

# Welcome

We are happy to welcome you and your child to CPH Children's Center. We hope this year will bring rewarding and valuable learning experiences for you and your child.

This handbook is intended to provide you with valuable information about our program and answer questions that you may have throughout the year, from registration through leaving the program. The following sections are included:

- Our Mission, Program Philosophy, Curriculum, Goals & Objectives (pg. 2)
- Our Program (pg. 7)
- Subsidized and Full Cost Child Care Policies (pg. 13)
- Enrollment Process & Ongoing Enrollment (pg. 18)
- Health & Safety, Emergency Procedures (pg. 24)
- Parent Rights & Responsibilities (pg. 30)
- Program Rights & Responsibilities, Additional Services & Notifications (pg. 33)
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If you have any questions or concerns feel free to contact us at any time.

# Mission, Program Philosophy, Goals & Objectives

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## **This section includes:**

- ✓ Our Mission Statement
- ✓ Our Program Philosophy
- ✓ Our Curriculum
- ✓ Our Program Goals

**The mission** of the CPH Children's Center is to provide affordable, convenient, high-quality child development services for student parents and the families of the Cal Poly Humboldt community.

**The Children's Center Philosophy** believes that children are active, self-motivated learners. Children's development is fostered through intimate, stable relationships with caregivers and a secure, appropriate and challenging environment.

This philosophy is based on the following beliefs:

- Each child is unique and special.
- Parents are the child's first and most important teachers.
- A successful early childhood (first six years) is critical to healthy physical, emotional, and intellectual development later in life.
- Children grow and mature according to predictable stages of development as well as individual timetables.
- Children need a safe, healthy, and nurturing environment in order to grow up as healthy, successful adults.
- A secure, stable relationship with significant adults is necessary for children to optimally grow and develop.
- Good early childhood practices are based on knowledge of child development theory and research.

## **Curriculum**

Through the process of play and interaction with others and the environment, children solve problems, work out social situations, integrate and synthesize

information and construct knowledge. It is the responsibility of the teaching staff to provide the social and physical environment and activities which support and challenge development, taking the lead from the children's needs, interests, and changing abilities (See Appendix A for more information).

Children learn best through play. Every time they interact with materials and/or other children and adults, they are developing their basic skills and expanding their knowledge. During play, the focus is on the "whole child," which is not just cognitive development, but also social relations, emotional, language, and creative development.

Within the setting of social interactions among children, staff encourage children to develop an understanding of themselves and other which is characterized by warmth, mutual respect, and sensitivity to each individual. Our staff facilitates interaction among children which encourages self-esteem, social competence, language development, and intellectual growth.

**Program Goals:**

- To work with parents to provide a program that meets the needs of each family and child with respect to diversity in race, culture, family structure, and language
- To provide parents with support, education and desired referrals to meet their family needs
- To provide stable, intimate, and individualized relationships with children and parents
- To provide a safe, predictable, and developmentally appropriate environment for children of different ages and abilities
- To provide care that is respectful and responsive to children and parents
- To support and challenge each child's growth in all areas recognizing each child's uniqueness and individual timetable
- To furnish children with a wide variety of experiences which will challenge their abilities and encourage their interests
- To help children develop problem solving, communication and negotiation skills to facilitate positive relationships
- To provide a program that reflects the lives of the children and families as well as the diversity found in society

**Goals for Families:**

- To be active participants in their child's school experience
- To be active participants in program planning and evaluation
- To develop support network to help meet family needs
- To secure necessary services to assist in meeting family needs

### **Goals for Children:**

#### ***Children are personally and socially competent:***

- To show self-awareness and a positive self-concept
- To demonstrate effective social and interpersonal skills
- To demonstrate effective self-regulation
- To show awareness, acceptance, understanding, and appreciation of others' feelings, needs, similarities and differences
- To show growing abilities in communication and language

#### ***Children are effective learners:***

- To show an interest in learning new things
- To show cognitive competence and problem solving skills
- To show an interest in real life mathematical and science concepts
- To demonstrate emerging communication and literacy skills
- To demonstrate creative expression through art, music, dance, drama
- To develop non-stereotypical understanding of diversity in culture, family, ability, language, age and gender
- To demonstrate understanding of community in which they live

#### ***Children are safe and healthy:***

- To respond to and initiate personal care routines with greater independence
- To demonstrate awareness of safety practices that minimize risk and support healthy growth
- To show increasing independence in making health life choices

#### ***Children show physical and motor competence:***

- To move in coordinated way using large muscles in arms and legs
- To develop ability to coordinate use of hands to reach, manipulate, release with increasing strength and control
- To develop ability to balance self in space
- To develop use of eyes and hands together to perform tasks

### **Annual Program Assessment & Plan for Continuous Improvement**

The Children's Center utilizes a number of tools to assess program performance annually. Information is gathered from funders in assessing the program. All areas are evaluated – children's program and learning; parent satisfaction; teacher performance and satisfaction; overall environment; and administration and funding.

The development and learning of the children are assessed using the California Department of Education Desired Results Developmental Profile (DRDP) assessment system (see Appendix B for more information). Each child is assessed within the first 60 days of the beginning of fall term (or whenever enrolled) using the age appropriate instrument. The Classroom Teacher analyzes the classroom data and develops a Summary of Findings identifying Action Steps to guide further curriculum for the group and individual children. The follow-up on the plan is monitored. The DRDP is conducted again for each child in six months with another Summary of Findings and Action Plan to be followed.

Annually, all parents are involved in a Parent Evaluation Survey of the overall Children's Center program. The results are reported to parents through the Parent Advisory Committee and newsletter along with program changes identified through the survey.

Annually, an Environmental Rating is conducted on each classroom using either the Infant/Toddler Environmental Rating Scale (ITERS) or Early Childhood Environmental Rating Scale-Revised (ECERS-R). The Classroom Teacher and another staff member rate each classroom and average scores. Each Classroom Teacher then prepares a Plan of Action to address areas for improvement. The follow-up is monitored.

Each Classroom Teacher is evaluated annually and each student employee has an opportunity to meet with their Classroom Teacher each semester and is formally evaluated 60 days after hiring and every semester thereafter. The evaluation process involves a self-evaluation and evaluation by the immediate supervisor. In discussing the evaluation together future goals are set and past goals reviewed. Coaching and mentoring experiences are offered throughout the year to support completion of set goals. Evaluations can also occur at any time to address issues of immediate concern that need improvement.

The Director and Office Manager conduct a review of the administration of the program utilizing the California Department of Education (CDE) Contract Monitoring Review instrument. Every three years a CDE consultant conducts the review. A Plan of Action must be submitted to CDE on any items on the instrument that the program does not meet. Items must be corrected within 45 days.

Once a year, the core staff (Director, Assistant Director, Classroom Teachers, and Office Manager) have a planning retreat to review the program year, and plan for the next and future years.

As a requirement of funding by CDE, the Children's Center must submit an Annual Report including the findings from all assessment tools and establishing a Plan of Action for the future. This is developed by core staff and the Parent

Advisory Committee. The planned program changes are reported to families at the first Advisory Committee meeting in the fall and in the first newsletter (most families do not attend in the summer).

The Children's Center is also accredited through the National Association for the Education of Young Children. Less than 4% of child care centers in California are accredited. This accreditation is the result of a five year continuous cycle of program evaluation, training, and assessment by an outside observer on over 1,000 criteria considered essential to quality care.

### **Professional Participation**

The Children's Center core staff (Director, Assistant Director, Classroom Teachers) participate in a wide variety of Early Childhood Education organizations by joining and attending meetings and conferences.

All professional and student staff are encouraged to participate in training activities and events. As a requirement of employment, students must enroll in one course per semester of the required coursework until they complete the minimum 12 units. Prior to each semester the upcoming courses are posted in the classroom. The Children's Center also schedules a series of mandatory trainings throughout the year to provide required trainings for the student staff. Training opportunities available in the community are also posted in the office and classrooms and all staff are encouraged to attend.

