



Child Development Center Laboratory School Family Handbook

FY 22-23

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TABLE OF CONTENTS

TABLE OF CONTENTS	2
WELCOME LETTER	3
PHILOSOPHY	4
MISSION/ GOALS	5
RIO HONDO COLLEGE CDC LEADERSHIP	5
OPEN DOOR POLICY	5
PROGRAM DESCRIPTION	6
Age of Eligible Children & Ratios	6
HOURS OF OPERATION	7
CONTRACT HOURS	7
CALENDAR OF OPERATION	7
HOLIDAYS	7
ENROLLMENT AND ADMISSION PROCEDURES	8
ENROLLMENT PRIORITIES (18131)	8
WAITING LIST AND PRIORITIES (18106)	8
RESIDENCY REQUIREMENT	8
FAMILY FEES, TUITION, AND LATE FEES (EC 8263, EC 8273.2, 5 CCR 18108, 18109)	9
Tuition Rates	9
Fee-Based Enrollment	9
Billing	9
Delinquent Fees	9
Other Fees (Late Pick-up)	9
Subsidized Eligible Enrollment	9
STATE PRESCHOOL PROGRAM- CSPP ELIGIBILITY AND NEED REQUIREMENTS	10
ELIGIBILITY CRITERIA	10
NEED CRITERIA [must meet either (i) or (ii)]:	10
DOCUMENTATION AND DETERMINATION OF FAMILY SIZE (EC 8250, 8261, and 8263; 5 CCR 18100 and 18083)	10
TOTAL COUNTABLE INCOME (18078 and 18084,18096)	11
NOTICE OF ACTION (NOA)	11
DOCUMENTATION OF INCOME- STATE PRESCHOOL PROGRAM	11
RE-CERTIFICATION	15
DOCUMENTATION OF HEALTH & IMMUNIZATIONS	15
THE FIRST DAY OF SCHOOL	16
ARRIVING AND LEAVING THE CENTER	17
ATTENDANCE	18
ABSENCE NOTIFICATION	19
ABANDONMENT OF CHILD CARE (18066.5)	19

EARLY PICK-UP & LATE DROP-OFF POLICY	19
ILLNESS POLICY	20
DAILY INSPECTION FOR ILLNESS (101226.1)	20
MEDICATION PROCEDURES	21
EVACUATION & EMERGENCY PROCEDURES	22
SAFETY	22
TOILETING	24
POTTY TRAINING	24
NUTRITION	24
NAPPING (101230)	25
CELEBRATIONS	25
POSITIVE GUIDANCE & DISCIPLINE	26
BITING	26
CURRICULUM	27
CALIFORNIA STANDARDS FOR PRESCHOOL	28
DOCUMENTATION OF DEVELOPMENT	29
DEVELOPMENTAL SCREENINGS	29
CONFIDENTIALITY	29
COMMUNICATION	30
PARENT ADVISORY COMMITTEE	31
FIELD TRIPS	31
NATURE WALKS	31
CDC STAFF	31
VOLUNTEERS (Title 22 101216)	32
PROGRAM EVALUATION	32
TERMINATION POLICY	33
GRIEVANCE PROCEDURES	34
AMERICANS WITH DISABILITIES ACT	34
NONDISCRIMINATION POLICY	34
U.S. DEPARTMENT OF AGRICULTURE NONDISCRIMINATION STATEMENT	34
PARENTS' RIGHTS (LIC 995)	35
PERSONAL RIGHTS (LIC 613A)	35
THANK YOU AND WELCOME TO RIO HONDO CDC	36
Receipt of Handbook and Enrollment Information Sign-Off Sheet	37

WELCOME LETTER

Dear CDC Families,

We would like to welcome you and your child to Rio Hondo College Child Development Center (CDC) Laboratory School. Our program is an essential component of Rio Hondo College's plan to fulfill its goal of providing student support programs and being a collaborative center of lifelong learning for the community. Rio Hondo College has provided a program for children since the 1960s.

The program is funded by the California Department of Education, California State Preschool Program (CSPP), parent fees, and other state and federal grants. We provide nutritious foods that contribute to young children's wellness, healthy growth, and development. The Child Care and Adult Care Food Program (CACFP) provides meals at no cost to families.

Through accreditation by the National Association of Education of Young Children (NAEYC), we meet the professional standards as we provide a high-quality program for your child. We strive to provide a quality children's program that provides services to you and your child and provides learning opportunities for students enrolled at Rio Hondo College. All of our staff meet or exceed state requirements for professionals working with children and participate in Professional Growth opportunities to expand their skills and abilities. All center staff has background and child abuse index clearance that qualifies them to work with children.

We strongly believe you are your child's first and most important teacher. In partnership with you and your family, we are here to facilitate and lay a strong foundation for your child's first learning experience. Our goal is to partner with you to provide a high-quality program that will foster curiosity and exploration as your child develops a love for learning.

This handbook serves to assist you, and your child get the most from your preschool experience at Rio Hondo. Please read it carefully and keep it handy for reference in the future. The center welcomes all eligible children regardless of gender, ethnicity, religious affiliation, special needs, or immigration status of the child or the child's parent(s). The program does not engage in religious instruction or worship.

We are delighted to have you join our Rio Hondo College Child Development Center community.



Sincerely,

Cindy O'Neill, Director

PHILOSOPHY

The Rio Hondo College Child Development Center Laboratory School bases its program on best practices regarding the development of children. Both theory and research agree that overall, children's physical, cognitive, and social/emotional development follows certain general patterns. However, theory and research also agree that the rate of development for each individual child is unique and often uneven. For example, three-year-olds may develop slower or quicker than their peers and may be advanced in their physical development but a bit behind in their emotional development. A quality children's program will consider age expectations and individual children's development as it sets up environments and curriculum to facilitate learning. Rio Hondo College CDC blends the various theoretical perspectives in the field of Child Development and the information gained from current research to provide an optimal learning experience for young children with a focus on the emergent curriculum. Another important consideration in providing children's programming is the influence of family and community culture on their development. Our program is sensitive to this consideration and provides an environment that respects diverse cultural perspectives and reflects aspects of the children's culture in classroom décor, equipment, and food served.

MISSION/ GOALS

- To provide safe, healthy, and nurturing developmentally appropriate educational experiences for preschool children.
- To provide laboratory experiences and high-quality teacher training to Rio Hondo College students.
- To support parents in their educational and vocational goals.

RIO HONDO COLLEGE CDC LEADERSHIP

Dean of Behavioral and Social Sciences,
Child Development Center Director,
Child Development Center Coordinator, or
Designated staff in the Director's absence.

OPEN DOOR POLICY

Rio Hondo College CDC has an "open door" policy. Parents/ guardians may visit their children in our facilities at any time aligned with the California Department of Social Services, Community Care Licensing Division; Parent's Rights policy. We ask those who plan to visit their children frequently to follow the classroom routine to avoid disturbing classroom schedules. Additionally, please make an appointment if you wish to meet with the Director or a staff member. As supervision and the safety of the children are our priority, arrangements need to be made.

PROGRAM DESCRIPTION

Various programs fund the Rio Hondo College Child Development Center Laboratory School. Such as the Department of Education, State Preschool Program (CSPP), Department of Social Services, General Child Care (CCTR), parent fees, and Rio Hondo College. There are full-time enrollment options available Monday through Friday. Families who enroll under the CSPP and CCTR program must meet the criteria of need and eligibility as outlined by the Department of Education and the Department of Social Services. As part of our contract with the Department of Education and the Department of Social Services, our services include age-appropriate, planned, educational activities throughout each day that address all developmental domains contained in the California Department of Education’s Desired Results Developmental Profiles (DRDP). The children are provided daily with nutritious meals made possible by funding from the Child and Adult Care Food Program (CACFP). Discrimination based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA programs is prohibited. The center welcomes all eligible children regardless of gender, ethnicity, religious affiliation, special needs, or immigration status of the child or the child's parent(s).

The Rio Hondo Child Development Center laboratory school is committed to a joint mission providing a quality -learning program for the children enrolled and to provide Rio Hondo students with an opportunity to observe the behavior and developmental characteristics of preschool children and interact with children. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors and build a comprehensive understanding of children and families.

