

Carpinteria Children's Project



EARLY CHILDHOOD SERVICES PARENT HANDBOOK

August 1, 2018

Canalino Preschool & After-School Care
Aliso Preschool
Early Preschool
Toddler Center

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PURPOSE OF THE PARENT HANDBOOK

The purpose of the parent handbook is to explain the mandated state regulations and local policies that govern the Carpinteria Children's Project provision of early childhood services. Parents are responsible for reading and understanding these policies. If there are questions, please contact the Site Director or Executive Director at 805-566-1600 or info@carpchildren.org.

Early Childhood services are not an entitlement program (i.e. K-12) and are dependent on funding from the California Department of Education, parent fees, grants, and donations. As written in the contract, either party is required to give two weeks notice before vacating a child care slot. If the early childhood education program is modified in regard to hours of operation, tuition fees, or other significant terms, parents will be notified at least 30 days before the changes take effect.

Carpinteria Children's Project
5201 8th Street, Carpinteria CA 93013
(805) 566-1600

Infant Center License # 46215329
Preschool License # 426215330
Aliso State Preschool License # 426215332
Canalino Preschool (Rm.1 & Rm.39) License # 426215331

HISTORY

CCP: The Carpinteria Children's Project (CCP) was originally formed as a division of the Carpinteria Unified School District and now operates as a non-profit organization. We continue to work closely with the school district and share the goal that children in Carpinteria state kindergarten are ready to go. We aim to ensure that every child entering kindergarten in our local elementary schools demonstrates school ready knowledge and is socially and emotionally healthy and prepared for learning.

The Aliso State Preschool for decades has been provided by the California Department of Education, Child Development Division to families who qualify for subsidized preschool. This program is based on income eligibility and other significant needs. For more information, contact the Site Director at 805-566-1600 or info@carpchildren.org.

CCP fundraises to provide scholarships for our preschool programs. Local philanthropic organizations, including the Bower Foundation, Outhwaite Foundation, and the Santa Barbara Foundation's William and Lottie Daniel Scholarship fund have often provided scholarship funds. Scholarship funds are limited; scholarship applications are available in the spring.

MISSION STATEMENT

The mission of the Carpinteria Children's Project is to build a culture of success, through community partnerships, where all children are successful cradle to career.

VISION

The Carpinteria Children's Project envisions a community where children and families are engaged, equipped, and empowered in positively shaping the future.

We believe in the following principles:

- If children are physically and emotionally healthy from birth, they will thrive.
- If children have access to high quality early learning environments during the years prior to kindergarten, the stage is set for life-long learning.
- If families consider themselves partners with the schools and if communities and neighborhoods are safe, welcoming, and economically stable, education will be a priority.

The program follows the California Department of Education's six Desired Results for all children and families which promote the following areas:

- Children are personally and socially competent
- Children are effective learners
- Children show physical and motor competencies
- Children are safe and healthy
- Families support their children's learning and development
- Families achieve their goals

Our program strives to support each child and family achieve these Desired Results. Our active participation in the Thrive Carpinteria Partner Network of nonprofit and health and social service agencies allows us to contribute to and benefit from the network's efforts to support all families and children in Carpinteria.

PHILOSOPHY

We believe:

- In providing a high quality, highly educated staff whose attitudes and practices are supportive of all cultures, ages, roles, skills, and other human diversities.
- Active parent involvement in their child's education fosters a love for learning, enhances child achievement, and encourages parent/child bonding.
- Each child and family served brings with them unique values, abilities, strengths, interests and needs and that each deserves individualized resources and services.
- Hugging, hand holding, and lap sitting are appropriate when nurturing children.
- Each child is a whole being with integrated social, emotional, cognitive, physical, and creative needs.
- Early childhood education in a safe, healthy, secure, affectionate and developmentally appropriate environment supports each child to develop to his/her fullest potential, and to become lifelong learners and contributing adult citizens and members of a world community.
- Children learn through active exploration and interaction with their environment both indoors and outdoors through the provision of developmentally appropriate activities and materials; that can be messy, engages children's imaginations, develops problem solving and critical thinking skills, and supports school readiness.
- Self-selected activities, and child-initiated and teacher-initiated learning fosters independence and confidence and helps build self-esteem and school readiness.
- Outdoor experiences with sand, water, mud and nature are essential for children learn to care for the environment and to respect our natural world.
- Gardening helps support our goals for children to learn responsibility, and to develop social/emotional, science and math skills
- Any activity that can be done inside the classroom can also be done outdoors in the planned outdoor classroom.
- In supporting the whole family including extended family, grandparents, and others.
- In celebrating birthdays and holidays that reflect the community we serve and cultures throughout the world. The choice of families who do not wish to participate is respected.

ELIGIBILITY FOR SERVICES

ADMISSION PRIORITIES for the the State Preschool (Listed in order):

1. Children placed under protective services or referred as at-risk by a legal, medical, or social service provider.
2. Children who were enrolled the year before in State Preschool.
3. Children from low-income families.
4. Children with special needs.
5. Limited English or Non- English speaking children.
6. Family situation which may diminish child's normal development
7. Three-year-old children

HEALTH REQUIREMENTS: Following state law, all children are required to have the number of doses appropriate for their age of the following vaccines:

1. Polio
2. DTaP
3. MMR
4. Hib
5. Hepatitis B
6. Varicella

****Parents must provide updated immunization records to the program office at 5201 8th Street immediately after new vaccines are given.****

Children who have medically necessary exemptions for immunizations may be admitted; personal beliefs exemptions are no longer allowed by law. Screening for tuberculosis (TB) risk factors and a complete physical examination are required before entry. Teachers, aides, and frequent volunteers are all required to take a TB test and be vaccinated against measles, pertussis, and influenza in accordance with California law.

ENROLLMENT REQUIREMENTS:

All children are required to bring:

1. Birth Certificate, birth record/announcement, passport
2. Immunization Record
3. Physical Exam
4. Program and Licensing required paperwork

For Children applying for State preschool (in addition to items 1 -4):

5. TB Test - child
 6. TB Test - parents
-
1. Current Check Stubs from both parents for a complete month
 2. Proof of address
 3. All State-required paperwork

EXCUSED ABSENCES

1. Illness of the child
2. Illness of the parent
3. Quarantine or awaiting required immunizations
4. Family Emergency. Each family may use 2 family emergencies up to five days each for family emergencies including the death of a close relative, transportation disruption, parent in hospital, or other significant family events.
5. Time spent away from home with a parent or other relative, as required by a court of law or that is in the best interest of the child.
6. Civil unrest

UNEXCUSED ABSENCES

An absence not listed in the excused absences paragraph will be considered an unexcused absence. Excessive unexcused absences will be a cause of revoking services.

EMERGENCY CARDS

Emergency cards with all necessary information on each child are maintained in the school office. It is very important to notify the school of any change of address, telephone number or place of employment. It is absolutely necessary that we have a telephone number to reach you in case of an emergency. An emergency card will need to be completed upon enrollment and will be reviewed again in February by the parent to assure the most current information is listed.

