

Clovis Community College

Child Development

Lab School



Parent Handbook

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Welcome

The staff of the Child Development Lab School welcomes you and your family to our program. Our staff strives to work closely with you to provide a nurturing environment that fosters the development of your child's cognitive, physical, social, and emotional growth. We welcome your ideas and creativity in helping us to maintain a high-quality program for your child and encourage your active participation.

This Parent Handbook provides you with information about our program and our policies. These policies ensure that we meet the needs of all the children and families we serve. *Please take the time to **read the entire handbook**. You are held accountable for knowledge of all written policies included in this document.*

As part of our commitment to welcome the children and families that are a part of the center, we host an open house prior to the beginning of each fall semester. This event allows the children to meet their teachers prior to starting the program, as well as an opportunity for parents to ask any questions they may have about the program, etc... The staff encourages an open door policy at all times. Arrangements can always be made when a family requests to meet so that they can discuss any questions or concerns.

About Our School

The Child Development Lab School opened in the fall of 2007. The facility was funded through collaboration with the State Department of Education, Clovis Unified School District, State Center Community College District, and First Five of Fresno and serves a dual role. The lab school serves as a model demonstration site for students studying child development and provides high-quality early care and education for young children. The lab school has been accredited by the National Association for the Education of Young Children since 2010.

Philosophy

Our view of children's development and learning is based on our beliefs which are founded on research and are supported by developmental theory. It is our belief that young children are competent individuals who grow and learn through exploring and investigating the world around them. We view each child as unique with their own pattern of development that is influenced by their socio-cultural experiences. We value each child and their family and desire connection between home and school. We are committed to supporting children's social-emotional growth and wellbeing.

We believe that:

- Children learn best through hands on play and are motivated by curiosity.
- Teachers are co-researchers who support and facilitate learning and conflict resolution.
- Environments are intentionally planned to provoke a sense of wonder, inspire creativity, and promote self-direction, allowing children freedom to follow their own interests and imaginations.
- Curriculum is driven by the needs, interests and abilities of the children as carefully observed by the teachers.
- Children can and should learn to respect and care for the environment, each other and their work.

Our philosophy is a fluid document that is responsive to emerging theory and research as well as to the diversity of our families and staff and their needs and expertise.

Program Goals

- To provide a program where each child is nurtured in a caring and stimulating environment.
- To provide appropriate learning experiences that contributes to a child's social, emotional, cognitive, and physical development.
- To guide children in developing responsibility, autonomy and a positive self-concept.
- To create a safe environment with freedom to discover, create, explore and make choices.
- To provide an atmosphere where expectations and challenges are age appropriate.
- To allow children to experience the process of active learning through developmentally appropriate activities.
- To provide a laboratory that provides hands-on teaching experiences for the Child Development students who are enrolled at Clovis Community College Center.

Curriculum

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

The curriculum is shaped by the children's interests and needs. It is emergent in nature and may move towards more in depth investigations and projects of a topic of interest to the children.

Our curriculum guides teachers to incorporate content, concepts, and activities that foster: social, emotional, physical, language, cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.

Special Needs

Special needs of children are addressed individually and are based on a philosophy that stresses full inclusion and a belief that all children can be successful learners. Each child has the right to the services and educational opportunities the lab school offers, and this includes children with IFSP's, IEP's, and other individualized plans. The program will work with IFSP and IEP teams/coordinators as needed to best accommodate children with identified needs.

Enrollment

Children 19 months to six years are eligible for enrollment based on the following priorities:

1. Children currently enrolled in the program – either the parent is a continuing student, faculty or staff of Clovis Community College, or a Clovis Unified employee with current status.
2. Children of current Clovis Community College students enrolled in 6 or more units with a SEP, (Student Educational Plan).
3. Faculty or staff of State Center Community College District with priority given to Child Development Lab School employees.
4. Children of Clovis Unified School District employees.
5. If all enrollments are not filled by the above, candidates from the community may be considered.

