arrangements.



Food and Nutrition

The CDC participates in the U.S.D.A. Child Care Food Program. The food program is a part of the curriculum and provides an opportunity for children to learn concepts in areas such as nutrition, social/emotional, math, science, and language. The menu at the CDC limits the use of sugar, fat, salt, and additives. The Center provides nutritious meals (breakfast and lunch) and an afternoon snack daily. If your child is scheduled to be at the CDC during meals or snack, he/she will be served the food as indicated on the posted menu in each classroom. Menus are posted in each classroom and copies of the menu are available in the Family Corner in the center lobby and via Brightwheel. A physician must document any food allergies and food to be substituted. This documentation must be on file at the CDC front office. Parents may request a soy substitute for liquid milk in the front office. If your child(ren) have food allergies, pick up the allergy form from the front office and have the child's doctor complete and return it to the CDC front office.

- Breakfast is served at 9:00.
- Lunch is served at 12:00.
- Afternoon Snack is served between 2:30 p.m. and 3:30 p.m. depending on when the children wake from their nap.

If your child is at the CDC during snack or meal times, they will be served the foods as indicated on the posted menu. Several days a week, the CDC serves vegetarian meals. Special events, such as birthdays, where a parent may want to bring in special foods, should first be discussed with the teacher in order to keep compliance with the food policies and other children's special nutritional needs and limitations within the classrooms(s). Children enjoy preparing snacks for such events in the classroom and parents can provide the necessary supplies in most instances.



Enrollment Requirements –As part of the enrollment process, parents are required to sign enrollment forms that provide the Center with information concerning the child's physician, drug and medication allergies and a medical release. Children must have up-to-date immunizations, physicals, and/ or medical exemptions on file within 30 days of enrollment. Your child's enrollment may be discontinued or denied if this information is not provided within 30 days. Please see the following website for information on immunization requirements for child care centers and new policies on exemptions:

www.shotsforschool.org–new law requires all child care participants to be fully vaccinated before entering child care.SB 277

Parents must notify the Center immediately of changes in emergency and identification information, including a change of physician. We will also always inform you of any contagious disease or condition occurring in your child's class, with a printed notice in the parent corner in the CDC lobby.

Sunscreen– If and when sunscreen is needed parents must sign a consent form before staff can apply such products to children. Parents are encouraged to dress children appropriately for weather conditions and/ or provide the center with weather protective clothing when needed. Some extra clothing is provided for use at school but is not enough for everyone.

IPM Pest and Vegetation Control– College of the Redwoods has implemented an Integrated Pest Management program specifically designed to control any pest and unwanted vegetation problems by the least hazardous means possible. Cultural, mechanical, and natural methods will be used whenever possible, unless it is deemed necessary for public safety or plant health to use chemical control.

Health and Safety

Suspected Child Abuse Disaster Preparedness

Reporting Suspected Child Abuse- All staff working with children are mandated by the State of California to report any suspected child abuse or neglect. Reports, by law, are made without prior notification to parents, to the Protective Services Division of the local Department of Social Services. Signs of abuse and neglect include, but are not limited to, bruises, burns, prolonged inability of the child to interact with or relate to staff and/or children, or inflammation or other abnormal appearance of genitals. Another action considered to be child neglect is leaving an unattended child in a car. We ask that you tell us the cause of visible bruises, etc. that have been incurred at home, and we, in turn, will note the circumstances surrounding injuries sustained at school.

You should be aware that the Center rarely makes child abuse calls, and that we earnestly wish to work in partnership with parents and not as adversaries. For further information regarding the Child Abuse Reporting law, you may consult the California Department of Education website at:

<http://www.cde.ca.gov/ls/ss/ap/childabuserreportingguide.asp>

Disaster Preparedness- Fire drills are conducted once a month to familiarize staff and children with disaster procedures. Fire drills are occasionally replaced or augmented with earthquake or intruder drills to ensure children are prepared. The usual evacuation information for each group is posted in each classroom. If you are at the center during a drill or evacuation, family members are required to stay with their child until the center is given an "all clear".

The College of the Redwoods Child Development Center keeps emergency supplies on hand in the event of a major disaster when children might need to remain at the Center. After a major disaster, if the Center facilities are considered safe, the children will be kept at the Center until picked up by parent or designee. If necessary, an alternate location may be determined by the emergency rescue personnel. If the children have been moved elsewhere, information will be posted at all the regular entrances to the Center. The first site of evacuation is the softball field behind the CDC. This location would be used in case of an isolated incident such as a fire in the CDC.



