Moorpark College Child Development Center
7075 Campus Rd Moorpark, California 93021
(805) 378-1401

Dear parents,

On behalf of our entire staff, I would like to welcome you to the Moorpark Child Development Center. We are committed to providing a high quality, developmentally appropriate educational program for your child while you are working toward your educational or parenting goals.

This Parent Handbook outlines the CDC's policies and programs. It contains important information for understanding the goals of the Child Development Center Program. Please read it carefully and feel free to ask any questions.

We look forward to sharing your child's school experience with you. We will strive to make it a positive encounter for all.

Sincerely,

Johanna Pimentel, MA
Child Development Center Director

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Introduction to the Child Development Center

Our Philosophy

We believe that a preschool program should be respectful, encouraging, and personalized to meet the needs of young children and their families. The first five years of life are crucial for the development of the child as a whole person; therefore, we strive to enhance the child's growth in not only the intellectual domain, but also the physical, social, emotional and creative domains.

We believe that learning is an active and experimental process which is best accomplished when children are able to pursue their own unique interests. As teachers, we recognize that children have individual strengths and come to us with an innate desire to learn. We provide an environment for growth in which children are encouraged to learn about their senses, feelings, and minds.

We also believe that families are the child's primary teacher and a source of comfort. We wish to develop relationships with families, so that as a community we can work together to support our children. (I-2.2)

As a laboratory school, it is our mission to provide an environment that encourages children, families, teachers, and students to learn together. We continually endeavor to be a model of quality and high-standards for the community and the profession.

Our Mission

The Child Development Center at Moorpark College serves as a campus-based child development program providing both academic instruction to students enrolled in child development courses and early education services to students, staff, and community families. Providing demonstration classrooms to the college community, our program offers a model of best practice in early childhood education while providing students learning opportunities through observation and on-floor interactions with young children and their families. Families should be aware of the teacher education and community service components of the program when enrolling their child.

Our Vision

At Moorpark College, we encourage quality and believe our strengths have been and will continue to be our people–their flexibility, their responsiveness, and their willingness to meet the needs of our students and community. We believe that building on these strengths provides an educational experience appropriate to the students' needs and within the College's mission. Specifically, our actions and decisions are based on the following beliefs:

- We will provide the best services, programs and opportunities for students.
- We encourage creativity and innovation and we will try new ideas and new things.
- All students attending Moorpark College will receive the support they need to meet their individual educational goals.
- Students who wish to transfer to four-year institutions will receive up-to-date and accurate information to facilitate transfer.
- We will increase our responsiveness to business and industry in changing economic climates.
- We are an integral part of the community.

What is a "Laboratory School"?
At Moorpark College, being a "lab" school means that we are an integral part of the Child Development Instructional department. The Child Development Center serves as a training institution for the College with an outstanding teaching and administrative staff that attract both quality students interested in Child Development professions and families who are interested in quality early childhood education for their children.

Our student teachers are expected to be careful observers of children's development. They are assigned to a regular classroom where they receive intensive mentoring from our highly qualified teaching staff and Moorpark College Child Development Instructional Faculty. In addition, our observation rooms are utilized by a variety of campus disciplines for child study and research.

We participate in the ongoing activities of the College campus and explore the campus environment regularly with the children. Moorpark College provides our building and grounds, the upkeep and janitorial services, technology support, and public safety, as well as access to a variety of resources not available to typical Child Development programs, such as America's Teaching Zoo.

Our Staff
The Center is staffed with a Program Director, full-time Child Development Associates and part-time Child Development Assistants who are all employees of the Ventura County Community College District. Our Child Development Associates and Assistants are well-educated and experienced teachers of both children and adult learners. The Associate and Assistant teachers share equitably in planning and implementing curriculum with children, documentation, and parent contacts. Additionally, they supervise and advise Child Development practicum students and interns. The Program Director is responsible for the overall supervision and coordination of the Center. The Director facilitates collaboration between College faculty and Center teachers, ensuring that the Center continues to incorporate new developments within the field of Early Childhood Education, as well as managing the Center Office.