STAFF

The teaching staff meets or exceeds the qualifications from California Department of Social Services Community Care Licensing Division. All staff participate in continuing professional growth training.

The staff of the Carpinteria Children's Project is comprised of the following positions:

1. Executive Director – has administrative and supervisory responsibility for the centers.

The Executive Director is located at the Carpinteria Children's Project Administrative Office and may be reached by calling (805) 566-1600 or emailing info@carpchildren.org.

2. Early Childhood Education Director- is responsible for the day-to-day supervision and operation of the centers. Daily operation contacts and program concerns should be made to the Early Childhood Education Director who may be reached at (805) 566-1627.
3. Master Teachers - create and implement curriculum for their assigned groups. Supervise instructional assistants and responsible for classroom.
4. Associate Teachers – provide assistance and support to the Master Teachers, children and parents in the daily instructional program.
5. Instructional Assistants – provide support for the children and staff by caring for the physical needs of the child and caring for the classroom environment.
6. Bilingual Spanish-speaking Family Liaisons, in the Family Resource Center in room 310, assist families and consult with staff needs, assist during crisis, and provide support for families. They can be reached by calling their program director at (805) 566-1619.

DAYS & HOURS OF OPERATION

Days: Monday - Friday, but days of attendance are determined by your Contract for Services. Our fiscal year begins July 1 and ends June 30.

- Generally, one day per month the center closes at 12:00 for a staff meeting (Third Wednesday of the month)

Classroom Hours - 7:30 am to 5:00 pm

Office Hours- 8:00am to 5:00 pm

Closure: The center follows a posted calendar which is given to each family when they join the program and each spring. Our calendar is generally aligned with the Carpinteria Unified School District's calendar and can be found on www.cusd.net.

FEE COLLECTION

Fees are due in advance and are paid monthly. We use an online program, EZChildTrack, for billing and fee collection. Parents can pay online via e-check transfer to CCP's bank account. There is a modest service fee charged by EZChildTrack or its affiliates for online credit card payments. Payments of fees also are accepted by mail or in person using a money order, cashier's check, personal check or by paying cash in person at the Carpinteria Children's Project's administrative office during normal business days and hours. Change may not be available and overpayments may be applied as a credit on your account. A receipt will be provided for all in-person payments. If fees are not paid in advance, the family is subject to termination. A notice will be sent to the family with notification of non-payment of fees and termination from the program unless fees are paid.

Parents who are not able to pay their fee due to death in the family, serious illness or accident, or other extraordinary circumstance may request a payment plan. Parents who request a payment plan are required to pay current fees and make a reasonable payment toward past due fees. Failure to follow the payment plan will result in immediate termination from the program.

Families terminated for non-payment of parent fees are ineligible for child care until all delinquent fees are paid. If it becomes difficult to recover the cost of care or if the parent fails to reimburse the program, a collection agency may be used, or a claim filed with small claims court.

Tuition is established prior to admission and upon recertification and a yearly contract is signed. The contract also establishes the monthly tuition. Any schedule change should be discussed and approved with the site director in advance. There is a \$75 fee for schedule changes. Tuition is due and payable prior to services rendered. All payments are due by the 10th of the month. If payment is not received by the due date, there will be a \$25.00 late fee charged to your next month's bill. If payment has not been received by the last day of the month, your child will not be able to return until a full payment has been made. If notice has been given for three consecutive months, late payment will increase to \$50.00 and continuation of the program will be in jeopardy.

There will be a \$25.00 service charge for any returned checks. Complete payment must be made with cash or cashier's check within 24 hours. After two returned checks within a six month period, payments must be made with only cash or cashier's check.

Families are required to give two weeks notice when leaving the program other than for entry into transitional kindergarten or kindergarten. If at the time the two weeks notice is given, a family has a credit balance that will not be expended in the two weeks they will remain in the program, CCP will issue a refund for the credit balance remaining at the end of the final two weeks of enrollment.

TERMINATION OF SERVICES

The following circumstances are cause for termination of a child's enrollment:

- Repeated failure to sign a child in or out
- Repeated failure to pick up child on time
- Nonpayment of monthly fees
- Repeatedly disrupting the normal functioning of the classroom
- Swearing /Cursing
- Threatening of staff, parents or children
- Smoking
- Substance abuse
- Quarreling with other parents or staff
- The parent is no longer eligible for program services or fails to submit, in a timely fashion, required information.
- The parent is not cooperative, fails to comply with center policies or is verbally or physically abusive with the staff, other parents or children. Or, if the parent is disruptive to program success/operations by: harassing or threatening staff in any way; engaging in spreading false rumors; undermining the credibility of the program, damaging or destroying equipment, materials or property of the program or staff. In the case of a two-parent family the abusive parent will be barred from the center.
- The child has been absent for three (3) consecutive days with no contact from the parent. (For Funded Families)
- The Early Childhood services reserves the right to terminate or reduce program services if a child is not able to fully benefit from the program participation or if a child interferes with other children's ability to participate, to learn or to enjoy the center. The program is not able to provide one to one supervision/support on an on-going basis for individual children.
- Failure to attend required parent meetings and/or parent/teacher conferences.
- A parent or child who is terminated from the program is ineligible for services for a period of six (6) months, and may return after that time provided the cause for the termination has been cleared.

Notification of Withdrawal

A two-week written notice from the parent or guardian who signed the contract is needed to terminate the service agreement. If the service agreement is terminated, your child will be removed from the classroom roster. If you wish to re-enroll your child at a later date, an enrollment form will be required and your child will be readmitted if and when space becomes available on or after the requested re-enrollment date.

Please understand that we can give you our best guess about openings at the desired time of re-enrollment but these guesses are not guarantees.

RIGHT TO APPEAL

A parent who is terminated from the program may appeal the action by submitting a written request, within fourteen (14) days of the date the termination date was issued, to the Executive Director.

For families in State Preschool, appeals not resolved at this level may be advanced in writing to the Superintendent of of the Carpinteria Unified School District. If unresolved, the appeal may then be addressed to the California Department of Education, Child Development Division by following the procedure outlined on the Notice of Action informing the parent of the termination.

Negotiating of Differences and Grievance Procedures

When a parent has a concern about some aspect of the program, we will take every step to help resolve the issues as promptly as possible. Ensuring the safety and well being of the children and staff is a priority. If you feel an issue was not addressed as you would like with the Director of Early Childhood Services, please speak with the Executive Director of the Carpinteria Children's Project . Our programs are always open to suggestions and feedback to improve the way we serve you and your family.

LATE PICK-UP POLICY

It is important for parents to pick their children up on time each day. At the end of part-day sessions, staff needs to attend to the routine for the children who remain all day. At the close of the day, staff needs to be able to leave on time to attend to their own families. Please respect these needs and requirements. Parents will be billed \$1 for every minute over your contracted hours. If you are late more than 3 times, we will increase the charge to \$5 for every minute and your continuation in the program will be in jeopardy. If your child has not been picked up within 15 minutes of the end of the child's classroom time, the teacher will contact a person authorized on the emergency card and ask that person to pick up the child. If the child is not picked up within 60 minutes of their scheduled pick-up time and all attempts have been made to contact the family and those listed on the emergency card, the Sheriff or Police Department will be notified and your child may be placed in protective custody.