Health and Safety

Sick Policy



When in doubt about your child's health, keep him/her home. Please remember that the teachers and other children will be exposed to the illness that an ill child may bring to school. Keep your child home if he/she:

- is in the first two days of a cold
- has a sore throat
- has had a temperature of 100°F or higher, with or without other symptoms, in the past 24 hours
- has been vomiting in the past 24 hours
- has had diarrhea in the past 24 hours
- has had an unexplained rash
- has impetigo (strep or staph infection on the skin)
- has untreated conjunctivitis ("pink eye")
- has chickenpox (until the vesicles are crusted over)
- has lice or nits (the CDC has a nit-free policy)
 - been exposed to or has tested positive for COVID
- or any other contagious disease or condition

Please notify your child's teacher if your child has not been feeling well or acting "out of sorts" or has been exposed to head lice, chicken pox, measles, meningitis, COVID or any other contagious disease. Also, please notify the office if your child has contracted any of the above. A child may not stay at the CDC if he or she is not feeling well enough to participate fully in the program. Teachers have the authority to refuse to accept a child and/or to send a child home based on their assessment of the child's health.

If your child becomes ill while at school, the child will be isolated from the group. You will be contacted to discuss the symptoms, and you will be asked to take your child home within one hour. Your child may return to the Center after she/he is free of the above symptoms for 48 hours.

We make every effort to prevent the spread of illness at the CDC. Staff and children wash their hands regularly. We wash toys, tables and chairs regularly. We cover all open wounds with bandages. All staff wear disposable gloves when in contact with bodily fluids or secretions and practice Universal Precautions. Communicable diseases are posted in the Parent Corner.



Health and Safety

Medication and Care Seat Safety



Center staff will not administer over-the-counter medicine to alleviate symptoms that would otherwise cause your child to be excluded from care (i.e. cough medicine, fever reducer, etc.) Parents should note that exclusion applies even if symptoms are suppressed (i.e. Do not bring your child to school if Tylenol has been used to reduce their fever.)

We understand that on rare occasions, children need to take medicine at school, either prescription or over the counter. The center director or administrative assistant will administer the medicine; however, you are required to complete a Medical Dosage Form. Forms can be obtained from the office staff. Medications will be stored at the front office.

Please do not send medication of any kind in your child's backpack or belongings.

Prescription medication must be in its original bottle and labeled with the following information:

- 1) Child's first and last name
- 2) The date the prescription was filled
- 3) The name of the licensed health care provider
- 4) The expiration date of the medication or the period of use
- 5) The medication name and strength
- 6) Instructions on how to administer and store the medication

If your child has a chronic medical condition or a severe allergic reaction to food, insect bites, or medication, a special medical form must be on file with your child's teacher. Forms and instructions can be obtained from the office staff.

WE ALSO REMIND YOU TO USE CHILD SAFETY SEATS FOR ALL CHILDREN UNDER EIGHT YEARS OF AGE AND UNDER A HEIGHT OF 4'9", AND TO USE SAFETY BELTS AT ALL TIMES.

Current California Law:

Children under 2 years of age shall ride in a rear-facing car seat unless the child weighs 40 or more pounds OR is 40 or more inches tall. The child shall be secured in a manner that complies with the height and weight limits specified by the manufacturer of the car seat. (California Vehicle Code Section 27360.)

Children under the age of 8 must be secured in a car seat or booster seat in the back seat.

Children who are 8 years of age OR have reached 4'9" in height may be secured by a booster seat, but at a minimum must be secured by a safety belt. (California Vehicle Code Section 27363.)





Family Involvement


The staff of the CDC believes that you are your child's primary teacher. We want your active involvement in your child's program. We recognize that each of you will choose different types of involvement. Through out the year the center schedules individual parent/child orientation conferences as well as a parent orientation session that all parents must attend. At this time, you will also have the opportunity to meet the director. During the year, any new families are also scheduled times to meet their child's teacher and with the director. These conferences are required before children can begin receiving services.

Parent Caregiver-Teacher Conferences are offered formally two times a year for all families. Informal conferences can be scheduled at any time by either parents or teachers. These conferences give you and your child's teacher a chance to review your child's progress and to set goals for your child in the coming months. It is also an opportunity for you and the teacher to mutually problem solve any issues that may have arisen for your child. Daily informal conversations with teachers are also encouraged, although the presence of children who need to be supervised demands those conversations be brief.

