



# Child Development Center



## Parent Handbook

# Contents

## **Program Description**

Our Image of the Child	3
Introduction	4
Napa Valley College Mission Statement	4
Program Inclusion Statement	4
Curriculum Philosophy	5

## **General Admission Policies** **8**

Subsidized Early Education and Care Option	9
Non-Subsidized Early Education and Care Option	13

## **Other Program Policies** **16**

Dropping Off and Picking Up	16
Special Occasions	17
Classroom Policies	18
Screening, Assessment and Records	21
Discipline Policy	22
Health, Safety and Nutrition	23
Infant & Toddler Component	26

## **Appendix**

Appendix A Developmental Goals	28
Appendix B Health Guidelines	30
Appendix C Communicable Illness Symptoms	31
Appendix D Sexual Harassment Policies	32

## **Center Phone Numbers** **33**

# OUR IMAGE OF THE CHILD

We believe children are:

- Passionate learners and explorers
- Competent and Capable
- Asking questions and seeking answers
- Emotionally authentic
- Entitled to love and acceptance

Adopted January 2009

# INTRODUCTION

The Napa Valley College Child Development Center is an integral part of the campus community and the community at large. The program provides a nurturing place for children to learn and explore and as a lab for college programs, primarily the Child & Family Studies and Education program. The program provides rich experiences for children enrolled in the center and for college students to explore, reflect, and construct knowledge.

## NAPA VALLEY COLLEGE MISSION

Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

Approved by the Board of Trustees November 15, 2012

## PROGRAM INCLUSION STATEMENT

Our program provides an inclusive environment that recognizes children's varied abilities, unique interests, special needs and learning styles. We believe children learn from each other and that each child has unique strengths and challenges as a member of a learning community.

# CURRICULUM PHILOSOPHY

Our curriculum has roots in the philosophy stemming from the Reggio Emilia approach. This approach views children as curious about their world and having a powerful potential to learn. This approach's four main principles are emergent learning, in-depth projects, representational development and collaboration.

## Foundation of Emergent Learning:

- Children are at the center of the educational process.
- Children learn by using all their senses.
- Teachers observe and learn from the children as facilitators and collaborators.
- The prepared environment is an integral teaching component.

## We Foster Emergent Learning by:

- Respecting the developmental level of each child and offering a wide variety of activities to challenge individual children as opposed to a fixed curriculum directed at groups of children.
- Creating a climate of adult-child interactions which encourage conversation, shared involvement in activities, joint problem-solving, and genuine expression of feelings in constructive ways.
- Presenting daily activities building upon literacy, language, and math skills that are incorporated naturally into our developmentally appropriate curriculum.
- Developing social emotional competency by facilitating friendships, conflict resolution, and authentic emotional expression.
- Fostering in-depth projects that emerge from the interests of the children.

## Foundation of In-depth Project Work:

- Projects are in-depth studies of concepts, ideas, and interests that arise from the children.
- Projects may last one week or could continue throughout the school year.

### We Foster in-depth projects by:

- Helping children make decisions about the direction of study, the ways in which the group will research the topic, the medium that will demonstrate and showcase the topic, and the selection of materials needed for the work.

### Foundation of Representational Development:

- The Reggio Emilia approach calls for the integration of the graphic arts as tools for cognitive, linguistic, and social development.

### We Foster Representational Development by:

- Creating an environment that allows presentation of concepts in multiple forms -- print, art, construction, drama, music, puppetry, and shadow play - these are viewed as essential to children's understanding of experience.

### Foundation of Collaboration:

- Collaborative group work, both large and small, is considered valuable and necessary to advance cognitive development.
- Children are encouraged to talk, critique, compare, negotiate, hypothesize, and problem-solve through group work.
- Different approaches toward the same investigation are all valued, and thus children are given access to many tools and media to express themselves.

### We Foster Collaboration by:

- Supporting the relationship and collaboration with the home, school and community in supporting the learning of the child.
- Helping children communicate with their peers to resolve conflicts, co-create, and explore the materials and environment.
- Modeling collaboration among staff and with others.

## Features of the Reggio Emilia Approach

All teachers:

- Co-explore the learning experience with the children;
- Provoke ideas, problem solving, and conflict resolution;
- Take ideas from the children and use them for further exploration;
- Organize the classroom to be accessible and interesting to the children;
- Organize materials to help children make thoughtful decisions;
- Document children's progress using videos, audio recordings, photos, and portfolios;
- Help children see the connections in learning and experiences;
- Help children express their knowledge through projects;
- Have a dialogue about children's projects as a teaching staff and with parents;  
and
- Foster the connection between home, school and community.

## General Admission Policies

Napa Valley College Child Development Center does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in determining which children are served. In addition the program complies with the American Disabilities Act and refrains from religious practice and instruction.

