Welcome!

I warmly welcome you to Victor Valley College Child Development Lab Classroom! We are a lab site for the Child Development Program and are dedicated to providing a quality educational program based on developmental learning principles which foster children’s growth and development. We are excited about supporting you as your child’s first teacher and we believe in the importance of the home-school connection.

The purpose of this handbook is to acquaint you with our program, philosophy, policies, schedules and procedures, and to answer questions you may have about the Center. If you have additional questions after reviewing this handbook, feel free to discuss them with your teacher, office staff or me. Please remember that we have an open-door policy and want you to feel comfortable sharing your requests, interests, and concerns with us.

Upon enrollment, you are a vital part of a community of caring and responsive staff, students, and parents who are dedicated to providing a positive educational experience for children and their families. Although there is much to read, there is even more to experience! So, we urge you to come and join us as often as you can. We value the rich cultural and ethnic diversity that you bring to our school and encourage you to share it with us!

Sincerely,

Kelley Johnson, Program Director
Child Development Lab Classroom
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Program Background

The Victor Valley College Child Development Lab Classroom (hereby referred to as the CDLC) was established in January 1974. The CDLC is an integral part of the Division of Science, Technology, Engineering, and Mathematics (S.T.E.M.) at Victor Valley College and functions as a lab for the Child Development Program.

The CDLC is state licensed # 360906573 and provides for the care and education of children ages 3 or 4 years old; giving priority to four year old children. “Four-year-old children” mean those children who have their fourth birthday on or before December 2 of the school year in which they are enrolled. “Three-year-old children” mean those children who have their third birthday on or before December 2 of the school year in which they are enrolled. The demographics of the High Desert population are represented in our staff, and the children who are enrolled.

The Victor valley College CDLC operates from mid August to mid June and is funded through a contract from the California State Department of Education, Child Development Division. The CDLC is contracted to offer a State Preschool program during 180 school days in a year round calendar. The CDLC must adhere to the contract funding terms and conditions for both Title 5 and Title 22 regulations.

Our Mission

To provide a high quality model lab site for the Child Development students of Victor Valley Community College as well as providing a safe, nurturing, and developmentally appropriate educational environment for the children and families in our diverse community.

Our Philosophy

Victor Valley College Child Development Lab Classroom implements a child centered, active learning curriculum in a developmentally appropriate preschool environment. Our educational approach to learning builds on children’s interests, strengths, and emerging abilities in their social, emotional, cognitive, and physical growth.

Our Goals

Our goals have been inspired to support our philosophy and achieve our mission, and they are the core of what Victor Valley Community College wants for the students, families, children, and community that the Child Development Lab Classroom serves.

1. The primary goal for the Victor Valley College CDLC is to provide a lab for the Child Development Program students. As a lab for the Child Development Program, the CDLC provides an ongoing and professionally updated resource for Victor Valley College students to receive professional training that is required for certification and to observe children in a quality program to further their understanding of child growth and development. As a model of child development professionalism, we are dedicated to children and open to growth and change. Providing an educational environment for students keeps our staff informed of the latest trends in the field of Child Development.

2. The goal for the children in the CDLC is to provide a safe and rich learning experience designed to meet both their individual and developmental needs. The teaching team plans developmentally appropriate experiences that represent and reflect a commitment to children’s positive growth socially, emotionally, physically, cognitively and creatively.

3. The goal for the parents of our children is two-fold; first to support fulfillment of their educational and occupational goals by providing a safe, nurturing, and affordable program where they can be confident that their child(ren) are well cared for and educated. Second, our goal is to partner with the parents by supporting their role as the most influential person in the young child’s life.
Program Policies and Procedures

The following policies and procedures are consistent with the regulations established by the funding source.

**Hours of Operation/Ages of Children**

The State Preschool program offers a part-day, five day-a-week program designed to serve the income-eligible child during the year prior to kindergarten. Children are enrolled on a priority basis. This program is offered Monday-Friday, from 8:00 a.m. to 11:00 a.m. or 12:00 p.m. to 3:00 p.m. Children must attend all five days.

**Non Discrimination Policy**

At the Victor Valley College CDLC all children are welcomed. We do not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race ancestry, national origin, religion, color, mental or physical disability, when determining which children are served.

The Victor Valley College CDLC:

- Welcomes the enrollment of children with disabilities
- Understands the requirement of the Americans with Disability Act (ADA) to make reasonable accommodations for such children and implements appropriate accommodations
- Refrains from religious instruction or worship

**Parent’s/Guardian’s Rights**

Parents have guaranteed rights. Parents will be given a copy of these rights at the time of enrollment and another copy is posted at the Child Development Center.

**Admission Policies**

**Eligibility**

To receive State Preschool program services, families shall meet eligibility criteria as specified below, including living and/or working in the State of California. The determination of eligibility will be without regard to the immigration status of the child or the child’s parent(s) unless either are under a final order of deportation from the United States Department of Justice.

The **eligibility** criteria:

Pre-kindergarten children age’s three (3) to five (5) at the time of enrollment are eligible for the program, recognizing that they must be at least 3 years old by December 2nd of the current year. Except for CPS children, the family’s adjusted monthly income cannot exceed the income ceilings established by the CDE at the time of enrollment.

Families must qualify based on their gross monthly income. Children who are in care of CPS are an exception to this rule.

**Priorities**

**First Priority:** Families whose age eligible children are receiving child protective services or families whose age eligible children are at risk of being abused, neglected, or exploited. Within this priority, children receiving protective services through the local county welfare department shall be admitted first.
Second Priority: All California State Preschool Program (CSPP) and Victor Valley College Students eligible four-year-old children will be admitted before CSPP and Victor Valley College students’ eligible three-year old children in accordance with family income ranking, with lowest income ranks being admitted first. For purpose of determining the order of admission, public assistance grants are counted as income, and will be ranked accordingly. When two or more families have the same income, the family that has a child with exceptional needs will be admitted first. If none of the families with the same income ranking has an exceptional needs child, the family that has been on the waiting list the longest will be admitted first.

Third Priority: CSPP eligible four-year old children from over income families will be admitted before CSPP eligible three-year-old children from over income families, up to the percentage allowed which is up to 15% over the income guidelines, not to exceed ten percent of the total spaces.

Fourth Priority: Eligible three-year-old children, in income eligibility order.

At least fifty percent (50%) of the children enrolled in the program will be four-year-old children. Any exception to this requirement will require prior written approval from the California Department of Education – Child Development Division.

When not all of the children in a family are certified based on child protective services, the other children or the parents in the family must meet eligibility criteria prior to enrollment and will be admitted in accordance with priorities specified above.

Except for situations where not all of the children in a family are certified based on child protective services, a family that has a child or children enrolled in a program will be allowed to enroll additional children provided there exists an appropriate program opening.

Admission Procedures

The following documentation is required for enrollment:

1. Income Verification (the most recent 30 days prior to enrollment)
2. Verification of family size
3. Birth Certificate (Certified County Copy) of all children in the family
4. Physician’s Report (no more than 1 year old from start date)
5. Child’s Immunization Record
6. TB Test (negative results, performed within 1 year)
7. Verification of your address and phone number

Income Verification

The parent is responsible for providing documentation of the family’s total countable income and the CDLC is required to verify the information:

- Copy of three month’s worth of payroll check stubs
- SSI income statements and/or copy of checks
- Copy of TANF Notice of Action stating yearly income/monthly income allotments
- Financial Aid award letter
- Copy of court order for child and/or spousal support
- Copy of Veteran’s benefits award letter
- Copy of Worker’s Compensation Benefits
- Copy of Foster Care Income Notification
- Copy of Social Security Administration Income award letter
- Affidavit signed for Housing or automobile allowances
- Copy of Disability or unemployment compensation award letter and/or copy of checks
- Copy of bank statements for dividends, interest on saving or bonds, income from states or trust, net rental income or royalties
- Copy of Financial assistance received for the case of a child living with an adult other than the biological or adoptive parent notification
- Copy of Statements for Pension or annuities
- Inheritance
- Income from other enterprise for gain

For adults who are part of the household and do not have any income, they will complete an affidavit form signed under penalty of perjury stating that they do not have any income.