We provide a **Family Education Center** in the lobby area containing pamphlets and information for parents to take home. Parents and caregivers are also welcome to visit our CDC Resource Library located in Town Square that contains helpful books, bulletins and other literature of interest. These resources are available for checkout. We also invite parents to explore information provided on the bulletin boards at the entrance to the CDC. Items of interest for families in the community and at College of the Redwoods are posted and frequently updated. In Town Square there is an area set aside for you to relax and meet with other parents and family members. A new additions to the Center is the Family Corner information area located in the lobby. This area will contain information about community resources, newsletters, health information (including contagious diseases) and upcoming community events. Join us for TGIF on Friday's (dates and activities are TBA) family connections, crafts, trainings and information. All are invited. Sign up for our TGIF Facebook page. A lot of local resources and event information is shared here as well. Makes sure you have signed up and have access to BRIGHTWHEEL. This is our newest communication application for families!

Family Advisory Committee

Parents and guardians are invited to participate in the Family Advisory Committee. The Advisory Committee will work with the CDC staff to provide educational meetings on topics of interest to you and your family. The committee will plan social events throughout the year to enable you to meet other adults whose children attend the CDC. This committee will also provide the CDC staff with family insights and recommendations that may improve the operation of the center. Parent advisory meetings will be held the second Friday of every month that the center provides care. This group is a great way to provide input about center activities and to build relationships with other families in the center. **As an enrolled parent or guardian, there are several ways to participate in center activities whenever you can.** You can observe the program or join in by reading a story to children, playing with blocks, preparing a favorite food for snack. If you are unable to spend time at the CDC when your child is there, you may be able to contribute to the CDC in other ways. There are often carpentry jobs, toy repairs, sewing projects or other tasks that can be done at home as your schedule permits.



Discipline and Guidance

A Positive Approach


BE SAFE – BE KIND – LISTEN

The goal of positive guidance or discipline is to help children learn to consider and respect others and the environment around them, and to feel secure and in control within himself or herself. Young children need to learn what is acceptable and how to live cooperatively with others. Self-discipline is our ultimate goal. The desired result is for the child to be intrinsically motivated to value accepted behaviors.

We use **positive guidance techniques** that allow the children to learn from mistaken perceptions and difficult situations. We want children to develop an intrinsic desire to display socially appropriate behaviors and to be respectful of themselves and others. The center works to develop problem solving skills that will help children resolve conflict throughout their lives. We avoid using external rewards (such as stickers, stars, etc.) to reinforce behavior, because this can keep children from developing intrinsic motivation. Reliance on external rewards can be damaging and is manipulative. Children may view these techniques as “buying” cooperation and achievements. The use of these external motivators can diminish children’s desire to achieve and behave appropriately, and cause them to “perform” only if they are given a reward.

The Center has a strong commitment to developing a positive sense of self-esteem and promoting independent, responsible and caring behavior on the part of the children; therefore, we approach discipline in a positive rather than punitive manner. Teachers model appropriate behavior, praise children for appropriate behavior, provide reminders and cues, and facilitate problem solving among children. Initially, we work to prevent potentially difficult situations by creating a child-centered, interesting and safe environment. We make rules clear, age appropriate and logical for children. When we are unable to prevent a problem, we work with the children to help them see what is causing conflict. Children are assisted to evaluate situations and come up with their own solutions to problems. Children should experience the natural consequences of their choices. Children’s feelings are respected. Time out is not used. Corporal punishment is never used. Children are not humiliated or shamed as a disciplinary measure, nor is food withheld as a means of punishment.

We do not “force” apologies, because this is not effective. Apologies that don’t come from the individuals involved are not real apologies. Instead, we support children in developing clear, respectful communication about their feelings and needs as well as concern for others’ rights, and encourage problem-solving skills. Clear and consistent age appropriate limits on behavior are set. The environment is set up in such a manner as to minimize the necessity of limits, and children are allowed to participate in the decision making process.





Challenging Behaviors

The Child Development Center abides by the NAEYC Program Standards, and their definition of Challenging Behavior as described in code 1.E.03: “Challenging behavior is any behavior that (1) interferes with children’s learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure.” (Kaiser & Raminsky, Challenging Behavior in Young Children (2nd Ed.), Pearson Education Inc., 2007, p.8)

Should a child show ongoing aggression or challenging behaviors towards other children or adults in the program, collaboration between the parents and staff will be the first step for intervention. Guidance plans may be put into place to work with families if situations arise where a more cohesive plan may be needed. It may be necessary for the child to be sent home for a day if the above listed behaviors continue. If challenging behaviors continue, the child care center, in compliance with Community Care Licensing may decide that a reduction of the child's daily schedule is necessary.