Since we are a licensed program, participate in the USDA Child Food Program, serve as a lab for instructional programs, and provide high quality developmental care and education, we have specific steps that must be followed and forms that must be completed prior to enrollment in the program.

Before your child can start in our program, all the necessary forms must be completed and in your child's file. In addition, you and your child must visit the classroom and meet with the teaching staff. Individual Education Plans (IEPs) and Individualized Family Service Plans (IFSPs) must be discussed with the child's teacher prior to the child attending. Parents must attend an orientation to the program with the director. Group orientations are schedule twice a year, at the beginning of Fall and Spring semester. A family beginning our program at times other than the beginning of a semester will meet individually or in small groups with the director for orientation.

To enroll a child, a parent or a guardian must first place the child's name on our wait list by completing the Preliminary Application, which is available at the center office or online. As space becomes available families are contacted. At times, when there is more than one child in a family, there may not be space for all children in the family. However, siblings of children in an already admitted family are given priority when an opening occurs in the age group of the previously non-admitted child.

When you are informed that there is room for your child in a classroom, you will be given a packet of information and forms that will need to be completed. The director or office staff is happy to explain the forms to you if you have questions. You will also be given an appointment time to complete the application process.

At times, transition to childcare or a new childcare situation, can be difficult for young children. If possible, it is beneficial to your child if you can stay awhile with

them in the classroom before your child is left without you. You may arrange with your child's teacher opportunities for you and your child to visit and stay in the classroom for a portion of the morning before your child's first day of care. If your child feels that you are comfortable in the program, they will feel more comfortable. The teaching staff is more than happy to create a transition plan for you and your child.

## **Subsidized Early Education and Care Option**

We currently offer subsidized early education and care services. You may be eligible to participate in this program. Eligibility is based on the family's per capita income and on the family's work and/or training schedule. To find out if your family is eligible please talk with the office staff. Families that are eligible for the subsidized program are enrolled based on specific Admission Priorities for Subsidized Early Education and Care that are discussed below.

It is important to note that according to Title 5 regulations, individuals may only utilize subsidized services for the purpose of vocational training for a period of six (6) years from the date of initial services or after completion of twenty-four semester units, or the equivalent, after attainment of a Bachelor's Degree. For example, if you enrolled in January for 2006, you must be terminated from services in January of 2012 even if you did not use services for two years during this span. This time limitation does not apply if your eligibility is based on your employment.

### **Admission Priorities for Subsidized Early Education and Care**

To be eligible for this program, the child's parent(s) or guardian(s) must be income eligible Napa Valley College students enrolled primarily in day classes working toward a degree or certificate with an identified educational plan, or income eligible Napa Valley College employees. After this waitlist is exhausted children from the centralized eligibility list (CEL) are eligible.

First Priority: Napa Valley College students shall be admitted first. Within this priority, children receiving protective services through the county welfare department shall be admitted first.

Second Priority: All Napa Valley College students who are not within the first priority for admission shall be admitted in accordance with family income, with the lowest per capita income admitted first.

Third Priority: Napa Valley College employees shall be admitted in accordance with family income, with the lowest per capita income admitted first.

Fourth Priority: Families on the CEL.

### **Enrollment Process**

When there is an opening for your child(ren), you will be notified by the Center. If you are still interested in enrolling, you will be requested to pick up a packet of forms to complete and bring to an Enrollment Appointment.

Some of the items you must bring to this appointment are listed below. Other items may be necessary depending on your family's income sources or family structure.

1. Completed packet;
2. Birth Certificates for all children claimed as part of family size;
3. Child Immunization Record;
4. Income Verification such as recent paycheck stubs, documentation of CalWORKS payments, amount of child support received, etc.;
5. Training Verification form, with a clearly identified career goal and a current Educational Plan;
6. A printout of current course schedule(s);
7. School and/or Training Schedule (if applicable);
8. Foster Care or CPS Verification (if applicable);
9. Employment Verification (if applicable);
10. Child and Adult Care Food Program application;
11. Ages and Stages Questionnaire; and
12. Other forms as applicable.

**All forms must be completed and brought to the Enrollment appointment. If forms are missing or all paperwork is not complete, the enrollment process will not occur and the family may be placed back on the waitlist.**

In addition to the paperwork, but also essential, you and your child must visit the classroom and meet with the teaching staff. Parents must also attend an orientation to the program with the director prior to their child(ren)'s start date.

### **Academic Requirements for Families Eligible based on Training Program**

If you are a student, you will need to pick up Training Verification forms and schedule request forms, whenever the semester changes, or whenever you make a change in your schedule.

Courses which you are enrolled in should directly relate to your Education Plan, or training plan.

You are responsible for notifying the Center Office of any changes in your training/school status within 5 days of a change. This includes, but is not limited to, changes in enrollment or in your educational plan.