**Parental Legal Orders**

If you have legal requirements relating to custody suits or a restraining order, whether it has been settled or is in progress, copies of the court orders must be on file with the Child Development Center. It is our obligation to maintain a safe and secure learning environment for our children, families, and college students.

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**Termination of Services**

A child can be terminated from Victor Valley College CDLC for one or any combination of the following:

1. Unexcused absences in excess of three (3) per semester.
2. Ten consecutive classroom days absences for reasons that would otherwise be excused
3. Absences for more than half of the contracted days in any given month, except if specified in a court order document.
4. Failure to provide documentation.
5. A false statement made on any document filed for child’s admission or retention in the program.
6. Failure to communicate to the Center changes which may affect or relate to address, telephone number or emergency information which includes failure to keep Emergency Card up to date.
7. Unsafe conduct on Center grounds, including parking lot.
8. Failure to escort children to a teacher upon arrival at the Center, abandoning children in parking lot, lobby, office, hall, or other area of the Center.
9. Failure to sign in and/or out children
10. Failure to provide full signature for both daily sign-in and sign-out sheets.
11. Rude and/or malicious actions toward Center staff, other parents, or children.
12. Failure to comply with Center policy with regard to discipline and/or procedures established to correct discipline problems.
13. Causing injury to another child or staff member.
14. Child whose behavior poses a threat to the physical or emotional well-being of other children or staff.
15. When the program in its unfettered discretion determines the school is unable to meet the need of the child and/or parent(s).
16. Violations of California Education Code regarding firearms, alcohol, drugs, physical altercations, theft, and destruction of property, immoral conduct, etc.
17. Violations of California Penal Code Section 71 regarding the threatening of public officers, employees and school officials (this constitutes a felony and would also be cause for criminal arrest).
18. Failure to follow established procedures for processing concerns or complaints, or diminishing reputation of the school.
19. Children absent for more than half of their contracted days of any given month.
20. Children absent for ten (10) consecutive classroom days for reasons that would otherwise be excused.
21. Three late notices in one fiscal year.
22. Failure to pay late fees by Friday of the week that the late notice was given.
23. Family leave or break in services without prior permission from Director or extending beyond the 10 days maximum allowed.
When services are terminated, the parent will be notified by telephone, in person, and/or by a Notice of Action mailed to the parent, stating the reason or reasons for termination of child care services (a Notice of Action is provided to the parents in all instances).

**Termination Procedure**

Parents will be notified in writing, through a Notice of Action, of reasons for termination of services at least fourteen (14) calendar days before the effective date of the intended action. If the Notice of Action is mailed, the fourteen (14) calendar days period is extended by five (5) calendar days, which establishes a presumption that you, the parent or guardian, received the Notice of Action. However, violation of #11, #14, #16 and #17 is cause for immediate suspension and termination from the program per Board or designee direction.

Parents have the right to drop their child from the program at any time. We do ask, however, that you make every effort to give us advanced notice, so that we can enroll a new child, and assist both you and your children in the transition to another program.

**Parent's Request for a Hearing and Procedures**

If the parent disagrees with an action, the parent(s) may file a request for a hearing with the CDLC Director within fourteen (14) calendar days of the date the Notice of Action was received. Upon the filing of a request for hearing, the intended action will be suspended until the review process has been completed. However, violation of #11, #14, #16 and #17 is cause for immediate suspension and termination from the program per Board or designee direction. The review process is complete when the appeal process has been exhausted or when the parent(s) abandons the appeal process.

Within ten (10) calendar days following the receipt of the request for a hearing, the CDLC Director will notify the parent(s) of the time and place of the hearing. The time and place of the hearing will, to the extent possible, be convenient for the parent(s).

The hearing will be conducted by the CDLC Director whom is referred as “the hearing officer.” The CDLC Director is at a staff level higher in authority than the staff person who made the contested decision. VVC’s CDLC Clerical Technician I is the person who creates the Notice of Action.

The parent(s) or parent's authorized representative is required to attend the hearing. If the parent(s) or the parent's authorized representative fails to appear at the hearing, the parent will be deemed to have abandoned his or her appeal. Only persons directly affected by the hearing are allowed to attend.

The CDLC will arrange for the presence of an interpreter at the hearing, if one is requested by the parent(s). The hearing officer will explain to the parent(s) the legal, regulatory, or policy basis for the intended action.

During the hearing, the parent(s) will have an opportunity to explain the reason(s) they believe the contractor's decision was incorrect. The CDLC's staff will present any material facts omitted by the parent(s).

The hearing officer will mail or deliver to the parent(s) a written decision within ten (10) calendar days after the hearing. The written decision will contain procedures for submitting an appeal to the CDE.

**Appeal Procedure for CDE Review**

If the parent(s) disagree(s) with the written decision from the CDLC, the parent has fourteen (14) calendar days in which to appeal to the CDE-CDD. The appeal must be received within 14 calendar days of the date on the contractor's written decision. If the parent(s) do(es) not submit an appeal request to the CDE-CDD within fourteen (14) calendar days, the parents' appeal process will be deemed abandoned and the CDLC may implement the intended action.

The parent(s) has to specify in the appeal request the reason(s) why s/he believes the CDLC’s decision was incorrect. A copy of the CDLC's notice of intended action and written decision has to be submitted by the parent(s) with the appeal request.
Mail your appeal to the following address:
California State Department of Education
Child Development Division
1430 N Street, Suite 3410
Sacramento, CA 95814
Attention: Appeals Coordinator

Upon receipt of an appeal request, the California Department of Education – Child Development Division (CDD) may request copies of the family’s data file and other relevant materials from the contractor. The CDD may also conduct any investigations, interviews or mediation necessary to resolve the appeal.

The decision of the CDD will be mailed or delivered to the parent(s) and to the CDLC within thirty (30) calendar days after receipt of the appeal request.

**Compliance with the CDD Decision**

The CDLC will comply with the decision of the CDD immediately upon receipt thereof. If a CDLC's determination that a family is ineligible is upheld by the CDD, services to the family will cease upon receipt of the CDD's decision by the CDLC.

**Confidentiality of Information**

In the process of providing comprehensive services, the CDLC gathers personal information on children and families. The CDLC director is the designated custodian of the children and family records. It is the policy of the CDLC to insure maximum confidentiality at all times.

The use and/or disclosure of all information pertaining to the child and his/her family is restricted to purposes directly connected with the administration of the program. Documents are subject to reviews by auditors and representatives of the State of California, Child Development Division and Community Care Licensing. A representative of either of these entities, who has proper identification, may enter the CDLC announced or unannounced to inspect the facility during normal business hours or anytime children are in care. This inspection authority includes private interviews with children, parents and staff to determine compliance laws and regulations. They may examine all files and records as well. No other use of information will be made without parents’ prior written consent.

The CDLC will also permit the review of the family data file by the child’s parent(s) or parent’s authorized representative, upon request and at reasonable times and places.

All information is held confidential, and it will not be shared between agencies without parents' written consent.

In addition, to safeguard the families’ right to privacy, all discussions in the college classroom and observations made at the lab site relating to children, families, staff or visitors are confidential. Observers must refrain from sharing any information relating to those discussions or observations.

**Attendance Policy**

Your child will have a better experience if s/he is here for their whole school day. It is important that your child attends class every day so that s/he may take full advantage of what the program has to offer. It is essential that the child is present on the days s/he is designated to attend (please refer to the school calendar attached at the end of this handbook). It is, therefore, unfair to children on the waiting list to continue to serve children with poor and/or irregular attendance/tardiness. To provide delivery of services, the absentee policy will be implemented. Children exhibiting a pattern of sporadic attendance over any given month, if not ordered by the court, may have their services terminated. Intermittent absences that compose 50 percent or more of any one month may be considered a pattern of sporadic attendance.
Parents are responsible for reporting all absences to the Center on a daily basis. If a child is going to be absent, immediately call the Center at 245-4271, Ext. 2239. Any absence that is not called in on the day of absence is considered "unexcused" and subject to the Termination Policy.

If the child is absent for a week, a doctor's note or a written verification for absence is needed the day the child returns and an Absentee Form needs to be completed per each day of absence, as well. In addition, the parent has to sign the sign in/sign out sheet for all absences. The parent's full signature is required on this form. Failure to complete the sign-in/sign out sheet will result in an unexcused absence.