When a child requires adult guidance and an aide is assigned to the child, the aide must be present when the child is in attendance. This is to ensure that the child is successful in the classroom environment.

These policies require collaboration between staff, parent, partnering agencies and the child and are intended to limit or eliminate the use of suspension, expulsion, and other exclusionary measures. If the child is unable to control their behavior, and steps have been taken to work through the guidance plan and the child is still considered to be a danger to others in the program, enrollment may be terminated.

While this is never our goal, occasionally, children are not prepared for a group settings and a different type of environment may be more suitable to their needs. In the event that this does happen the CDC will offer assistance in accessing services and alternative placement.



Supports

Partnering to Meet Your Child's Individual Needs – As we work with the children and families in the center, parents occasionally have concerns about their child's development, perceived delays, or areas for growth. It is also possible that the Center staff will suspect some of the same concerns. Open communication is very important in these situations. Our teaching staff will work with you in a sensitive, confidential manner to discuss concerns and suggest a next step. We continually work with regional professionals who can help in assessing and then creating a plan, if necessary, to ensure your child's needs are met. Our staff is here to support you and provide information regarding available services so you can make the best possible decisions to meet your child's needs.

The Child Development Center staff are trained in using observations, assessments, social emotional curriculum support to promote and prevent challenging behaviors. Our environments are set up to encourage all children to be able to meet the center expectations of: BE SAFE, BE KIND and LISTEN.

Assessments – As part of our funding agreement with the California Department of Education, each child is assessed using the Desired Results Developmental Profile. Teachers use the DRDP 2015 to observe and document each child's individual growth and development. The DRDP 2015 informs teachers of a child's progress and provides information for planning for the child's learning activities. Parent conferences are held at the 60 day and 6 month intervals (twice a year) to discuss your child's development and learning. We encourage you to participate in the process by providing information about your observations of your child's development. Teachers will include that information in their assessments. It is our goal to work with families in a manner that is sensitive to your family values, culture, identity, and home language.

For more information of assessment and a closer look at the DRDP documents and processes please visit www.desiredresults.us



Teachers and Staff

The Child Development Center staff consists of qualified teachers, educated and trained in Early Childhood Education. Additionally, our teachers have Child Development Permits through the California Department of Education, these permits qualify staff to conduct assessments, create and implement curriculum to enhance early learning and development for a children. All staff are encouraged to continue to grow professionally and to participate in staff development opportunities. All staff participate in First Aid/CPR training, as required by state regulations.

Play-Based Curriculum

At the CDC, children's play is supported by the thoughtful array of activities that the teachers present. Play allows the whole child to develop. Children grow cognitively, physically, emotionally, and creatively. Teachers in a play-based program that reflects children's changing interests and abilities, create an environment and corresponding curriculum that encourage children's exploration. Teachers take the time to listen to children, engage them in conversations, and closely observe the ways they interact with others. Teachers use these observations to help children use observations and a deeper thought process developing cognitive and intellectual skills.

"Project Work" enables children to solve a problem or answer a question as they learn to make sense of their world. Children review their current knowledge and then, within a group they will explore research, interview, discuss, reflect, and change their point of view as they share their ideas.

Environment

The physical environment of the CDC is set up by the teachers to enhance our program goals. It offers choice, challenges, and encourages independence. It offers avenues for cooperative play and involvement with a wide variety of materials. It also offers the opportunity to be messy. Getting involved in play activities without concern for clothing or appearance is an important aspect of a child's learning. It is through intense interactions with the environment that children learn about the physical properties of the real world. It is also how they test ideas, sort out feelings, and learn competency ~ all-important aspects of appropriate development. We believe it is important to value interaction with the environment.



Annual Calendar

The College of the Redwoods Child Development Center is open during the fall, spring, and summer semesters as identified on the academic calendar. The CDC is not open during the winter intersession. National Holiday closures are scheduled in conjunction with the College of the Redwoods academic calendar.

A typical holiday calendar will be:

Martin Luther King Jr Day
Lincoln's Day
Washington's Day/President's Day
Spring Break
Caesar Chavez Day
Memorial Day
Juneteenth
Independence Day
Veteran's Day
Thanksgiving Thursday and Friday
Winter Break

also check our website at www.redwoods.edu for updates or changes.

The center will also have 2 or more in-service days for teacher preparation. These will be planned in advance.

The center does not celebrate holidays within the program.