Continuation of services is contingent on making adequate academic/training progress. You must earn a 2.0 grade point average in a graded program or complete at least 50% of the classes in a non-graded program. The first time you do not make adequate academic/training progress, you may continue receiving services for an additional semester to improve progress. If you fail to make adequate academic/training progress for another semester, your services will be terminated. You may reapply for services six (6) months from the termination date.

At the end of each semester you must provide the Center with grades, transcripts, or a legal school notification of completion of courses or classes taken.

### **Recertification Requirement**

Recertification is the process by which the Center verifies the need and eligibility of each child. Recertification is required at least every 6 months for children that are enrolled based on receiving protective services (CPS placed children) or children in a Foster Care placement, and at least once a year for all other children.

You will be notified by the Center and an appointment will be made to complete the recertification. The recertification process requires many of the same items needed for your original application intake. We must again verify eligibility for utilization of the subsidized early education and care services. This means we must again verify, as applicable, income, family size, employment status, protective services status, and/or student/training status. At this time you must also update

your child's emergency information. If the recertification is not completed every year or when there is a change in your eligibility, we must terminate your childcare services.

### **Tuition Fees for Subsidized Program Option**

Tuition/fees for the subsidized option are on a sliding scale based on the family's income and size. Any fees must be paid in advance. Fees are due and payable the 1st of each month for that month. If fees are not paid by the 5<sup>th</sup> of each month, you will receive a termination notice.

*There is no reduction of fees for absences, vacation, or temporary changes in schedule.*

### **Withdrawal Policy**

Parents or guardians wishing to discontinue their child(ren)'s enrollment, must give the Center two (2) weeks advance notice of withdrawing.

We strive to meet the individual needs of the children and families enrolled. At times this is not possible, or there are extenuating circumstances. We reserve the right to terminate enrollment in the program. The following are some of the causes for termination of services:

- Failure by parent to establish need for services or eligibility ends;
- Failure by parent to submit complete intent to enroll and/or schedule request for each semester on time;
- Failure to meet the terms in the Parent Agreement or handbook;
- Failure to complete any paperwork requested by the due date indicated;
- Failure to follow program policies;
- Falsification of information or fraud; and
- Lack of cooperation with program staff, threats of violence, name calling, yelling at program staff, behavior that is frightening to children, criminal conduct, theft, possession of firearms or dangerous weapons on the campus property, or being under the influence of alcohol or illegal drugs.

### **Hearing Rights**

If your child is dropped or terminated from the Center for any reason, you will receive a Notice of Action. If you wish to appeal the decision you may follow the procedure outlined on the back of the form. Once all levels of appeal (i.e. local, state) have been exhausted and, unless there are extremely unusual circumstances,

you must reapply and have your child placed on the wait list again. We will not be able to place your child until a vacancy occurs in their same age group.

There is an appeal procedure you may follow if you feel you have been unfairly treated. The first step in this process is to arrange an appointment with the Director of the program. A copy of the appeal procedure is attached to the Notice of Action and you may obtain a copy in the office. Please note there is a time line which you must follow.

### **Attendance and Absences**

Each child's attendance is based on the amount of days and contract hours provided by the Center. When your child is absent, you must notify the Center of the absence. Excused absences consist of: child, sibling, or parent illness; quarantine; death in the family; doctor appointments; court ordered visitations and appearances; natural disasters; and family emergency (lack of public transportation, accident involving immediate family member or family property).

Child Best Interest (CBI) days are used for appointments, nonuse of study time, vacation, or similar absences. Children are allowed a maximum of 10 CBI days. All other absences are considered unexcused. After which, any further unexcused absences will result in termination of childcare services.

When your child returns to the program, you must document the reason on the sign-in sheet for the dates your child was absent and sign the sheet with a complete signature. **You will be required to document all absences.**

If a child is absent for 5 consecutive days, or more, a written statement from the doctor will be required before your child is accepted back in the program.

## **Non-Subsidized Early Education and Care Option**

Applications for this program are available at the Center or online.

In order to enroll in this program, the family must submit an application and a non-refundable \$100 family registration fee. At that time, the family will be contacted to continue the enrollment process or be placed on the waitlist. Placement on the waitlist is based on the date the completed application is submitted and the registration fee is paid.

When we have an opening for your child(ren), you will be notified by the Center. If you are still interested in enrolling, you will be requested to pick up a packet of forms to complete and bring to an Enrollment Appointment.

Some of the items you must bring to this appointment are listed below. Other items may be necessary depending on your family's income sources or family structure.

1. Completed packet;
2. Child Immunization Record;
3. Ages and Stages Questionnaire; and
4. Other forms as applicable.

**All forms must be completed and brought to the Enrollment appointment. If forms are missing or all paperwork is not complete, the enrollment process will not occur and the family may be placed back on the waitlist.**

In addition to the paperwork, but also essential, you and your child must visit the classroom and meet with the teaching staff. Parents must attend an orientation to the program with the director.