Age of Eligible Children & Ratios

4-year-old children	3-year-old children	2-year-old children
<i>1:8</i>	<i>1:8</i>	<i>1:4</i>
CSPP-eligible four-year-old children are defined as children who have their fourth birthday on or before December 1 of the fiscal year they are being served.	CSPP-eligible three-year-old children are defined as children who have their third birthday on or before December 1 of the fiscal year they are being served.	Children who will have their second birthday on or before the day they start the program. We are licensed to serve children starting at 2 years of age.

**Adult Staff Ratios are based on children's ages and are determined by state and federal guidelines.*

Children who meet the age criteria (5 years old on or before December 1st) to attend public Kindergarten are **not eligible for enrollment.*

HOURS OF OPERATION

Monday through Friday 7:30 AM to 5:00 PM.

CONTRACT HOURS

Although our center is open from 7:30 a.m. to 5:00 p.m., the RHC CDC will provide families with a schedule, referred to as contract hours. Upon enrollment, a family will be given contract hours based on the parent's needs (working, school, incapacitation, etc.). All families must comply with contracted hours. Families must arrive and depart at their scheduled time, as they affect staffing ratios. When children are not scheduled to be present but arrive early or leave late, it changes the number of children for each adult present and jeopardizes the safety of both the children. It can also put our program out of compliance with the state law and result in a substantial fine. If your schedule changes, please let us know the details of the change as soon as possible. The CDC office must pre-approve arrivals and departures different from your contract because of special circumstances. When the parent's needs differ due to not attending school or work, the child may only be at school during the core hours of the day. The child may attend school from 8:30-12 p.m.

Our contract with the state of California requires that we provide an educational program that promotes the achievement of the California State Preschool Frameworks. The staff must also complete a 48-item assessment for each child called the Desired Results Developmental Profile (DRDP). To accomplish these requirements and allow your child to benefit from our educational programming, we ask that **all children arrive at school by or before 9 am each day.**

CALENDAR OF OPERATION

The program calendar will coincide with the Rio Hondo College Academic calendar, with the exceptions of Staff In-Service and state-required days of operation. A calendar will be available at the beginning of each academic year. The calendar is subject to change, and families will be notified via email of such changes.

HOLIDAYS

We observe all of the same holidays as Rio Hondo College:

Independence Day
Labor Day
Veterans Day
Thanksgiving Holiday
Winter Break
New Year's Day
Dr. Martin Luther King, Jr Day
Lincoln's Birthday
Washington Birthday
Spring Break (last week of March)
Memorial Day
Juneteenth

ENROLLMENT AND ADMISSION PROCEDURES

All eligible families will be contacted and notified of an opening via phone, mail, or e-mail. Once the family picks up an enrollment packet and returns it, a meeting with the CDC Secretary will be scheduled. Each family must complete all necessary forms and will determine both eligibility and need for care. The CDC Secretary will share any applicable fees for service and contract hours with the parent. Once the enrollment is complete, each parent will receive a Notice of Action (NOA), including the child's start date, hours of care approved, the fee (if applicable), and the Parents' Right To Appeal on the reverse of the form. The enrollment process is the same for both subsidized and private pay families.

ENROLLMENT PRIORITIES (18131)

1. Priority services are given to four-year-old or three-year-old neglected or abused children who are recipients of child protective services or recipients who are at risk of being neglected or abused
2. Eligible four-year-old children are then considered in the following order:
 - a. Children previously enrolled in the State Preschool Program as a three-year-old
 - b. Children whose families have the lowest income ranking based on the most recent income ranking schedule
 - c. According to the most recent income ranking schedule, the child with exceptional needs, as defined in Education Code section 8208(1), shall be admitted first when two or more families have the same income ranking.
 - d. If there are no families with children with exceptional needs, the family who has been on the waiting list the longest time will be enrolled.
3. Three-year-old children may be enrolled if income is eligible.
4. Fee-based families

WAITING LIST AND PRIORITIES (18106)

Applicants will be contacted in order of priority from the waiting list as vacancies occur. Families shall be enrolled following the admission priorities above. Eligibility factors determine the ranking for subsidized services established by the California Department of Education (CDE).

RESIDENCY REQUIREMENT

A child must live in the State of California to receive services. Any evidence of a street address or post office address in California will be sufficient to establish residency. A person identified as homeless pursuant to section 18078(h)(2) is exempted from this requirement and shall submit a declaration of intent to reside in California.

The determination of eligibility for child care and development services shall be without regard to the immigration status of the child or the child's parent(s).

FAMILY FEES, TUITION, AND LATE FEES

(EC 8263, EC 8273.2, 5 CCR 18108, 18109)

Tuition Rates

\$237.50 per week Monday through Friday Full time

***Tuition rates may be increased annually at the beginning of each fiscal year (July 1) or at other times of the year, to cover the costs of increased expenses. Parents/families will receive a minimum of one month's notice of tuition increase.*

Fee-Based Enrollment

Families who do not qualify for subsidized programs may enroll in the Fee Based Program, provided space is available. ****Please note: Need and eligibility criteria do not apply to fee-based families.***

Billing

Tuition for subsidized and fee-based families is due on the 7th of each month. Our operating budget is set up on a 12-month basis, divided into 51 segments. Rio Hondo College CDC does not offer any credits for holidays, sick days, or vacation days. On the 20th of each month, bills for the following month are issued. Payments are due in ADVANCE of services. Parent/guardian may make payments at the Rio Hondo College Cashier's Office or by using the online Family Portal.

Delinquent Fees

If payment has not been received by seven calendar days after the due date, a Notice of Action (NOA) with a termination of services date will be given to the family. Once a payment plan has been agreed upon, all payments must be made at the Cashier's Office. Failure to make payments may result in termination of services. All past due fees must be paid by the date on the NOA to avoid termination.

Other Fees (Late Pick-up)

The center's business hours are from 7:30 a.m. to 5:00 p.m. The CDC will charge late fees for hours of care that exceed the center's business hours. The child development center closes at 5 pm each day. Rio Hondo College procedures and state **Title 22 regulations** require that we notify the proper authorities if you are more than one-hour late picking up your child and we have not received any communication from you. The CDC is required to contact the Whittier Police Department if need be. Please make every effort to pick your child up on time. **A fee of \$10.00 will be assessed for the first 10 minutes, plus an additional \$1 for every minute after that.** All late fees must be paid within a week of receiving the invoice.

Subsidized Eligible Enrollment

RHC CDC uses the most recently approved fee schedule prepared and issued by the California Department of Education when determining whether a family fee is applicable and the amount of a family's fee. The following factors determine the fee for each family: ****Please refer to the countable income section for all countable income.***

1. The total adjusted monthly family income;
2. Family size;
3. The certified family need, based on the total number of hours approved.

STATE PRESCHOOL PROGRAM- CSPP
ELIGIBILITY AND NEED REQUIREMENTS

Eligibility and Need Requirements for Full-Day CSPP (*EC* 8236), 8236.3, 8261, and 8263[a][1][A] and [B], CSPP FRPM Implementation Guidance 18130.4). A family shall meet eligibility and need criteria as follows:

ELIGIBILITY CRITERIA

- a. Family is a current aid recipient
- b. Family is income-eligible
- c. Family is experiencing homelessness; or
- d. Family has children who are recipients of child protective services or are identified as at risk of being abused, neglected, or exploited.

NEED CRITERIA [must meet either (i) or (ii)]:

- i. The child is identified by a legal, medical, social services agency, transitional shelter, emergency shelter, or Local Education Agency liaison for children and youths experiencing homelessness pursuant to 42 US 11432(g)(1)(j)(ii) as
 - a. Receiving child protective services,
 - b. Being neglected, abused, exploited, or at risk of neglect, abuse, or exploitation;
 - c. Experiencing homelessness
- ii. The parent(s) are (*EC*8263 (a)(1)(B):
 - a. Employed;
 - b. Seeking employment;
 - c. Engaged in vocational training leading directly to a recognized trade, paraprofessional, or profession;
 - d. Engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate;
 - e. Seeking permanent housing for family stability, or
 - f. Incapacitated.