Please make every effort to ensure that your child attends the Center regularly. We provide a quality program for your child. Research has proven that children who participate in such educational programs experience long lasting education gains. The KEY is that your child attends CONSISTENTLY. To this end, we have established the following policies:

- If a child is absent from school for more than 5 days, a doctor’s note or a written verification to return is required.
- Enrolled children absent for ten (10) consecutive classroom days for reasons that would otherwise be excused may be dropped unless there are extenuating circumstances (i.e. child in hospital).
- Enrolled children absent for more than half of their contracted days in any given month may be dropped from the program.
- Three unexcused absences during the school year will result in termination of services.

**Excused Absences**

Subsidized families must follow the State definition of excused absences.

An excused absence is an absence for any of the following reasons:

1) Illness of the child. (Do not use “ill” or “sick” - give specific illness or symptoms)
2) Illness of a parent or sibling and no other arrangements for transportation can be made.
3) Quarantine. (Give specific reason for quarantine)
4) Dental, doctor, or therapy appointment (Please give advance notice to the center when possible).
5) Court ordered visitation (copy of court order must be on file).
6) WIC appointments

**Family Emergency**

Crisis oriented with reasonable limits to be determined by Program Director:

1) Natural disaster
2) Transportation
3) Funeral
4) Unusual utility emergency
5) Court date
6) Respite care
7) Hospitalization of family member
**Best Interest of Child**

Each child will be allowed a maximum of 10 days per fiscal year (July 1st – June 30th) for absences that are **clearly in the best** interest of the child. Circumstances in the best interest of the child are:

- Vacation
- Spending time with family members
- Other reasons deemed appropriate by the Director or designee.

Any absences in excess of the ten days in this category will be deemed unexcused and subject to the termination policy.

**Family Leave or Break in Services**

Recognizing that the Center is unable to claim any reimbursement during an extended family leave or break in services, each child will be allowed a maximum of 10 school days per fiscal year for extenuating circumstances that must be approved on an individual basis by the Director which may include but are not limited to break in employment, school break, the child’s visit with the non-custodial parent that is not ordered by the court, or family vacation in excess of best interest days, birth and care of the newborn child of the parent, for placement with the parent of a child for adoption or foster care, and to care for the parent's child, spouse, or parent who has health conditions. Otherwise, a Notice of Action terminating the family will be issued.

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**Personnel Policies**

**Staff Qualifications**

The Center’s personnel are governed by written policies which provide job descriptions, qualifications requirements, objective review of grievances and complaints, a sound compensation plan, and statements of employee benefits and responsibilities. All employees are cleared through the Department of justice through fingerprints and the Child Abuse Index.

Teachers must have a valid Child Development Permit issued through the California State Department of Education Commission on Teacher Credentialing and have a current CPR/Pediatric first aid card and a current food handler card.

**Staffing Ratios and Supervision**

Children will be supervised at all times; the CDLC maintains a 1:8 adult-child ratio at all times. Except as otherwise provided in the California Code of Regulations, Title 22, Community Care Licensing Standards, the program may exceed teacher-child and adult-child ratios by fifteen percent (15%), for a period of time not to exceed one hundred twenty (120) minutes in any one day.

We have fully qualified permit teachers, work study students, teachers in training, and volunteers. The whole team makes sure that children are supervised at all times.

**Restrooms** – A staff member is always standing by the restroom door for close supervision.

Parents are responsible for supervising their children at the CDLC at all times. This includes before and after school, special events, and upon arrival and departure. DO NOT LET YOUR CHILD run through the office, in the hallway, or in the parking lot. Teachers have that responsibility during school hours only.

When volunteering in the classroom, parents are never to be left alone with a child or children.
General Policies

The CDLC is dedicated to providing quality care and education for your children. The following policies and procedures are established to ensure the Center is safe, comfortable, happy, and pleasant for your children.

**Daily Arrival at CDLC**

It is important to us that your child is greeted each day and welcomed to the Center. Please walk your child to her/his class. **MAKE SURE THAT YOUR CHILD IS PRESENTED TO A TEACHER and that her/his presence is ACKNOWLEDGED by that teacher.**

Drop-offs are NOT allowed in the parking lot, lobby, office, hall or any area of the Center other than as specified above. This is a serious safety issue; violation of this policy can result in termination of your child care services.

NO CHILD SHOULD EVER BE LEFT UNATTENDED ANYWHERE IN THE CENTER OR ON CENTER GROUNDS, ESPECIALLY NOT IN YOUR CAR WHILE YOU ARE DROPPING OFF OR PICKING UP OTHER CHILDREN. IT IS ILLEGAL TO DO SO!

BE SURE TO SIGN IN ON THE SIGN-IN SHEET with a full signature in your child’s classroom before leaving.

**Late Arrival/Early Pick Ups**

When children are been dropped off late or picked up early, it causes an interruption in the daily routine which affects the whole classroom. It has also a negative effect in your children’s progress because their education process and routine is interrupted. Keep in mind that as lateness has an effect in your child’s progress, picking them up early also has the same effect. We encourage you to drop the children off and pick them up on time. However, we understand that sometimes it is difficult to schedule dentist or doctor appointments during hours different from the school hours, but please try to keep this to a minimum.

**Late Pick Ups = Late Fees**

When children are not picked up at their scheduled time, parents will be issued a late notice. Three late notices in a fiscal year will result in termination of childcare services. Make sure to call every time that you will be in late, so the staff knows that someone will come to pick up the child. Also, remember that if you are designating someone else who is not on the emergency card, or is on the emergency card and no picture ID is presented at the time of picking your child up, we will not release your child; late notices and late fees will still apply even if the person was here on time. It is your responsibility to update the emergency information and contacts. Your child’s security is very important to us. This is a serious safety issue, so violation of this policy can result in termination of your preschool services.

A **$10.00 LATE FEE** is charged when a child is picked up after the Center’s closing time. However, we understand that sometimes there are circumstances that cannot be prevented, so we are allowed to give you a five minutes grace period. Make sure to contact us to let us know.

Any late fees need to be paid within one week from the date that the late notice was given. If payment is not received or arrangement is not made by the due date, it will be considered delinquent and subject to termination. Further collection actions will be taken.

The following chart shows some examples of how the late fees are applied:

<table>
<thead>
<tr>
<th>AM Program</th>
<th>PM Program</th>
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<tbody>
<tr>
<td>11:06 a.m.</td>
<td>$10.00</td>
</tr>
<tr>
<td>11:15 a.m.</td>
<td>$10.00</td>
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<tr>
<td>11:16 a.m.</td>
<td>$20.00</td>
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<tr>
<td>11:30 a.m.</td>
<td>$20.00</td>
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<tr>
<td>11:31 a.m.</td>
<td>$30.00</td>
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<tr>
<td>11:45 a.m.</td>
<td>$30.00</td>
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<tr>
<td>11:46 a.m.</td>
<td>$40.00</td>
</tr>
<tr>
<td>12:00 noon</td>
<td>$40.00</td>
</tr>
</tbody>
</table>
For children left more than one hour past closing time with no contact from the parent, the Sheriff’s Department will be contacted to pick up the child. **A late notice and a late fee will still apply even if contact was made.**

**Daily Sign-in/Sign-Out Policy**

Sign-in/out sheets are legal forms between the parent and the Center, and the parents are required to sign attendance sheets and record the exact time the child arrives and leaves the Center. Failure to comply with this requirement is cause of termination.

Each child **must** be signed in with the parent’s **full signature** when s/he arrives for the day. We are required by California Department of Education to have **full legal signatures**, so **initials will not be accepted**. The Center will not be responsible for a child who has not been signed in, or for a child who has already been signed out. If you forget to sign in or sign out your child, you will be required to come back right away to do so; make sure to keep your contact information updated. Due to the importance of signing in and out, if you fail to comply with the terms and conditions stated by law and this Parent Handbook, you will be issued a warning due to not signing in/out and you will be required to set up an appointment to meet with the Director one week from when this notice was issued. Failure to comply with both instances is cause for termination of services.

Remember, you could help to save a life in case of a disaster! When a child is signed in the team in charge to collect all the children, which may not necessarily include your child’s teacher, will be able to recognize any missing child. In the same manner, when a child is signed out the team in charge won’t have to risk their lives looking for a child who is no longer at the Center.