### **Tuition**

Tuition is billed monthly and is based on the Program Fees for the Non Subsidized Option sheet that you can obtain from the program office. Fees for each child must be paid monthly in advance of services, e.g. prior to, or on, the first of each month, unless the child begins the program after the first of the month, and then fees are due for that month prior to the child's first day. If tuition is not paid on or before the 1<sup>st</sup> of the month, the child will not be able to attend until tuition is paid in full. If the tuition is not paid by the 5<sup>th</sup>, the child will be dropped from the program.

Tuition invoices are sent out from the NVC Business and Finance office and are payable at the cashier's window in the administration building on campus. All parents must have a completed and signed Notification of Billing and Tuition Fee form on file.

Late or partial tuition payments will incur a \$25 fee. Unpaid tuition owed to the college will be collected via the Chancellor's Tax Offset Program where the funds owed are deducted from an individual's state tax refund.

No refunds will be given. If you have questions about refunds please see the CDC Director.

### Vacation and Absences

If your child will be absent, you should notify the center that your child will not be in attendance that day. In the event that your child has a communicable disease, please also notify the center so that we can be sure to take appropriate action.

There is no reduction in tuition for absence or vacation.

### Withdrawal Policy

Parents or guardians wishing to discontinue their child(ren)'s enrollment, must give the Center two (2) weeks advance notice of withdrawing. A written statement or email is required.

We strive to meet the individual needs of the children and families enrolled. At times this is not possible, or there are extenuating circumstances. We reserve the right to terminate enrollment in the program. The following are some of the causes for termination of services:

- Failure to meet the terms in the Parent Agreement or handbook;
- Failure to follow program policies;
- Lack of cooperation with program staff, threats of violence or intimidation, name calling, yelling at program staff, behavior that is frightening to children or adults, criminal conduct, theft, possession of firearms or dangerous weapons on the campus property, or being under the influence of alcohol or illegal drugs.

# Other Program Policies

## DROPPING OFF AND PICKING UP

Napa Valley College Child Development Center's license, funding terms and conditions, and the safety of the children depend on accurate and complete sign in and sign out records for every child every day. The following sign-in and out procedures are important for the safety of your child:

### Sign in

Children must be signed in by the parent, guardian, or a responsible adult who has been designated in advance by the parent. The adult must sign with a complete signature. When children are signed in the adult must be sure to let the teacher know that the child has arrived and wait until the teacher checks the child for any signs of illness or injury.

### Sign out

Children will only be released to persons that are listed on their emergency cards. We cannot release a child to anyone who is younger than 16 years old. In addition, individuals picking up a child must have a government issued picture identification card such as a driver's license.

### Late Pick Ups

Your child(ren) must be signed out by their scheduled pick up time. Children picked up after their scheduled pick up time on three (3) occasions will have their enrollment terminated.

**If you pick up your child(ren) after our closing time, you will be charged \$10 for the first 5 minutes and \$1 per minute per thereafter.**

If your child(ren) is/are not picked up within 1 hour of our closing time, and you have not contacted the Center, we will notify the Napa Valley College Police Department or other appropriate agency. The phone number of the Police Department is (707) 256-7777.

### **Alternate Pick-Up Person**

It is imperative that your emergency contact card is kept up to date, and lists all persons authorized to pick up your child. However, we do understand that there may be an unforeseen necessity to have your child picked up by someone not listed on the emergency card. In that instance a separate note (dated and signed by the parent) authorizing the person to pick up the child is required. This note must be delivered to the program by the parent/guardian. Phone calls are not sufficient. Also, the person picking up the child must have photo identification.

### **Arrival times**

Each child has an arrival time that was determined at the time the child was enrolled. Families are expected to adhere to those times since staffing is based on those times. Also, if your child is enrolled in the subsidized option, not adhering to the arrival time stipulated when you enrolled could result in a loss of service or a reduction of hours of care.

### **Absences**

It is important to notify one of the classroom teachers or the office staff by phone or email of any absence and the reason for the absence your child may have.

If a child is absent for 5 consecutive days or more due to illness, a written statement from the doctor will be required before your child is accepted back in the program.

## **SPECIAL OCCASIONS**

### **Birthdays**

In order to bring in food or a treat for a birthday, parents must first receive prior approval from their child's teacher. Store bought treats are preferred due to the labeled ingredients. Small mini-cupcakes work best for young children in order to limit sugar. In order to provide homemade treats, if approved by the teacher, ingredients can be dropped off prior to the occasion and will be prepared in the classroom by the teacher. Please be aware that some children have life-threatening allergies, or follow special diets, and cannot have certain foods. Therefore, we will need to know the ingredients in advance of any food brought to

share with all children in a class. Our food program limits us to one sweet day per week therefore birthdays falling on the same week will be celebrated together.