DOCUMENTATION AND DETERMINATION OF FAMILY SIZE
(*EC* 8250, 8261, and 8263; 5 *CCR* 18100 and 18083)

The CDC shall use the information provided on the application for services to determine family size. A parent shall provide the parents' names and the names, gender, and birthdates of the children under 18 in the family. The parent shall provide supporting documentation regarding the number of children and parents in the family. The number of children shall be documented by providing one of the following documents, as applicable:

- a. Birth certificates;
- b. Court orders regarding child custody;
- c. Adoption documents;
- d. Records of Foster Care placements;
- e. School or medical records;
- f. County welfare department records; or
- g. Other reliable documentation indicates the relationship of the child to the parent.

****When only one parent has signed an application for enrollment and the information provided indicates there is a second parent who has not signed the application. This parent who has signed the application shall self-certify the presence or absence of the second parent under penalty of perjury. (EC 8263[a][2]).***

TOTAL COUNTABLE INCOME (18078 and 18084,18096)

The parent is responsible for providing documentation of the family's total countable income, and the RHC CDC staff is required to verify the information for all the individuals counted in the family size, as described below:

- | | | |
|----------------------------|----------------------------|---------------------------|
| ● Gross Salary/ Wages | ● Dividends/ Interests | ● Housing Included in Pay |
| ● Public Assistance | ● Rental Income | ● Auto included in Pay |
| ● Disability/ Unemployment | ● Foster Care Grant | ● Grants/Scholarships |
| ● Workers Compensation | ● Financial Assistance for | Living Expenses |
| ● Spousal Support | Child | ● Insurance Settlements |
| ● Child Support | ● Veterans Pension | ● Net Gain From Property |
| ● Survivor Benefits | ● Annuity/ Pension | ● Other Income |
| ● Retirement Benefits | ● Inheritance | |

*RHC CDC staff may request additional documentation, and by law, verification of information submitted is required.

NOTICE OF ACTION (NOA)

Application for Services –Approving or Denying Services (EC 8261 and 8263; 5 CCR 18081, 18083, 18094, and 18095) After initial certification, a decision to approve or deny services will be communicated to the family through a written NOA, Application for Services, in accordance with 5 CCR 18118. 1. Instructions for the parent(s) on how to request a hearing if they disagree with the contractor's decision as stated in the NOA, Application for Services in accordance with procedures specified in 5 CCR 18120 and 18121 and the Due Process section. If a parent/ guardian proceeds with an appeal, the Notice of Action must be completed, signed, and returned to 3600 Workmill Rd., Whittier, CA 90601, 562- 908-3494. Please address the appeal to Cindy O’Neill, Director of the Rio Hondo College CDC.

DOCUMENTATION OF INCOME- STATE PRESCHOOL PROGRAM

All income documentation requested will need to be for the month preceding the initial certification, an update of the application, or the recertification that establishes eligibility for services.

Employed (18084)

- A) A release authorizing to contact the employer(s),
- B) All payroll check stubs, a letter from the employer, or other records of wages issued by the employer.

Self Employment:

- (A) A letter from the source of the income,
- (B) A copy of the most recently signed and completed tax return with a statement of current estimated income for tax purposes, or
- (C) Other business records, such as ledgers, receipts, or business logs.

Seeking Employment (18086.5)

1. Services are limited to 60 working days during a contract period. Is for not less than twelve (12) months:
2. Documentation of seeking employment shall include a written parental declaration signed under penalty of perjury stating that the parent is seeking employment. The declaration shall include the parent's plan to secure, change, or increase employment and identify a general description of when services will be necessary.
3. The parent must provide bi-weekly logs with a description of their activities during the previous week to seek employment. As appropriate, RHC CDC staff may require additional documentation.



Training Toward Vocational Goals (18087)

1. A statement of the parent's vocational goal.
2. The name of the training institution providing the vocational training;
3. The current quarter, semester, or training period, will begin and end;
4. A current class schedule, current class schedule
5. The anticipated completion date of all required training activities to meet the vocational goal;

Ongoing eligibility for services based on vocational training is contingent upon making adequate progress. At recertification, the parent shall provide documentation of the adequate progress from the most recently completed quarter, semester, or training period.

- i. In a graded program, earn a 2.0-grade point average; or
- ii. In a non-graded program, pass the program's requirements in at least 50 percent of the classes or meet the training institution's standard for making adequate progress.
- iii. The parent shall provide a copy of the completed quarter, semester, or training period.

The center can provide study time at 2 (two hours) per week per academic unit. Additional time may be granted on a case-by-case basis.

Educational Programs; ELL Courses, GED/HSE Certificate, or High School Diploma

1. The parent must provide written documentation evidencing the parent's enrollment in a recognized English language learner educational program or a program to attain a high school diploma, high school equivalency, or general educational development certificate.

Parental Incapacity; Service Limitations (18088)

1. A release signed by the incapacitated parent authorizes a legally qualified health professional to disclose information necessary to establish that the parent meets the definition of incapacity pursuant to Implementation Guidance 18078 and needs services.
2. The documentation of incapacitation provided by the legally qualified health professional shall include
 - a. A statement that the parent is incapacitated, that the parent is incapable of providing care and supervision for the child for part of the day, and, if the parent is physically incapacitated, identifies the extent to which the parent is incapable of providing care and supervision;
 - b. The days and hours per week that services are recommended to accommodate the incapacitation.
 - c. The name, business address, telephone number, professional license number, and signature of the legally qualified health professional.
4. RHC CDC staff may contact the legally qualified health professional for verification, clarification, or completion of the provided statement.

Documentation of Child's Exceptional Needs (18089)

1. A copy of the portion of the active individual family service plan (IFSP) or the individualized education program (IEP) includes the information specified in EC 56026 and 5 CCR 3030 and 3031; and
2. A statement signed by a legally qualified professional that:
 - a. The child requires the special attention of adults in a childcare setting; and
 - b. Includes the name, address, license number, and telephone number of the legally qualified professional who is rendering the opinion.

Experiencing Homelessness (18090)

1. A written referral from an emergency shelter or other legal, medical, or social service agency; or
2. A written parental declaration that the family is homeless and a statement describing the family's current living situation.

Seeking Permanent Housing (18091)

1. The parent must submit a parental declaration signed under penalty of perjury that the family is seeking permanent housing.
2. The declaration shall include the parent's search plan to secure a fixed, regular, and adequate residence and shall identify a general description of when services will be necessary.
3. If the family resides in a shelter, services may also be provided while the parent attends appointments or activities necessary to comply with the shelter participation requirements.

Child Protective Services for Recipients Receiving Services; Children Identified As, Or At Risk of Abuse, Neglect or Exploitation (18092)

Written referral, dated within the six months immediately preceding the date of application for services. The written referral shall include

- a. A statement from the local county welfare department, child protective services unit certifying that the child is receiving child protective services and the early learning and care services are a necessary component of the child protective services plan; or
- b. The probable duration of the child protective services plan or the at-risk situation; and
- c. The name, address, telephone number, and signature of the legally qualified professional who is making the referral.

If eligibility and need are based on the child being identified as abused, neglected, exploited, or at risk of abuse, neglect, or exploitation (18081).

A written referral dated within the six months immediately preceding the date of application for services. The written referral shall include

- a. A statement from a legally qualified professional from a legal, medical, or social services agency, emergency shelter, or transitional shelter.
- b. The probable duration of the need for early learning and care services; and
- c. The name, business address, telephone number, and signature of the legally qualified professional.

RE-CERTIFICATION

Recertification (EC 8261 and 8263[b][1][B] and [C];)

Families shall be recertified for services by the contractor no later than 50 calendar days following the last day of the 12-month certification period.

RHC CDC staff will provide families a written notification to inform families of all of the following:

- (1) The requirement that the family must be recertified to continue receiving services, the date that the recertification must be completed;
- (2) The recertification appointment date,
- (3) Information about the recertification process;
- (4) Information/documentation needed for the recertification appointment; and

RHC CDC staff will recertify or deny each family's/child's eligibility and need for services after reviewing the completed application and documentation a Notice of Action to recertify eligibility for services or disenroll the family.