Parents or adults listed on the emergency cards (classroom and office) and the emergency information sheet in the file are the only parties legally able to pick up the child. Without prior approval by the Director or Site Supervisor, **no child shall be released to anyone not listed on a child’s emergency information cards**. **Exception:** when the other parent who is not part of the household and/or is not on the emergency information cards and NO RESTRAINING ORDER against s/he is on file can prove to be who s/he says to be. However, a courtesy call will be made to you right away, so you are aware of what is happening.

**Who Will Be Allowed to Pick Up Your Child?**

A child will be released **ONLY** to authorized persons listed on the emergency cards (classroom and office) and emergency information sheet in the file regardless if the person delivered the child to the Center; **EXCEPT**, when the other parent who is not part of the household and/or is not on the emergency information cards is when a parent who is not part of the household and NO RESTRAINING ORDER against she/he is on file can prove to be who she/he says to be. However, a courtesy call will be made to you right away, so you are aware of what is happening.

Each authorized individual:

1. Must be at least 18 years of age.
2. Must be listed on the Emergency Card.
3. Must provide a driver’s license or other photo identification if not known to the staff.
4. Must have mandated car seat to transport the children; otherwise, Campus Police will be notified.

**WE WILL NOT RELEASE ANY CHILD TO ANYONE WHO SEEMS INTOXICATED AND/OR HAS ALCOHOL ON HER/HIS BREATH.**

The CDLC has the right to request a picture I.D. of anybody who is picking up your child if not previously known to the teacher or other staff.
Custody Issues

Any parent who requests that a child not be released to the child’s other parent or legal guardian must have a court order on file at the Center.

Field Trips

We do take the children on field trips from time to time. These fieldtrips or outings take place primarily on campus as walking trips. Please be sure we have a signed permission slip on file. Additional volunteers make for a successful field trip, and we encourage parent’s participation.

Name Tags

The CDLC issues a name tag to all the children enrolled in the program. Children are required to wear the name tag all the time while at the center. Make sure that children put it on before going in the classroom, and take it off after they leave the classroom and before they leave the center.

The purpose of the name tags are first, to show them respect by calling them by their first name even before they have been acquainted; it also helps those children who are having a hard time adjusting to the Center and/or have never been exposed to a preschool setting before to identify themselves with the teacher and start creating a bond. Second, staff will be aware of any allergy that the child might have. Third, children will start recognizing their name as well as their peer’s names. It also helps to increase their vocabulary thru different basic concepts as well as motivating their English-Language Development by introducing the first letter of their name and a picture related to the letter, so they can begin to relate English concepts. Last, we are a lab site, so many observers come to the center to work on their school assignments. Some require the child’s first name, and by the children wearing their name tags they will be able to identify it right away.

Replacing lost name tags incurs into an expense. So there will be a $3.00 fee for all lost name tags. We ask you to help us in avoiding this type of expense for you as well as for the Center.

Parents, staff, student teachers, student workers and visitors also were nametags when participating in the center.

Birthdays and Special Occasions

The Center does celebrate birthdays and special occasions, normally all the main holidays and festivities are part of the curriculum. We celebrate diversity, so we make sure to coordinate activities that portray that cultural background. If you have any special celebration request, please let the teacher know at least a week in advance, so they can put it in their weekly lesson plan. Birthday celebrations will be afforded 10-15 minutes in the daily routine.

Food Donations

To protect you and the Center, all food items that parents volunteer to bring to the Center have to be store bought; otherwise, we will not distribute them to the children due to liability issues.

Health and Safety Regulations and Procedures

Illness Policies

We are not equipped to care for an ill child. Only children in good health will be allowed to attend school. A physical evaluation form completed by the child’s physician and current immunizations must be presented prior to the child being enrolled. The CDLC may refuse admittance to a child who appears ill (i.e. drainage from eyes, green or yellow runny nose, lethargic, fever or other possible contagious/communicable condition). Children pass on illnesses easily, causing hardship for all. If your child is not well enough to play freely and participate in all aspects of the daily routine including outdoor time, please make other arrangements for care. It is the parent’s responsibility to have a backup care plan for their child in case of illness.
If a child becomes ill during the day, the parent will be notified and expected to immediately arrange for pick-up.

Do not bring your child to the Center if s/he is ill. If your child has any of the following, please make other arrangements for care: green or yellow runny nose, drainage from eyes, excessive cough, fever of 99 degrees Fahrenheit or higher, swollen glands, diarrhea, sore throat or vomiting, head lice, impetigo, strep throat, chicken pox, measles, rubella, mumps, pertussis, shingles, rash, mouth sores with drooling, ringworm. Remember that a child can be ill without a fever.

Any child who has, or is suspected of having, a communicable disease is required to have a doctor’s release before re-admission.

If a child has had a fever of 99 degrees or higher, diarrhea, or vomiting the day or night before, or if a child is sent home with any of these symptoms, the child must be symptom free for at least 24 hours before returning to the Center.

If the child is sent home, you will sign and get a copy of an Illness Report which explains why we are sending the child home; it will give you the earliest date that your child may return providing s/he is feeling well and is symptom free for 24 hours, or with medication for 24 hours or with a Doctor’s note stating that the child is not contagious.

**When Your Child Is Ill….**

You must make other arrangements for care when your child is ill. The Center has no provision for the care of sick children.

**It is the parent’s responsibility to keep emergency information current at all times,** so that we can reach you if your child becomes ill while at the Center. All children are visually screened for illnesses, and their temperature is checked upon arrival at the Center and will not be admitted if they appear to be ill or have a temperature of 99 degrees Fahrenheit or above. The teacher on duty will make the final determination as to whether or not a child will stay.

If you are called to pick up your child during the day, you are expected to pick up your child within 30 minutes, or authorize an alternate emergency person to pick up your child immediately. A note will be issued and handed to you explaining the reason for sending the child home. If the Center sent your child home due to a rash, lice, possible pink eye, ringworm or any other communicable disease, you will be responsible to take your child to the doctor and request a form from the doctor showing that the child is not contagious and may return to school.

If the doctor diagnosed any communicable or contagious diseases, parents must report it to the Center as soon as the illness has been diagnosed, so that the other parents may be notified of the exposure. Certain diseases must be reported to the Health Department and to Community Care Licensing by the Center. Upon the notification of this type of diagnoses, the Center will post a notification in the classroom as well as providing handouts to the parents. Maintenance an Operation Department also is notified, so their staff can take the necessary precautions for their safety and the safety of the staff members and the children, so a deeper cleaning is completed. The child’s name is never disclosed for confidentially purposes.

**Special Health Concerns – Allergy Policy**

If a child has allergies, seizures, or other special health problems, be certain to specify these at time of enrollment so that the teacher and office personnel will be aware and can act quickly in case of need. A doctor’s certification is required, particularly in the case of food allergies. We reserve the right to require that parents provide any substitute or special foods required by the child.

**Medication Policy**

Staff may administer medication to a child ONLY if such medication is prescribed by a doctor and ONLY if the parent has completed and signed a Medication Dispensing Form. These forms are available in the classroom
and in the Center office. After completing the form, please be sure to check it over with the teacher to be sure that all information is complete and correct. **Medications MUST be in the ORIGINAL containers with original printed directions, and have a current prescription date.** All medication will be dispensed according to label instructions.

It is also your responsibility as a parent/guardian to let your child’s teacher know when your child is taking any medication (prescribed or not) and tell them about any possible side effects. This will help us to keep your child safe and healthy.

**No Smoking Policy**

The CDLC is a smoke free environment. Smoking is prohibited on the premises of a Child Care Center. This includes the front of the building, sidewalks and parking lot as specified in the Health and Safety Code Section 159.795 (b).

**No Cell Phone Policy**

The CDLC requires having your cell phone turned off when entering the Center. We are an educational and observational environment. Turning off your cell phone ensures an optical learning environment for students and children. It also allows you to focus on your children’s needs.