ATTENDANCE

All children are expected to attend the program daily unless they are ill or in cases of family emergency. Daily attendance is important to support and maintain your children's learning and school readiness.

1. Attendance Log – An attendance log must be completed each time a child enters and leaves the center. The time in and out must be entered each time, to the actual time arrived and departed, and the parent must sign using a full signature.
2. Absences – If a child is absent from the center or will arrive late, we would appreciate a phone call to your child's classroom.
3. Closed Days – The Early Childhood Services program follows a planned calendar. At the beginning of the school year or upon enrollment each parent receives a calendar with the days the center will be in operation. Parents should review the calendar on a regular basis.
4. Early Dismissal Days – The program follows a planned calendar and that calendar includes one day per month when the center closes early for a monthly staff meeting/planning opportunity.

AUTHORIZED PICK-UP FROM CENTER

Only the parent, or those persons designated on the Emergency Card, may pick up (take) a child from the center. It is the parent's responsibility to keep the Emergency Card updated at all times. This is for the protection of the child and parent. If someone else, not listed on the Emergency Card, must pick up a child, the center staff will release the child providing:

1. The parent has given the person's name and specific permission to release the child to that person, and
2. The person has picture identification.

A child cannot be released to a person who places the child at risk. If a parent or other authorized person is obviously under the influence of alcohol or drugs, the child will not be released. Another authorized person for pick up on the emergency card will be contacted.

Pick up of a child by an older sibling (under 18 years) may be approved on a case by case basis. The parent must put this permission in writing.

EMERGENCY PROCEDURES

Emergency Plan

We will have a monthly drill to teach the children what to do in the event of a fire, earthquake or lock-down.

In the event of an actual emergency, we will follow emergency plans. Programs located on an elementary school site will become a part of the elementary school's disaster plan and will follow direction from that school's principal or designee. All of our programs, regardless of location, will be supported by the Carpinteria Unified School District.

On our CCP campus on 8th Street, if staff and children are outside and the building becomes unsafe for any reason, staff will take the children to the fire station across the street at 911 Walnut Avenue.

In the event of a long-term disaster, the program will do its best to provide care until you can come pick up your child. Students will be released to parents or other adults listed on the student's emergency form. All adults other than parents that are on the emergency form will be required to present a form of identification. In the event of a community or center emergency, it may be necessary to close the center.

In the event of a center closure, parents will receive notice either by:

- Calling the center for a closure message on the answering machine
- Arriving at the center and receiving written or verbal notice
- Receiving a phone call or email notifying the parent of the closure

Depending on the type of emergency any one of these methods may be employed.

If an emergency occurs during school hours and relocation is required, parents may pick up their child at the approved relocation site, Carpinteria High School.

CONFIDENTIALITY

Information about enrolled families and children is kept confidential in individual children's files. Files are located in the main office at CCP and in the classrooms of children at Aliso and Canalino. Center staff have access to children's information for the purpose of guiding instruction, emergency information, schedule information, and program information. The staff will not discuss the needs or actions of any child or parent with another enrolled parent. Written parental consent must be obtained prior to any information being shared with outside agencies except the Carpinteria Unified School District and as required by Child Care Licensing or the California Department of Education.

ADMISSION/NON-DISCRIMINATION POLICY

Families are generally admitted to the Early Childhood Services programs on a first come, first serve basis, although the Executive Director reserves the right to admit children in unsafe or extenuating circumstances. Sometimes, however, admission decisions must also take into account the age and desired schedule of the child. We do not discriminate against any individuals and provide civil rights guarantees without regard to, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in determining which children are served, or on the basis of a person's association with a person or group with one or more of the above actual or perceived characteristics. The program welcomes the enrollment of children with disabilities, and supports and abides by the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for children with disabilities.

COMPLIANCE WITH TITLE IX EDUCATION EQUITY

"No person in the United States shall, on the basis of sex, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The program is committed to creating and maintaining a learning environment where all individuals are treated with respect and dignity. Each student has the right to learn in an environment free from discrimination. Any concerns should be addressed with the Executive Director.

TOBACCO-FREE ENVIRONMENT

In light of substantial research demonstrating the health hazards associated with even second-hand exposure to environmental tobacco smoke, the Carpinteria Children's Project and the Carpinteria Unified School District intend to protect the health and safety of employees, students, clients and visitors by providing a tobacco-free environment.

Effective July 1, 1994, the use of tobacco products is prohibited at all times on all property and in all facilities owned, leased, and/or operated by an education entity, whether indoors or out of doors, and in all vehicles owned, leased, and/or operated by the same entity. This prohibition applies to all employees, students, visitors and other persons in any program or at any meeting or event on any property owned, leased, or operated by or from the education entity.

All individuals using the premises share in the responsibility of adhering to this policy and informing appropriate officials of any violations.

SEXUAL HARASSMENT

The Carpinteria Children's Project prohibits unlawful sexual harassment of or by any student, enrolled parent, or staff. We expect parents and staff to immediately report incidents or sexual harassment to the Executive Director who shall take appropriate action.

Types of conduct which are prohibited in programs administered by the Carpinteria Children's Project and which may constitute sexual harassment include:

1. obscene or vulgar gestures, posters or comments;
2. sexual jokes or comments about a person's body, sexual prowess or sexual deficiencies;
3. propositions or suggestive or insulting comments of a sexual nature;
4. derogatory cartoons, posters and drawings;
5. sexually-explicit emails or voicemails;
6. uninvited touching of a sexual nature;
7. unwelcome sexually-related comments;
8. conversation about one's own or someone else's sex life;
9. conduct or comments consistently targeted at only one gender, even if the content is not sexual; and
10. teasing or other conduct directed toward a person because of the person's gender.
11. any act of retaliation against an individual who reports a violation of the sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

UNATTENDED CHILD IN MOTOR VEHICLE SAFETY ACT

(KAITLYN'S LAW)

Licensed programs are responsible for providing supervision to children in facilities at all times. This responsibility includes never leaving children unattended in motor vehicles. On a warm, sunny day, even at temperatures as mild as 60 degrees Fahrenheit, a closed vehicle can heat up to dangerous levels within minutes. Children left in this environment can face serious injury or even death.

To address these dangers, the Unattended Child in Motor Vehicle Safety Act (also known as "Kaitlyn's Law") was incorporated into the California Vehicle Code (Division 6.7), and became effective on January 1, 2002. This law makes it an infraction, punishable by a fine of \$100, for a parent, guardian or other person responsible for a child six (6) years of age or younger to leave that child in a motor vehicle without supervision. California Code of Regulations, Section 101225(e) and Section 102417(k) (1) prohibit children from being left in parked cars in licensed Child Care Centers and Family Child Care Homes. If a child is observed unattended in a vehicle, we will call law enforcement immediately.