DOCUMENTATION OF HEALTH & IMMUNIZATIONS

Upon enrollment, a parent/ guardian will be asked to submit a Physician's Report (LIC 701) and a copy of the child's immunization records. Before being admitted, a child shall be immunized against diseases as required by the California Code of Regulations: Title 17. A child can be "exempt" or excused from shots *only* if they have a temporary medical exemption. The following immunizations are required:

**One Hib dose must be given on or after the 1st birthday regardless of previous doses.*

If a child does not have all immunizations up to date, the parent/ guardian will be asked to obtain up-to-date immunizations before enrollment. If needed, the center will work with the families to help meet this requirement. Also, if a physical is not up to date, the family has 30 days to submit it from the day of enrollment. Failure to submit a physical may result in termination from the program.

2 years to 5 years	3 Polio	4 DTaP	3 Hepatitis B	1 Varicella
On or after 1st birthday:	1 Hib* and 1 MMR			

THE FIRST DAY OF SCHOOL

The key to a smooth adjustment to a new learning environment is preparation, information, and patience. Spend time carefully reading all the information the program provides for you, so you know what to expect, and then talk with your child over a reasonable time about what they should expect. Talk about the environment, toys, food, teachers, and the other children. Allow your child to assist you in selecting and preparing items for school. For example, what they will wear to school or which extra clothes they should wear.

Maintain a positive attitude yourself and have reasonable expectations regarding the adjustment period. Naturally, your child has fears and excitement regarding a new group experience. Prior to starting at the center, you and your child will have the opportunity to have a meet and greet with your child's teacher.

Plan to arrive early the first few days to allow some adjustment time during goodbyes. When the time comes to leave your child in the program on their own, let them know that you are leaving by giving them a hug and a kiss goodbye. There may be tears, but it is important that you leave when you tell your child goodbye. Remember to tell your child that you will be back. You must be on time to pick your child up every day, but it is especially important on the first day.

When you get home, ask questions about your child's day to let them know that you think school is an important part of life. Don't be alarmed if they say, "I did not do anything!" Prepare for that response by communicating with the staff regarding the day, reading the communication via Learning Genie, posting curriculum materials on the parent boards in each classroom, and taking any of your child's work for the day. If you do this, you can remind your child of what happened during the day and enjoy a more detailed response.

SUPPLIES NEEDED

- **CHILDREN MUST ALWAYS HAVE A SET OF EXTRA CLOTHES AT SCHOOL.** Please bring a change of clothes to be kept in the classroom. Label all items brought to school with your child's first and last name. If clothes get soiled while at school, the teachers will inform you. Please return with a new set of clothes for the following day. Our school does not use aprons as we feel children experience learning through all of their senses. Dirt, paint, water, and other fun experiences will cover your child's clothes.
- **Emergency supplies** are also requested. Provide two-gallon-sized zip lock bags, one labeled clothing, a family picture, and a note for your child. Please see the detailed emergency list included in the enrollment packet.
- **Sunscreen:** Please make sure to provide sunscreen and sign a permission slip to allow the application of sunscreen. Please supply additional sunscreen as needed. Teachers will then apply sunscreen on children as required. Please be sure to bring a contactless sunblock (spray bottles).

ARRIVING AND LEAVING THE CENTER

Upon arrival and pick up of your child, please adhere to the following guidelines to ensure the safety of your child and other children:

- Please observe all speed limits in the parking lot.
- Always park in a designated spot. The center lot is for drop-off/ pickup only.
- Hold the hands of any children you escort from the car to the front door.
- Once inside the center, turn your cell phone on, vibrate and refrain from using the cell phone until you leave the building.

CHILD PASSENGER RESTRAINT/CAR SEAT REQUIREMENTS

- (California Vehicle Code Section 27360.) **Children under the age of 8 must be secured in a car seat or booster seat in the back seat.** Children who are 8 years of age OR have reached 4'9" in height may be secured by a booster seat.
- Senate Bill 255, (AKA) Kaitlyn's Law makes it illegal for a child who is 6 years of age or younger to be left alone in a motor vehicle.

DIGITAL SIGN IN AND OUT

Parents must sign in and out using a digital device. State law requires that each child be signed in and signed out by a parent, guardian, or other person designated by the parent who is 18 years old or older. The signature must include the first and last name and a **complete and legible signature; Signatures are required for audit purposes.**

Anyone else who will be picking up your child must be listed on the "Emergency and Identification Information" form. Identification will be requested when they come to pick up your child. Individuals who do not meet these criteria will not be allowed to pick up your child. **The legal parent or guardian must make any changes or additions in person. We cannot accept phone calls with changes to the emergency and identification form.**

**Disclaimer: If a parent/ guardian's signature is not legible, a CDC staff member will add a notation to the sign-in sheet to document this.*

TOYS FROM HOME

Children will be encouraged to share thoughts, feelings, and memories. Children will be encouraged to share events at home or have their parents come and share something special about their culture. Please refrain from sending toys or other personal items to school with your child unless approved by the teacher and Director as part of the curriculum.

ATTENDANCE

We feel strongly that your child will benefit greatly by being in school every day they are scheduled. However, we realize that some absences are unavoidable.

Excused Absences	Best Interest of the Child	Unexcused Absences
<ul style="list-style-type: none"> ● Illness of child or parent ● Family emergencies- situations that cause the parent to keep the child with them and out of school that can be documented and is out of the parent's control. ● Extended illness, quarantine, or death of a family member or close family friend. ● Travel away from home for legal issues such as court or visa-related issues, travel due to work or school, ● Car problems or housing problems (car breaks down, broken water pipe at home). ● Custody issues or incarceration/arrest of a family member, ● Cancellation of class on campus. ● Time spent away from home required by a formal court order (such as shared custody of a child). 	<ul style="list-style-type: none"> ● Family Vacation ● Cultural or Religious Activities ● Spending Quality Time With Parent or Relatives <p>10 days per fiscal year (July 1 through June 30) is allowed for absences that revolve around special events for children and their families, such as vacation.</p>	<ul style="list-style-type: none"> ● My child did not want to go to school. ● I didn't feel like taking my child to school today. ● Child/ parent work up late ● Weather is too hot/ cold ● Running errands ● No reason stated for being absent

ABSENCE NOTIFICATION

We understand that there may be circumstances where children may be out if they are ill, family emergency, best interest days, etc. All absences are billable. The Rio Hondo CDC office will track all absences (fee-based and subsidized) as this is a requirement by the Department of Education.

Please call the CDC office or add your child's absence to the digital M-sign portal by 9:00 a.m. on the day of your child's absence.

- ◆ The school office number is **562-908-3494**. When your child is absent, please specify the reason for the absence. There is also an answering machine so messages can be left the night before.
- ◆ Children who are sent home due to an illness or health issue must remain at home for 24 hours and may return to school once they are symptom-free. (*See Illness Policy)
- ◆ Children not attending school for more than **5 (five)** consecutive days because of illness must submit a "Return to School" notice from their health care provider indicating doctor approval to return to school.

ABANDONMENT OF CHILD CARE (18066.5)

When a child has been absent for 7 consecutive calendar days and has not notified the provider of the reason the family is not using services, abandonment of care is considered. Additionally, when the school personnel has made every effort to contact the parent and has been unsuccessful, services will be deemed abandoned by the parent/ guardian after 30 consecutive calendar days. The CDC will provide/mail a Notice of Action to disenroll the parent/ guardian on the basis of abandonment of care.

EARLY PICK-UP & LATE DROP-OFF POLICY

It is imperative that children are dropped-off and picked up on time as this creates continuity and consistency in their routines. Please follow all contract hours as outlined in the Notice of Action. The following policy is outlined if children are picked up after business hours at 5 p.m.:

1. **The first time the parent drops off late or picks up late**, a verbal reminder to the parent will be given as a courtesy. A signature from the Parent is required to document notification on behalf of the parent. The CDC will maintain this form on file.
2. **The second time the parent drops off late or picks up late**, a signature will be required to document notification on behalf of the parent. The CDC will maintain this form on file.
3. **The third time the parent drops off late or picks up late**, a signature will be required to document notification on behalf of the parent. The CDC will maintain this form on file and will schedule a meeting with the coordinator or director to document any changes based on the parent/guardians' needs.
4. **The fourth time the parent drops off late or picks up late**, a signature will be required to document notification on behalf of the parent. After the fourth time, continued late drop-offs or late pick-ups will lead to service termination.