# Our Program

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**This section includes:**

- ✓ Ages Served, Days & Hours of Operation, Location, Staffing
- ✓ Open Door Policy
- ✓ Equal Access, Non-Discrimination Policies, and State Mandated Policies
- ✓ Food Program

**Ages Served**

CPH Children's Center serves families with children from 3 months old until they are legally eligible to enter kindergarten, as legislated by the State of California. We serve children in two licensed centers, an Infant center and a Preschool.

CPH Children's Center Infant/Toddler Center accepts children in August of each academic year who are between 3 months and 24 months of age. There are two classrooms – the Infant Room and the Younger Toddler Room. Children entering the youngest classroom are generally between 3 and 12 months of age when they enter (6 months for enrollment in Spring semester), with Younger Toddlers running from 12 to 24 months of age.

CPH Children's Center Preschool includes our Older Toddler Classroom, the Discovery Room and the Exploration House. The Older Toddler Classroom serves children from 18-24 months of age in August. The Discovery Room serves preschoolers as young as 2 ½ years old. It is a smaller classroom with supports for children who are still involved in toilet learning and other self-care skills. The Exploration House is our largest classroom and serves children three years of age until they leave for kindergarten.

**Days & Hours of Operation**

The Children's Center operates Monday through Friday, 7:30AM to 5:30PM. As part of the University community, we honor the Cal Poly Humboldt calendar for both academic semesters and the two summer Extended Education sessions. We are open for some breaks and closed for others. Please consult our program calendar, available on our website.

CPH Children's Center maintains a calendar for the current year online at our website: <https://childrencenter.humboldt.edu/cc~calendar>

### Location

CPH Children's Center is located on Cal Poly Humboldt's campus, adjacent to the 14<sup>th</sup> Street parking lot, between A and B streets, in Arcata, CA. The program is located in four buildings:

Building #94 (Jensen House) contains the administrative offices and kitchen. Our office is open from 7:30AM to 5:00PM each weekday.

Building #37 (Baiocchi House) is the home of the Infant Room and Younger Toddler classrooms.

Building #39 (Toddler Annex) houses the Older Toddler classroom.

Building #36 (Mary Warren House) is home to the Discovery Room and the Exploration House.

### Staffing

The Children's Center employs 11-15 professional full-time staff. The Classroom Teachers are experienced Early Childhood Teachers who appreciate the uniqueness of young children. All the Teachers have a minimum of a B.A, with at least 24 units of Child Development, along with a Child Development permit granted by the State of California Commission on Teacher Credentialing (Site Supervisor or Program Director). Associate Teachers are selected based on their interest in working with young children and are students of Child Development or related subjects at CPH.

In addition to our professional staff, CPH students comprise the bulk of our staff and most participate as supervised "teachers in training" at the Center.

### Open Door Policy/Volunteering in the Classroom

Families are always welcome in their children's classrooms. Feel free to work out a transition for drop-off and pick-up that works for you and your child. Talk to your child's teacher for suggestions if your transitions are challenging – they have lots of experience and have seen a multitude of different ways to manage.

Often children enjoy when their family members visit them during the day. This is an especially nice way to celebrate a special day like your child's birthday. **All family members who want to volunteer in the classroom MUST provide proof of immunization for Pertussis (DTaP or TaP), Measles (MMR), and Flu shot (flu shot can be declined in writing) between August and November of the current school year.**

We are legally required to release a child to their biological parent, and to give parents access to their child on site. This is especially important for you to know if you are separated from the other parent. The only circumstance under which we can keep a child from their biological parent is when a restraining order is in force and we and University Police Department have a copy.

### **Community Care Licensing**

The Children's Center is supervised by Community Care Licensing. Licensing analysts may visit the program at any time. They may observe and talk with children during their visits. Licensing has access to all records, including children's files and personal information. Parents will be informed if the Children's Center is visited by licensing and the outcomes of such visits.

Families may contact licensing with questions or concerns about any aspect of the CPH Children's Center program. Concerns may be addressed to Dept. of Social Services, Community Care Licensing (530) 895-5033.

### **Equal Access, Non-Discrimination, and other Required Policies**

The CPH Children's Center welcomes the enrollment of children with disabilities and makes all reasonable accommodations to meet the child's individual needs. The program will work with parents and specialists in the development and implementation of IFSPs, IEPs, and other individualized plans to address the child's needs.

The CPH Children's Center does not discriminate on the basis of actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or age or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. All families are encouraged to participate in all aspects of the program. Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact CSDA's TARGET Center @ (202) 720-2600 (voice and TDD).

The CPH Children's Center will provide no religious instruction or worship.

The CPH Children's Center policies are subject to review by the University administration, Center staff and Parent Advisory Committee. Policy decisions can only be established or altered by the joint consensus of the University administration, Center staff and Parent Advisory Committee. Parents will be notified in writing of any policy changes. Open meetings for major policy changes are held for parents at the monthly Parent Committee meetings. Policies causing undue personal concern may be discussed with the Center Director, Parent Advisory Committee members, and/or University administration

at any time. The University Uniform Complaint Procedures are available in the Center Office and on Humboldt's State web page <http://www.humboldt.edu/president/uml/un100-01.html> Concerns may also be addressed to Dept. of Social Services, Community Care Licensing (530) 895-5033.

The Children's Center participates in the USDA Child and Adult Care Food Program. The Children's Center serves breakfast, lunch and afternoon snack daily to all the children enrolled. Based on a policy established by parents we serve a vegetarian diet. Meals include milk, protein, fresh fruits and vegetables and whole grains. There is no charge to parents for meals as our food program is supported by a grant from Child & Adult Care Food Program.

Weekly menus are posted in each classroom and on our website. Children with allergies will be provided substitutes whenever possible. *Please contact the Office Manager or the Director if your child needs these accommodations.*

"In accordance with Federal law and U.S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer."

### **Schedules**

The children's day is scheduled to create opportunities for routines, for inside and outside, for loud and quiet, for active and focused, and for spending lots of time following an idea or activity to its conclusion. Our daily schedule reflects these priorities based on the ages of the children and are posted in the classrooms.

### **Naptime**

Naptime is an individualized and intimate experience at the Center. We try to cater to the needs of the child and family. Therefore, we nap children according to their personal needs. If a child falls asleep, we will not awaken them; regulations do not allow us to interfere with natural bodily functions. Teachers review with families the Family Needs and Services Information (Infant/Toddler rooms) or Child Information Sheet (Preschool classrooms) to find out their specific routine.

We prepare and set up a relaxed environment in the nap area, making sure beds are ready for the number of children who nap that day before going to the rest area. Staff are respectful of children who are sleeping. We use quiet voices, and whispers, and encourage children to use soft voices as well. Each child's bedding and rest items are in their cubby. Families are responsible for weekly washing or more often if soiled. After the child's nap, teachers spray the cot with disinfectant and wipe it down with a paper towel before putting it away or using for another child. Staff members are required to visually supervise napping children.

## Discipline

The Children's Center believes that children are active, self-motivated learners. Children grow and develop self-discipline over time, with the support of caregivers and in the context of relationships. Adults support the development of pro-social behaviors in a variety of direct and indirect ways – through positive relationships, modeling, supporting peer interactions, creating engaging environments, promoting small group activities, utilizing routines and schedules, and supporting children's learning and practice of their social skills (see Appendix C for more information). Every child has their own timetable for development, therefore we believe that guidance must be relationship-based and individualized. If behavior becomes disruptive or challenging, we work with families to plan supports to help the behavior diminish (see pages 22-23 for more information).