### **Holiday Celebrations**

In our practice of honoring the diversity of our families, we do not celebrate specific religious holidays. We recognize the seasons, and may do a winter celebration or fall harvest. Commercial holidays are minimized. We strive to keep the curriculum child centered. The commercialism of these holidays can be overwhelming and over stimulating for young children. Your child's teacher will give you further information regarding celebrations in their classroom.

## **CLASSROOM POLICIES**

### **Clothing**

We empower children by giving them choices. One of those choices is the opportunity to wear or not wear an apron during goopy projects or water play.

Because our curriculum offers many sensory, goopy projects, and outside play in all weather conditions we ask that you respect your child's choice by dressing your child in his/her play clothes; bringing extra play clothes (including boots and rain gear for outdoor play); and greeting your paint, mud, and water-covered child with a smile and "Wow!!! You look like you were very busy today and had fun learning."

Each child should have at least one, preferably two, complete sets of clothing, including underwear and socks, at the Center. Each article of clothing should be labeled with the child's name, as should jackets, backpacks, and anything else the child brings to school. We are not responsible for lost clothing or other items brought to school.

If your child is out of extra clothes and/or other needed items, and you have been reminded, your child may not be signed in until an extra set of clothing is brought to school.

Some materials, especially paint, may not always wash out of clothing completely.

### **Conferences**

Twice a year teachers post sign-ups for parent-teacher conferences. In addition, teachers, parents/guardians, or the Director, may request a conference to discuss specific issues or concerns. If you have questions or concerns, please do not hesitate to ask your child's teacher or the Director for a conference. You do not need to wait until the regularly scheduled conference times to have conferences. We must all work together to best meet the needs of the children.

### **Cubbies**

Each child has a cubby in their classroom for their jacket, backpack, diaper bag and other items. Since cubbies are accessible to children and others it is imperative that you are sure that NO MEDICATIONS, including over-the-counter, are in backpacks and diaper bags. In addition, please be sure that there are no unsafe objects in the bags or other items that could be harmful. We also ask that no food is placed in the cubbies or in the bags. Some food can be dangerous or deadly to children with allergies. The person that drops the child off in the morning should be sure to give the teacher any bottles or unsafe items that are in the bags when they drop the child off.

### **Diapers and Wipes**

For children not yet toilet trained, please bring a package of diapers and wipes for your child to keep at the center. This ensures that your child has enough diapers/wipes for each day they are in care. The staff will let you know when your child is running low and you need to bring in another package. If you have been notified that your child needs diapers or wipes and you have not brought them in, you will not be able to sign your child in until you bring in the needed supplies.

### **Open Door Policy**

Children benefit when their parents are engaged in the program and we welcome your participation. If you would like to participate or volunteer in your child's classroom, read to the children, or share a skill that you have, please talk with your child's teacher or the director. The college and the state have specific requirements for volunteers that we must follow.

Parents are welcomed to drop-in any time and visit with their child. It is important to remember, should you choose to visit, that you are a guest in the child's environment and it is imperative that your visit is not disruptive to the program.

### **Parent Advisory Committee (PAC)**

The program has a Parent Advisory Committee. This committee serves a crucial function. The meetings provide a forum for discussion of specific topics as well as providing an opportunity for parents to make suggestions for the program. The PAC also organizes work parties and fund-raisers. Please let a teacher or the Director know if you have any suggestions.

### **Parking on Campus**

The loading zone in front of the Child Development Center is reserved for drop off and pick up. If you plan on visiting your child's classroom for an extended stay, you will need to park in a student lot. Please contact the office about parking and parking passes for extended stays.

Daily parking permits can be purchased from the stamp dispensers located in the parking lots. Daily parking permits are \$2.00 per day and valid on the day of purchase only.

Semester parking permits must be ordered online, and can be purchased online or at the Business Office, Cashier's Window (1500 Building). The cost of semester parking permits are \$32.00 for Spring or Fall semester and \$16.00 for Summer semester. (Subject to change.)

### **Toilet Ready**

Children do not need to be toilet ready to enter our preschool classrooms. As with everything else, children learn to use the toilet when they are ready developmentally, and at varying ages. The staff can assist you in the toilet training process. If your child is learning to use the toilet, please be sure to provide several sets of extra clothes. We discourage pull-ups when toilet training. Pull ups have the same effect as diapers, are more difficult for children, and are costly. Feel free to discuss this process with your child's teacher.

### **Toys From Home**

The center provides curriculum items and toys that are appropriate for the children in the program. We ask that children not bring toys from home. If your child has a particular item that is a security object for them, please discuss this with your child's teacher.

### **Observation Room**

Since the Child Development Center serves as a lab school for college students, we are fortunate to have observation rooms onsite. Children can be observed from behind the one-way mirrors. If you would like to observe your child from the observation room, please sign in at the office and a staff member will unlock the room for you.