HEALTH POLICY AND PROCEDURE

The physical well being of the children enrolled in the early childhood services is very important to the program. To help ensure each child's well being parents shall comply with the following:

1. A health and developmental history, physical examination and evaluation, including age-appropriate immunizations, are required for each child prior to enrollment and on a yearly basis thereafter. This includes identification and instructions for any health problems or limitations which require special attention, diet, or limit activities.

A child who is exempt from immunizations will be excluded from the center if there is a risk of exposure to a disease preventable by immunizations. We may also require unvaccinated children to remain home if they may have been exposed to a communicable disease because they put vaccinated children at risk.

2. The staff, on arrival of your child at the center, will conduct a daily health check of each child. The health check is a head-to-toe evaluation and may include a check for head lice. Children with obvious symptoms of illness or children who have had any of the following symptoms within the last 24 hours will not be accepted:

- Vomiting
- Diarrhea or loose stool which is not contained by diaper (if applicable)
- Temperature above 100 degrees
- Rash (e.g. impetigo)
- Discharge from eye
- Lice or scabies
- Ringworm or pinworm
- Infectious/contagious diseases (If your child has an infectious/contagious disease you are required to report this to the center)
- Extreme irritability

- Excessive coughing
 - Excessive discharge from the nose, clear or colored
- (Excessive means the child is unable to participate in offered activities due to symptoms.)

3. When a child becomes ill at the center, the parent will be contacted to pick-up the child. The child will be isolated until the parent arrives. The child MUST be picked up within 30 minutes of the center contacting the parent/guardian. There will be a \$1.00 per minute charge for every minute after the 30 minute pick up time. In addition, the center will then begin to notify those listed on the Emergency Contact list.
4. Each child must have two complete changes of clothing in the center.
5. For non potty-trained only: Parents must provide diapers in sufficient quantity for their child so that the child is comfortable during the day and can be changed as needed.

Minor Accidents & “Ouch Reports”

Accidents occur when children play together. You can expect occasional bumps and bruises. In these events you will receive a copy of an Ouch Report Form, which describes the nature of the accident, and the time it occurred. The original form is given to you, and the center keeps a copy.

Medications: Prescription and Over the Counter

The following procedure must be followed in order to administer prescription or nonprescription (over-the-counter) medication. The use of an EpiPen, inhaler or nebulizer requires additional documentation and staff training; a physician’s signature is required as well as training in the use of the inhaler/nebulizer by the parent before its initial use.

The following criteria must be met:

1. If the medication is a prescription, the label must include the child’s first and last name, medication name, dosage amount, current date, name of the prescribing health care provider, and instructions on administration and storage. If it is over-the-counter, the same information must be included in a letter from the prescribing health care provider.
2. Parents must fill out and sign the “Medication Administration Form” which will be kept on file. Parents must also complete the medication log in the classroom giving the classroom teacher permission to administer medication. Classroom teachers complete the medication log each time medication is administered.
3. A Care Plan and/or a Food Allergy Action Plan which includes administration instructions must be completed with the parent, health care provider, and the classroom teacher.
4. Medication must be brought to the center in its original container and must be current (not expired). Please give the medication directly to your child’s classroom teacher.
5. Parents are responsible for instructing classroom teachers in proper techniques for administering medication.

All medicines must be removed from the Center when expired or no longer in use.

The Carpinteria Children's Project does not administer medication to lower a fever; these medications should not be given to a child within 6 hours of attending school.

For reasons of health and safety, staff may not administer any medication that has not been prescribed by a Licensed Health Care provider* or any medication that does not meet the criteria for prescribed or over-the-counter medications as stated in the medication policy above. Parents are welcome to come and administer alternative or other medicines during the day; they may not be stored at the center.

*According to the State of California, a Licensed Health Care Provider is a physician, physician's assistant or certified nurse practitioner.

More Serious Accidents or Illnesses

The Carpinteria Children's Project would call 911 in the event of emergency. Our emergency services provider for medical and dental services is publically available medical transportation to the medical facility emergency personnel deem most suitable.

If an accident occurs where medical attention is needed the staff will:

1. Call emergency personnel and/or administer first aid.
2. Notify the parent or person listed as emergency contact.
3. Stay with the child until the parent/emergency contact person arrives at the Center or the hospital.
4. Complete a comprehensive Incident Report for Community Care Licensing when medical attention has been employed.

Allergies

Allergies must be listed by your physician on a specific form we provide. In addition, notify your child's teacher of any allergies your child may have or if your child develops allergies after initial enrollment. It is important for us to know of specific symptoms that have been identified so that we may be on the alert and change the environment if necessary.

Hand Washing

In addition to good nutrition, plenty of rest, medical check-ups and immunizations, regular hand washing is good protection against the spread of germs. Staff and children wash hands before and after meals, after toileting, diapering and nose wiping, coughing, sneezing, after and before playing with water and sand, when moving between classrooms, and at other appropriate times throughout the day. You can help establish good health habits by doing the same at home. Your child will be expected to wash their hands every morning upon arrival to the classroom. Please assist them with this process and make it a part of your daily routine. If you're child is still in diapers you must check that their diaper is clean before dropping them off. It is your responsibility to change your child's soiled diaper during your drop off at the center.

Sunscreen at School

The program has made sunscreen available for you to apply to your child daily. We may reapply

sunscreen later in the day only with written permission from the parent. This sunscreen will be located on top of the parent boxes (out of reach of children). Teachers will only apply the sunscreen provided by the center.

Sanitation Standards

Community Care Licensing checks annually for adherence to standardized disinfecting routines and universal precautions. The staff is careful to disinfect tables before and after mealtimes, as well as bathroom surfaces and toys mouthed by children. The school district staff cleans the Center daily.

Air Quality

Adequate control of ventilation, humidity and temperature increase our resistance to illness and our ability to get well after sickness. The school district's maintenance staff is contacted if air conditions/heaters are not at the levels of comfort. In addition, the children go to the playground and take walks for fresh air daily. When the outdoor air quality is compromised in any way, the principal and or superintendent will notify the program with appropriate steps to be taken.

Nutrition:

The program provides a nutritious morning snack, lunch (at the CCP main campus and Aliso only), and an afternoon snack daily. The food served complies with California Department of Education, Child Care and Adult Food Program standards. Meal time is relaxed and pleasant. Staff model good eating habits and encourage children to enjoy and try new foods. Infants are held for all bottle-feeding. Older infants are encouraged to use a cup for drinking and to feed themselves. Children who are able are encouraged to sit at the table. Preschoolers practice self-help skills. Food is served family style unless eaten in the cafeteria. Children are encouraged to serve themselves and to use good table manners.

If you wish to celebrate your child's birthday or special event at the center, please discuss this with your child's teacher one week in advance of the event.