In addition to the permanent staff, several Moorpark College students are hired each semester to work as classroom teaching assistants and office aides. Many of these students stay with the program over several semesters and assume increasing responsibility as they gain experience and complete advanced coursework at the College.

Child Development practicum students and interns are preparing for a variety of careers working with children and families. While these students do not supervise children outside the presence of a paid staff member, their presence makes it possible for children to participate in many small group experiences and one-on-one interactions with adults. College Child Development faculty facilitate students' work in the lab school, and engage them in ongoing dialogue and reflection about teaching, learning, and child development.

PROGRAMS

The Child Development Center is licensed by the State of California to provide both a service to families for their child care needs and a laboratory experience for the students who are majoring in Child Development and are working toward a certificate or degree. Since we are part of the college instructional program, we welcome practicum and observation students during the ongoing semesters. The Fall semester begins in mid-August and ends in mid-December. The Spring semester begins in mid-January and ends around mid-May. We observe the same holiday schedule as the college with the addition of staff development days each year. Starting August 2025, the CDC will serve younger children in an18-month class, which follows the schedule of the college. Our 3–5-year-old classes are open year-round, 2 year and 18-month-old classes run from August to May.

Business hours are Monday through Friday, 7:30 a.m. to 4:00 p.m.

As we are a demonstration site of best practices in the field of Early Childhood Education, all classes at the CDC are comprised of mixed-age groupings of two-to three-year-old children or three- to five-year-old children, including children with disabilities or other special needs. Research shows that all children benefit from quality child development programs. With appropriate help and support, children with disabilities or other special needs develop friendships with their typically developing peers and work towards new goals and achievements. Inclusive environments teach children about the diversity of the human experience and about respecting and valuing other people regardless of ability. It is our goal that all families experience a sense of belonging and support in our program.

Except for the 19-month-old part time class, the children in the CDC remain in the same classroom throughout their time in the program. This practice is supported through research as an effective way to meet the varying developmental needs of all children. Additionally, the continuity of care allows teachers, families, and children to develop close, supportive relationships throughout their two years together at the Center.

PROGRAM GOALS FOR CHILDREN

Through our curriculum, it is our intention to support each child's developmental journey toward achieving four broad developmental outcomes:

1. Children are personally and socially competent
2. Children are effective learners
3. Children show physical and motor competence
4. Children are safe and healthy

These outcomes are consistent with the desired results for early childhood development identified by the California Department of Education, Child Development Division.

OUR CURRICULUM

Curriculum at the Moorpark College Child Development Center is based on the premise that children are active and curious learners, and we as adults are researchers alongside the

children. The curriculum framework adopted by our program draws upon current research into effective early childhood curricula and well-accepted theories of learning and development. Additionally, our curriculum meets California Department of Education requirements for early learning and development as outlined in the California Preschool Learning Foundations (http://www.cde.ca.gov/sp/cd/re/psfoundations.asp).
In particular, our curriculum:

- integrates learning across developmental domains, promoting the simultaneous development of cognitive, physical, and social skills.
- acknowledges play as a foundation for the development of cognition, language, self-regulation and social-competence.
- engages children's existing ideas and understandings in order to facilitate the building of new understandings.
- provides opportunities for children to challenge and clarify their own thinking and learning through discussion, questioning, and problem solving.
- recognizes that developing expertise requires both a foundation of factual knowledge and skills and a conceptual understanding that allows facts to become "usable" knowledge.
- incorporates purposeful planning and accurate assessment of learning outcomes for children.
- reflects responsiveness to family home values, beliefs, experiences, and language.

Central to our curriculum is the establishment of a nurturing classroom culture. Children, families and teachers are considered to be equally important members of the classroom community. Within our mixed-age classrooms, children are respected as competent and capable learners, and often serve as knowledgeable "teachers" to other children.

Our classroom and outdoor environments are enhanced with the addition of inviting materials and experiences that serve as "invitations for learning." These invitations encourage children to explore, discover, and focus deeply on a topic of interest. As children are engaged in this invitational curriculum, teachers engage in dialogue with children about their discoveries and observe the children's actions in order to plan for future learning experiences. Many learning experiences are designed to extend over the course of several days or weeks, which allows children to explore concepts in depth.