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**Emergency Policies**

**Accidents at School**

Children may get minor bumps, bruises, scratches, and scrapes during the course of the day. If so, the staff will complete an “Ouchy Report,” which will be attached to the child’s sign-in/sign-out sheet. If the injury requires more than minor first aid, the parent will be notified, and a detailed observational report will be provided to the parent. Should the child sustain a serious head injury or any other injury which requires professional medical attention, Center staff will place an emergency call to 911 to get appropriate and fast medical attention. The parent will then attempt to be also notified immediately.

**Emergency Disaster Plan**

There are General Emergency Procedures booklets posted all over the center that you can get familiar with. The list includes general information, campus closures, earthquakes, evacuation checklist, fire, flood, gun shots – possible hostage, hazardous material, lockdown procedure, medical emergency, plane crash – explosion, and finally a college map. We also have posted the Emergency Disaster Plan for Child Care Centers form (LIC 610) which also has been provided to the Community Care Licensing office for their approval.

In the event of a disaster, the Center staff has been assigned to respective duties of: direct evacuation and person count, administration of first aid if necessary, roster of emergency telephone numbers for emergency personnel and parent contacts, transportation, and extra assistance as needed.

- Parents are responsible for keeping emergency information current AT ALL TIMES.
- Fire and disaster drills are scheduled to teach children procedures.
- Emergency plans will be posted in each classroom.
- The building has marked exits
- Children will be taught safety rules and regulations.

**The Emergency Card**

The Center maintains three sets of emergency cards. One stays in the Center office and one is stored in the child’s classroom and goes on any field trips or other activity away from the Center, and the third one is kept in the child’s file.
You are required to keep your emergency information up to date! If something happens to your child, we may need to reach you immediately. We need to know immediately if your phone number or address changes, or if any of the names or numbers on your emergency cards are no longer useful. Failure to keep this information up to date may result in a termination of services. For permanent changes, fill out new emergency cards or correct the current ones.

**Emergencies**

Parents grant permission for VVC staff to take whatever steps necessary to obtain emergency medical care if warranted.

Steps we take for an emergency may include, but are not limited to the following:

- Call paramedics
- Call an ambulance
- Have the child taken to an emergency hospital in the company of a staff member.
- Attempt to contact the child’s parent or guardian.
- Attempt to contact the child’s physician.
- Attempt to contact the parent through any of the person’s listed on the emergency information card completed during the enrollment process.

**Any emergency expenses incurred will be borne by the child's family.**

**Emergency School Closure**

In the event of extreme weather conditions, or other unforeseen emergencies, the Superintendent/President of Victor Valley College may make the decision to close the school. Students are expected to attend school unless an official announcement is made. The College closure will be announced on the radio, and it will also be posted on the College Website.

**Emergency Kit**

In order to be prepared in an event that an emergency evacuation is necessary, the CDLC requires having an Emergency Kit for each child enrolled in the program. By having the kit ready, which has been carefully put together by you, we will be able to provide some comfort to your children. Throughout research, it has been discovered that having an emergency kit can be a very helpful tool to not only survive physically but mentally as well. The concept of being properly prepared is good enough to boost a person through a traumatizing event.

Here is the list of items that the CDLC requires:

- Full set of clothing including underwear and socks.
- Small blanket or pocket camping blanket
- Family picture
- Small cuddly animal or toy
- Two non-perishable food items – this could include granola bars, cookies, canned food that does not need a can opener or to be warmed, etc
- Small bag of tissues
- Small bag of wipes
- Small package of bandages
- One bottle of water

Please provide the items in a ziplock bag or in a small bag with your child’s name on it and then turn them in to your child’s teacher on the first day of school. This bag will be stored with our emergency supplies and will be returned to you when your child leaves the Center, or at the end of the school year.
Earthquake Procedures

In the event of an earthquake or other emergency in which it becomes necessary to evacuate the Center, the following procedures will apply:

Children and staff will assemble in the Center’s playground area. Designated staff will administer first aid as needed.

Parents or other adults listed on the emergency cards will be contacted to pick up their child at the CDLC or other area. There will be no phone or radio contact through Maintenance or Campus Police.

Earthquake Drills

During an earthquake, the first thing you must remember is to STAY CALM. The children will be looking to you for reassurance. It is important to make them feel that they will be taken care of, and that everything will be all right. Encourage them to DUCK, COVER, and HOLD. If they are near a table or sturdy piece of furniture, help them to duck underneath it. If they are near a table or a door frame, hold them close to you, and do not move until the shaking stops. Once this happens, we will be evacuating to the playground until we can return to the building.

Our earthquake drills consist of the following: a staff member will say out loud the word “EARTHQUAKE!” and the children must duck, cover and hold under a table or crouch to the ground and cover their heads. This drill can occur at any time, so you must always be prepared to respond.

Fire Drills

Fire drills are completed on a monthly basis. Teachers will announce when a fire drill is practiced. Everyone must immediately stop what they are doing and evacuate through the back doors or any doors assigned at the moment. You must assist children in exiting the building. Once outside, walk to the fence around the playground area. During this time the staff will do a head count. Your cooperation and assistance is greatly appreciated.

NOTE: Copies of our evacuation plan are posted in every building

Reporting Policies

Child Abuse Reporting Requirements

Legislation AB-2710, Chapter 1718, Statues of 1984, requires that on or after January 1, 1985, any person who enters into employment in a capacity in which they are required by law to report known or suspected cases of child abuse must sign a statement, to be provided by the employer, indicating knowledge of and agreement to comply with child abuse reporting requirements. This statement must be signed prior to and as a prerequisite to employment, and shall be retained by the employer.

Section 11166 of the Penal Code requires any child care custodian, medical practitioner, non-medical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment, who she or he knows or reasonably suspects has been the victim of child abuse, to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

The Center’s staff members are mandated reporters. This means that staff must report suspicion or knowledge of child abuse or neglect. The proper authorities must be notified if there is any evidence such as:

- Physical or psychological abuse
- Child neglect: Failure to provide food, clothing, and shelter even if no physical injury is evident.
- Sexual abuse, assault or child molestation.
Parents Participation and Involvement

Opportunities for Parents and Teachers to Work Together

- Two parent information orientations (and pre-enrollment visits if possible) are scheduled before the children start school to help them adjust more easily to their new experience. Parent orientations include topics such as program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirements, and due process procedures.

- Parent-teacher conferences are scheduled at least twice a year, and portfolios, including Parent Reports are given to parents, so they can read about their child’s strengths, what we are working on, and what parents can do at home to help.

- Parents are also invited to help out with activities in the classrooms, serve as a resource and attend parent trainings and workshops.

- Parent meetings with our program staff are also offered.

REMEMBER: Working Together Makes a Real Difference in the Children’s Lives!

Parent Education and Involvement

We recognize that parents are their child’s primary teacher. Parental involvement offers opportunities to share the joys and challenges of helping children grow to their fullest potential. The CDLC grant was funded with the stipulation that parent education and involvement be a major program component. We have an open-door policy that encourages all parents to be actively involved in our program. We believe in supporting families, so we provide the following vehicles for education and involvement:

- Parent education seminars, with parents giving input through the Parent Advisory as to the topics for the seminars.
- Formal parent/teacher conferences at least two times per year.
- Informal parent conferences when a parent requests to meet privately with the child’s teacher.

Parent participation in the classroom is important (see the office staff for volunteer requirements such as TB clearance and fingerprint clearance). The volunteer experience gives the parents an opportunity to be a part of their child’s preschool day, learn about positive adult-child interactions, and spend quality time with their child. Unfortunately, unenrolled children cannot attend with a volunteering parent. Other ways to be involved in their child’s classroom experiences include:

- Provide assistance to the classroom teacher by making materials, either at home or in the workroom.
- Share culturally relevant objects from home, such as music, family pictures, food boxes for the house area, etc.
- Semi-Annual Parent Surveys, whereby the parent can give very valuable feedback to the CDLC for purposes of program improvement which is also included into its annual self-evaluation process. This feedback is used to plan and conduct activities to help parents support their child’s learning and development and to meet the family’s need.

- Participation on the Parent Advisory Committee
- Monthly Newsletters
- Family Support with Community Resources
- Cultural Activities
All programs and activities operated by Victor Valley College CDLC, including serving on the Parent Advisory Committee, are made available to all qualified persons without regard to sex, sexual orientation, national origin, religion, color, or mental or physical disability. The CDLC provides full opportunities for the participation of parents with limited-English proficiency and parents with disabilities.