### **Child Abuse Reporting**

The Center is required by law to report all suspected cases of child abuse. The staff will report their observations to the Director and the appropriate agency, and to the parents as appropriate. The determination of abuse is not the responsibility of the staff but of the investigating agency.

## **SCREENING, ASSESSMENT, AND RECORDS**

### **Screenings**

All children are periodically screened using the Ages and Stages Questionnaire (ASQ). The CDC uses both the Social Emotional (ASQ-SE) and Developmental (ASQ-3) versions. These screenings inform the curriculum and are developmentally based.

### **Child Assessment**

All children are periodically assessed using the Desired Results Developmental Profile to ascertain their level of development and their areas of strength and weakness. We assess children in their language, cognitive, motor, and social-emotional development. This is done to provide teachers with information for completion of individual activity plans for each child. This information is typically reviewed at parent conferences. With parental approval the program will share the results with the child's elementary school at kindergarten entry.

### **Child Records**

Your child's records are not available to anyone outside of this agency except some government agencies or by court order. Should you wish to view and discuss your child's records, we request that you make an appointment with the Director.

## DISCIPLINE POLICY

We maintain a philosophy of positive communication and discipline guidelines. Developmentally appropriate expectations and practices are an essential ingredient to ensure a positive experience for every child. We believe that the most important gift that parents and teachers give children is help in developing self-control. Children learn self-discipline when rules and expectations are age appropriate and communicated clearly and consistently in a positive manner.

Classroom rules are kept to a minimum and established to ensure safety. We acknowledge that some children need more direction than others to have a successful classroom experience. Staff help the children learn social problem solving skills when conflicts arise. Teachers serve as models, and as facilitators in helping children resolve conflict, and identify and solve problems that arise. Teachers emphasize child behaviors that are positive. Staff also attempt to prevent situations from occurring by observing the children and their needs. In addition, teachers redirect children to other activities when they are having difficulty following the rules.

Staff do not administer any forms of corporal punishment (hitting, spanking, and striking).

Parents are not allowed to discipline any child other than their own. In addition parents are not allowed to administer physical punishment or yell at their child on site. We maintain a safe and caring environment at all times for all children.

In rare cases where a child's behavior exceeds acceptable limits parents will be notified. This includes excessive or inappropriate hitting, kicking, biting, and extreme tantrums. Teachers and/ or the Director will request a conference with the parent. If the parent fails to work with the staff by not attending conferences or ignoring the behavior, the child's enrollment may be terminated. In some cases, as a result of the child's behavior putting themselves or others at risk, parents will be notified by the Director that NVC Child Development Center is not an appropriate placement for their child, at which time the child's enrollment will be terminated.

## HEALTH, SAFETY, AND NUTRITION

### Allergies

It is important that you inform us of any allergies that your child might have. If your child has a confirmed allergy, please submit a doctor's statement indicate that your child is allergic to the item. We will do our best to see that your child is not exposed to anything that might cause him or her harm.

### Emergencies

In case of a major disaster such as an earthquake or fire, we have emergency plans and procedures. A brief outline of the plan is posted in the office lobby. The entire plan may be read in the Center office at your request.

Children will be evacuated from buildings until they are deemed safe for occupancy. In the event children are evacuated to another location, notices will be posted advising parents of the children's whereabouts.

Should there be time; parents will be called to come for their children. If parents cannot be reached, those persons listed on the child's emergency card will be called to come for the child.

### Food

The program participates in the Child and Adult Care Food Program. In accordance with the guidelines, children are served balanced and nutritious meals. Should your child(ren) require a special diet per a doctor's request, please notify the office at the time of enrollment. We require that a physician document any food allergies and food substitutions. There are additional forms to complete to provide this accommodation.

We ask that families not bring food from home unless there is an exception on file because of dietary needs.

Every attempt is made to create a menu that is not only healthy and balanced but that limits the use of sugar, fat, and additives. Menus are posted in classrooms and in the office for you to review. If your child is scheduled to be in the center during mealtimes, your child will be offered the menu selection(s) for that day.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and

employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.

Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

### **Illness**

Because children who enter group care for the first time are exposed to new germs, you should be prepared for a higher incidence of illness the first few months. In Appendix B of this handbook are health guidelines that may be useful to you in determining if your child is sick and should be kept home from school.

We may make referrals to the child's doctor in the case of suspected illness or unusual condition. You are expected to take your child to his/her physician before the child returns to the Center. When your child returns, we need a note from the doctor that includes a diagnosis. It is also important to note that sometimes a doctor may clear a child to return to school but the child may still not be admitted if the staff determines the child is not well enough to participate.