We believe that your child will discover and learn by making the decisions needed to work through an activity, rather than being told exactly how to accomplish a task. As a result of this process-oriented approach, you will find that no two art pieces created by children look the same. Your child will discover many individual approaches to accomplish a task, thus, your child will not be asked or required to complete activities in a specific manner. Teachers ask many open-ended questions, and lots of "whys?" to provoke and extend children's thinking about a topic or subject. Children's work is valued and given worth by the teachers
Our daily schedule is designed to allow for few transitions - children need time for uninterrupted work and extended time for involvement in purposeful activity. Daily activities allow for a balance of quiet and active experiences both indoors and out (weather permitting). Children have the opportunity to participate in large group, small group, and self-initiated activities.

We consider curriculum development to be a collaborative effort between teachers, children, and families that provides learning opportunities in several basic areas:

- **Personal and Social Development** – children are encouraged to develop self-awareness, empathy, and self-control through interacting with others, problem solving, cooperation, responsibility and conflict resolution. The development of friendships and social skills is fostered through peer activities and classroom discussions. Teachers pay close attention to children's social interactions and assist them in developing pro-social skills such as turn-taking and recognizing feelings in themselves and others.

- **Diversity** – children are offered materials and experiences that demonstrate acceptance of all children's gender, family, race, language, culture, and abilities. Classroom learning experiences are intended to help children become aware of the various groups represented in our community and the ways they live.

- **Social Studies** – children explore themselves in relation to their community, environment, and larger world. Examples are dramatic play; class voting; block building; exploring feelings; recognizing similarities and differences in people, families, and professions; environmental care; cooperation; understanding the reasons for social expectations; and observing the changes that occur with the passage of time.

- **Language and Literacy** – children are encouraged to talk, sing, listen, or otherwise use language and experience written material and writing tools. Experiences promote language use and vocabulary development, phonological awareness, literacy interest, writing, and understanding of print concepts. Examples are flannel board stories, books, story dictation, drawing and writing, and puppets play.

- **Mathematical Thinking** – children are encouraged to develop a sense of number, classify and pattern objects (Algebra and Functions), measure, use mathematical reasoning to solve everyday problems, identify and use shapes (Geometry). Examples are activities that include counting, determining more or less, larger or smaller, how many, how much, recognizing and naming patterns, recognizing shapes, and developing a sense of time awareness.

- **Technology** – children have opportunities to access and use the tools of technology (e.g. cameras, tape recorders, and computers). These tools extend the classroom experience by allowing children to revisit a past experience or find new information.

- **Scientific Thinking** – children naturally engage in scientific inquiry in an attempt to understand their world. Knowledge grows from the child's innate desire to discover. The natural world surrounding the child provides numerous science learning opportunities. In our program, children frequently engage in the scientific method of observing, classifying, experimenting, predicting, drawing conclusions, and communicating ideas. Examples of activities are mixing paint colors, observing animals, planting a garden, observing the life cycle of a butterfly, experimenting with light and shadow, cooking, and using the five senses.

- **Physical Development** – children are encouraged to engage in varied experiences that promote large and small motor development, strength and sensory-motor integration. Examples are clay work, yoga groups, building with variety of large and small materials, drawing, painting, gluing, climbing, and balancing.

- **The Arts** – children are provided opportunities to express themselves and their creativity through art, music, dance and dramatic play. Through these experiences, children gain an appreciation of the Arts, learn new concepts and vocabulary, and practice the techniques of the artist (e.g. cutting, sculpting, caring for tools, etc.). Children respond to each other's art as it is shared in group times and classroom or center displays (for example, discussing children's self-portraits and observational drawings).