**Parent Survey**

Parents are encouraged to complete a Parent Survey twice during the school year. Your views are important to the CDLC and are used to help construct the Center Improvement Plan. Based on your comments, we determine our plan of action to improve our services which is definitely more valuable when all your input is included. This will help us to improve and/or continue to help support your children's learning and development and to meet your family’s needs.

**Teacher/Parent Communications**

Parents should check daily for notices or office/parent communications outside classroom on the bulletin boards, white boards put in the front lobby, the glass doors, outside doors in each classroom and/or on top of the sign in/sign out sheets, and in any other areas designed to place informative flyers in each classroom. Teacher/parent communications may be also put in the individual children cubbies and should also be checked daily.

**Parent Volunteering**

Volunteering in your child’s classroom provides a firsthand learning experience, and can become a real significant part of your life, so we encourage all our parents to become a volunteer. To be able to volunteer at the Center, you have to complete a series of paperwork, and be approved by the VP of Human Resources. In order to be approved, you have to bring all the completed papers given to you when you pick up your child’s enrollment packet, have a TB test clearance not prior to one year and have a fingerprint clearance after getting fingerprinted at Victor Valley Community College Human Resources Department (HR). Once all documentation is completed and cleared, HR will send an e-mail letting the Center know that you are ready to start a new and exciting partnership with the Center.

**Parent Conferences/Desired Results Assessments**

We use the Desired Results Developmental Profile to assess both the child’s progress as well as the overall success of the program. Parents are involved in the program review by completing an annual Parent Survey. An assessment is done on all children within the first 60 days of your child’s enrollment. This allows us to assess the needs of your child and to document growth. Then, the teachers complete additional assessments every six months to show growth and to ascertain any needs your child may have. However, the staff records observations throughout the year for each child. These observations provide for an authentic assessment of each child as they validate the natural learning process.

Parent/Teacher conferences are scheduled 2 times per year. However, teachers are available to meet with parents throughout the year to discuss a child’s progress and to answer any questions or address any concerns. In an effort to respect the child, teachers will not discuss discipline or other concerns in the presence of other children. Therefore, it is important to schedule a time with your child’s teacher so that you can talk in private and without interruption.

**Parent Advisory Committee (PAC)**

The CDLC has an active parent group. All parents of enrolled children are invited to attend meetings in order to provide feedback to the parent council, teachers, and administrator regarding program, policy or procedure revision changes and CDLC events/activities/seminars. Parents are also encouraged to volunteer to serve as a classroom representative. Please look for meeting dates and times in the parent newsletter and posting on classroom bulletin boards each month.
At the first meeting of the year the following officers are elected:

**PRESIDENT**
Calls and conducts meetings; appoints committees as needed; coordinates/delegates publicity for events.

**VICE-PRESIDENT**
Acts in absence of President; coordinates all fund-raising activities; appoints committees for each function; assists President with other tasks as needed.

**SECRETARY/CHIEF FINANCIAL OFFICER**
Keeps accurate minutes of meetings; sees that copies go to all pertinent persons; notifies parents of upcoming meetings and events.

**Open Door Policy**
We welcome all parents, friends, and relatives to visit our Center at any time without prior notice. Observation rooms are available at all times for one-way viewing; however, prior parental permission is required for a visit from a family friend or relative NOT on the emergency card.

**Parent Conduct Expectations**

- Disciplining any child in front of the other children, either verbally or physically is not allowed at the Center. Also, please refrain from talking “negatively” about a child in her/his presence.
- Smoking is not allowed in the Center or Center parking lot.
- Custody and visitation disputes are not to be argued at the Center.
- Parents are expected to conduct themselves like adult ladies and gentlemen.
- All children must be transported to and from the CDLC in the proper, legal child restraints (car seats or booster seats). CDLC staff will report any violations to this law to campus police.
- Rude and/or malicious actions toward Center staff, other parents, or children.
- Causing injury to another child or staff member.
- Violations of California Education Code regarding firearms, alcohol, drugs, physical altercations, theft, and destruction of property, immoral conduct, etc.
- Violations of California Penal Code Section 71 regarding the threatening of public officers, employees and school officials (this constitutes a felony and would also be cause for criminal arrest).

**Parent Responsibilities**

**Clothing**
Dress your child appropriately for school. Please be sure the clothes are appropriate for both indoor and outdoor activities.

- Flip-flops are not allowed. We suggest sturdy play shoes.
- Sandals may be worn if they have a strap around the heel and cover toes

Dress your child in washable, sturdy, play clothes suitable for the weather. Messy art and creative activities are planned every day, and your child will want to participate. The Staff makes every effort to prevent stains from markers, paint, stamps, etc. on children’s clothing. In spite of our efforts, stains will surely occur. If there is certain clothing you do not want stained, please do not bring or send your child to the Center wearing that clothing.
Clothing that is easily manipulated for toileting is highly recommended. Children of this age are learning to be independent and need to be successful in their attempts at self-help in order to promote positive self esteem.

**Extra Clothing**

For each child, parents should bring an extra set of clothing including underwear, to the Center. Clothing should be appropriate to the season and each piece of clothing should be marked with the child’s name. These clothes are necessary in case clothing gets torn, soiled, wet, or an accident occurs. **If it becomes necessary for your child to use borrowed clothing, please wash and return borrowed items immediately.**

If your child is still in pull-ups, an adequate supply of disposable pull-ups and wipes will be required on a daily basis.

**Name Tags**

As stated in a previous section, each child is required to wear the name tag issued during enrollment. You and your child are responsible to put it on when coming to the classroom and take it off before leaving the Center.

**Toys at School**

The Center has well stocked classrooms with developmentally appropriate items. Please **DO NOT** send any personal toys with your child as this causes undue stress to staff and children.

The CDLC will not be responsible for any unauthorized toys.

**Cubbies**

Each child at the CDLC has a “cubby” for her/his outer wear, art, class work, “treasures” and some kind of communication directed to the parent. Make sure to check your child’s cubby on a daily basis.

**Jewelry**

Necklaces are not allowed in the Center for safety reasons. Earrings and/or other body rings are to be studs or other close fitting styles, which cannot be removed by the child. Hoops and other dangling earrings are not allowed. Other jewelry is discouraged.

**Lost and Found**

The CDLC is not responsible for any lost items; however, found items will be placed in a bin outside the classroom. It is your responsibility to label everything sent to school (clothing or share items when requested by the teachers) with your child’s name, since finding lost items becomes easier. It is also your responsibility to check the bin. Items not picked up by you will be donated to a facility in need of items found.

**Car Safety Law**

California State Law requires that children be secured in an appropriate child passenger restraint until they are at least 6 years old or at least 60 pounds. Additionally, State law forbids leaving children unattended in a vehicle. If children are left unattended in a vehicle in the parking lot, the police will be notified immediately.
Guidance Techniques

Discipline Policy

Socialization (the ability to interact in a group setting) is an emerging ability for the preschool child. This is a dynamic period, characterized by many beginnings but few completely perfected skills. Staff welcomes discipline situations as an opportunity to support children’s growth.

The goals of discipline situations are to help children:

1. **Internalize** socially acceptable behavior.
2. Become **self-disciplined**.
3. Experience **success** in relationships.
4. Develop **peaceful** and **non-violent** strategies for conflict resolution.
5. Preserve **dignity** and a sense of **self-worth**.

Discipline is designed to promote self-direction, self-control, choice, empathy, respect, and kindness to others. This is accomplished through sensitivity, consistency, firmness, fairness, and follow-through.