## Visitors

Parents are always encouraged to visit, this is your Center and you are always welcome. While you may notify the classroom when you are coming to visit, parents are free to come and go at their own discretion.

All other visitors to the Center must check in at the Office first before going to the classroom. This includes relatives of the child unless they are visiting with the parent in attendance or unless they are designated to pick the child up from school. **NO ONE IS ALLOWED IN THE CLASSROOMS WITHOUT FIRST CHECKING IN AT THE OFFICE.** Practicum students and students visiting to observe the program must sign in at the Office. Children's Center staff members' friends or relatives must check in at the Office before visiting. The Office staff will issue a visitor's pass to approved visitors.

## Communication

The Director, Assistant Director, Office Manager, and Teachers are available and open to your comments, concerns, and suggestions. We are here for you and your child(ren), so please do not hesitate to communicate with us

frequently. Please go to your Classroom Teacher(s), not the student assistants, when you have questions or concerns. We also request your consideration when speaking with the Classroom Teacher(s) who are working with your child, due to the fact that they must be aware of all the children and sometimes can only speak with you briefly. If you need more than a brief moment to speak, please request to meet with them outside of the classroom. Each of the Teachers have office time during the week. We will gladly schedule the meeting around your work and/or school commitments.

Parents should carefully read parent bulletin boards, newsletters, and other materials as they contain important information and dates. Parents should write any daily messages to the staff on the white boards provided. These could include messages relating to daily needs of their child, i.e. dietary concerns, if a child is to wear a hat, coat while outside, etc. Parents should check these locations for messages from the staff.

### **Parking**

Families may park for pick up and drop off in front of the Older Toddler and Younger Toddler Classrooms. There are also 2 spots next to the East Yard and 1-2 non-metered spots in front of the Exploration House. If a ticket is given, you must contact either Parking Services (spots in front of the Younger Toddler, Older Toddler and Discovery Room) or the City of Arcata (spots in front of the Exploration House) and handle the matter with them; it is out of our jurisdiction to prevent tickets as it is their policies. **You may not leave your engine running or child(ren) in the car when picking up or dropping off your child(ren).**

### **After Hour Events**

During the year (July to June), the Center hosts 7-9 after business (after 5:30 p.m.) hours events. These include but are not limited to: classroom potlucks, parent education nights, and center-wide social events. During these events, non-enrolled siblings may attend, if deemed appropriate by the Classroom Teacher(s) and Director. During this time, families of the children are responsible for actively supervising their children.

### **Breastfeeding Support**

We encourage mothers who are breastfeeding to continue. We can offer a quiet, secluded space and a supportive atmosphere for breastfeeding; please let us know what works best for you. The University also has spaces available. Please contact the Office for more information.

# Subsidized & Full Cost Child Care Policies

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## **This section includes:**

- ✓ Eligibility & Need for Service
- ✓ Income Documentation & Documentation of Family Size
- ✓ Family Fees
- ✓ Family Selection Process
- ✓ Notice of Action (NOA)
- ✓ Continuing in the Program & Recertification
- ✓ Requirement to Notify Program of Changes

## **Eligibility & Need for Service**

Student Families may be eligible to participate in one of our California Department of Education grants that will subsidize most to all of the cost of their child's child care. In order to qualify for the subsidized grant, families must be eligible and have a need.

Eligibility for subsidized child care is based on documentation and verification of at least one of the following:

1. Income
2. Current Aid Recipient (CalWorks, TANF, SSI)
3. Homelessness
4. Child Protective Services
5. At Risk of Abuse, Neglect, and/or Exploitation

## **Documenting Income**

Income includes all income of the individuals in the family including:

1. Gross wages & Overtime, Tips
2. Income tax form 1040 or W-2's
3. Cash aid
4. Child support payments received
5. Any other income
6. Income is documented for the month preceding certification.

Homelessness is documented by a written referral from an emergency shelter or other legal, medical or social service agency or a written self-declaration that you are homeless and a describing your living situation.

Child protective services can write a referral for a child - a statement from the local county welfare department, child welfare services worker, certifying that the child is receiving Child Protective Services and that child care and development services are a necessary component of the CPS service plan.

If a child is at risk, we need a written referral dated within six months of the registration including a statement by a legally qualified professional that the child is at risk of abuse and neglect and that child care and development services are needed to reduce or eliminate that risk.

### **Documenting Family Size**

Families must provide supporting documentation regarding the number of children and parents in the family. Supporting documentation for the number of children shall be at least one of the following:

1. Birth certificate
2. Child custody court order
3. Adoption documents
4. Foster Care placement records

### **Need for Services**

Need for services is based on documentation and verification of at least one of the following:

1. Child Protective Services
2. At-Risk
3. Parental Incapacity
4. Employment
5. Training Toward Vocational Goal
6. Actively Seeking Employment
7. Seeking Permanent Housing

### **Family Fees**

Some families will qualify for subsidized child care with a family fee. Fees are assessed based on income and family size. There is no adjustment for absences. Student family fees are billed at the beginning of the month and must be paid to your student account at Cashiers or online by the 10<sup>th</sup> of the month they are billed. Families may be denied services for lack of on-time payment. Families

who owe Cal Poly Humboldt money are not eligible for services through the Children's Center.

### **Family Selection Process**

Registration takes place before the start of Fall semester classes, in July, and individually throughout the year as openings occur. Emails are sent to everyone on the waiting list describing the process and different deadline dates. Families are invited to pick up registration materials and meet with the Director and/or Office Manager. All paperwork must be completed before families arrive for their registration appointment. During the meeting, the Director and/or Office Manager will go through all of the paperwork and certify the family, evaluating their need for care and other information.

Families are then enrolled based upon the following priorities set by the California Department of Education:

Subsidized Families:

1. Children referred by Child Protective Services
2. Children at risk
3. Children of CPH student families by rank – lowest per capita income first, if same rank then by date placed on waiting list
4. For our State Preschool Grant – 4 year olds first, then 3 year olds
5. Siblings of currently enrolled subsidized CPH student families will get priority over new families

Full-Cost Families: Families who do not qualify for subsidized child care may be enrolled as full-cost as space allows. Approximately 1/3 of our child care spaces serve full cost families. Families will be enrolled for full-cost child care based on the following priorities:

1. CPH Students, by date placed on the waiting list
2. CPH Staff and Faculty, by date placed on the waiting list
3. Siblings of currently enrolled children will get priority over new families

### **Orientations**

Orientations will be held at the beginning of the semester to acquaint the new child and their family with the program and, individually with classroom and staff. Program orientations occur at the beginning of the academic year and are open to all new families and returning families who want to attend. Families whose children enter the program during the semester or summer will be invited to an orientation before their children begin.

All new families are required to attend the orientation meeting. Child care spaces will not be reserved for those new parents who do not attend this meeting. Orientation is held before each semester. Parents will be notified of dates in advance.

Children and families are invited to visit the classrooms prior to actual attendance. The Classroom Teacher(s) will invite parents to new student orientations.

**Fees**

For families eligible for subsidized child care, fees are based on a sliding fee scale according to the family's gross monthly income and family size. There is no fee for families enrolled in the 3.5 hour State Preschool program.

Families enrolled at full-cost are charged a rate comparable to the California Department of Education reimbursement rate

for children in the Infant Room (<18 months):

	<b>Student</b>	<b>Staff/Faculty</b>
• Half-day (3 hours 45 minutes)	\$21.00/day	\$31.00/day
• Full-day (more 3 hours 45 min)	\$42.00/day	\$60.00/day

For children in the toddler rooms (18-36 months):

	<b>Student</b>	<b>Staff/Faculty</b>
• Half-day (3 hours 45 minutes)	\$21.00/day	\$27.00/day
• Full-day (more 3 hours 45 min)	\$42.00/day	\$52.00/day

For children in the preschool rooms (>36 months):

	<b>Student</b>	<b>Staff/Faculty</b>
• Half-day (3 hours 45 minutes)	\$21.00/day	\$25.00/day
• Full-day (more 3 hours 45 min)	\$42.00/day	\$50.00/day

CPH bills full-cost families for fees at the beginning of each month. All full-cost fees are due by the end of the month. Accounts can be settled at the Cashiers or online. CPH Children's Center does not accept any payment directly.