- **Health and Safety** – children are provided opportunities and materials to help them learn about healthy practices and nutrition, including exercise, hand washing, dental care, valuing healthy foods, and food preparation. Children regularly practice fire and earthquake safety. Classroom activities include guest visits from health and safety professionals (including nurses, dentists, fire fighters and police officers), stories about health and nutrition topics, and dramatic play experiences with a doctor's office or firefighting theme. Through these experiences, children have an opportunity to ask questions and express their emotions about visiting the doctor or dentist.

Assessment

The Child Development Center takes pride in the personalized attention it gives to each child and family. As a lab school, the teaching staff are trained to conduct child assessments. As part of the academic requirements for their positions (minimum of Teacher level permit though the California Commission on Teacher Credentialing), conducting anti-biased child assessment is an integral part of their degree. Understanding how children learn and documenting what children learn is central to our work with children. Upon enrollment, families are asked to provide information about their child's history and development. Throughout the year, teachers will use a variety of methods to observe and document the developing interests and abilities of every child in their charge, and plan curriculum that is responsive to individual child's strengths, interests, and needs. Periodically, teachers will assess children's learning using a variety of tools (including developmental checklists), incorporate this information in their planning for learning, and explicitly communicate the outcomes of such ongoing assessment with classroom families. Portfolios are created for each child that contain a selection of the assessment information gathered and demonstrate his/her efforts, developmental process, and progress. If concerns arise about a child's development, families will be provided additional resources and /or a referral to a community agency that could conduct a more in-depth assessment.

In our program, importance is placed upon listening to children, following the child's cues, provoking thinking and documenting efforts. All Center families are invited to be partners with us in this process! Please feel free to share your observations and insights with your classroom teachers. Additionally, assessment information is used to determine whether we are meeting curriculum goals and to plan for program improvement.

Confidentiality
All personal information about children, families, and staff is confidential. Program records are kept in locked files, and information is shared among program staff on a need-to-know basis only. Families will sign a release before any assessment information is shared by our program with an outside agency. Families are free to share information about themselves or their own children with others, but should refrain from discussing others children and families. As the Moorpark College Child Development Center is a laboratory school serving adult students of Child Development and Education, there are students working in our classrooms in a variety of capacities. In order to ensure that accurate information is conveyed, any questions or concerns you may have about your child or classroom should be addressed to the teaching or administrative staff, not students.

Photos may not be taken in the CDC, except by Child Development students for specific course assignments, for classroom activities or documentation, or for outreach purposes. These photos will only be used for this intent, and only of children with a signed photo release.

Communication with Families
We believe that a child's education is the joint task of families, teachers, and the child. The most effective education results when both home and school collaborate. We strive to establish the communication necessary for a true partnership through conferences, class and school meetings, social events, daily notes, and newsletters. We endeavor to keep you well-informed about activities, policies, and programs through a variety of communication methods. Be sure to check your family's file each day as you sign-out your child. You are encouraged to talk with your child's teacher frequently and are always welcome in the classroom. We ask that you please arrange your visits and observations in advance with your classroom teacher due to the large number of students who utilize our observation rooms.

Conferences are scheduled twice a year and/or upon request. This is an opportunity to discuss your child's progress, how the program is fitting your child's needs, and his or her development in relation to adults and peers. During the conference, the child's strengths are highlighted and potential areas of growth are discussed. This dialogue between teachers and families provides an opportunity to help all parties assist the child in his or her growth and development. Parents may also request additional observation time working around the laboratory students' schedules.

Families are asked for input about our program in our annual parent surveys, and results of these surveys are shared in our newsletter and at parent meetings. At any time during the year, however, we welcome your suggestions and input.

Creating a Culturally Inclusive Classroom
It is customary in the CDC to create a welcoming environment for all children. Children with home languages other than English are welcome to bring music, stories on tape, or books in their home language. In addition, the teachers establish, typically with the help of the parent, a list of important vocabulary and phrases, along with the phonetic spelling.

We do invite family members who speak the home language of the child to the classroom, and make sure we intentionally promote the inclusion of children who are English Language Learner in all activities.

We encourage families to continue to develop their child's home language, including by reading to their child in that language. Families are welcome to borrow books from their classroom.