Our basic rules of conduct are that **no child** will be allowed to:

1. Hurt another person or himself/herself.
2. Infringe on another child’s work/play.
3. Destroy our environment.

Our staff will be pro-active in preventing problems and helping children resolve conflicts effectively by:

1. Providing an organized and ordered environment with enough space to play and a variety of materials that are of **value** and **interest** to children.
2. Establishing and maintaining a predictable, consistent daily routine with a balance of child-initiated and adult-initiated activities.
3. Eliminating long waiting periods and making the short waiting periods as active as possible.
4. Allowing children to make choices throughout the daily routine.
5. Planning for and helping children anticipate transitions.
6. Listening to children’s points of view, ideas, concerns, and feelings.
7. Giving children clear, consistent **reasons** for the expectations, rules and limits they establish.
8. Recording observations of children and planning for children’s interests on a daily basis.
9. Using the steps in conflict resolution to mediate conflicts between and among children. The steps are as follows:

   - **Approach calmly.** Observe what is happening and prepare yourself for a positive outcome.
   - **Gather information.** Acknowledge feelings. Ask open-ended questions, directing your questions to one child, then another, all the while listening carefully for details.
   - **Restate the problem.** Tell what happened according to what the children have told you (not according to what you think.) Be specific (“Brianna, you want to have a turn and, Jasmine, you are not finished yet.”)
   - **Ask for ideas for solutions** (“What do you think we could do about this problem? ………..What do you think we should do now?”) Be prepared to give suggestions. (“Brianna, you might want to ask Jasmine how long she will be swinging. Jasmine, could you come and tell Brianna when you are finished?”)
   - **Restate the choices and ask for a decision** (“Brianna, it seems that you could wait nearby for five minutes or Jasmine could come to get you when she is finished”). The adult checks a few minutes later to see if Jasmine has given Brianna a turn.
What to do when a child continues to misbehave:

Remove the child. Implement the shadowing technique of having the child stand or sit next to you. Children will be supervised at all times.

Internalize responsibility (have the child take the responsibility for deciding for her/himself when she/he is ready to return.)

Help her/him return and be more successful.

Follow through with “losing a privilege” when it is necessary (go with her/him and take her/him to another teacher, explaining the need for the child to get started on something productive.)

Parental support and partnerships. It is necessary for a successful positive change in behavior.

On occasion, we have found that some children are unable to adjust to the classroom routines and rules. In order to protect the personal rights of the other children and the Center staff, we have adopted the following procedure:

1. If a child is unable to follow routines and rules of the classroom, the teacher will immediately discuss the situation with the parent/guardian and document the behavior.

2. If the child continues inappropriate behavior, the teacher will again discuss the behavior with the parent/guardian and provide resources that may help the parent and child. In addition, the teacher will inform the parent/guardian that it will be necessary for the parent to come to school with the child or provide another family member to come to school with the child if the behavior continues.

3. Continued inappropriate or destructive behavior will result in termination of services and a Notice of Action will be issued and sent. The parent has a right to appeal.

IT IS THE CENTER’S POLICY THAT UNDER NO CIRCUMSTANCES WILL FOOD BE WITHHELD FROM A CHILD OR PHYSICAL PUNISHMENT BE USED, NOR THE PARENT IS ALLOWED TO ADMINISTER PHYSICAL PUNISHMENT TO THEIR CHILD(REN) WHILE AT THE FACILITY. CORPORAL PUNISHMENT OR ANY HUMILIATING OR FRIGHTENING PUNISHMENT IS FORBIDDEN, SUCH AS SPANKING, HITTING, SLAPPING, PINCHING, OR SHAKING. VERBAL ABUSE, THREATS AND DEROGATORY REMARKS ARE FORBIDDEN.

Supplementary Services

Victor Valley College Guidance and Counseling Center

Provides a list of resources offered in the Victor Valley & San Bernardino County area.

Newsletter

In an effort to keep parents informed of policy changes, special events, and general information, newsletters are done on a monthly basis. If you have something you wish to share in the newsletter, please submit it to your child’s teacher. We invite your participation. Information must be submitted by the fifteenth of each month.

Referrals

Vision, hearing and development assessment referrals are provided as needed.
Health and Social Services

The CDLC provides a Resource and Referral Network throughout San Bernardino County Superintendent of Schools.

In addition, we have a health and social service component that:

- Identifies the needs of the child and the family for health or social services
- Refers a child and/or a family to appropriate agencies in the community based on the health or social service needs
- Conducts follow-up procedures with the parent to ensure that the needs have been met

Parent Education

The CDLC coordinates the provision of all the following:

a. Parenting education to support the development by their children of literacy skills. Parenting educational includes, but it is not limited to, instruction in all of the following:

   i) Providing support for the education growth and success of their children. Parent workshops will be held as scheduled and posted.
   ii) Improving the parent-school communications and parental understanding of school structures and expectations
   iii) Becoming active partners with teachers in the education of their children

b. Referrals, as necessary, to providers of instruction in adult education and English as a second language in order to improve the academic skills of parents and legal guardians of children in participating classrooms.

Community Involvement

The CDLC solicits support from the community including the solicitations for donated goods and services. The CDLC also provides information to the community regarding the services available. In addition, the CDLC utilizes media or other forms of communication in the community.

Nutrition

The CDLC program includes a nutrition component that ensures that the children have nutritious snacks during the time in which they are in the program. The snacks are planned culturally and developmentally appropriate for the children being served, and they meet the nutritional requirements specified by the federal Child and Adult Care Food program (CACFP).

Desired Results for Children and Families

The Desired Results System

The California Department of Education (CDE), Child Development Division (CDD) has revised its approach to evaluating the child care and development services it provides to move away from a process-oriented compliance model and towards a focus on the results desired from the system. This approach is compatible with CDE's accountability system for elementary and secondary education. It is intended to improve the results achieved for children and families through the child development services provided by CDE/CDD. Desired Results for Children and Families will document the progress made by children and families in achieving desired results and will provide information to help practitioners improve their child care and development services. The new system is designed to:
• Identify the measures that demonstrate the achievement of desired results across the development areas for children from birth to age 13 in child care and development programs,

• Provide information that reflects the contributions made by each of the various types of CDE-funded child development programs in achieving the desired results,

• Hold programs accountable to Program Standards that support the achievement of desired results and are used to measure program quality,

• Provide a data collection mechanism for evaluation of the quality of individual child development programs, and

• Create a base of information on the relationships between processes and results which can be used to target technical assistance to improve practice in all child development programs.

At the state level, the intent is to identify successes and areas for improvement so that CDD can provide support and technical assistance to increase program quality. At the program level, the extent to which children and families are achieving the desired results will be determined so that quality improvement activities are effectively targeted to directly benefit program participants. Differences in the structure and objectives of individual programs will be acknowledged and the system will be culturally sensitive and linguistically responsive to the diverse populations of children and families served.

The primary objective of the Desired Results approach is to encourage progress toward the achievement of desired results by providing information and technical assistance to improve program quality. The system has been built on existing processes and procedures, with an emphasis on the coordination of programs and services to support the continuum of children's developmental progress from birth to twelve years of age.

The Desired Results System also interfaces with a concurrent project, the Desired Results: Access for Children with Disabilities Project (DR Access). This project is funded through the California Department of Education, Special Education Division’s (SED) Early Education Unit. The DR Access Project coordinates with desired results in two ways. First, DR Access staff worked with the Child Development Division and their contractors during the development of the desired results framework in order to make the Desired Results Developmental Profile as inclusive and appropriate as possible for the assessment of progress for young children with disabilities. DR Access staff has also developed a system of adaptations and guidelines for the Desired Results Developmental Profile that will allow practitioners to assess children with disabilities in an appropriate manner within the structure of Desired Results.

Through these two approaches, the DR Access Project ensured that the Desired Results framework considered the needs of young children with disabilities and is applicable to all settings where children with disabilities and their families are served, including both regular and special education placements. The vision that is held by the contributors to the Desired Results and the DR Access Project is that through this collaborative effort, a continuity of outcomes will be achieved for all children in CDE programs.

The training and implementation phase of Desired Results for center-based programs and family child care home networks is being carried out with a series of regional training sessions for local program administrators. Assisted by the Center for Child and Family Studies, CDD is providing a comprehensive training designed to facilitate implementation of the Desired Results System in programs at the local level and to build the capacity of local programs to train the staff who work directly with children. Participation in the trainings is by invitation only and sites are selected one year prior to when they are due for a Coordinated Compliance Review or Contract Monitoring Review.
Ouchy Report

An "Ouchy Report" is used when a child is injured in any way. The teachers will discuss the incident with the parent/guardian (if another child was involved, the name of the other child will remain confidential), and parent will sign the form which will confirm that the incident was explained. The original is handed to the parent, and a copy is placed in the child’s permanent record.