**Late pick-up that exceeds the center's business hours of 5 p.m. will be charged late fees. (*See late fees). A fee of \$10 will be assessed for the first 10 minutes, plus an additional \$1 for every minute after that. All late fees must be paid within a week of receiving the invoice.*

ILLNESS POLICY

DAILY INSPECTION FOR ILLNESS (101226.1)

Upon arrival at school, the center staff will check each child's health. The parent must remain at the center until the child is accepted. Staff will ensure that children with apparent symptoms of illness, including, but not limited to, fever or vomiting, are not accepted at school. CDC center staff shall pay additional attention to children who:

- (A) Have been absent because of illness.
- (B) Have been exposed to a contagious disease.

If your child becomes ill while at school, we will notify you immediately. Parents/Guardians must arrange for their child to be picked up within an hour. All sick children will be isolated (in the Director's office) from the other children until they are picked up. According to our Illness Policy, if a child leaves school because of illness, the child will not be allowed to return to school until 24 hours have passed. Per the illness policy stated above, the child may return to school with a doctor's clearance after 5 consecutive days due to illness.

SYMPTOMS YOUR CHILD MUST REMAIN AT HOME UNTIL:

- **Fever-** 101° or above: 24 hours after the fever has subsided and the temperature returned to normal without medication.
- **Colds/Flu:** Thick yellow or green mucus discharge is no longer draining from the nose, and coughing has subsided.
- **Diarrhea/Vomiting:** Loose stools have subsided, and the child has returned to normal eating without stomach upset for 24
- **Unexplained Rash:** Until the rash disappears, or it is determined that the rash is not contagious. "Not contagious" is determined by a written doctor's note

PEDICULOSIS (HEAD LICE)

Head Lice is very common among preschool children and is a seasonal issue in temperate climates like California.

When the weather is warm, the incidence increases. For children with head lice, the CDC will notify the parent/guardian, who will need to pick up the child. The CDC will provide parents/guardians with Treatment General Guidelines outlined by the Centers for Disease Control And Prevention (CDC). Children may return to school when there are no head lice or eggs present in the child's hair. Upon returning to school, a CDC staff member will recheck the child for eggs or lice.

COXSACKIEVIRUS (HAND, FOOT, AND MOUTH DISEASE)

Infection caused by Coxsackievirus is more common in summer and fall. If CDC staff find tiny blisters in the mouth, the fingers, palms or hands, buttocks, and/or soles of feet, then the CDC will contact the parent/guardian. Additionally, common cold-like symptoms (sore throat, runny nose, cough, fever) may be present in some children. Children may return to school with a doctor's clearance indicating the child may return to school.

EPIDEMIC & OUTBREAKS

*The CDC will notify all families at the center of any epidemic or outbreak. The CDC will provide the parents with

general guidelines on treatment and care as outlined by the Centers for Disease Control and Prevention (CDC).

ALLERGIES

If your child has an allergy or a food restriction, the CDC staff will provide you with a "Medical Statement to Request Special Meals and/or Accommodations." Your child's physician must submit a completed form to the CDC. The CDC will make every attempt to make a meal accommodation. We cannot make any substitutions to the menu unless this form is complete. During the enrollment appointment, information is shared about meal accommodations. The child may not start the program unless the form for food accommodations is complete, as your child's health and safety are our priority.

EMERGENCY MEDICATION & ALLERGIES

If your child requires medication (i.e., asthma, diabetes, food allergies, etc.). A parent must notify the CDC staff, and the following will occur:

1. The parent will obtain and complete the form- Parent Consent for Administration of Medication and Medication Chart (LIC 9221).
2. A prescription from the doctor indicating the medication prescribed by the physician
3. The parent will fill out the Individualized Plan for Incidental Medical Services (IMS), which outlines:
 - a. Procedure for administering medication
 - b. Precautions that CDC staff will follow when administering IMS.
 - c. What to do with unused and expired medication
 - d. When CDC staff will call 911 & when to notify the child's authorized representative.
 - e. Staff training.

Please note that your child may not begin at the center unless all emergency medication is onsite, paperwork is received, and staff is trained.

MEDICATION PROCEDURES

Medication may be given to a child during program hours if the parent completes the "Parent Consent for Administration of Medication" form. The form must contain dosage, method, and directions for administering the medication and possible side effects. The parent/guardian must bring the medication to the center in its original container along with tools to administer medication via syringe, medication cups, etc. After completing the form, a meeting with the parent/ or guardian and teaching staff will finalize the details of the medication administration process in the classroom.

The CDC staff must review the doctor's documentation and the medication container's instructions for accuracy. A designated teaching staff member will be responsible for giving the medicine to the child and keeping a dosage schedule. They should also be knowledgeable about the medication and any possible side effects.

Administrative staff will administer medication if the teaching staff is unavailable. The Director will designate available staff to administer the medication. The CDC will keep a log on the site indicating the time and person who administered the medication. This form will be available for the parent or guardian to review at any

time.

All medications must be stored out of the reach of children in a centralized locked cabinet. If the medication requires refrigeration, it must be stored and labeled. Assuring this storage is the responsibility of the designated teaching staff member giving the medications at the center.

****Over-the-counter medication will not be administered to any child by staff.***

EVACUATION & EMERGENCY PROCEDURES

In the event of an emergency/epidemic outbreak, it may be necessary to evacuate the center completely. If necessary, the CDC center staff will take your child to student Parking Lot C until it is safe for you to come and pick up your child. Your child's safety and well-being are our primary concerns. All public employees are declared disaster service workers during an emergency/disaster. Please be assured that we will take care of your child.

As part of your enrollment process, we ask that all families provide an emergency kit, including emergency clothes and a family portrait for your child. The CDC staff will keep the emergency kit in a safe place for one year and provide a list of emergency kit items upon enrollment. The kit will be returned to you at the end of each school year or when your child leaves the program. Our program will utilize unclaimed kits or donate them to other charitable organizations.

The CDC provides an emergency supply of water and food during an emergency. The program also performs monthly evacuation, lockdown, active shooter, fire, and earthquake drills. An Evacuation Plan is available for viewing on the Parent Bulletin Board, in the Office, and near the entry doors in each classroom. At least one staff member with pediatric first aid, including rescue breathing, is always present. All staff must have current CPR and First Aid training. First Aid kits are readily available in each classroom and are maintained monthly. A Defibrillator is located in the front office, and the staff has been trained to use this equipment.

SAFETY

ACCIDENTS WHILE AT SCHOOL

In the event a child has an accident, the staff member who witnessed the accident will complete an "Incident Report.". The CDC will place a copy of the incident report in the child's file and will give a copy to the parent. Parents will be notified by phone of any accidents involving head injuries or severe bleeding.

If a child is stung by a bee or gets a splinter, the CDC staff will not remove it. CDC staff will clean the affected area with soap, water, and ice for comfort. CDC staff will notify parents so they can decide on the treatment.

*As children are learning about the world around them, it is imperative that they can explore their environment, and that may include taking risks. Developmentally taking risks is healthy for young children as it allows them to develop confidence as they learn to deal with challenging situations.

USING WHEELED EQUIPMENT

Each child is encouraged to wear a **bicycle helmet** while riding on any wheeled equipment and must wear shoes. The CDC does not provide knee or elbow pads. Like the importance of establishing healthy eating habits, establishing safe practices early in life can make an important difference in lifelong safety.

SMOKING & DRUG-FREE ENVIRONMENT

Our program has a policy of NO SMOKING on any part of the property, including the parking lot. Smoking is also not permitted on field trips. Our program will not tolerate drug use, which may jeopardize the employees' and children's health and well-being. This includes

- ◆ Illegal or Prescription Drugs
- ◆ Controlled Substances
- ◆ Alcohol
- ◆ Smoking



Our smoke and drug-free environment include all areas around the school and on field trips. By law, if a parent is under the substance of any drug, the CDC will not release the child, and another person on the emergency contact list will be contacted. If the CDC cannot contact anyone, then the CDC will contact the Whittier Police Department.

MANDATED CHILD ABUSE REPORTING

Effective January 1, 1985, the child abuse reporting law in the State of California requires all employees who work in positions where they may observe suspected child abuse victims to sign a statement acknowledging such a reporting requirement and consent to abide by it. All staff will report any and all *suspected* child abuse and maintain confidentiality. By law, the staff is not required to inform parents of any reports. All staff are required to take the Mandated Reporter training every two years as required by law AB 1432.