A non-refundable materials fee of \$50 is charged to full-cost families once a semester.

Full-cost fees must be paid in full at the end of each month, or the family will not be eligible to be served until the account is up-to-date.

California Department of Education requires we collect family fees for all days that a child is enrolled, regardless of absences.

### **Notice of Action (NOA)**

Families will be notified the week following registration, hours will be posted for each classroom and families who qualify for subsidized child care will receive a Notice of Action in the mail. Families who are not registered because of space will be contacted by phone.

Notice of Action are issued when:

1. Certification or recertification is completed
2. Changes that affect need, fees, and eligibility occur
3. Family fees are delinquent
4. Schedule changes
5. Family drops services

### **Continuing in the Program**

Current families are invited to request child care hours first each semester, with CPH students receiving priority. To continue to receive services families must complete all paperwork and provide required verification each year

# Enrollment Process & Ongoing Enrollment

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## **This section includes:**

- ✓ Registration
- ✓ Paperwork Required
- ✓ Calendar
- ✓ Block Schedule
- ✓ Attendance
- ✓ Ongoing Enrollment
- ✓ Termination of Services

## **Registration**

Registration takes places before the start of Fall semester classes, in July, and individually throughout the year as openings occur. During July, registration forms are available for pick-up. At that time families make an appointment to meet with the Director and/or the Office Manager. All paperwork is due and must be complete for that appointment. The Director reviews all of the paperwork and ranks families according to income, need, and waiting list date. After meeting with all families, the Director fills the classrooms and schedules are available after August 1<sup>st</sup>..

Families on the waiting list will be notified by email of all important registration dates. Only families who attend registration will be considered for enrollment. As opening occur throughout the year, families will be contacted based on our registration priorities.

## **Required Registration Forms**

1. Subsidized Application with income documentation and Employment  
a. Verification/Signed Release **OR** Full Cost Application
2. Training Verification (Subsidized only) with CPH computer class schedule
3. Two Emergency Cards
4. Two Class Schedule Cards (Student families only)
5. Health Record/Physical Form (Health Care Plan if special medical condition, allergy, etc.)

6. Immunization Record
7. Rules Agreement/Information Receipt Acknowledgement
8. Parent's Release/AV & K Waiver
9. Food Program Application
10. Emergency Medical Treatment form
11. Copy of Birth Certificate (subsidized only)
12. Early Head Start/Head Start Application (subsidized only)

Parents of children continuing in the program from one semester to the next will be required to update their child's schedule cards each semester. Once approved and enrolled, the approval is for one year (12 calendar months). Once approved and enrolled, a family is eligible to receive the services described on the NOA for a full 12 months. Recertification for continuing enrollment will occur in July to become effective at the start of the Fall semester.

**CHILDREN CANNOT BE REGISTERED IN THE SUBSIDIZED PROGRAMS IF PARENTS DO NOT BRING THE NEEDED VERIFICATIONS AT THE TIME OF CHILD CARE REGISTRATION.** Income verification is required on a yearly basis for this program. However, if your income changes to exceed 85% State Median Income (SMI), you are required to provide proof and must come in immediately. Income verification includes any and all of the following:

- Pay check stub, TANF, SSI, etc.
- Financial Aid letters
- Veterans funding letters
- Letter certifying alimony and/or child support payments received
- or copies of checks
- If self-employed, persons must demonstrate current employment and income (income statement from previous 12 month period)
- Income Tax Form 1040 or W-2
- Unemployment/Disability check copies or letter of eligibility
- Work schedule (days and hours) will be verified with employer

**PARENTS ARE REQUIRED TO HAVE SELECTED TENTATIVE CHILD CARE HOURS NEEDED AND CLASS SCHEDULES BEFORE THEY ATTEND REGISTRATION.**

In cases where both parents are living in the home, both must be unavailable for childcare to be eligible for subsidized services (except State Preschool Program). Only one parent needs be a student to receive priority as a student family. The other parent must be verified as working, seeking employment, or incapacitated. Child care hours when one parent is seeking employment are limited to hours available after student parents receive class time, as that is a first priority, and for the entire 12 months.

Parent(s) must list all persons authorized to pick up their child on the Emergency Form provided. Children will only be released to persons indicated on this form. If an emergency occurs and an unauthorized person is needed to pick up a child, a written note signed by the parent or permission given over the phone to the Teacher or Director is acceptable. Individuals picking up children will need identification.

If a particular member of the family is prohibited from picking up a child this must also be indicated on the Emergency Form. As changes occur they must also be noted on the form. If a parent is prohibited from picking up a child, the Center and University Police will need a copy of the court order.

At the time of registration, all parents will request child care hours for the semester. No hours will be confirmed until several days after registration. Confirmed child care hours for returning families are always posted at the respective classrooms.

Because of the high need for child care services and the limited spaces at the Children's Center, all families do not receive all hours needed and some families receive no hours. It is advisable for families to make some backup childcare arrangements. Changing Tides Family Services (444-8293) maintains a listing of all childcare services in the county and can make referrals for any families.

### **Children's Schedule of Hours**

Contracted arrival/departure times must be closely observed. Staffing is determined by contracted hours and if a child arrives early or is picked up late the State mandated adult: child ratio and maximum enrollment cannot be maintained. The program cannot guarantee safety or the continuance of the Center's license should a licensing representative come by during a period of over-enrollment. If a child arrives early or is picked up late (according to contracted hours), more than three times during a semester, the child can be dropped from the program. This only applies when parents have not called in advance to inform the Center of the emergency. The staff will make every attempt to work out individual problems.

All permanent changes in a family's contracted childcare hours must be made with the Office. Permanent schedule changes must be completed by emailing the Office. All schedule changes must be approved by the Director. Before changing class schedules, families should check availability of different hours of childcare as the classrooms are usually enrolled to capacity.

Emergency/Occasional Care – If a parent needs extra hours beyond their contracted hours for one day, parents may call the Office to determine whether

enough staff is available to maintain the required staff/child ratio. If a different child in the same classroom is absent and there is staff to maintain the required staff/child ratio, the request for extra hours will be approved. This request cannot be made in advance as absences are not usually known until the specific day. No child can be dropped off who is not normally scheduled without making previous arrangement with the Office.

During the summer program, non-subsidized families receive 1 week of vacation if they attend BOTH summer sessions.

### **Late Pick-ups**

At the end of the day (5:30) if a child is picked up late a late fee of \$15 for each 5 minutes will be charged. Parents will be billed this late fee and child care priority for the following semester will be lost if not paid. If you arrive after your scheduled hours, a late slip will be given and placed in your child's file. After your 3<sup>rd</sup> late slip, your scheduled hours will be cut back 15 minutes. Any unresolved tardiness can result in termination of service at the discretion of the Director.

### **Attendance**

Families must sign in their child upon arrival and sign them out before taking them out of the center for the day. Authorized adults must enter the time of arrival and departure on the sign in sheet using a full signature.

For Subsidized Families there are two types of absences: Excused and Unexcused. *Excused illnesses* include:

- Doctor/dental appointments,
- child illness,
- parent illness,
- family emergency (sibling illness, transportation issues, death of immediate family member, house fire, natural disaster),
- court-ordered visitation and,
- 10 best interest days (see below for definition).

*Best Interest absences* are limited to 10 per fiscal year (July 1 to June 30). These are defined as vacation/out of town, staying home with relatives visiting, special holidays, etc. These are tracked by the Director. Child care services can be terminated for excessive absences.