Sign-In/Sign-Out Sheets

A sign-in / sign-out sheet is located in your child’s classroom, and it is to be used when arriving and departing the Center. If your child is absent you must sign your full signature on the sign in sheet each day your child was absent. Failure to do so will result in an unexcused absence. (See Absence Policies – Excused Absences)

Incident Report/Observational Report

This form is used by the teaching staff when they feel the parent should be made aware of behavior not typical for a particular child.

Illness Report

The Illness Report defines why your child was sent home and states when s/he may return to the Center.

Medication Dispensing Form

This form is available in your child’s classroom or from the office. It is to be completed when a parent wishes the Center staff to give a child medication. This form and any medications are to be delivered TO THE TEACHER upon arrival.

We are only permitted to give medication to your child:

a. If it is prescribed by a physician.

b. If it is in its original container.

c. If directions are original printed.

d. Must be currently dated.

If a Medication Dispensing Form has been completed and given to the Teacher.

Additional information and forms are needed for Inhaled Medications such as

a. Victor Valley College Child Development Lab Classroom Form for Inhaled Medication to be completed and signed by the Physician or Registered Nurse.

b. Consent/Verification Form for Nebulizer Care – One for each staff member allowed to give the medication

Dispensing Request for Sunscreen, Lotion, Lip Balm, etc.

The following form with all the specifications of the product and the authorization has to be completed, and the product has to be given to the teachers not to the child or left it in the child’s cubby. You will be the only responsible party for any adverse results.
School Calendar

Your CDLC Year Round School Calendar is an invaluable resource. A copy will be given to you at Parent Orientation, and it is also attached to this handbook for your reference. Please place the calendar in a secure spot where you can refer to it often. The days with an “X” are the days that the children are scheduled to attend school. If the children are not attending for any reason please refer to the absent policy for detailed information.

Agency Grievance Policy

Grievances

The staff at the Victor Valley College Child Development Lab Classroom is committed to maintaining a safe and productive atmosphere for children to grow and learn. Parents are encouraged to speak with classroom teachers regarding minor issues and routine concerns. In the event the parent feels the issue is not being adequately addressed or has become a source of conflict, the following grievance procedure should be followed in order to achieve an appropriate resolution.

1. When a problem arises, parents should speak directly with the teacher. Concerns expressed to assistants should be forwarded to the teacher. If you wish to speak in private, please let the teacher know you want a parent/teacher conference. Let the teacher know if it is urgent and the teacher will seek coverage and step out to speak with you, if possible. The teacher will make every effort to resolve the conflict.

2. If a parent feels the matter is not resolved, s/he may bring the concern to the Director. Parents should be prepared to provide a full account of the situation and communication with their child’s teacher. The Director will take reasonable steps to review parent and teacher accounts of the issue. When necessary the Director may call a conference where the parent and teacher meet with the Director and discuss resolution. The Director will respond to the parent in ten working days from the date the grievance was submitted to the Director. Parents can speak directly to the Director without going to the teacher if the parent feels the complaint warrants this.

3. In the event the matter is not resolved the parent may submit a written account to the Dean of Instruction over S.T.E.M. Division. The complaint will be submitted within 10 working days from the final decision of the Director. The Dean will make a reasonable effort to respond to the parent and resolve the matter.

Complaints

The responsibilities of the complainant, the local educational agency, and the California Department of Education according to California Code of Regulations, Title 5, sections 4600-4687.

What is a complaint?

A complaint is a written statement alleging discrimination, harassment, or a violation of a federal or state law or regulation. A complaint must be filed by way of the Uniform Complaint Procedures (UCP) as written in the California Code of Regulations, Title 5, sections 4600-4687. Issues that may involve filing a complaint using the UCP are under various state and federal programs that use categorical funds such as Adult Education, Career Technical Education, Child Development, Consolidated Categorical Programs, Indian Education, Migrant Education, Nutrition Education, and Special Education.

Williams Settlement complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment may be filed anonymously. Schools shall have a complaint form available for these types of complaints. Schools will not reject a complaint if the form is not used as long as the complaint is submitted in writing.

Valenzuela Settlement (Assembly Bill 347) requires school districts that receive intensive instructions funds to post a notice in Grades 10 to 12 classrooms and provide an area on the complaint form for alleging a lack of
opportunity to receive intensive instruction and services for pupils who have not passed one or both parts of the high school exit exam by the end of 12th grade.

Not all complaints fall under the scope of the UCP. Many concerns are the responsibilities of the local agencies, including, hiring and evaluation of staff, classroom assignments, student advancement and retention, selection/provision of textbooks and materials, student discipline, provision of core curricula subjects, facilities, graduation requirements, homework policies and practices, use of general education funds and dress codes and school uniforms.

The following documents describe the process in filing a complaint. Topics include referring complaint issues, local educational agency responsibilities, district policies and procedures, filing a local complaint, time lines, appealing local agency decisions, department resolution procedures, the on-site investigation process, and CDE’s investigation procedures and investigation report.

**Uniform Complaint Procedure**

During enrollment, you receive a copy of the Uniform Complaint Procedure brochure. This brochure describes the process in filing an official complaint under the Uniform Complaint Procedures process and provides the contacts responsible as authorized by *California Code of Regulations, Title 5*, sections 4600 through 4687.

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**Holidays Observed**

**Center Closures Will Be Posted**

The Center generally observes the following holidays each year:

- Labor Day
- Veteran’s Day
- Thanksgiving and the day following Thanksgiving
- Christmas and New Year Holidays
- Martin Luther King Jr. Day
- Lincoln’s Day
- Washington’s Day
- Good Friday
- Spring Break Week
- Independence Day
- Memorial Day
An "X" indicates days the CDLC will be open for service; therefore, children are scheduled to attend.

### Calendar – Fiscal Year 2011-2012

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Total Days of Operation: __180__
Memorandum of Understanding
Between the
Victor Valley College Child Development Lab Classroom
and the Parent or Guardian

Of _______________________________________________________

Child’s Name

This Memorandum of Understanding between the Victor Valley College
Child Development Lab Classroom and
__________________________________________, parent or guardian of
__________________________________________ is for the purpose of ensuring
clear communication and understanding of the Parent Handbook. The
undersigned parent or guardian agrees to and understands the
procedures and regulations of the Victor Valley College Child
Development Lab Classroom that will be in effect and adhered to.

________________________________            _________________________
Name of Parent or Guardian                               Date

________________________________
Parent’s Signature

_____________________________
Parent’s Copy
RESOLUTION OF THE BOARD OF TRUSTEES
OF THE
VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

Resolution No.

Authorizing the Child Development Lab Classroom to utilize the handbook as submitted to the Board of Trustees, as required by the California Department of Education.

WHEREAS, the California Department of Education has established contracts with the district for the provision of child care services;

WHEREAS, the California Department of Education requires that the District’s Child Development Lab Classroom have a handbook with policies pertaining to eligibility, need, continued enrollment, priorities, waiting list, termination, appeal procedures, absences, child abuse, and others as set by the state;

WHEREAS, the Department of Education requires that the Board of Trustees adopt a resolution approving the handbook;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Victor Valley Community College District that they approve the Child Development Lab Classroom Parent Handbook, copies of which were submitted to the board at their regularly scheduled meeting on March 8, 2011.

I hereby certify that the foregoing is a true and correct copy of the resolution duly and regularly adopted by the Board of Trustees of the Victor Valley Community College District at a meeting thereof held on the 8th day of March, 2011 and that the same now appears of record in office.

In witness thereof, I have hereunto set my hand and affixed by official seal this 8th day of March, 2011.

__________________________________________              ___________
Governing Board Member                                      Date
Memorandum of Understanding
Between the
Victor Valley College Child Development Lab Classroom
and the Parent or Guardian

Of ________________________________________________________________
Child’s Name

This Memorandum of Understanding between the Victor Valley College
Child Development Lab Classroom and
___________________________________________, parent or guardian of
___________________________________________ is for the purpose of ensuring
clear communication and understanding of the Parent Handbook. The
undersigned parent or guardian agrees to and understands the
procedures and regulations of the Victor Valley College Child
Development Lab Classroom that will be in effect and adhered to.

________________________________            _________________________
Name of Parent or Guardian                               Date

________________________________
Parent’s Signature

Center’s Copy