Children with diarrhea and /or vomiting must be kept home at least 24 hours after the last incidence of vomiting or diarrhea. Children with fevers may not be at school, and must be kept home until they have been FEVER FREE FOR 24 HOURS without the use of medication. Please see the appendix for additional contagious diseases that prevent children from attending or returning to school. Please note that it is not an exhaustive list.

If your child develops a fever, or becomes ill, while at school, you will be contacted and expected to pick your child up. It is possible for a child to be ill and not have a fever. If your child is unable to participate in the program, you will be notified and requested to pick up your child. If you cannot be reached we will call the persons listed on your emergency forms.

### **Injuries**

All children occasionally fall, bump into each other, or get hurt. We provide first aid for minor injuries, and Accident Forms are completed and given to the parent. Most childhood injuries are not serious, but in the event that your child is seriously injured we will notify you immediately. Should your child require medical attention, we will advise you and help make arrangements. If we cannot reach you by telephone, we will call those persons listed on your child's emergency card. For this reason it is important that your child's emergency card is kept up-to-date. In some situations it may be necessary for us to call 9-1-1. We are not responsible for costs incurred to obtain emergency medical care for your child.

### **Medication Policy**

The Center reserves the right to not administer medication and require the parent to do so. Also, at times the center may contact the parent to inform the parent that medication cannot be administered.

We do administer SOME prescribed medications and some over-the counter medications during the child's hours of attendance. Each medication must be in a prescription bottle and/or its original container. In the event the medication is an

over-the-counter drug, then a note is usually needed from the physician. The note should indicate amount, time to administer, and duration. Medication includes, but is not limited to, antibiotics, ointments (diaper cream and others), sunscreen, eye drops, ear drops, prescription vitamins, and Tylenol. (Please note: we generally do not administer Tylenol, or other medications, to reduce fever without doctor authorization.)

In order for the program to administer any medications, you must complete an authorization form which you can get from the center office.

In addition the medication must be in its original container. Medications are given in compliance with the doctor's authorization and all packaging labeling.

Medication may be stored at the CDC in a locked refrigerated or non- refrigerated container. All medication will be checked and entered into a log to assure that proper storage and expiration dates are followed.

### **Nebulizer Care**

Should your child require nebulizer care or inhaled medication, you must notify the staff at the intake interview. There are special authorization forms that must be completed and also you are responsible for training the staff to administer the medications. **Typically, the program requests that parents administer all inhaled medications.**

## **INFANT & TODDLER COMPONENT**

### **Blankets**

Although we do provide blankets, most young children prefer their own. Please bring one in with your child's name on it. Let us know if it needs to go home daily.

### **Bottles**

If you do not want to use the center bottles in the infant room, please bring bottles from home with your child's name on them.

### **Diapers**

Please bring a package of diapers for your child to keep at the center. This ensures that your child has enough diapers for each day they are in care. The

staff will let you know when your child is running low and you need to bring in another package.

**Needs and Services Plan**

If your child is under 2, the teachers will complete a Needs and Services Plan with you about your child. This will include your child's individualized feeding plan, toileting plan, and any special needs your child may have.

**Pacifier**

If your child uses a pacifier, please bring one to keep at the center. Please be sure that the pacifier has your child's name on it.

## APPENDIX A -- DEVELOPMENTAL GOALS

### Physical Development

All aspects of our curriculum facilitate the development of both gross motor and fine motor skills. Gross motor skills such as throwing, running, jumping, and catching activities form the basis for advanced skills. Engaging in such activities also fulfills the child's need and desire for movement; it also builds muscles, strengthens the heart and enhances physical capacity. Fine motor skills are developed by scribbling, using manipulative and puzzles, painting, and some finger plays. These activities help develop the skills needed for writing. Children should never be forced to draw specific shapes or to write before they are developmentally ready and have had sufficient opportunities with activities that develop these skills.

### Language Development

Language development includes the entire range of communication skills both formal and informal. While children are developing their language skills they pass through a variety of stages. Providing an environment rich in language facilitates children's acquisition of language.

We provide a language rich environment through modeling and conversation with the children. In addition, children are read to often and music is an important aspect of the curriculum.

Many children are dual language learners. They are learning two languages simultaneously in their home. Other children speak a first language other than English in their home and are exposed to English at school. Children learn language best in the context of relationship. The language that children learn in their home is the language of thought for them. Children think best in their home language. It is important for the program as well as the child's family to support the development of children's primary language.

### Cognitive Development

Cognitive development includes a child's ability to explore, predict, question, and problem solve. In our program children are given the opportunity to experiment with a variety of mediums in a variety of ways. Children learn about color by mixing paint; they learn basic math and science information by playing with sand; they learn about nature by growing plants. Through exposure and freedom of

exploration children learn about their world and are building the necessary foundation for future development.