*Unexcused absences* are any absences which does not fall into the above 2 categories. Each child has a limit of 10 unexcused absences a semester. At that point, childcare services can be terminated.

### **Continuing Enrollment**

After the first semester of enrollment, returning families have priority over new families, with priority to CPH students. Each semester, summer sessions, winter break and spring break, returning families will be given a survey about whether or not they intend to use hours. Those returning families who return their requests on time will be enrolled first. For each academic session, families usually get what they request, but sometimes there are impacted times and days and the Director will work with families to make a schedule which meets their needs and the needs of other families in the classroom.

### **Termination of Services**

If a child is chronically absent due to illness or otherwise, the Center reserves the right to review such cases which could result in the termination of child care services.

Additionally, services can be terminated if parents refuse to furnish required paperwork or provide fraudulent information. All required forms will be provided to the parents prior to registration. The Department of Social Services and Department of Education mandate that a child cannot be served without the necessary forms in his/her file. Parents will be notified 14 days prior to any termination to allow time to provide the needed paperwork.

The Children's Center reserves the right to drop a child from the program if it is determined that it would be to the best interests of the individual child or the group. The Children's Center can only serve those children whose needs can be effectively met by the program, and is required to insure the safety of all children in care.

Not all children thrive in group care or in specific programs. Additionally, the program is limited by funding, adult: child ratios, specialized training of staff, etc. and cannot meet all the needs of all children. Specific circumstances in which this may occur include: aggressive, anti-social or unacceptable behavior to the extent that the child's safety or the safety of other children or staff cannot be guaranteed inability of the child to adjust to the group care situation.

Should it be determined jointly by the administrators and teaching staff that the program is unable to meet the needs of a specific child, enrollment will be denied or services terminated. Whenever possible this action will only be considered after other avenues available to the program have been explored in an effort to provide service to the child and family. Referrals to other services and assistance in finding other child care will be made available to the family.

The following procedure will guide program action in most cases (if the child's behavior poses a serious risk to the safety of children or staff termination may be immediate). Parent will be notified of the concern and meeting will be scheduled. Intervention meeting between parent, Assistant Director and Teachers, outline situation/area of concern and establish plan of action for both Center and parent(s) to address concern, finally set date for follow-up meeting and possibly determination meeting. At the follow-up meeting staff and families will evaluate progress and adjust plan as needed. If a child does not respond to the interventions of the staff and family within a 6 week period, or if the child's behavior escalates so that staff can no insure the safety of the other children in the group, the family, teacher and Director or Assistant Director will meet and create a timetable for the transition from the Children's Center.

# Health & Safety and Emergency Procedures

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## **This section includes:**

- ✓ Immunizations
- ✓ When to Keep Your Child Home
- ✓ Medications
- ✓ Allergies
- ✓ Sun Protection
- ✓ Diapers & Diaper Cream
- ✓ Emergency Procedures

## **Registration Paperwork & Immunizations**

State law requires all children must have a Health Record/Physical Form on file. It must be signed and completed by a licensed physician or nurse practitioner

**This Physician's Health Record must be completed before a child begins attending the Children's Center,**

California State regulations require all children admitted to child development programs to be immunized against polio, diphtheria, whooping cough/pertussis, tetanus, measles, mumps, rubella, hepatitis, meningitis (HIB) & chickenpox. These immunizations must be up to date for the child's age. Make sure that your child receives any immunizations needed at the time of his or her physical. Exemptions to immunizations are only made for the following reasons:

Medical reasons: A DOCTOR'S WRITTEN STATEMENT IS REQUIRED which must include the type(s) of immunizations exempted and the specific nature and probable duration of the medical condition.

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**Exclusion Policy for Under-immunized Children Because of a Medical Condition**

Because children who may be under-immunized are those at highest risk for illness of which they are not immunized, the center will exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program. The child may return after all risk of exposure is eliminated as per consultation with the child's physician.

**Keeping Your Child Home**

When children enter a group care setting they have many new experiences. One of these experiences that often distresses parents is the increase in the number of colds and/or other common illnesses. The increase in the number of illnesses is due to the child being exposed to increased numbers of people. After the child has been in the group care setting for a few months, they will develop a greater resistance to these types of infection.

Each day when your child arrives, the greeting teacher will do a health check, looking for symptoms or signs that your child is not feeling their best. Please share information about their sleep, their morning, or anything you might think is relevant for the teacher to know to support your child's success throughout the day. If the teacher feels your child is too ill to be in school, they will let you know during arrival and you will need to keep your child with you for the day.

To provide parents with some guidelines as to when a child should not be in the Center, the following list has been prepared. If a child appears too ill to be cared for at the Center as judged by a staff member at the time of arrival or at any time during the session, the parent will be contacted to come for the child.

**If a child is sent home from school, they may return only after they are symptom free without medication for an entire day.** Parent should have some alternate child care plan ready in case of illness.

Keep a child at home if he/she has:

- Fever, Diarrhea or Vomiting within the last 24 hours (child must be symptom free for 24 hours).
- Pinkeye or Conjunctivitis, which is indicated either redness, burning and/or discharge. The child will be excluded from school until symptom free. Even if the child is on prescription drops the child cannot attend with symptoms as the drops are only effective for the bacterial type infection.
- Croupy cough or cough accompanied by rapid or difficult breathing or wheezing.
- Clear, runny nose which has just begun. The child will be excluded for two days; this is when a cold is contagious or may be an early sign of other illness.

- Rashes that the parent cannot identify or have not been diagnosed by a physician.
- Contagious diseases. Some of these are: measles, chicken pox, mumps, roseola, etc.
- If a doctor diagnoses an infection and places the child on an antibiotic, the child should remain home until on the medication for a full 24 hours.
- Lice or nits in hair.

Parents will be notified of any exposure to communicable diseases. Information will be posted in the classroom including symptoms, incubation period, control methods, and when the child can return.

### **Medications**

The Children's Center does not administer any medications (neither prescription nor over-the-counter). Parents can come in to administer medication as needed, storage space is available in the Office refrigerator.

### **Allergies**

All allergies and/or special dietary or medical needs must be indicated on the Emergency Form and on the Physician's Form. Allergies and special dietary needs must be documented by a physician listing the food that may be substituted. Parents should also complete a Health Care Plan for any child with special medical conditions, including allergies. This plan identifies medical need, symptoms, triggers, and action plan.

*EpiPen Jr. and EpiPen* – if your child's allergies are or may be life threatening and require immediate intervention with an EpiPen Jr or EpiPen, we will comply with those needs. Please work with your classroom teacher to complete a Health Plan that describes the symptoms and triggers, and exactly when medication would be administered. The EpiPen Jr or EpiPen must be prescribed by the child's physician, with instructions clearly on the box or device. If the medication were administered, the teacher or office will contact you immediately and call 911 for follow-up care. All professional staff and associate teachers are trained in First Aid and practice the administration of an EpiPen during that training.

### **Accidents & Incident Reports**

#### *Accident Report Form*

The Accident Report Form is used to inform parents of any of the following that occur at school:

- Any injury that results in a mark (scrape, scratch, pinch, bump that results in redness)
- Any injury that would result in a lasting impression (sand in eyes, bit tongue, slivers, bug bites, etc.)
- All human bites
- Bump to the head

The intent of the form is to notify families of what happened, how the accident occurred and what steps were taken to aid the child. It is critical that the family receives this notification the same day that it happens. Parents are asked to sign accident report forms at departure.