Students of the college must verify their continual enrollment in a minimum of six units each semester that their child is enrolled at the Center. Students may be asked to bring in proof of enrollment both at the beginning of the semester and mid-semester.

Clovis Unified families must show proof of employment with the district yearly.

The following forms must be filled out and returned prior to your child's admission to the program.

- | | |
|---|---|
| 1. Pre-Registration Form | 10. Parent's Rights |
| 2. Interview Form | 11. Personal Rights |
| 3. Identification and Emergency Information (2) | 12. Physician Report* |
| 4. Activity & Emergency Consent Form | 13. Immunization Record* |
| 5. Parent Report – Health History | 14. TB Test Results |
| 6. Emergency Procedure Card | 15. Photo Release *Must be updated annually |
| 7. Consent for Medical Treatment | |
| 8. Admission Agreement | |
| 9. Receipt of Parent Handbook | |

A file with the above documents and any other important information will be maintained for each child. These files are kept strictly confidential. Access is given only to staff members, the State Licensing Department, and the child's parent(s). The information in your child's file is of the utmost importance. **REPORT ALL CHANGES IN PHONE NUMBERS, ADDRESSES, EMPLOYMENT, ETC. IMMEDIATELY TO THE PROGRAM COORDINATOR.**

Hours of Operation & Fees

The center is open from 7:30am to 5:30pm daily, except for Mondays, on which the center closes at 4:00 for weekly staff meetings. We offer full day care for toddlers and preschoolers. We offer a half day program for children 3 to 5 years of age. You may choose; 5 days (Monday thru Friday), 3 days (Monday, Wednesday, & Friday), or 2 days (Tuesday & Thursday).

<u>Full Day Toddler/Young Preschool</u>	<u>Half Day Preschool</u>	<u>Full Day Preschool</u>
19-30 months / fall semester	3-5 year olds	3-5 year olds
24-30 months / spring semester	7:30am-12:00pm	7:30am-5:30pm
\$33.00/Day	\$25.00/Day	\$30.00/Day

*There is a \$20.00 registration fee due **each** semester.

*The lab school is closed for all State Center Community College District holidays, two days for staff professional development opportunities, and one day in the fall and one day in the spring for parent conferences.

*Summer sessions are determined by the districts course offerings.

Payment Policies:

- Make checks payable to Clovis Community College.
- Payments are made at the Clovis Community College Business Office.
- Non-payment of fee will result in a financial "hold" being placed on your grades and your child's dismissal from the program. One month late in payment is considered non-payment and will result in temporary dismissal of your child from the program, until the payment is made. While your child will not be allowed to attend the program until the payment has been made, they will continue to be billed as if they were attending.
- The business office will take steps towards recovery of unpaid debts, including proper filing with a collection agency.
- The first payment is due the 1st week of the program, with subsequent payments due by the 15th of each month thereafter.

- Alternate payment plans, such as financial aid or Cal Works are on a payment schedule according to disbursement. To verify participation in an alternate payment plan, submit documentation of that sponsorship to the Program Coordinator.
- Payments are considered delinquent the first business day past the due date.
- **NO REFUNDS OR ADJUSTMENTS FOR ABSENCES WILL BE MADE.** If a child is out for two complete weeks, (with a contagious disease or hospitalization) then one-week credit will be given.
- A two-week notice must be given before changing your child's hours or dropping them from the program. Parents are responsible for fees during that two-week period.
- Enrollment is non-transferable.
- A two-week adjustment period is allowed for each child. If payment has been made for longer than those two weeks, the remainder of the tuition will be refunded, if you must make other child care arrangements.

Late Pick-up Fee

The Lab School closes at 5:30 pm, Tuesday through Friday, and at 4:00 pm on Mondays. A late fee will be assessed for pick-ups after these times. For every minute late, families are charged \$1.00 per minute, per child. **The charge will automatically be added to your next month's bill.** If your child has been picked up late more than twice in a semester, you will be required to meet with the Program Coordinator and termination from the program may follow. In the event the parent is more than one hour late, the campus police and Child Protective Services will be called.