### **Social and Emotional Development**

Young children are developing the skills necessary to interact socially and to relate positively with peers and adults. Children will have the opportunity to play with others in groups, some teacher directed but most child directed. Children will practice their skills in the playhouse area as well as in the sand box. Teachers will facilitate children's interaction so that children will have opportunities to practice appropriate social skills, including problem solving and working with others.

## APPENDIX B -- HEALTH GUIDELINES

### GENERAL ILLNESS SYMPTOMS:

WHERE TO LOOK	WHAT TO LOOK FOR	WHAT IT MAY MEAN
EYES	Dullness Circles underneath	These & other signs may indicate a condition of fatigue that increases susceptibility to disease
	Redness or drainage	May indicate infectious disease or allergy.
NOSE	New discharge or Sneezing	May indicate infectious disease or allergies.
TONGUE	Coating	Indicative of health difficulty -- constipation, indigestion, decayed teeth, or similar condition.
THROAT	Red and inflamed	An inflamed throat may be indicative of an oncoming cold or strep throat.
SKIN	Rash on arms, chest, back or neck; blisters or sores in mouth or on extremities	May indicate presence of scarlet fever, chicken pox, measles, or other viral infection.
STOMACH	Pains, diarrhea	May indicate viral, bacterial, fungal, or parasite infection is present.
TEMPERATURE	Unusual flushing Moist forehead Hot hands or face	Indicative of possible infection. Temperature should be taken and child kept home.
BEHAVIOR	General irritability Lack of appetite Unusually sleepy/quiet	Often such behavior will indicate a health difficulty before there is another sign.

## APPENDIX C

### COMMUNICABLE ILLNESS SYMPTOMS

The following descriptions of communicable diseases in children may assist you in determining whether your child may attend.

**CHICKEN POX (Varicella)** -- Onset 2-3 weeks after exposure to infected individual. Communicable from 1-2 days before rash appears. Signs are slight fever and irritability for a day, then fine blisters appear (first on the trunk, then on the rest of the body). Isolate the child for 7 days or until all scabs are dry, whichever is longer.

**COXSACKIE VIRUS (Hand Foot and Mouth Disease)** - Onset is 2-10 days from exposure. Painful red blisters in the throat, tongue, gums, inside of the cheeks, the palms of hands, and/or soles of the feet. Children need to remain out of school until all sores are gone.

**CONJUNCTIVITIS (Pink Eye)** -- Onset 24-72 hours after exposure to an infected individual or articles. Can spread as long as the infection is active. Symptoms are irritated, tearing eyes, swollen lids, and a yellow discharge that makes the eyelashes sticky. Children under 5 are most susceptible. Consult health practitioner for treatment. Isolate until symptoms disappear, or until treated for at least 24 hours.

**IMPETIGO (Streptococcal or staphylococcal skin infection)** -- Onset 5 days after exposure to an infected individual. Appearance as honey-crusted sores around mouth, nose, or extremities. Seek medical attention for diagnosis. Exclude child for 24-48 hours after treatment has begun.

**HEAD LICE** -- Transmitted directly or indirectly from one person to another. Child may complain of an itchy head. Eggs, or nits, may stick tightly to the hair shaft. They generally appear first at the base of the head or around ears. Consult physician for treatment. Child must be isolated until treated and **free of nits**. Entire family should be checked.

**THRUSH** -- Oral thrush can look like milk in an infant's mouth. It is painful, slightly raised ulcers or skin lesions that usually look creamy white. Thrush can also be in the form of diaper rash, generally looking like a rash of tiny red spots or it can form larger red patches with clear edges. The affected area can be quite painful. Some children may be so uncomfortable that they need to stay home from school.

## **APPENDIX D**

### **Sexual Harassment Policy**

#### **PROHIBITION OF SEXUAL HARASSMENT**

It is the policy of the Board of Trustees to provide a workplace and academic environment free of unwelcome sexual overtures and advances and free of conduct creating an intimidating, hostile, or offensive environment. Complaints of sexual harassment should be filed through the Office of Human resources.

It is the intent of the NVC Child Development Center to fully comply with all applicable state and federal laws and regulations. Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding alleged violation of federal and/or state laws. This includes allegations of unlawful discrimination (Ed Code sections 200 and 220 and Government Code section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance.

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

## CENTER PHONE NUMBERS

<b>Darrell Whitacre</b>	Director <a href="mailto:dwhitacre@napavalley.edu">dwhitacre@napavalley.edu</a>	707 256-7045
<b>Catalina Martinez</b>	Administrative Assistant <a href="mailto:cmartinez@napavalley.edu">cmartinez@napavalley.edu</a>	707 256-7043
<b>Elizabeth Duque</b>	Secretary <a href="mailto:eduque@napavalley.edu">eduque@napavalley.edu</a>	707 256-7040
<b>Front Desk</b>		707 256-7041
<b>FAX Machine</b>		707 256-7049