CHILD CARE AND DEVELOPMENT PROGRAM

The Carpinteria Children's Project provides a center-based environment and curriculum based on developmentally appropriate practices for children two years to preschool. The Program for Infant/Toddler Care (PITC), California Department of Education Desired Results, Infant/Toddler Foundations, Preschool Foundations, Infant/Toddler Program Guidelines, Preschool Curriculum Framework, and the Infant Toddler Environmental Rating Scale (ITERS) and the Early Childhood Environmental Rating Scale (ECERS) are used to support, develop, and assess the program curriculum.

Open Door Policy: Parents enrolled in the program have unlimited access to their child(ren) and to the program during normal business/center operation hours and whenever the child(ren) is in the care of the program.

Primary Caregivers: With our Infant and young preschool program, there is a primary caregiver

assigned to each child. The primary caregiver is the person primarily, although not exclusively, responsible for the daily care of the child including; feeding, naps, diaper changes, toileting and communicating with the parent on a daily basis. In addition, we aim to keep children under three with their primary caregiver for nine months or more.

Personal Care Routines: Teachers help parents and children have successful greetings and departures every day. Meals and snacks are nutritious and meet the needs of each individual child. The teachers use health and safety practices as a daily part of their routines' and encourage children and parents to do so as well. We honor diversity and the uniqueness of each individual child.

Toilet Learning Policy:

There's no doubt that learning to use the toilet is often as big an issue for families as it is for the child who is supposed to be learning! This policy has been developed to answer some of your questions and share our philosophy and process regarding toilet learning.

Please talk with your child's teacher if you are wondering about starting the toilet learning process at school. The most important aspect will be for us to work together. Please read the following information and let's talk!

1. a brief description of toddler development issues that are crucial to keep in mind during any interactions with a toddler, and especially during toilet learning,
2. some signs of readiness to look for before beginning toilet learning, and
3. our school procedures to encourage self-toileting.

TODDLER DEVELOPMENT

The most apparent characteristic of the toddler years is the child's growing desire to act independently, and be in control of his or her own little self. This is obvious from that first defiantly spoken "NO" to "me do it," and "Mine"!! This growing sense of autonomy however, is coupled with the strong need to be nurtured and cared for. Independent exploration and growth must be balanced with a strong sense of security and trust in one's world (relationships, environment, routines). This precarious balance accounts for the common "one step forward and two steps backward" parents often see when toilet learning begins.

SIGNS OF READINESS

While you may think the most important sign in beginning the self-toileting process is your own desire to never change another dirty diaper, such is not the case!! Your child will start to exhibit his or her own signs of readiness. Self-toileting is a complex process for young children involving many steps: recognizing a need to relieve the bladder BEFORE it happens, telling someone or finding a toilet on their own, getting to the toilet in a timely fashion, pulling clothes down, sitting on toilet until bladder is empty...and on and on! Since so much is involved, being aware of signs of readiness (and waiting until they appear) will guarantee a less stressful toileting experience for your child and yourself.

Child's Signs of Readiness:

Awareness of bodily processes:

- Can communicate with words or gestures that a diaper has been dirtied Then...
- Can communicate that he/she is wetting or pooping in their diaper. Then...
- Is to communicate before he or she is about to wet or have a BM.
 - Shows interest when parents use the toilet.
 - Imitates parents: for example shaving or brushing hair.
 - May ask to sit on the potty occasionally.
 - Can pull pants down by his/her self.
 - Has a dry diaper for long periods of time.
 - Wants to wear underpants.
 - Wants to do things for (and by) him/herself.

If your child is showing several signs of readiness it MAY be an appropriate time to introduce the idea of self-toileting. To be sure, check the list below.

Parent's Signs of Readiness:

- Has enough time and patience to respect and accept the child's pace for learning.
- Has recognized the complexity of the toileting process for a young child.
- Is prepared for wet pants and a fascination for public toilets!
- Can respond calmly to 'accidents'.

WAYS TO ENCOURAGE SELF-TOILETING AT HOME:

- Begin when there is a minimum of changes in the usual home routine (visitors, holidays, etc).
- Read books with your child about using the toilet (We have some books you can borrow)
- Teach appropriate words for your child to use when they need to go.
- Dress children in clothing that is easy for them to remove by themselves.
- Let them practice using the potty.
- Point out friends, relatives and favorite people who wear underpants!
- Stay relaxed, be positive and encouraging, but don't overdo the praise...it may just increase the feeling of pressure on your child.
- Respond calmly to accidents, don't punish. It is a learning process; remember how much is involved.

SELF-TOILETING AT SCHOOL

Teachers and families need to talk before your child first comes to school in underpants so that we are working together to support them in this transition. We are sensitive to the child's growing sense of self-confidence, encouraging the child's active participation in care routines and respecting their pace of learning. The child is included as much as possible in the process but only to the extent he or she is willing to participate. Even before self-toileting begins, however, the child is included in the care giving process: by getting their own diaper, helping to dress themselves, washing their hands etc. While diapers are being changed, caregivers talk with the children giving them language they will use in the toileting process ("your diaper is very wet...this is a 'pee-pee' diaper"). Self-toileting begins in a nonthreatening, no pressure way. It is as simple as asking if the child would like to sit on the potty before the diaper is changed. *We respect his or her decision.* If a child shows an interest in using the toilet, that too is facilitated by the caregivers. Children in underpants are taken to the bathroom on a regular basis in keeping with the daily routine (as is done for diapering). Pull-ups can be used in the

transition. The child is an active participant by getting dry pants and is reminded of where the potty is, or how to ask an adult for help. Many children continue to wear diapers or pull-ups for napping and at night after this process begins. Waiting until the child is repeatedly waking up dry is a general guideline for discontinuing this procedure. The process of self-toileting is a gradual process, and one that is impacted by developmental issues of autonomy and a continued need for care and security. The greatest tool a parent or teacher has in this process is the child's own strong desire to begin self-toileting.

Program Curriculum: The curriculum is developed around developmentally appropriate teaching practices as defined by the NAEYC (National Association for the Education of Young Children). Developmentally Appropriate Practice refers to teaching children in ways that reflect how they learn. We build our curriculum around our assessment tool, Desired Results Developmental Profile (DRDP), the needs of the children reflected upon the use of the DRDP as well as the children's interests. We have a monthly calendar that is constructed and included in the monthly newsletter for you to refer to but please understand that child-initiated and spontaneous curriculum happens regularly. We believe that young children learn best through a curriculum that begins with an understanding of their play.

Curriculum is the WAY we teach children, not what we teach children. Curriculum includes using the information on the Family Perspective form to inform the planning of activities, the goals of the program, daily schedule, availability and use of materials, transition between activities, and the way routine tasks of living are implemented.

The curriculum that we are inspired by is the Creative Curriculum. The Creative Curriculum allows for varied levels of development. Our teachers help children at all levels attain the curriculum objectives by providing many opportunities for exploration, practice, play and social interactions.

Children learn through direct experiences with their environment. Using play centers which will include a variety of diverse and age appropriate materials will achieve this interaction while making the process fun for children. When children are having fun, they are interested and they are learning. Play centers also offer children choices. Having choices gives children some control over their learning by being able to pick activities that are meaningful and relevant. These choices empower children. They also allow them to use materials in ways that meet their own developmental needs.