SOCIAL MEDIA GUIDELINES & BOUNDARIES

For the safety of all children, we ask all families to refrain from sharing and/or posting children and staff images without prior consent to any social media sites. Additionally, we ask that you please refrain from “friending” staff members through social media. We want to establish these boundaries to maintain a professional environment. We ask you to respect these boundaries and guidelines to help us protect our school community. All families signed a media release and consent form during enrollment, acknowledging these guidelines.

TOILETING

Only the program staff is allowed to assist children with toileting in the classroom restrooms. Other adults and children are not permitted in the classroom restrooms. A family restroom is available in the pavilion at the center and is also available for adult use. At drop-off and pick-up, please use the bathroom in the pavilion to assist an enrolled child with toileting or if their siblings have a toileting need.

Children will be supervised at all times while toileting. If the child is soiled, the staff will assist the child in changing themselves but generally will provide verbal assistance rather than direct physical assistance to protect the child and staff. The children and staff are required to wash their hands after toileting thoroughly.

POTTY TRAINING

This is a monumental milestone for young children. Potty training is an intricate process that requires time and patience, among other things, as this will ensure that the overall experience is good for the child and parent.

How do you know if your child is ready to be potty trained?

1. Child is uncomfortable in a soiled diaper.
2. Child may be able to follow simple directions.
3. Child is often dry when changing a diaper.
4. Child pulls down & up bottoms.
5. Child seems to be interested in the toilet.
6. Nighttime dryness

Techniques Used:

1. Be familiar with the words the child describes when they need to use the potty.
2. Check in with family to ensure consistency at home and school
3. Begin to use pull-ups
4. Invite children to sit on the potty.
5. Reading books, songs, and playing games support children through potty training.
6. Invite children throughout the day to use the potty (i.e., before lunch, after nap time, after snack, etc.).

At the CDC children will never be forced to sit on a toilet; they will be encouraged to use it. Children will always be supervised by a staff member while using the toilet.

NUTRITION

Per Federal law and U.S. Department of Agriculture policy, this agency is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination: USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410, (202) 720-5964 (voice and TDD).

**USDA is an equal opportunity provider and employer.*

Our program recognizes and respects all families' personal and religious beliefs. If your child has a food restriction due to a personal and/or religious belief, we will work with you to accommodate reasonable requests.

RHC Child Development Center (CDC) is a nut-free school. For this reason, we ask that parents do not bring food from home, as we ensure all food purchased has no nuts. The CDC serves hot and nutritious meals that comply with the Child and Adult Care Food Program guidelines. We serve breakfast, lunch, and an afternoon snack. All meals served to children are at no cost to families.

NAPPING (101230)

During a 2-hour period, children are given an opportunity to rest daily. Children are never forced to sleep but are encouraged to rest quietly. A napping space, cot, blankets, and sheets are provided for your child. No child shall be forced to stay awake or to stay in the napping area longer than the normal napping period.

CELEBRATIONS

BIRTHDAYS

We understand that your child's birthday is truly a special celebration time. Still, for our center to maintain a sense of equity and community, we ask that you refrain from bringing in goodie bags or treats. When other children see the concept of goodie bags and cannot provide them in return on their birthdays, they can feel less than their peers. Instead, each teacher will check in with parents in advance to prepare a meaningful celebration among the children they can experience together in the classroom. If your child's teacher has not reached out to you within a week of your child's birthday, simply remind them. Thank you so much for your cooperation in helping us foster each child's sense of self.

HOLIDAYS

We honor and respect each family's cultural, linguistic, and religious customs and beliefs. Due to the diverse community that we serve, we realize that all of our families do not recognize certain holidays and celebrations. The following policy regarding holidays and celebrations are acknowledged to respect each family's needs: Seasons (Fall, Winter, Spring, Summer)

Holidays are introduced as part of the season, and no one holiday is recognized over another. To learn about diversity, children are taught about the different cultural practices for each holiday through books, pictures, celebrations, and music. Examples of these holidays are as follows:

- Fall- Thanksgiving
- Winter- Holiday Season
- Spring Break
- Summer- Memorial Day, Fourth of July

If for any reason, a child's religious or cultural background does not permit a child to take part in a celebration or activity, the following options are available; The child may be removed from the activity or classroom and given the

choice of an alternate activity, the child may be issued an excused absence if the parent chooses to keep them home during a celebration, the child can observe the activity/ celebration but not actively participate in it. Every effort will be made to respect each family's cultural and religious beliefs. We encourage parents and families to share information on their cultural beliefs and celebrations with their child's classroom teacher to incorporate it into the curriculum. ***Please do not send any goodies, treats, toys, candy, etc., with your child during the national holidays. Unfortunately, we will have to politely decline any items sent to school and give them back to you.**

END OF YEAR CELEBRATION

At the end of each fiscal year, we will celebrate a year of learning, fun, and exploration. The CDC will honor your child's participation in the program during the end of the year celebration. Please note that there will be no cap and gowns during our celebration as this is a celebration, not graduation.

POSITIVE GUIDANCE & DISCIPLINE

The RHC Child Development Center works to encourage children to make positive choices during the day. Staff uses positive reinforcement, redirection, and other developmentally appropriate methods when working with the children. Children are encouraged to "use their words" to voice their feelings and needs. We do not use corporal punishment, such as shaking or hitting, and do not engage in psychological abuse or coercion.

Discipline is a complex topic and is defined differently by everyone. We approach discipline in positive terms. We see discipline as a structure through which a child's involvement helps them become responsible for their actions toward others and towards school property.

For the younger child, redirecting words to explain the adult's actions gives the child a clear message about acceptable or unacceptable behavior. Discipline is only effective when consistent age-appropriate limits exist, meaningful language to express their feelings, and a healthy environment. With gentle adult guidance, children gain the confidence to express themselves to work through difficult situations.

BITING

It is the policy of the Child Development Center to practice positive behavior modification by working closely with the parent, child, and teacher to redirect the child's behavior. For two-year-olds, biting is a natural reaction to stress, lack of language, teething, etc. Staff will work to redirect this behavior to a more acceptable one. If biting occurs, the following actions will take place:

1. Provide immediate care to the injured child.
2. Complete an "Incident Report."
3. Inform both parents and discuss with them privately.
4. If the child continues to bite and is not responding to staff redirection, the CDC will meet with the director and/or coordinator to follow the sensitive issues protocol.

Teachers Will:

- Observe what might be causing the child to bite and keep a log of occurrences.
- Follow sensitive issues protocol, which outlines setting up a meeting with the teacher, coordinator and/or director.
- Create a plan for child and family that may include specific services, providing extra support in the classroom, and reaching out for more resources within the community.
- The CDC will conduct follow-up meetings on a need-by-need basis to continue meeting the needs of the meeting while ensuring the health and safety of all children enrolled.
- Ultimately, we will need to consider whether this placement is appropriate for the child.
- Please see CDC termination policy.

CURRICULUM

At the RHC CDC, we follow an Emergent Curriculum. In this process, teachers plan activities and projects based on the specific group of children they are working with, considering their skills, needs, and interests. What happens in side-by-side classrooms will look different because of the varying skills, interests, and needs of the children within those classrooms. A teacher considers what is known about an individual and a particular group of children in each classroom and then plans accordingly.

The RHC Child Development Center atmosphere is intentionally designed to help children grow emotionally, intellectually, socially, and physically. We value and nurture relationships. Every child is treated as an individual and is provided with a diverse and responsive environment. We use a research-based curriculum that understands the developmental stages of children's growth. The state preschool Foundations serve as the basis for our curriculum plans. Daily routines are changed to accommodate the needs of the current children in the classroom and are posted outside of the classrooms on the parent board and handed out at Family Orientation.

WHAT IS THE ROLE OF THE TEACHER?

- to co-explore the learning experience with the children
- to provoke ideas, problem-solving, and conflict
- to take ideas from the children and return them for further exploration

WHAT IS THE ROLE OF THE ENVIRONMENT?