Arrival & Departure

We ask that children adhere to the following schedule based on the program they are enrolled in so they may participate in the day's activities without classroom interruption, and to benefit the child's daily transition and peer relationships. This also provides our Child Development students the opportunity to do their required teaching experiences, observations, and course assignments.

- Full day programs – Arrive by 9:00am – Leave no earlier than 3:00pm
- Half day program – Arrive by 9:00am – Leave no earlier than 11:30am

Our program closes at 5:30pm for full day children. If you want to talk with your child's teacher at pick-up time, please remember to arrive 15 minutes before the program closes. Staff members are not paid to work after this time and have their family to get home to.

Parents who continually bring their child in late, or pick up their children early, will be required to meet with the Program Coordinator to determine if the program can accommodate their schedule.

Daily Schedule

Parents may request a daily schedule for the program their child is enrolled in. The daily schedule is also posted in each classroom. The schedule is subject to change based on the children's needs/interests, special events, or weather and pollution.

Sign In and Out Procedure

Parents must enter the time of arrival and departure of their child on the sign-in sheet located in their child's classroom. The parent's **full legible name** must be signed in the appropriate places on the sign-in sheet. Unless a child is signed in, we cannot accept responsibility for him/her. The sign-in sheet is a legal document; please do not allow children to write on it.

Security Policies

Parents or other authorized adults must accompany the child to and from the classroom and make certain a staff member acknowledges his/her presence. When picking up a child, the adult should make certain a staff member is notified. Children may leave the center with authorized persons only (those listed on his/her Emergency Procedure Card). **NO EXCEPTIONS!** Authorized persons, other than the enrolling parent, will be asked to identify themselves with a driver's license or photo identification before a child is released.

All parents have access to their own children at all times. If this should not be the case for your child as a result of legal proceedings or court orders, please bring all legal documents to the Child Development Lab School for special arrangements. Copies of such documents must remain in your child's file.

It is the parent's responsibility to update all necessary information on their child's Emergency Procedure Card. Staff must be able to locate you on or off campus should your child become ill or injured at the center. Updated information should include: any class changes, new phone number, addresses, etc.

Siblings of enrolled children must be supervised by a parent at all times while at the Center.

Firearms and any other significant hazards that pose risk to children and adults are prohibited at all times.

Policies on Health

State law requires a staff member greet children each day and look for signs or symptoms of illness. You must keep your child home if he/she has any symptom of a communicable disease. Parents are asked to please report contagious diseases immediately so parents of other children exposed in the class may be notified. (See Health and Safety section below).

IMMUNIZATION / PHYSICAL:

Each child must have a pre-enrollment examination by a physician, which includes dates of all state-required immunizations. A PPD tuberculin (TB) test is also required for every child 6 months of age or older. Proof of updated annual physical exams and vaccinations are required yearly once enrolled.

Health and Safety

You may not bring your child to the Child Development Lab School when any of the following is true:

1. The illness prevents the child from participating **comfortably** in routine activities.
2. The illness requires more care than the childcare staff is able to provide without compromising the health and safety of the other children.
3. The illness is any of the specific diagnosed conditions listed below:
 - a. **Fever** – a temporal scan or oral temperature of 100.4 degrees F. or greater, an auxiliary (armpit) temperature of 99.4F or greater. These temperature measurements represent the standard used by the American Pediatric Association. **Children must be fever free for 24 hours before returning to school.**
 - b. **Symptoms and signs of possible severe illness** These symptoms may include unusual lethargy, uncontrolled coughing or wheezing, persistent crying or irritability, or difficulty breathing. We ask that these symptoms be assessed by a medical doctor and an evaluation be done before return.
 - c. **Uncontrolled diarrhea** - (stool runs out of the diaper or the child cannot get to the toilet in time) until it is controlled or stops.
 - d. **Mouth sores** - until a health care provider determines the condition is not from a communicable illness.
 - e. **Vomiting** - more than once in the previous 24-hour period until the vomiting stops, and the child has been free of vomiting for 24 hours or a health care provider determines that the child may be in childcare and is not in danger of dehydration.
 - f. **Rash with fever or behavior change** - until a health care provider determines that the child may be in childcare.
 - g. **Pink eye (purulent, bacterial conjunctivitis)** - with white, yellow, or green eye discharge, until 24 hours after treatment is started.
 - h. **Scabies, head lice, or other infestation** - until 24 hours after treatment is started, and in the case of head lice, the child is completely nit-free.

- i. **Impetigo** – until 24 hours after treatment has begun.
- j. **Strep throat or other streptococcal infections** - until 24 hours after antibiotic treatment has begun.
- k. **Chicken pox** - until 6 days after the onset of rash or sooner if all sores have dried up and crusted over.
- l. **Shingles** - until the sores are crusted over, unless a health care provider determines that the child should otherwise be excluded.

If you need health information please call the toll free *California Child Care Health Line* at 1(800) 333-3212. This hotline is staffed with registered nurses who can give information on childcare, woman & infant health issues.

WHEN YOUR CHILD IS ILL

A parent may not bring an ill child to school. The Child Development Lab School is not able to care for sick children. It is the parent's responsibility to find alternate care for a child who is ill.

*If a teacher observes your child is ill or out of sorts while at the center you will be called out of your class, study location or work in order to remove your child from the program **within 45 minutes.***

Children sent home from the center for any illness may not return until at least 24 hours have passed.

Medication

Prescribed medication will be dispensed to a child only when it arrives at the Child Development Lab School in the **original container** with a pharmacy label including prescription number, date, child's name, drug name and dosage. Over-the-counter medicines will be dispensed to a child only when a written note from the doctor is presented. It is the responsibility of the parent to obtain and completely fill out a **Medication Release Form**. These forms are available from the center staff. Please note that each prescription medication requires a separate **Medication Release Form**.

Inhaled Medication

Effective September 1998, a new state law (SB1663) allows staff persons to administer inhaled medication to a child in care when certain requirements are met. The requirements of SB 1663 must be followed when staff persons administer (or assist a child with administering) inhaled medication using either of the following:

1. Metered Dose Inhaler (MDI or “inhaler”). Most children with asthma use an MDI. An MDI is usually a small plastic, L-shaped container that when pressed down on with a finger delivers inhaled medication to the lungs. Many MDIs have a “spacer”—a plastic tube that fits over the mouthpiece of the MDI and helps deliver medication to the child.
2. Nebulizer machine (or handheld nebulizer compressor). This is a machine that helps deliver inhaled medication to the lungs. It is connected by flexible tubing to a mouthpiece or facemask. The Pulmo Aide and the Dura-neb are examples of nebulizer machines.

Under SB 1663, a licensee or staff person may administer inhaled medication to a child in care if the following requirements are met:

- Written permission from the child’s parent to allow staff persons to 1) administer inhaled medication to the child and 2) contact the child’s health care provider.
- Instruction by parent/legal guardian to each staff person regarding how to administer inhaled medication to the child. Instruction must be verified in writing.
- Written instructions from the child’s physician providing specific instruction on the administration of inhaled medication. The instructions must be updated annually.
- Record keeping of the use of inhaled medications.
- Nebulizer training as part of the pediatric first aid certificate.
- Nebulizer training materials received by childcare providers must be kept on file at the facility. These training materials must be shared with any licensee or staff person who administers inhaled medication to children in care. These requirements do not apply if childcare providers do not receive any training materials in their pediatric first aid course.
- A child who is capable of doing so may self-administer inhaled medication providing childcare regulations in Title 22, section 101226(e) are followed.
- If the child’s parent or legal guardian chooses to do so he or she—or a health care provider he or she hires—may come to the facility and administer inhaled medication to the child.