Another strong emphasis in our classrooms is constant interactions between staff and children that are positive, respectful, and nurturing. This interaction builds trusting relationships that give children the security to concentrate on learning and having fun. Our programs address the needs of the individual child as well as the whole child, taking into account all of their developmental needs. Children are never forced to participate in an activity and are allowed time to explore individually. The following curriculum areas are designed to meet these needs: physical, social and emotional, cognitive, and language development.

Multicultural Program

Students will participate in project-approved activities in and out of the classroom, designed to increase their knowledge of and appreciation for other cultures. These activities may include:

1. Observance of holidays and special occasions
2. Programs involving parents and community
3. Activities that parents can contribute special skills or items
4. Field trips of multicultural interest
5. Multicultural films, books, trips, television programs and guest speakers

Classroom Arrangement:

Classroom Arrangement for a Toddler Classroom-

The Early Child Education classrooms are set up using the Infant/Toddler Environment Rating Scale (ITERS-R) as the guidelines for maintaining the classroom environments and routines for children age birth to 30 months of age. ITERS-R defines and measures quality based on research based evidence and professional views of best practice. Children's environments are designed around seven main categories:

Space and Furnishings- There is space for routine care and play for each child. The room should provide comfort and relaxation as well as age appropriate challenges.

Listening and Talking- Our center promotes language development continuously through talking and listening with children, stories, books, songs and music.

Activities- Children will have the opportunity to engage in many different activities at our center. These activities will include: Art, Blocks, Dramatic Play, Music and Movement, Fine Motor, Large Motor, and Nature and Science.

Interaction- The teacher's supervision of play and learning will give children time for child initiated learning as well as teacher initiated learning. Teachers will guide peer interaction to be respectful toward others as well as their environment.

Program structure- Each classroom will have their daily schedules posted. The infants will have a daily note to parents that log children's; naps, meals and diapering. Each classroom will post a daily note to parents recording the events that their children were offered that day. Children will have opportunities for free play as well as group play. We individualize learning based on the child's needs.

Classroom Arrangement For Older Children

Our classrooms for children approximately three and up will have a variety of centers. There is ample time during the day for the children to explore the many areas that encourage self help and individualization. The Early Child Education classrooms are set up using the Early Childhood Environment Rating Scale (ECERS) as the guidelines for maintaining the classroom environments and routines for children.

Art Table – This center allows children to express feelings, promotes creativity and independent work. It asserts individuality and encourages the use of different materials and texture.

Science and Math Centers – Children develop understanding of cause and effect, label objects, problem solving, and develop planning skills. These centers give introduction to letters and numbers.

Writing Center – Providing opportunities to practice writing is important to preschoolers' fine motor and literacy development. Preschoolers can deliver their ideas through their illustrations and their printing or attempts at printing.

Table Toys and Manipulative – At this center, children develop fine motor skills, work on taking turns, sorting and patterning. It is a great place to develop social and language skills.

Dramatic Play Area – Preschool children learn through play. The creative play area allows children to learn and make sense of the world around them. Children practice sharing, social skills, and activities of daily living while they develop self esteem.

Library/Quiet Area – Children learn to remove themselves from too much stimuli and channel their frustrations or angry feelings in an appropriate way. The child's need to be alone or read quietly is honored by the staff and their peers. The wonderful world of letters, stories, and books takes place in this area in a special way.

Circle Time – A structured, well planned, quality time to spend together as a group. During this time we discuss the daily activities planned, participate in the daily calendar, and participate in direct instruction, group activities, games, stories and music.

Daily Program:

- Offers children choices
- Provides time for exploration and for trying out new activities and ideas
- Balances teacher-initiated and child-initiated activities
- Offers activities that are interesting and meaningful to children
- Reflects children's diverse cultures and communities
- Accommodates many learning styles and abilities and offers many ways to be successful
- Provides alternating periods of active and quiet activities
- Offers activities in individual, small-group, and large-group formats
- Offers Learning Centers (Dramatic/Fantasy Play, Block, Manipulative, Library/Literacy, Creative)
- Creates natural learning opportunities in the gardening, sometimes with a classroom pet, and through the use of natural materials such as sand, water, mud and found objects in nature
- Involves children regularly in initiating, planning, and implementing activities and then reflecting on what they have learned

Emergent Curriculum is a process in which the staff integrates children's spontaneous, day-to-day discoveries, interests and questions into established learning goals and curriculum. The children's experiences, personalities, knowledge, skills, and interests determine what, how, and when activities

occur.

We Get Messy! We do a lot of active, messy work. (The dirtier your child gets, the more fun they have) Digging in the sand and water play are all a part of the curriculum. Creative expression with art materials is also encouraged and it's difficult to prevent paint on clothes, even with the use of aprons. Therefore, we recommend sending children in clothes that can get dirty. Please be sure your child has two sets of extra change of clothes in their cubby at all times (appropriate for winter and summer).

****Our program has a NO open Toed Shoe Policy**** Please send your child in closed toed shoes only to ensure their safety.

Birthday Celebrations are welcomed at school. During birthdays we allow for a special treat during our regular classroom snack. To conform with state regulations only commercially produced, store bought objects that are transported in their original containers, unopened and all the ingredients are listed. Home baked items cannot be served to the children. The dispensing of birthday party invitations is not allowed in our facilities.

Foundation Skills – We strive to develop the social/emotional, cognitive, physical, language, literacy, and reasoning skills that prepare children for school readiness and lifelong learning. Each individual child will have learning goals based on the level they are at. These goals will be based on the child's individual needs and developmental appropriateness. The following curriculum reflects the span of developmental needs for a center serving this age range. Activities/Curriculum will be available to children based on their age, developmental level, and emerging skills.

Social/Emotional development (examples)

- Able to form attachments and maintain satisfying relationships with others
- Demonstrate Self Esteem (I can, I am)
- Demonstrate Self Confidence
- Able to listen attentively
- Demonstrate Self Awareness (Body, Image/Drawing, Face Drawing)
- Express emotion appropriately and self regulate emotion
- Demonstrate Self Help (snap, button, zip, wash hands, push in chair, return materials to their place, assist in cleanup, self-toileting)
- Willing to share time and materials
- Willing to wait for a turn
- Demonstrate care for others and animals

Language and Literacy Acquisition (examples)

- Plays with sounds (babbling, imitates sounds)
- Experiments with language
- Follows along as books are read aloud
- Looks at/reads books
- Listens to/recites familiar poems, songs, finger plays, etc.