- The 3rd teacher
- The environment is recognized for its potential to inspire children. An environment filled with *natural light, order, and beauty*. Open spaces are free from clutter, where every material is considered for its purpose, and every corner is ever-evolving to encourage children to delve deeper and deeper into their interests.

- The space encourages collaboration, communication, and exploration. The space respects children as capable by providing them with authentic materials and tools. The space is cared for by the children and the adults.

Parents often ask us the question- what about academics? Is my child going to be ready for kindergarten when they leave here? We want to assure you that academics are embedded in the curriculum as part of the focus area that each group of children is interested in. When children are interested and engaged, they are ready to learn. Our lesson plan format ensures that our teaching team considers all learning areas when planning and the whole child. Our goal is for all children to leave our program with academic and life skills.

We believe "Play" is the business of childhood. What children experience is what they will learn. The center staff provides a learning environment with opportunities to explore, interact, and experience their surroundings. Parents and guardians are highly encouraged to participate in the learning experiences at the CDC and at home. Together we help children receive the necessary skills to empower them for future success. We encourage each of the children we care for to grow at their own pace. **Our staff embraces the following beliefs;**

- **We believe** that by providing the highest quality of child-care, our program will be a place where children and adults can grow to their fullest potential.
- **We believe** each child is unique, and by providing a safe environment, each child will learn by exploring, experimenting, and enjoying their learning experience. Play allows the child to discover and develop an understanding of the world.
- **We believe** that parents are the most important people in a child's life, and we want to establish a respectful, culturally sensitive partnership between teachers and parents for the best benefit of the children.
- **We believe** each staff member has a unique gift to offer, and we value the diversity of our humanity in the rich variety of ethnic customs, languages, traditions, and differences in personality and individual perspectives.
- **We believe** that all children, parents, teachers, and staff deserve the right to be treated with respect and dignity regardless of gender, cultural, or religious background.
- **We believe** that ongoing communication between staff and parents is a vital link in providing for each child's individual needs in our care.

CALIFORNIA STANDARDS FOR PRESCHOOL

In 2008, the California Department of Education acknowledged the importance of early learning to success in school and life by releasing the first of three volumes of the California Preschool Learning Foundations and Curriculum Frameworks. The third volume, released in 2012 by the California Preschool Learning Foundations acknowledges the unique characteristics of learning during the preschool years. It establishes a range of development that could be expected during that time. The Preschool Curriculum Framework aligned with the Learning Foundations sets criteria for what will be addressed in the classroom to prepare children for Kindergarten. Our program incorporates these

standards into the classroom curriculum and follows each child's progress by utilizing the Desired Results Developmental Profile (DRDP). For more information on the standards, visit www.cde.ca.gov/sp/cd/re/psfoundations.asp

DOCUMENTATION OF DEVELOPMENT

The California State Preschool requires that the staff observe and document your child's development and learning utilizing the Desired Results Developmental Profile (DRDP) created by the California Department of Education and aligned with the Preschool Learning Foundations and Curriculum Frameworks. The Desired Results Profile includes information for each child regarding

1. personal and social competence
2. how each child learns
3. physical and motor competence
4. safety and health

Observation and documentation of each child's development is an integral part of our program. Observation and documentation are central to understanding individual children and identifying their levels of development. Information is used in planning the appropriate curriculum to facilitate and support development and learning. Teachers schedule parent conferences twice yearly to share children's developmental progress with families and collaborate on the learning process.

When difficulties occur, observation is also key to our interpretation of the factors involved. Staff and parents confer together to decide what approach best benefits children. Each child's progress is documented and reviewed periodically by teachers and support staff. Children's artwork, student observation notes, and photographs of children at play are kept in Portfolio Files to use as evidence for the rating for DRDP items.

DEVELOPMENTAL SCREENINGS

Developmental screening is an essential tool for parents and staff. Through this tool, staff can identify when a child has met their developmental milestones. Every parent/guardian completes and submits an Ages and Stages Questionnaire (ASQ). ASQ3 & ASQ screenings are administered at the beginning of the year. ASQ will be used as the first screening tool to understand if there are possible needs or arrangements to support the family and child. The earlier support can be provided to a child, the better the overall outcomes. Staff will use this tool to implement appropriate strategies to support the child's growth and development.

CONFIDENTIALITY

A locked file cabinet stores children's records at all times. The CDC will not release children's information or share it with anyone without the written permission of a parent or guardian. The information gained through the day-to-day interactions in the program will also be kept private and not revealed outside the program by the program staff or by students who participate in laboratory activities.

COMMUNICATION

It is encouraged for families to consistently take the opportunity to communicate with the teachers regarding their child's concerns during drop-off and pick up each day. Please direct any questions that you may have to the professional teaching staff.

As your child's first and most important teacher, getting involved in your child's education is critical. We highly encourage all families to get involved by participating in the following:

- a. Maintain and keep open lines of communication with program staff
- b. Participate in parent-teacher conferences
- c. Join or participate in the Parent Advisory Committee
- d. Attend and participate in special events and parent meetings.
- e. Share your talents and help us find out what your talents are.
- f. Attend workshops and/or pieces of training offered to parents.

Examples of parent communication include

- A program newsletter
- Announcements
- Incident Reports (regarding accidents and injuries)
- Curriculum information from each classroom, i.e., what children are learning, parent meetings, pieces of training, and workshops.
- Invitations to participate in a parent/teacher conference to discuss their child's progress. Parent evaluation forms.
- Invitations to participate in parent meetings and Parent Advisory Committee (PAC)
- E-mail notifications with center updates and information
- Important information for parents will also be posted on the office entry doors and counters and the classroom doors.

UPDATES or ANY CHANGES?

Please keep your contact information up to date at all times.

- ◆ If you move, please let us know.
- ◆ If you change your phone number or employment, please let us know.
- ◆ If you change your emergency contacts, please let us know.



We need to know how to reach you by phone in an emergency.

PARENT - TEACHER CONFERENCES

Formal parent-teacher conferences take place each fall and spring semester. During your conference, you will

receive information on your child's developmental progress utilizing the Desired Results Developmental Profile Preschool (DRDP -r). During this meeting, teachers and parents will collaborate to develop a plan to support your child's learning and development at school and at home.

PARENT ADVISORY COMMITTEE

The Parent Advisory Committee (PAC) comprises parents of children currently enrolled at the center, the center director and or coordinator, a teacher representative, and a Rio Hondo College campus representative. The Parent Advisory Committee provides the parent perspective in policy and procedure revisions and program review, assisting in particular events organization, preparation, and fundraising efforts.

We genuinely value your input and feedback. Our goal is for you to become involved to maximize the opportunities we offer. We look forward to collaborating with you as we help lay a solid educational foundation for your child.

FIELD TRIPS

Field trips may be planned and organized when funding permits. These trips will be related to some aspect of the curriculum and developmentally appropriate for children. Children may only participate in field trips after parents have signed a Field Trip Permission form for that particular trip. "Blanket" Field Trip Permission forms are not acceptable. Field trips are planned in collaboration with the director, teachers, and parents. Vehicles used for transportation are licensed and insured in accordance with federal and state laws. Required safety equipment will also be utilized where appropriate, including first aid kits.

NATURE WALKS

As part of our curriculum, children participate in weekly walks around the campus. Please ensure that your child wears comfortable shoes, a hat, and sunscreen on those days.

CDC STAFF

The California Commission on Teacher Credentialing permit authorizes holders to provide care and instruction to children in a program setting. All CDC staff have and/or qualify for a Child Development Permit. Staff receives ongoing training in the areas that include but are not limited to safety, curriculum, care, and supervision. Every two years, staff must complete CPR & First Aid & the Child Abuse Mandated Reporter training by law. On an annual basis, staff must complete 105 hours of professional development.

Information regarding the staff is posted on the Parent Bulletin Boards. Professional staff members will be wearing a black Rio Hondo name tag with their name and position. Other adults in the classroom are students working or observing under the supervision of the professional staff.