A complete packet of necessary materials has been prepared and is available upon request for the parent and physician to complete so that we may dispense inhaled medication(s) to children. **No inhaler medication will be dispensed by staff persons until all requirements are met.**

Emergency Information

Each parent must complete two emergency and identification card with the Program to be kept on file.

You must keep emergency information current! The card must include:

- The family physician, his/her telephone number and address.

- All telephone numbers where you can be reached, including home, work, and cell phones.
- Telephone numbers of at least two persons designated to remove the child from the center if the parent cannot be reached.
- Location where you can be found whenever your child is at the center.

Accidents / Injuries

Minor bumps and scrapes are an everyday part of your exploring child's learning by experience. Minor injuries sustained are reported to the parents verbally or through an Accident Report. Parents and the college school nurse are called immediately in the event of any serious or questionable injury. If a parent or guardian cannot be reached and an emergency exists, the staff will seek medical care as needed and as designated by the Identification and Emergency Authorization Form.

Nutrition & Lunch

PRESCHOOL and TODDLER: The program follows the recommended USDA guidelines. Any special dietary needs require a doctor's statement in writing. One morning and one afternoon snack will be provided each day. Parents are responsible for bringing their child's lunch (No soda, or candy, please). Please make sure you bring a cold lunch, as we are not able to heat up lunches.

FOOD ALLERGIES: Please alert the Program Coordinator and child's teacher to any known food allergies your child may have. **Any special dietary needs require a doctor's written statement which will be given to the cafeteria as well as a copy kept in your child's confidential file.**

Birthdays – Special Treats

We request you inform us one week in advance of your child's upcoming birthday so we can honor their special day at snack time. To meet the USDA guidelines and state licensing requirements we will provide a special snack to celebrate with. No outside foods, treats, or "party type" favors can be brought in. Additionally, we asked that no invitations for birthday parties be distributed in the classroom or on campus grounds.

Approach to the Holidays

For most of us holidays are filled with anticipation, excitement, family traditions, and festivities; each of these unique to the family celebrating them. When it comes to holidays there isn't a "one size fits all" approach. Families and staff at our center are diverse in cultures, religions, family traditions, and their feelings around holidays.

Curriculum offered at our center reflects developmentally appropriate practices and is based on the interests of the children. The staff does not build curriculum around holidays, but rather observes and listens to the children and engages in conversations and activities that emerge from this. Parents are often concerned that by not celebrating holidays their child will be missing out on “fun”. Many of us have elementary school memories of holiday parties which meant time off from school work, food, and a bit of fun. Preschool children are developmentally different from school-age children. For instance, preschool age children struggle with the concept of time and often become overwhelmed with the commercialism of holidays which starts earlier and earlier each year. They aren’t able to distinguish fantasy from reality which is why they find many Halloween costumes frightening. They feel comfortable with routine and a predictable environment. For these reasons, we strive to keep our program predictable, developmentally appropriate, exciting and “fun” and trust that families will create personal traditions and memories around holidays for their children.

Rest Time

Children who are enrolled in the full-day program will have a rest time. Children feel more comfortable if they have a special comfort item from home while resting. These items need to be mat size, 24”W x 48”L or smaller and soft. We ask parents not to enter the full day programs between 12:30 and 2:30, out of respect for this quiet time. If you must bring your child at that time, help them get their mat and quietly lie down. Nap time ends between 2:30 and 3:00 p.m. Children who are sleeping will not be disturbed, and will continue to sleep until they are done.

Toilet Learning

The Child Development Lab School does not expect children less than two years of age to have completed the toilet learning process. Parents of toddlers are encouraged to discuss the toilet learning process with the child’s teacher. Additional changes of clothing will be necessary for a child involved in the toilet learning process. Children should be dressed in clothing that they can manage with minimum help. Too many layers of clothing or difficult fasteners make it hard for children to be independent in his/her toileting and are conducive to more accidents.