Number/Math Experiences (examples)

- Recognizes attribute variance (color, shape, size)
- Counts (up to ten)
- Understands that number represents quantity
- Matches sets
- Enumerates small sets
- Classifies objects according to one characteristic
- Demonstrates knowledge of shapes (circle, square, rectangle, triangle, oval)
- Arranges objects from smallest to largest
- Demonstrates knowledge of spatial position (above,/below, behind/in front, under/over)
- Demonstrates pattern knowledge

Physical and Motor Development (examples)

- Able to maintain stability in various positions
- Able to move from one position to another
- Shows greater balance and control
- Turns over, sits up, crawls, stands, walks, runs, jumps, climbs, hops, skips, dances
- Manipulates one small object then two or more
- Avoids obstacles
- Pedals a tricycle
- Rolls a ball, kicks, catches, throws a ball
- Uses materials with increasing precision
- Moves in slow motion or with speed

Creative Expression (examples)

- Enjoys listening to music
- Participates in dance and music
- Sings familiar songs
- Uses props and materials to enhance dramatic/fantasy play
- Plays simple musical instruments
- Claps rhythmically. (Follows rhythm patterns)
- Draws, paints spontaneously
- Uses clay and playdough (to form representational objects)
- Uses art materials in individual creative ways
- Creates spontaneous opportunities for creative expression
- Participates in dramatic/fantasy play
- Able to dramatize familiar stories

Science Experience (examples)

- Demonstrates interest and curiosity in the natural world
- Communicates discoveries to others
- Responds to “What do you think will happen...” questions
- Demonstrates investigative skills
- Demonstrates critical thinking skills (Hypothesis-Test-Result)

Nutrition (examples)

- Feeds self

- Eats when hungry
- Holds and drinks from a cup
- Names foods
- Demonstrates “good” table manners
- Identifies some foods from basic food groups
- Recognizes relationship between food and physical growth
- Participates in food preparation
- Can identify some food sources
- Participates in family style meals
- Willing to try new foods

Developmental Profiles and Portfolios

Children will be initially assessed by the completion of the Ages and Stages Questionnaire Social-Emotional (ASQ-SE) by the families within the enrollment packet upon entering the preschool. This will be used to screen for potential developmental delays with referrals and support made available when necessary. This tool will also be used to plan parent education nights and support. Additionally, we use the Ages and Stages Questionnaire (ASQ-3) and the Ages and Stages Questionnaire Social-Emotional (ASQ-SE) to screen for potential developmental delays, as well as ongoing observation in the child’s natural setting as well as during natural play will be used regularly which is then entered into a portfolio. Each child has their own portfolio that includes artwork, special projects, observations, photographs, and formal assessments which are used to set goals for each child and ensure that growth is occurring. This is in alignment with CUSD kindergarten registration.

Why we use the DRDP for Assessment

The DRDP assesses each child’s overall growth and development. This ongoing assessment tool is available through the California State Department of Education. The DRDP is an ongoing observation tool for teachers to record individual progress toward the achievement of four Desired Results for children:

- Children are personally and socially competent.
- Children are effective learners.
- Children show physical and motor competence.
- Children are safe and healthy.

The DRDP will be completed within 60 days upon enrollment and six months from that date. The DRDP lists behaviors that, when fully mastered, would indicate the achievement of these desired results for children. The assessment of children drives the curriculum which in turn, supports the learning and acquisition of skills in preparation for kindergarten. Teachers share a summary of each child’s development during the biannual parent-teacher conference. Much of the DRDP can be completed through observation of the child in a natural setting, with some portions requiring a more individualized, direct assessment. These assessment items and tools will be shared in the parent/teacher conference which is a mandatory. Please check those dates on the list of holidays and minimum days. There will be two conferences during the school year where goals will be set by both the parents and the child's teacher. More conferences may be requested if needed.

Parent/Teacher Conference

At least two times per year the teacher will meet with each parent to discuss the child's progress. Each parent will receive a form with comments and recommendations by the teacher including activities that the parent can do at home to support their child's learning. Attendance at parent/teacher conferences is highly encouraged because they are so important to our ability to partner for your child.

GUIDANCE POLICY

Guidance with toddlers through preschoolers is approached by staff as an opportunity to teach children rather than punish. The guidelines of re-direction are used in the program for the benefit of the children served. Parents are informed of re-direction techniques and are encouraged to utilize them in their home in order for children to receive consistent guidance. As teachers and caregivers, we each accept the responsibility to guide children toward positive and acceptable behavior.

If a child displays persistent, serious, and challenging behavior, the teaching staff, director, and parents will work as a team to develop and implement an individualized plan that supports the child's inclusion and success. Our program has adopted the Teaching Pyramid Model which is intended to support the social and emotional development of young children. With the implementation of the Teaching Pyramid, there are specific focus areas that will be assessed by teachers. This includes looking at their classroom environment, curriculum, and potential triggers that can contribute to a child's behavior.

These are the following steps:

1. Teachers will reflect on their classroom environment, interactions with and amongst children, the variety of strategies being used in the classroom to teach skills, and curriculum being implemented.
2. Teachers will document using a Behavior Observation Report and begin conversations with co-teachers, parents, and director. Teachers, parents and director will work together to create an action plan to be implemented both at home and in the classroom environment.
3. The final step will be to implement the plan, monitor the progress, and evaluate if additional support and services are needed.

There will be no Corporal Punishment or Violation of Personal Rights such as hitting, shaking, withholding of food, derogatory remarks, psychological abuse or coercion that will occur when discipline is taking place.

Techniques employed by the staff include:

- Reinforcing appropriate behavior. Staff members use reinforcement to help children build internal controls over their behavior and develop positive self-esteem.
- Anticipating problems before they begin. Primary caregivers greet each child and parent at the beginning of each day to determine what the child's needs are that day. For example, if the child did not rest well the night before the caregiver may anticipate the need for extra attention or may help direct the child to quiet activities. Caregivers remain observant in the classroom and will intercede to provide additional materials or change the environment to prevent disruptive behavior. For example, if a child is throwing blocks, the caregiver will intercede to

- provide the child with beanbags or balls, which are acceptable for throwing.
- Using quiet time. When anticipation and redirection fail to meet the child’s need for discipline, the caregiver will offer the child quiet time in order to regain his or her inner control. Children are encouraged to rejoin as soon as they feel they are in control. This quiet time is done by having the child stay close to an adult until they can rejoin independent play.
- Redirecting children from unacceptable behavior to positive activities. Staff will help children move to another activity or area of the room, and will engage them in positive interaction with other children or materials. For example, if a child is throwing blocks staff will intercede to provide the child with beanbags or balls, which are acceptable for throwing.
- Staff use appropriate touch including hugging, cuddling, lap sitting, hand holding while providing care and when redirecting or intervening.



California Teaching Pyramid

This is a model for supporting social competence and preventing challenging behavior in young children that is used in the classroom

CHILDREN WITH SPECIAL NEEDS

Early identification of physical, emotional, speech and learning challenges is essential to support each child's growth and development. If a challenge is detected staff will discuss the potential concern with the parent(s) before making a referral for an evaluation.

We are committed to serving children of all abilities and will make reasonable accommodations to be inclusive.

RELIGIOUS INSTRUCTION

The program services exclude religious instruction and/or worship. The Carpinteria Children's Project refrains from religious instruction or worship in the delivery of services to children and their families.