We support a child's home language, when possible, by scheduling student workers who speak that language in the classroom. In addition, we invite family members to the classroom to share the home language.

ELIGIBILITY, APPLICATION, AND ENROLLMENT

The Child Development Center operates on a non-discriminatory basis, according equal treatment and access without regard to race, color, gender, ability, religion, national origin or ancestry. Children must be two-year-old by the first day of the school year to participate in the preschool program. Children may remain in the program until they enter kindergarten.

In order to ensure continuity for enrolled children, those families already attending the center has the opportunity to pre-register for the next session before any new children are accepted into the program. Child care accounts from the previous semester must be paid in full before families can register. Children are selected for enrollment and prioritized for scheduling according to, the date they sign-up for the waiting list, and the sessions that have vacancies (morning or afternoon).

The California Department of Social Services licensing regulations stipulate that all children entering the Child Development Center must have the following forms completed and signed before attendance:

- Registration Contract
- Physician's Report – Child Care Centers (LIC 701)
- Parent's Report of Child's History
- Consent for Emergency Medical Treatment (LIC 627)
- Parent receipt of Parent Rights (LIC 905)
- Parent receipt of Personal Rights (LIC 613)
- Parent receipt of Child Abuse Prevention Pamphlet
- Emergency card (LIC 700)
- Preadmission Health History (LIC 702)
- Child's immunization record
- Documentation of negative T.B. results for child within one year of entrance
- MC Registrar's verification of parent student enrollment
- Parent's current Schedule of Classes
- Consent for Release of Information
- Acknowledgement of Policies for CDC

Enrollment of the child will be considered official and the child will be eligible to attend only when a parent has completed and returned the child's enrollment and health forms to the CDC and has paid the first scheduled fee.

PAYMENT POLICIES

Payment Procedures
Payments are due on the 1st of each month and must be made by cash, check or credit card directly to the Student Business Office located in the academic building on the Moorpark College Campus. Payments may also be mailed to the SBO by check with your 900# written in the memo section by the 15th of each month. Or, you may phone into the SBO (805-378-1437) each month to pay with a credit card.

Semester Fee and Tuition
Moorpark College Child Development Laboratory makes provisions for the preschool program based on signed contracts. Tuition is due by the fifteenth day of the month. Please note that families are obligated to pay for their contracted time regardless of their child's attendance (i.e. absences due to illness, vacation, school closings, or any other reason will not result in a tuition refund). All payments are to be paid to the college Business Office. Make checks payable to Moorpark College.

Contract Adjustment
Contract adjustments will be effective the first of each month with a minimum of two weeks advance notification provided by the parent and/or guardian to the child's teacher, and center director. Tuition will not be prorated. Delinquent Fee: Payment received at the college Business Office on the 15th day or later after the scheduled due date will be assessed a $25.00 late fee.

Account in Arrears
If an account is in arrears at the end of a month, a warning will be issued advising that the delinquent account must be brought current within ten (10) days of the date of the warning. If the account is not current by the eleventh (11th) day, the contract will be terminated and the child will be removed from the program. Past-Due Fees and Tuition: Past-due fees and tuition for children no longer enrolled will be charged with a hold to the parent's account at the college Business Office. Individuals with accounts on hold are not able to register for classes or receive official college transcripts, and may result in garnishment of a tax refund from the State of California.

Re-enrollment
Priority enrollment is given to existing preschool families. If tuition is delinquent, a child will not be able to re-enroll the following year and will be placed at the end of the wait list.

Withdrawal
If a child is withdrawn from Moorpark College Child Development Laboratory, we ask families for a two weeks' notice.

Discounts
A 10% discount will be applied to siblings enrolled in the Moorpark CDL.

HEALTH AND SAFETY

Wellness Policy

Preschool is for well children. Children at the Center should be able to participate in all indoor and outdoor activities without restriction. To reduce the spread of illness, please remain home under the following conditions:

- If your child has had a fever of 100° or higher without medication during the previous 24 hour period;
- During the first 24 hours of taking an antibiotic;
- If your child has a cold that is less than 3 days old;
- If there is a heavy, non-clear nasal discharge;
- If there is a constant and/or deep cough;
- If your child is fussy, cranky, and generally not him or herself;
- If your child has thrown-up in the past 24 hours;
- If there is any sign of head lice and/or nits;
- If there is an unexplained rash or skin eruption;
- If your child has diarrhea.
- If your child has a sore throat, stomach/ear ache
- The child exhibits any other symptoms of a contagious disease.