Clothing

Children should wear clothing that allows them to participate actively in play, both indoors and out, as well as participate in creative art experiences (which can be messy). It is most likely clothing will become **stained and dirty**. A complete change of clothing should be in the child’s cubby in case of spills or accidents at all times. This should include underwear, pants, top, and socks, labeled and stored in a plastic bag. All clothing must be marked clearly with the child’s name. The Lab School will not be responsible for unmarked articles of clothing. The plastic bag is

then used for soiled or wet clothes that need to go home. Please return clothes promptly (again in a plastic bag) for the next use. Occasionally we must use Child Development Lab School clothing for your child. We appreciate having borrowed clothing cleaned and returned, as soon as possible.

Accessories

U.S. Consumer Product Safety Commission has issued guidelines to help prevent children from strangling or getting entangled in the neck and waist drawstrings of upper outerwear garments, such as jackets and sweatshirts. Drawstrings on children's jackets are a hidden hazard that can lead to injury and death when they catch on items. CPSC recommends parents or caregivers completely remove the hood and neck strings from all children's outerwear, including jackets and sweatshirts size 2T to size 12. We also believe necklaces, bracelets and hoop earrings worn by young children can cause injury through the course of physical play or possible physical contact.

Toys at School

Parents are advised not to allow their child to bring toys and other items to the Child Development Lab School. It is our belief young children cannot easily distinguish between personal toys and toys that belong to other children. Often what happens is toys brought from home get left out in the classroom or outdoors and become broken or lost. We have an ample amount of learning materials for all the children in our program to play with, making it unnecessary for children to bring personal toys to school. The staff is not responsible for lost or broken items.

Campus Walks & Nature Walks

During the course of the year, we take the children (toddlers are taken in our "group-stroller") on several excursions to places of interest on the Clovis Community College campus. You may be greeted with a sign on the door, which states, "We've gone for a walk". Please note: while on a campus walk the teacher will carry a first aid kit as well as means of communication i.e. cell phone. If any field trips do occur off campus, it will be one of the parents' responsibilities to chair the field trip and inform all other families as well as the staff in writing about their finding. It is the parent's responsibility to transport their own child. District policy does not allow any transportation to occur by the teaching staff, students, or fellow employees.

Discipline

Our goal for each child is to develop appropriate social skills and behaviors, which will help them to become self-disciplined. Discipline is not punishment. The root word of discipline is "disciple," meaning one who follows a leader or teacher. The teachers in the program lead and model (at home, it is the parent) appropriate behavior. Positive guidance techniques are used by the staff, which includes

redirection, problem solving, communication, and reinforcing positive behavior. Corporal punishment is not allowed. No one is allowed to hurt (physically or verbally) another human being. The use of words to express our feelings is encouraged and modeled.

Biting Policy:

We want to insure that every child is safe while in our care. Our program provides an environment that encourages and promotes cooperative interaction, respect for others, and non-aggressive problem solving between the children. Biting is a normal stage of development for young children who are teething and are still developing their language skills. It is usually a temporary condition that is most common between thirteen and thirty months of age. This means that is a particular concern for the staff in the Toddler Room.

For safety and health concerns, we take biting seriously. When it happens, it's very scary, frustrating, and stressful for children, parents, and teachers. It is also not something to blame on children, parents, or teachers, and there are no quick and easy solutions to it. Children bite for a variety of reasons: simple sensory exploration, panic, crowding, seeking to be noticed, or intense desire for a toy. Repeated biting becomes a pattern of learned behavior that is often hard to extinguish because it does achieve results: the desired toy, excitement, attention. Knowing that the effect of their biting will hurt another person is not yet a part of a child of this ages' mindset, so the "cause-effect" relationship is not internalized. Our teachers plan activities and supervise carefully in order for biting not to happen. There are times, however, when everyone cannot be within immediate reach to prevent a bite.