VOLUNTEERS (Title 22 101216)

INCLUDES RIO HONDO PARENTS/ GUARDIANS, and STUDENTS

Title 22 requires that all students and volunteers, including parents who work in the classroom, be in good physical health and shall be verified:

- All volunteers must complete and submit the Volunteer Request Form
- A statement signed by each volunteer affirming that they are in good health.
- Results of a test for tuberculosis performed not more than one year before volunteering in the classroom.
- Criminal Record Clearance is required if a volunteer will spend more than 16 hours per week at the facility.
- HR will ask a volunteer to complete a Live Scan. **Fingerprinting is a mandatory requirement.**
- Human Resources (HR) must first approve the volunteer request. The volunteer's name will be forwarded to the Board of Trustees for approval after HR approval.

The above items are presented to the Director before any student or volunteer can stay in the classroom. All volunteers and students will never be left alone with the children, and professional staff members will directly supervise them.

PROGRAM EVALUATION

Data is gathered to inform the program improvement process input secured from staff and parents. A written report is provided for staff and parents at the end of the evaluation process. A technology-based management system is in place to manage program improvement data. The program has a strategic planning process focused on the mission, child outcomes, quality service, and long-term resources. Goals for continuous improvement are developed through evaluation and strategic planning processes with input from staff and parents. The annual program self-evaluation process includes but is not limited to the following: Environmental Rating Scales, Parent Surveys, Desired Results, Developmental Profile, etc.

TERMINATION POLICY

Either the parent or the RHC Child Development Center may initiate termination of services. A **two-week** notice must be given by the parent when terminating services. An "Exit form" must be used to give notice of termination. If the parent does not provide a two-week notice, the parent will be charged the required fees for child care for the two weeks. All fees must be paid during that billing period.

Rio Hondo College Child Development Center/Lab School aims to provide opportunities for every child/family enrolled in the program to be successful. Nevertheless, some situations may cause the termination of a child's enrollment in the program. These situations are as follows:

1. Excessive late child pick-up, absences, or absences without notification to the Center.
2. Not following contract hours may result in termination.
3. Providing fraudulent information at the time of enrollment regarding eligibility information, i.e., income, family size, family situation, etc.
4. When a child's behavior seriously threatens the health and safety of themselves or other children at the center. The staff works closely with parents to resolve any behavior issues, but if a child's behavior is out of control and can't be reasonably dealt with by staff, suspension or termination of services may result.
5. Disorderly conduct, verbal abuse, or profanity towards anyone present at the program may cause suspension or termination of services. See Parents/Guardian's conduct.

Additional grounds for termination of enrollment include but are not limited to Guidelines, Fees & Contract:

- Failure to submit physician's report within the time frame provided.
- Failure to provide necessary paperwork such as recertification paperwork requested to determine need and eligibility criteria or falsifying paperwork.
- Failure to maintain adequate progress towards the parental vocational or educational goal and maintain a GPA of 2.0 or above.
- Failure of the parent to notify the center within five days of a change in the family income, work, or other qualifying need for care.
- Failure to make fee payments in a timely manner. (Please communicate with us if you are experiencing financial difficulties)
- Child is absent for more than 5 days of enrollment without notifying the office staff of the nature of the absence within the first 3 days.
- Failure to continuously complete attendance records such as signing in/out.
- If services are abandoned by the family, as stated in the abandonment policy above.
- Failure of parent/guardian to continuously pick up their child from school outside business hours.

Parents/Guardians Conduct:

- Disorderly conduct that threatens the mental and physical wellbeing of the children and/or staff.
- Parents swearing, cursing, calling staff out of their name, or using foul language towards staff or others, specifically in front of children.
- Verbal or written harassment toward other parents, their children, and/or staff.
- Arguing or mistreating children and/or staff.
- Using drugs, alcohol, or tobacco.

**GRIEVANCE PROCEDURES
AMERICANS WITH DISABILITIES ACT**

Rio Hondo College follows the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination against people with disabilities in employment, public services, including public and private transportation, public accommodations, and telecommunication services. Our program welcomes all children and does not discriminate on the basis of race, sex, color, religion, age, disability, medical condition, marital status, ancestry or national origin, sexual orientation, and status as a Vietnam-era veteran. We strive to make reasonable accommodations for children. If it is determined that this program cannot meet the needs of a child, we work with the family to find an appropriate placement.

NONDISCRIMINATION POLICY

The program intends 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 the Rio Hondo College Child Development Center's 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. Complaints must be signed and filed in writing with the State Department of Education at the following address: Early Education and Support Division Complaint Director, 130 N. Street, Suite 34-10, Sacramento, CA 95841, 916-322-6233

U.S. DEPARTMENT OF AGRICULTURE NONDISCRIMINATION STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA.

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online [USDA Program Discrimination Complaint Form Instructions](#) or at any USDA office, or call 866-632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter:

Mail: U.S. Department of Agriculture, Director, Center for Civil Rights Enforcement,

1400 Independence Avenue, SW, Washington, DC 20250-9410.

Fax: (202) 690-7442 **Email:** program.intake@usda.gov

Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339; or 800-84-5-6136 (Spanish). "USDA is an equal opportunity employer."

*The protected classes for the Child and Adult Care Food Program are race, color, national origin, age, sex, and disability.

PARENTS' RIGHTS (LIC 995)

As a Parent/Authorized Representative, you have the right to

1. Enter and inspect the child care center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address, and telephone number of the local licensing office.
Licensing Office Name: Department of Social Service
Licensing Office Address: 1000 Corporate Center Dr., Suite 200B, Monterey Park, AC 91754
Licensing Office Telephone #: 323-981-3350
7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.

For the Department of Justice "Registered Sex Offender" database, go to www.meganslaw.ca.gov

PERSONAL RIGHTS (LIC 613A)

Child Care Centers Personal Rights. See Section 101223 for waiver conditions applicable to Child Care Centers.

- (a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include but are not limited to the following:
- (1) To be accorded dignity in their personal relationships with staff and other persons.
 - (2) To be accorded safe, healthful, and comfortable accommodations, furnishings, and equipment to meet their needs.
 - (3) To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
 - (4) To be informed and to have their authorized representative, if any, informed by the licensee of the provisions of law regarding complaints, including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and information regarding confidentiality.
 - (5) To be free to attend religious services or activities of their choice and to have visits from the spiritual advisor of their choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the child's parent(s) or guardian(s).
 - (6) Not to be locked in any room, building, or facility premises by day or night.
 - (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

THE REPRESENTATIVE/PARENT/GUARDIAN HAS THE RIGHT TO BE INFORMED OF THE APPROPRIATE LICENSING AGENCY TO CONTACT REGARDING COMPLAINTS, WHICH IS:

Name: Department of Social Service
Licensing Office Address: 1000 Corporate Center Dr., Suite 200B, Monterey Park, AC 91754
Licensing Office Telephone #: 323-981-3350

THANK YOU AND WELCOME TO RIO HONDO CDC

The Child Development Center would like to thank you in advance for taking the time to select our school to help your child grow and develop to become lifelong learners. We would like to welcome you to come and visit or volunteer in the classroom or for any special events. Working together, we can make a difference in your children's lives.

**All policies and procedures in this Parent Handbook are subject to change. You will receive addendums as needed.*

** Parent Handbook revisions were made in collaboration with the Rio Hondo College Child Development Center Admin Team and Dean of Behavioral and Social Sciences.*

Child Development Center Laboratory School

Receipt of Handbook and Enrollment Information Sign-Off Sheet

Child's Name: _____ Birthdate: _____

Child's Name: _____ Birthdate: _____

I have participated in an enrollment orientation and received e-mailed materials from the Parent Handbook. I agree to read the Parent Handbook carefully and keep the document readily available for future reference regarding the Child Development Center Policies and Procedures. I agree that I am responsible for adhering to the Child Development Center's Policies and Procedures.

- ___ I have received a parent handbook and have read all policies and procedures.
- ___ I agree to follow all policies and procedures outlined in the handbook.
- ___ I agree to follow the pick-up & drop-off policy.
- ___ I agree to follow the illness policy if my child is ill.
- ___ I agree that if my child's behavior seriously threatens the health and safety of him/herself or other children at the center, my services may be terminated. Every effort will be made on behalf of the CDC to ensure that the child's needs are met.
- ___ I attest under penalty of perjury that all the information on my application is true and correct.

*Please initial next to each statement above and sign an acknowledgment below.

Parent / Guardian Name: _____ Date: _____

Signature: _____ Date: _____

Staff/ Name: _____ Date: _____

Staff Signature: _____ Date: _____