### *Incident Report Form*

The Incident Report Form is used to document when a child hurts another child or staff member even though we know that it is developmentally normal at the age of our children and, in most cases, the injury was not really intentional. Incidents include biting, scratching, pinching, hitting etc. The Classroom Teacher will complete the Incident Report Form and share it with the family. A copy of the Incident Report will also go to the office. The Classroom Teacher will notify all the classroom staff about the situation and remind them to be more watchful and to report any further injuries and/or attempts. Following three Incident Reports for the same child, the Classroom Teacher will conference with the child's parents and develop a plan to address the situation. All classroom staff will be informed of the plan and how they are to implement it.

Incident conferences are followed by a meeting two weeks later where the family and teacher can discuss progress made and any changes that need to be made to the behavior plan. If a child does not make progress in changing behavior after a six-week period, or if the behavior escalates and staff do not feel they can maintain the safety of the other children in care, the family will be asked to leave the center and a transition meeting will take place to support the family. In most cases families will be given a two-week notice, but the Center reserves the right to immediately dis-enroll a child for extreme behavior where the safety of other children and staff cannot be insured.

### **Weather Protection**

Children will be protected against cold, heat and sun injury. Fresh air is valuable in preventing disease so children will go outside daily whenever possible. Parents are asked to provide warm clothing and rain gear. To prevent sun injury the program will provide sunscreen (with UVB and UVA protection). Parents will be asked to sign permission for the application of sunscreen and to provide alternative brand if they want a sunscreen other than that provided.

### **Diapers & Diaper Creams**

The Children's Center provides diapers and wipes for only Early Head Start (EHS) funded classrooms (Infant Room and Younger Toddler). Families in the Older

Toddler and Discovery Room classroom provide diapers and wipes. If families in the EHS funded rooms prefer to provide their own diapers and wipes, they may make arrangements with their child's classroom teacher. Diaper Creams can be applied as necessary – please work with your teacher to complete a Health Care Plan that describes exactly when this should take place. Teachers must comply with the directions on the product families provide.

### **No Smoking**

The Children's Center facilities, along with Cal Poly Humboldt, is a smoke-free and tobacco-free campus.

### **Weapons of Any Kind**

Cal Poly Humboldt does not allow any weapons on campus. The Children's Center complies with this policy and discourages children from pretending to use weapons while at school. Please support these efforts in your discussions with your child.

### **Emergency Procedures**

In the event of an Earthquake or Other Disaster while children are attending the Children's Center, parents should retrieve their child from the Center immediately. The Children's Center playgrounds have been established as the Emergency Assembly Point (EAP) for our program. If a parent is unable to reach a child, the Center will contact an authorized emergency contact person from the child's Emergency Card. If a child is sent with an emergency contact person, the Center will document the child's name, with whom he/she left, and the destination.

If required to evacuate the Centers, the new location will be posted on each Center and Office door. If a parent is physically unable to reach the Center, evacuation location and other updated information will be available by calling 826-INFO or the Center's Emergency Sister Campus, Chico, (916) 898-5865. Information updates will also be announced on the local radio.

In the event that the Campus Emergency Alert System is activated, children will immediately be taken into the classrooms, away from windows, lights off, doors locked. Teachers will wait for notification from the Office before taking further action. **No one will be allowed to enter or exit the classrooms for any reason until the alert has been rescinded.**

If the university CLOSES the campus (**Red** Alert and Signage) parents should retrieve their child from the classroom immediately.

If campus classes and activities are CANCELLED (**Yellow** Alert and Signage) student parents must retrieve their child from the classroom immediately. It is important that student parents pick up their children as we will only have the classroom teachers to provide care for children of staff and faculty parents that have emergency operations responsibilities. Staff and faculty parents should call the Office (ext. 3838) to determine if the Center will remain open as in some situations it may be the decision of the administration to close the Children's Center during a **Yellow** Alert.

In the event of a Power Outage, parents may be contacted to come pick-up their children. If a parent's class is cancelled due to electrical power outage they should retrieve their child from the Center. The heaters in our buildings do not work when the electricity is out and they cool down quickly. If the electrical power outage continues and the campus is closed all parents should retrieve their child from the classroom immediately.

Prepare a family emergency plan ahead of time that covers your time on campus. Have contact people on the child's Emergency Card that are familiar with your family's emergency plan.

Prepare an individual emergency bag for your child's cubby. Include spare shoes, socks, underwear, pants, long sleeve shirt, raingear, and diapers if needed. Prepare a family kit for your vehicle and your home with (minimally) food, water, blanket, and first aid kit.

Emergency procedures have been developed and posted at each classroom. Emergency supplies are located in the equipment shed at the Center. Children and Staff drill monthly for Fire, quarterly for Earthquake, and whenever the University drills for lock downs.

# Family Rights & Responsibilities

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## **This section includes:**

- ✓ Registration, Orientation, Attendance
- ✓ Parent Advisory Board
- ✓ Parent Participation
- ✓ Communication & Confidentiality
- ✓ Children's Supplies

As a condition of enrollment in the CPH Children's Center parents have the following responsibilities:

### **Registration, Orientation & Attendance**

All parents must provide the Center with all required registration and enrollment forms and information. The various agencies that govern the Center's operation mandate the collection of this information for the enrollment of children in the program. All parents are required to attend a classroom orientation meeting before their child can attend the program.

Parents are required to sign the attendance sheet with full signature as they deliver and pick up their child each day. Parents must maintain their contracted arrival and departure times.

Parents must call the Center by 9:00 am if their child will be absent or late for any reason. By calling when their child will be arriving late the parent guarantees that their child's space will not be given to someone wanting extra hours for the day.

If an emergency occurs and the parent will be late to pick up their child by the contracted time, the parent must call the classroom or Office. This is only for emergencies.

### **Parent Advisory Committee**

Parents are encouraged to participate at the decision making level. This can be done by becoming a member of the Parent Advisory Committee or by

attending the monthly Committee meetings. The Parent Advisory Committee represents parent views and offers them a voice at the administrative level.

### **Parent Participation**

The Children's Center is a parent participation program. We believe that it is essential for the education of young children that home and school work together. Each family is requested to contribute a minimum of nine hours per semester (4 hours in the summer) to the Center's operation. A wide variety of tasks are available to meet this, including actual participation in your child's classroom, jobs that can be done at home, attendance at Parent Advisory, etc. Parents are requested to donate their time and resources towards the fundraisers held each semester. Funds raised provide supplies for the children's program and directly benefit each family.

### **Confidentiality**

All families at the Children's Center have a right to confidentiality and respect from the center, its' staff, and all members of the Children's Center community. This extends to not talking about children and families outside of the center, not taking photographs that include anyone but your own family members without permission, and not posting any information in any public area including all social media that includes anyone but your own family.

### **Children's Supplies**

Parents should send sufficient clothing, blanket, coat, etc. for their child's use at school. Coats, blankets, extra clothes should be labeled. Children should be dressed in clothing that will allow active play and can be laundered. Should any Center clothing be used, parents are asked to launder and return it as soon as possible, this includes Center bedding. Please feel free to donate t-shirts, leggings and pull-on pants, socks, underwear, outerwear and shoes in good condition when outgrown.

Families are urged to not send any toys from home, unless it is a special request from the Teacher. Bringing toys from home can cause undue conflict on the part of the child possessing the toy and the child wanting the toy. Enough materials will be available to each child to make their day busy, full and interesting. Teachers (and the Center) are not responsible for toys sent from home and children will feel very badly if their special things are lost or destroyed. At no time will guns or war toys be allowed at school.

### **Cell Phone Use**

We acknowledge that families balance many responsibilities. However, upon entering the Center, please refrain from using your cell phone. We ask that you complete your phone calls before entering the building and refrain from answering your phone when dropping off and picking up your child. Your child(ren) will be away from you the better part of the day so it is important that you spend drop off and pick up times connecting with your child and teachers regarding your child's day.