Our policy for handling a biting incident is the following:

- The biter is immediately removed from the group with a firm NO. The bitten child is consoled and the bitten area washed with soap and water. If necessary, ice is applied to reduce any swelling or bruising. The biter is not allowed to return to play and is talked to on a level that he/she can understand, and then redirected.
- A written incident report is given to the parents of all children involved when they are picked up that day. The name of a biting child is not released because it serves no useful purpose and can make an already difficult situation more difficult.
- We look intensively at the context of each biting incident for pattern, in an effort to prevent further biting behavior.
- We work with each biting child on resolving conflict or frustration in an appropriate manner.
- We try to adapt the environment and work with parents to reduce any child stress.

- We make special efforts to protect potential victims.

We try to make every effort to extinguish the behavior quickly and to balance our commitment to the family of the biting child to that of other families.

Rules

Rules are stated in positive terms, and consistently enforced. We have established three rules for children to adhere to. These rules are designed to protect your child, other children, staff, and the program materials.

1. Respect yourself.
2. Respect others.
3. Respect property.

Please help your child learn these rules by reinforcing them at home. We encourage the children to resolve their own problems, as they develop, by teaching problem solving techniques and encouraging them to express themselves verbally rather than physically.

Consequences of Unacceptable Behavior

1. The staff will correct unacceptable behavior by stating the inappropriate behavior, redirecting the child, and reinforcing positive behavior.
2. In instances where improper behavior is repeated or the safety of other children is at risk, the behavior will be discussed with the parents. A behavior plan for home and the classroom will be implemented.
3. If (after involving the parents and the behavior plan) the behavior continues, the child may be removed from the program. **The Program Coordinators and ECE Specialist retain the right to determine if a child is compatible and/or benefiting from the center.**

Dismissal from the Program with Same Day Notice

We reserve the right to dismiss a child from the program for the following reasons:

1. Parent/guardian or child has abusive conduct toward staff members, other children or property.
2. Parent/guardian or child jeopardizes the health or safety of other children or staff.
3. Parent/guardian is non-cooperative with staff, operating policies, and admission agreement or becomes delinquent in payment of fees.

Dismissal from the Program

Each child admitted to the Child Development Lab School must be determined to be:

- a. Ready for the type of group and program offered at the center.
- b. Able to benefit from the program.

The Child Development Lab School staff work with the children to help them relate to other people and their world constructively. When it has been observed over time, that a child frequently exhibits dangerous or abusive behavior to himself or to others, the staff will take the following steps as necessary:

1. Document behavior through observation and recording.
2. Establish an individual plan for the child.
3. Confer with parents to establish an individual plan for consistent treatment of the child at home and at the center.
4. Make a referral for evaluation or counseling.

The Child Development Lab School reserves the right to terminate services under any of the following conditions:

- Φ When it has been recommended the parents and family participate in therapeutic intervention and such recommendation has not been followed and the child's dangerous or abusive behavior persists.
- Φ If after appropriate therapeutic intervention, the child's dangerous or abusive behavior persists.
- Φ When it has been determined through a clinical diagnosis the child needs an environment we are unable to provide.

Parent Communication & Involvement

To help keep parents informed about the program, newsletters will be sent home throughout the year. There is also daily communication between teachers and parents both verbally and non-verbally daily. If you have any questions about the program or your child, please see the ECE Specialist. We also have a parent information board located in the lobby of the building.

You may observe our program at anytime. You may also participate in activities. If your presence disrupts your child in any way you may be asked to limit your visits.

Rules for Parents

- I will respect the teaching staff and classroom rules at all times.
- I will speak directly to my child's teacher regarding concerns or questions I may have.
- I will be conscious as to available times of the teacher so that I do not disturb the teacher while he/she is with the children.