PARENT PARTICIPATION/INVOLVEMENT

Parents play an integral role in assisting their child's learning and are expected to participate in the program on a regular basis in a variety of ways. CCP has an open door policy which allows parents the freedom to visit the center at any time. (*For State Preschool and Scholarship children, please refer to your contract regarding parent participation requirements.*)

Parent Participation Opportunities

1. **Volunteering** – At the first parent meeting, parents will be asked to identify the ways in which they plan to be active in the classroom or CCP more generally. Following is a partial list of parent participation activities:
 - Serve on the Advisory Committee
 - Spend time volunteering in the center
 - Make learning materials at home or center
 - Collect objects for classroom projects
 - Share items from home
 - Contribute recipes and cooking ideas
 - Read to children
 - Develop resources
 - Attend center and non-center sponsored events
 - Cook, paint, clean, etc.
 - Launder program linens.

Please identify your areas of interest on our Parent Volunteer form and a schedule of planned participation with the teacher. Thank you for your help and support!

2. **Parent meetings** – During the year the staff will plan a minimum of six (6) parent meetings. Parents will participate in the selection of topics for parent education meetings.

3. **Parent Council**- Parents are full partners in their child's education. Twice each year a committee of interested parents, staff, school site personnel, and others will meet to assist in education choices, develop resources, to assist with the annual self-evaluation of the center, and to provide feedback

regarding center operations.

5. **Parent/Teacher conferences** – Twice each year the program teacher will schedule a parent/teacher conference to inform parents about their child’s progress in the center. Parents are required to attend.

6. **Parent Survey** – Every year you will be given an opportunity to complete a parent survey regarding our program. This is valuable information that we use to improve our program and meet the needs of our families.

FAMILY COMMUNICATION

A monthly newsletter will be sent home to keep you informed and up to date. We will also communicate with you daily during pickup and drop off times. We encourage you to engage with your child about what happened at school each day. “Tell me something good that happened at school today” is a great way to start a conversation.

There are many ways you can connect with your child's teacher. Each teacher has a teacher box located where the parent boxes are if you would like to leave them a note, your child's teacher will provide you with an e-mail you can use to communicate with them, and you may schedule a time you can meet with your child's teacher. It is important to us to find a means of communication that works for you and your family. If there is another way that would be more effective, please let us know. An interpreter can easily be made available to translate at anytime. Please let us know how we can facilitate communication with you.

DEPARTMENT OF SOCIAL SERVICES COMMUNITY CARE LICENSING

The Department of Social Services, Community Care Licensing has the authority to interview children or staff in the center, and to inspect and audit child or child care center records, without prior consent. CCP, as a licensed provider, must make provisions for private interviews with any child(ren) or staff member; and for the examination of all records relating to the operation of the child care center. Also, the Department of Social Services has the authority to observe the physical condition of the child(ren), including conditions that could indicate abuse, neglect or inappropriate placement.

MANDATED REPORTING

Parents have a fundamental right to raise their children as they see fit, and society presumes that parents will act in their children’s best interest. However, when parents do not protect their children from harm or meet their basic needs—as with cases of child abuse and neglect—society has a responsibility to intervene to protect the health and welfare of these children. Each state has laws requiring certain people to report concerns of child abuse and neglect. While some states require all people to report their concerns, many states including California identify specific professionals as mandated reporters; including social workers, medical and mental health professionals, teachers, and

child care providers. In California, specific procedures are established for mandated reporters to make referrals to Child Protective Services.

SOCIAL SERVICES REFERRALS

As needed, referrals will be made for parents and their children to meet the needs of the child and the family. The staff, including staff in CCP's Family Resource Center, is knowledgeable about resources offered in the community and can assist parents in accessing and taking advantage of appropriate services. If you need immediate assistance call:

Helpline:

- 211 or contact a Family Liaison in the Family Resource Center by calling 566-1600 or 566-1629

Healthline:

- California Childcare Health Care Program, 1-800-333-3212

For additional information.

- Domestic Abuse/Sexual Assault Hotline, 1-800-367-0166
- District Attorney's Office for Child Support Assistance (Family Support Division):
 - Santa Barbara (805) 568-2330
- Children's Resource and Referral of Santa Barbara County
- (for referrals to licensed childcare providers):
 - Santa Barbara (805) 963-6631

ADJUSTING TO OUR PROGRAM

It is very typical for children to have some hesitations about school during the first few days, even if it isn't their first group experience. A close analogy to these feelings might be an adult beginning and adjusting to a new job. One way parents can help their child during this time is by being very positive and reassuring about the day, activities, friends and teachers. Also, establishing a daily routine when arriving at school is extremely helpful. This routine might include the following:

1. Putting their lunch and jacket in their cubby.
2. Together signing in the attendance sheet and locating the child's name. Child and parent greeting the teacher.
3. A positive comment for a good day: "I am sure you'll have a good morning/afternoon. I will be excited to hear all about it when I pick you up."
4. A reminder of when you will be back to pick up the child and a hug and kiss goodbye.

This type of a predictable daily routine is helpful and reassuring, but will not always alleviate tears at separation time. The teacher will be helpful at this time by comforting and reassuring your child that you will be back and that they will have a good time with all of the planned activities. The teacher will also give you feedback as to the involvement of your child during the morning/afternoon/day. If there were tears at separation time, do not hesitate to call the office/classroom to find out how your child is doing. If ever a child would not calm down, we would call the parent. This is best not shared with your child. Another helpful hint is to kiss your child's palm and tell her/him that if during the day s/he needs a kiss from mom or dad s/he has it in her/his hand (The Kissing Hand Book).

As the newness of the school environment wears off, children will feel more and more comfortable with their teachers, classrooms, and friends. Friendships are being formed every day and in most cases children will enjoy sharing their school experiences with you. Some children, however, will keep the new experiences to themselves and that, too, must be respected. Other children will answer your inquiring questions with a simple "nothing" or "played". Feel free to talk with your child's teacher specifically about friends and those activities your child finds most enjoyable. Most parents discover that as the school year progresses their children initiate more and more conversation about the day's activities and their playmates.

The following children's books and poem by the iconic Mr. Rogers might be helpful in preparing your child for their school experience. These books are available at local libraries. Your community children's librarian will also have helpful suggestions.

Penn, Audrey. The Kissing Hand. (2007)
Bourgeois, Paulette. Franklin Goes to School. (1995)
Cohen, Miriam. Will I Have a Friend? (1967)
Cole, Joanna. When Mommy and Daddy Go to Work. (2001)
Day, Alexandra. Carl Goes to Day Care. (1993)
Hill, Eric. Spot Goes to School. (1994)

It's you I Like – by Fred M. Rogers

It's you I like
It's not the things you wear.
It's not the way you do your hair,
But it's you I like.
The way you are right now,
The way down deep inside you,
Not the things that hide you
Not your toys-they're just beside you.
But it's you I like
Every part of you –
Your skin, your eyes, your feelings
Whether old or new.
I hope that you'll remember
Even when you're feeling blue
That it's you I like, it's you yourself
It's you. It's you I like.