Termination and Withdrawal

Termination of Enrollment

The Director of the Child Development Center reserves the right to terminate the enrollment in the program for cause. The following are causes for termination of enrollment:

- Failure to establish need for services, or eligibility ends.
- Failure to submit and complete re-enrollment forms for the following semester
- Failure to meet the contractual agreement, such as payment of tuition within the guidelines set by the Center, more than 3 unexcused absences in a school year.
- Failure to follow the contracted hours of attendance (early or late drop-off/pick-up)
- Failure to provide required documentation with in time limits, failure to follow policies or any other requirements outlined in this Parent Handbook.
- Failure to submit child's physical examination form within 30 days of enrollment.
- Failure to provide verification of updated immunization record, if needed.
- Failure to maintain a "C" average in all coursework taken
- Failure to notify the Center for 3 consecutive days a child is absent.
- Failure to pay appropriate child care co-pays/ parent fees.
- Failure to follow program rules, falsification of information, or fraud.
- Lack of cooperation with Center staff, threats of violence, criminal conduct, theft, possession of firearms or dangerous weapons on campus property, or being under the influence of alcohol or other illegal drugs.
- Any inappropriate or abusive behavior including verbal abuse or threats towards center staff, other adults or children.
- Parent non-support of or non-adherence to the College of the Redwoods Child Development Center policies will be cause for immediate termination of enrollment.

Withdrawal from the Center requires two week's written notice to the Office; simply informing your child's teacher is not sufficient. Co-pays and parent fees will be collected during the two week termination period. No refunds.



Confidentiality

Confidentiality - It is contrary to the interest of the Child Development Center and those we serve to give out information regarding children and their parents. Such information will be held in strict confidence and will not be discussed with anyone outside the Center. Inside the Center, such information will be discussed only when it will benefit the care and education of the children and parents we serve. At no time will staff discuss other children or personnel issues with parents at the child Development Center or outside the work environment. Staff will not discuss challenges or concerns in the presence of another child.

Confidentiality also applies to written communication including but not limited to assessments and enrollment documentation. All assessments and enrollment documentation is kept out of reach of children and other adults. Our enrollment documentation is kept in a locked office.

A close-up photograph of a file folder tab. The tab is white with the words "Confidential Data" printed in a black, monospaced font. The tab is attached to a brown file folder. In the background, other file folders are visible, some with labels like "Documents" and "Re".

Confidential Data

Complaints Concerns and Uniform Complaint Procedures

Complaints/Concerns

We want to ensure all concerns and complaints are resolved promptly. If you have a concern or complaint, please work to remedy the situation using the following steps:

1. Arrange a meeting with an ECE Master Teacher or the Director to discuss the concern/complaint.
2. The Master Teacher or Director may arrange an additional meeting which may include the ECE Instructor, Division Chair and, if you choose, a support person.
3. If resolution still has not occurred, parents who are CR students may utilize the CR student grievance policy as described in the College of the Redwoods catalog.

Uniform Complaint Procedures

It is the intent of the College of the Redwoods Child Development Center to fully comply with all applicable state and federal laws and regulations. Individuals have the right to file a complaint regarding alleged violation of federal and/or state laws by the Child Development Center. This includes allegations of unlawful discrimination in any program funded directly by the State or receiving federal or state financial assistance.

Complaints must be signed and filed in writing with the State Department of Education.

1. Fill out the appeal notification
2. Mail, fax or hand deliver the appeal notification (NOA) to the Dean of Student Services. The request must be received within 10 days of receiving your NOA.
3. A meeting should be scheduled. Please arrive early. Explain why you believe the NOA is incorrect.
4. You will receive a decision letter within 10 days after hearing.
5. If you disagree with the local hearing you can request a decision from CDSS or CDE:

Child Development Division
Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

If the complainant is not satisfied with the final written decision of the California Department of Education, remedies may be available in federal or state court. The complainant should seek the advice of an attorney of his/her choosing in this event.

A complainant filing a written complaint alleging violations of prohibited discrimination may also pursue civil law remedies, including, but not limited to injunctions, restraining orders, or other remedies.

The following agency can be contacted in regards to major concerns about children and their care:

Community Care Licensing
520 Cohasset Rd. Suite 170
Chico, CA
95926(530)895-5033



**We can't wait to
meet you**



The Child Development Center at CR does not discriminate on the basis of sex, sexualorientation, gender, ethnic group, identification, race, ancestry, national origin, religion, color, or mental or physical disability in determining which children are served. The Child Development Center does not engage in religious instruction or worship. Families with children who are physically or developmentally challenged are invited to enroll their children if it is determined that the Center can meet the individual needs of the child. The center will make reasonable accommodations so that children with disabilities can be a vital part of our program.