- I will drop off and pick up my child within the hours of the center operations. If I am late I will notify the center. I understand that late pick up will result in an additional charge. I understand that excessive late pick – ups will result in my child’s dismissal from the program.
- When visiting the classroom, I will refrain from use of personal phone calls or conversations, or use of inappropriate language. I understand that I may be asked to leave the classroom if I am unable to follow this rule.
- I understand the Child Development Lab School is a business that operates like any other business with costs and expense. Therefore I will pay my tuition and fees on time to make sure the center is able to continue to pay their expenses and payroll.
- If at any time I have an issue that either cannot or should not be handled with my child’s teachers, I will immediately bring this issue to the Program Coordinator’s attention.
- I will respect that the teachers and staff of the Child Development Lab School have hours and times when they are available. I also understand that I am not to contact them outside of their work times unless otherwise directed to do so.
- I will follow the center policy of “no gossip” by refraining from any and all conversations outside of the center about anything I hear or see in the classrooms.
- I understand if my family’s values and practices differ from that of the Child Development Lab School, the teachers and I will work together to help my child participate successfully in the program.

Parking

Parking regulations are strictly enforced in the area around the Child Development Lab School. All areas are patrolled and tickets are issued frequently. Fifteen (15) minute parking is available in the half-circle driveway for drop off and pick up of children – please obtain a CDC parking pass for parking in this round-about for drop off or pick up from the front desk. You may also park in the metered stalls.

State Licensing Agreement

- A. The Department of Social Service or Community Care Licensing shall have the authority to interview children or staff and to inspect and audit child or facility records without prior consent.
 1. The licensee shall make provisions for private interviews with any child or any staff member and for the examination of all records relating to the operation of the facility.

- B. The Department of Social Service or Community Care Licensing shall have the authority to observe the physical condition of any child, including conditions which could indicate abuse, neglect, or inappropriate placement, and to have a licensed medical professional physically examine the child.

NAEYC Code of Ethical Conduct

The National Association for the Education of Young Children has established the Code of Ethical Conduct and Statement of Commitment. These are guidelines for responsible behavior in early childhood education. Guidelines include ethical responsibilities to children, families, community, society, and co-workers. As an NAEYC Accredited Program we adhere to these commitments. If you would like a copy of these guidelines please see the Program Coordinator.

Permission Release

- I hereby grant permission for my child to leave the CCCC Child Development Lab School premises under the supervision of staff members for on campus walks.
- I hereby grant permission for my child to be included in photographs, slides, or movies taken for publicity or use by the CCCC Child Development Lab School.
- I hereby grant permission for my child to be included in observations, evaluations, or special projects by Child Development Lab School students, as I understand that the Child Development Lab School is used as a field site for students of Child Development classes.

Parents are required to sign a form stating they have read and agree to abide by the policies set forth in the parent handbook. Failure to abide by these policies can result in termination from the program. If you have any questions, please see the Program Coordinator.

Please see/sign the next page.

Permission Release

- *I hereby grant permission for my child to leave the CCCC Child Development Lab School premises under the supervision of staff members for on campus walks.*
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Parents are required to sign a form stating they **have read and agree to abide by the policies set forth in the parent handbook**. Failure to abide by these policies can result in termination from the program. If you have any questions, please see the Program Coordinator.

Receipt of Parent Handbook – Permission Release

I have read and understand the parent handbook and grant permission for the following:

- I hereby grant permission for my child to leave the CCCC Child Development Lab School premises under the supervision of staff members for on campus walks.
- I hereby grant permission for my child to be included in photographs, slides, or movies taken for publicity or use by the CCCC Child Development Lab School.
- I hereby grant permission for my child to be included in observations, evaluations, or special projects by Child Development Lab School students, as I understand the Child Development Lab School is used as a field site for students of Child Development classes.

Child's Name _____

Parent or Guardian Signature _____

Director Signature _____

Date _____