# Center Rights & Responsibilities

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## **This section includes:**

- ✓ Program Services
- ✓ Diversity
- ✓ Access and Communication
- ✓ When Concerns Arise
- ✓ Confidentiality & Inclusion
- ✓ Field Placements & Volunteers
- ✓ Additional Program Services

Upon enrollment the CPH Children's Center has the following responsibilities to child and parent(s):

### **Program Services**

The program will provide an environment that is safe, healthy, and developmentally appropriate for the children enrolled. The program will provide a variety of activities for parents including parent education meetings, family social functions, and opportunities to work together, get to know each other and to provide support.

### **Diversity**

Program services, activities, materials and equipment will meet cultural, linguistic, and other special needs of children and families being served. Within the context of group care, to every extent possible each child's individual needs, customs and learning style will be both respected and fostered. The personal rights of each child (as outlined in the Dept. of Social Services Personal Rights Statement) will be maintained.

### **Access & Communication**

The program will be open to parents to visit and participate at any time during the hours of operation. Ongoing communication will be provided to keep parents informed about their child's development and all aspects of the program and activities. Parent conferences will be scheduled twice during the

year to allow parents an opportunity to discuss their child's participation and development, as well as family information and goals with teachers. Additional conferences can be scheduled upon parent request.

### **When Concerns Arise**

The program goal is to establish a close working partnership with all families. If concerns arise parents are encourage to discuss them with the Classroom Teacher, Assistant Director and/or Director. Parents may also have policy or procedural concerns addressed by the Parent Advisory Committee either by bringing the concern directly to the Committee or having the classroom representative do so. If the parent feels that these avenues have been unsuccessful the Children's Center has formal complaint and grievance procedures. Copies of these procedures may be obtained in the Office. Also, families served through California Department of Education grants will receive, in writing, notice of all decisions regarding benefits accruing to the parent or child. Parents have the right to appeal these decisions. The appeal process is outlined on the reverse of the written Notice of Action from the agency.

### **Confidentiality**

All records in each child's office file are kept confidential and will only be available to parents, qualified staff persons, and State officials. Parents may review their child's file in conference with the Assistant Director or Director and may receive photocopies of items upon request. This follows childcare regulations of Title 5 and Title 22 of the California Administrative Code.

### **Inclusion**

The CPH Children's Center welcomes the enrollment of children with disabilities and makes all reasonable accommodations to meet the child's individual needs. The program will work with parents and specialists in the development and implementation of IFSPs, IEPs, and other individualized plans to address the child's needs.

### **Non-discrimination**

The CPH Children's Center does not discriminate on the basis of actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or age or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. All families are encouraged to participate in all aspects of the program. Persons with disabilities who require alternative means for communication of program information (Braille, large

print, audiotape, etc.) should contact CSDA's TARGET Center @ (202) 720-2600 (voice and TDD).

The CPH Children's Center will provide no religious instruction or worship.

### **Service Learning, Volunteers & Field Placements**

The program provides observation, service learning, and field placement opportunities for students from various academic departments. All field placements are screened and closely supervised by the Director and Teachers.

All requests for research to be conducted at the Center must be first reviewed and approved by the Director and discussed with the faculty advisor of a particular department. All parents will be notified of any research being performed at the Center involving their child. Parents may reserve the right to request that their child not be part of any research project.

### **Additional Program Services**

#### **Food Program**

The CPH Children's Center furnishes a nutritious breakfast, lunch, and afternoon snack each day following the U.S. Department of Agriculture Child & Adult Food Program Guidelines. Meals and snacks are provided for children in attendance at the time the meal is served. Weekly menus are posted at each classroom and on the Center's web site. The Children's Center Parent Advisory Committee has established the following food policy for the Center:

1. The provision of a vegetarian diet, serving no meat. The USDA meat alternative requirements are met through the use of beans, cheese, yogurt, and eggs;
2. The limited use of sugar,
3. The inclusion of whole grains in place of refined and processed grains,
4. The limiting of fats, salt, and additives in the food served.

The use of unflavored 1% milk rather than whole or low-fat to meet USDA milk requirements for children over 2 years. Unflavored whole milk is served to children 12- 24 months. Breastmilk is encouraged for children under 12 months.

In the establishment of this policy, the Advisory Committee gave attention to family food preferences, dietary and nutritional needs of young children, the Center staffing and budgetary concerns. The provision of meatless diet was established to meet the needs of vegetarian families which represent a large percentage of families served by the Children's Center.

The limiting of sugar, fats, salt, and additives, and the inclusion of whole grains was decided based on health concerns and the desire to provide the best possible diet for the children.

**Early Head Start/Head Start Collaboration-** Through a partnership with Early Head Start and Head Start, eligible Children's Center families can also receive additional services. These services may include health, dental, special needs assessments and services; nutritional counseling; car seat program; etc. These services are in addition to the childcare provided by the Children's Center.

**Parent Education** information is made available to parents through meetings and guest speakers, bulletins, and newsletters. Families may check out books from the Parent Resource Library located in the Office.

**Health information** is provided to parents in a variety of ways. Meetings covering health-related topics are conducted occasionally and other health information is included in newsletters, bulletins or postings.

**Referral Services** are also available to help families locate needed services. A resource file containing CPH services and community services for families is located in the Office. Because of its campus affiliation, the Children's Center greatly benefits from many CPH resources. Services through University departments and use of facilities expand the learning available to the children.

The campus has implemented an **Integrated Pest management (IPM) program** that stresses the use of the least hazardous means for controlling pests and unwanted vegetation. Pesticides and herbicides are sparingly, if ever, used. In the event that chemicals are to be used, they would be applied when children are not present and parents would be notified in advance and following. More information is available on the Department of Pesticide Regulations IPM website: <http://.school.ipm.info>

# HSU CHILDREN'S CENTER

## PROGRAM CURRICULUM

### Philosophical Basis

The Children's Center believes that children are active, self-motivated learners. Development is fostered through intimate, stable relationships with caregivers/teachers in a secure, developmentally and culturally appropriate environment. Through the process of play and interaction with others and the environment children solve problems, work out social situations, integrate and synthesize information, and construct knowledge. It is the responsibility of the teaching staff to provide a social and physical environment and activities that support and challenge development, taking the lead from the children's needs, interests, and changing abilities.

#### Program beliefs:

- Each child is unique and special
- Parents are the child's first and most important teachers
- A successful early childhood is critical to healthy physical, emotional and intellectual development later in life
- Children grow and mature according to stages of development as well as individual timetables
- Children need a safe, healthy and nurturing environment in order to grow up as healthy, successful adults
- Children need secure, stable relationships with significant adults to optimally grow and development
- Good early childhood practices are based on knowledge of child development theory and research



### Pedagogical Component

#### Activities

- Activities focus on how to best create a social, emotional, and intellectual climate that supports child-initiated and child-pursued learning
- There is a balance between preplanned activities and emergent curriculum ideas that come directly from the children's spontaneous explorations of people and things of interest and importance to them
- Planned activities are provided for their potential to engage, challenge and build skills; children select among the activities
- Other curriculum activities emerge through children's interests, questions, discoveries and efforts to build their own knowledge
- During activities the role of the caregiver/teacher is to support development in all areas, extend activities, scaffold learning, observe and assess

### **Motivation Strategy**

- Children are intrinsically motivated to explore and learn

### **Grouping**

- Heterogeneous grouping, much small group interaction (especially within primary groups with toddler-age children)
- Low teacher to child ratio, lower the younger the child



### **Scheduling**

- Scheduled daily activities provide children with a sense of order and predictability
- Routines provide many learning opportunities
- Much flexibility in the schedule
- Large blocks of activity time to encourage children to fully engage and explore
- Larger group opportunities to listen to peers, share ideas, etc.
- Time scheduled for skill building

## **Administrative Component**

### **Housing**

- Roomy environment designed to promote exploration
- Spaces for small groups (especially for younger children) and individual work
- Spaces that can change to meet individual and group needs and interests
- Learning/activity areas

### **Equipment**

- Multidimensional materials encourage exploration and problem solving
- Materials for sensory exploration, artistic expression, block building, dramatic play, books, music, math and science
- Some structured materials to foster perceptual discrimination, manipulation and small muscle development
- Accessible materials organized on low, open shelves
- Duplicates of materials to support peer play and involvement

### **Staff**

- Develop trusting, reciprocal relationships with children and parents; primary caregiving provides the secure, intimate relationship with one teacher for toddler-age children; through this close relationship caregivers/teachers develop an intimate knowledge of the child and family that enables them to provide a care and education program that is developmentally, individually, and culturally appropriate
- Plan and support activities that challenge the child's current level of development
- Support and guide positive social interactions
- Observe and assess child's interests, development, skills, etc.

## ***Desired Results Developmental Profile Assessment Policy***

California Department of Education Child Development Division requires the Desired Results Developmental Profile (DRDP) be used in assessing children in State Funded Programs. The tool is used to assess children from birth to kindergarten in meeting program curriculum goals. Each semester parents meet with the classroom teacher to review the child's portfolio and discuss the DRDP. Programs are required to show that the DRDP findings are used in planning curriculum and activities for children.

### ***What is the DRDP?***

The DRDP is an assessment tool for teachers to record an individual child's progress in meeting developmental milestones, identifying their interests and needs and progress toward achievement of Desired Results for children. It is a process of recording a child's progress over time. The first assessment is completed within 60 days of enrollment of the child each year and 6 months following. The five developmental areas on the Desired Results instrument are:

- 1) Approaches to Learning-Self-Regulation
- 2) Social and Emotional Development
- 3) Language and Literacy Development
- 4) Cognition, including Math and Science
- 5) Physical Development-Health
- 6) English Language Development (Preschool only for ESL children)

### ***How are DRDP ratings determined?***

The findings on a DRDP are determined through interaction and observation of children's skills, behaviors, interests, and knowledge. Behaviors are considered typical if the child demonstrates them: easily and confidently; consistently overtime; and in different settings. Evidence of a rating is documented through anecdotal records, writing samples, photographs, artwork, parent information, etc.

### ***What documentation is used in DRDPs?***

Ratings on the DRDP are documented through anecdotal records, writing samples, artwork, photographs, shared parent observations, etc.

Anecdotal observations are intentional watching and recording of children's behaviors and skills. All teachers, student assistants and supervising teachers, collect anecdotes throughout the child's day. Anecdotes are clear, objective, detailed, factual notes that describe what is seen and heard of a particular event. Work samples are also collected and provide evidence of knowledge, behaviors and skills. Photographs capture children's individual and group activities. Parent observations and knowledge of their child is solicited and included at conference time and throughout the semester. All of this information is collected in each child's portfolio which is kept confidential and only available to classroom teachers and the individual child's parents.

### ***How are DRDP findings used in the Program?***

The DRDP findings are used to assess the development, interests and needs of an individual child and the classroom as a whole. The findings are utilized by classroom teachers for curriculum planning, individualized teaching, group activities, environmental changes, as well as adapting teaching practices. These findings are also shared with parents throughout the year.

When appropriate, with parent permission, this information can be shared when making a referral for diagnostic assessment. These referrals can be made through the Humboldt County Office, Education and/or Regional Center. This is only done after thorough observations, assessment and conferencing with families.

### **Building Positive Relationships**

- Teachers build positive relationships with families and children -- through orientations, daily communication, and positive interactions we strive to create strong, positive relationships with families and children.
- Teachers use many techniques to promote optimal relationship building including primary caregiving (toddler center), continuity of care, and small groups.
- Children develop positive self-concept, confidence and a sense of safety in the context of positive relationships.
- Teachers support children's peer relationships by exploring emotions, helping children articulate their feelings and needs, and teaching problem solving strategies throughout the curriculum.

### **Implementing Classroom Preventive Practices**

- Teachers strive to create engaging, safe environments that build on children's interests and are developmentally challenging. Having a variety of options available to children so that they can select if they want to be active or quiet, alone or with many other friends, and what activity in a space they are interested in pursuing.
- Children are encouraged and rewarded for pro-social behavior (trading with a friend, helping put away the blocks) and teachers are quick to intervene when behavior is hurtful or unsafe (calling someone names, throwing toys).
- Children are expected to learn routines, take care of their school, and treat everyone with respect -- expectations are expressed through modeling, problem solving and through activities, stories and lessons.

### **Using Social and Emotional Teaching Strategies**

- Children may need explicit instruction to ensure they develop competence in emotional literacy, anger and impulse control, problem solving, and friendship skills. Young children learn to name their emotions and match the word with the feeling as teachers reflect back to them. As they become confident that we understand their emotional words children may need support acting on their feelings and developing strategies for dealing with their strong emotional impulses.
- Friendship skills include negotiating, turn taking, making suggestions in play, requesting and receiving help, giving compliments, and even joining play. Teachers individualize support for each child -- most children will move through these skills with increasing competence and minimal support, occasionally children need more explicit instruction and supported interactions.

### **Planning Intensive Individualized Interventions**

- When behavior becomes consistently disruptive or endangers the child or others teachers will work with families to create an intervention plan for the particular situation. There is no uniform plan. Our process is to implement a plan for two weeks and then evaluate whether further intervention is necessary.
- When families identify a need for community services, we have a variety of professional connections to help families receive -- these resources include evaluation for special needs, mental health services, crisis intervention services, and many more.

# HSU CHILDREN'S CENTER

## DISCIPLINE & GUIDANCE

### PHILOSOPHY

### GOALS

#### Mission Statement

The mission of the HSU Children's Center is to provide affordable, convenient, high quality child development services for families of Humboldt State University.

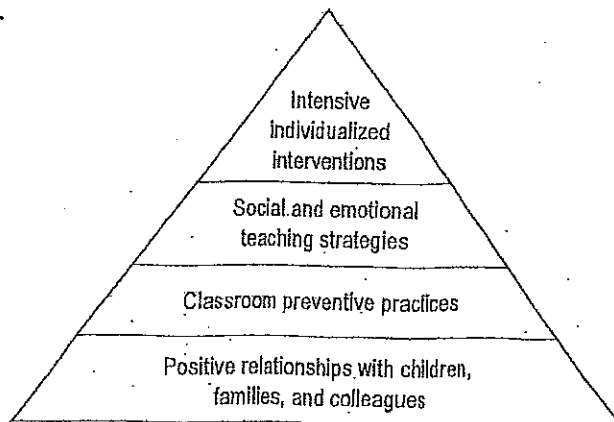
#### Program Philosophy

The Children's Center believes that children are active, self-motivated learners. Children grow and develop self-discipline over time, with the support of caregivers and in the context of relationships. Adults support the development of pro-social behaviors in a variety of direct and indirect ways – through positive relationships, modeling, supporting peer interactions, creating engaging environments, promoting small group activities, utilizing routines and schedules, and supporting children's learning and practice of their social skills. Every child has their own timetable for development, therefore we believe that guidance must be relationship-based and individualized. If behavior becomes disruptive or challenging, we work with families to plan supports to help the behavior diminish.

#### Discipline & Guidance

At the Children's Center our goal is for children to identify and regulate their own emotions, learn problem-solving skills, and build friendships. We do not believe in punishment or negative consequences, language or tone. We firmly believe that children with a positive self-concept are better equipped to develop successful relationships, and that by being consistently positive in our interactions, interventions and modeling we best support children's social-emotional development.

The Children's Center utilizes the Teaching Pyramid (below) which focuses on promoting social-emotional development, providing support for children's appropriate behavior, and preventing challenging behavior.



#### The Teaching Pyramid

A model for supporting social competence and preventing challenging behavior in young children