If a child appears to be ill at drop-off time, she will not be allowed to stay at school. We would appreciate your calling the office when your child must stay home due to illness. Call (805) 378-1401 to report any absence. Please advise the Center promptly if you suspect that your child has contracted a communicable disease, for example, chicken pox, lice, conjunctivitis (pink eye), strep throat, hand, foot and mouth disease, scarlet fever. Such reports are treated with confidentiality. When necessary, parents will be notified of possible exposure.

Each child is required by state regulations to have on file a health statement, which includes a record of up-to-date immunizations and the signature of the child's source of medical care. If a child's health care summary is not complete at the time of enrollment, families will need to provide evidence of an appointment of those services being scheduled within thirty (30) days of enrollment or the child will be excluded from the program.

Each child who has not had a physical examination within the last year must have one before entrance to the CDC. This physical may be done by a physician, nurse practitioner or a public health nurse.

It is your responsibility to find alternate care for your child when he or she is sick. You will be called out of class or contacted at home or work to take your child home if he shows any signs of illness. Children will be excluded from the center when illness prevents the child from participating comfortably in activities or creates a greater need for care than staff can provide without compromising the health and safety of other children, or if a child's condition is suspected to be contagious. If your child becomes ill at school, she will be made comfortable in a location where she will be supervised by a familiar staff member and away from other children (to minimize exposure).

The CDC must have on file for each child a signed Permission for Health Care authorizing emergency care and transfer of medical records to the local hospital. Emergency numbers for reaching the parent or guardian and another authorized person must also be on file. Please keep emergency information (persons to contact and phone numbers) current on your child's enrollment card. Updated emergency cards will be completed every fall semester and are required for continued enrollment in the program. Additionally, families will be asked to review their cards for accuracy every spring semester when registration contracts are signed. Please leave a note of where you can be reached on the office sign-in sheet if you will not be in the usual place.

Immunization
According to state law, parents have to present documentation for the mandatory immunizations.
The required doses are as follows:
3x Polio
4x DTAP
1x MMR
4x Hib (only one dose OK, but must be after 1st birthday)
1x Varicella

If a child is on a physician referred vaccination schedule or is medically exempt, the child will be excluded from school in case of an outbreak of a disease that is included in the immunization requirements. The child may resume school once the County Health Department states that there is no longer a threat of the disease.

Allergies
Please make sure the staff is aware of all allergies and that this information is noted on your child's Health History. Allergy medications will be administered at the CDC under the following conditions:

- If your child has a severe allergic reaction at the center, Epinephrine (Epipens) will be administered only when there is a note from your doctor AND written parental permission.
- Epinephrine: Packages must have the original label listing the child's name, physician's name, name of medicine, issue date, dosage, and directions for administration and storage.

Sunscreen
It is strongly recommended that children wear sunscreen to prevent sunburn. Parents should apply sunscreen with UVA and UVB protection of SPF 15 or higher before children come to school. Staff will reapply sunscreen if the parent supplies a bottle labeled with the child's name and provides written permission to do so.

Insect Repellent
In the event that public health authorities recommend the use of insect repellent due to the risk of insect-borne disease, only repellents containing DEET should be used. Staff will reapply insect repellent no more than once a day and only with written parental permission.

Sanitation
Clean hands are the most effective way to keep illness out of our Center and away from your child. All adults and children need to wash hands with soap and water:

- Upon arrival to the classroom
- Before meals and snacks, before preparing and serving food, after handling any raw food that requires cooking
- After toileting or diapering
- After assisting a child with toileting
- After blowing or wiping a nose, coughing on hand
- After playing in water that is shared by two or more people
- After handling pets and other animals, or surfaces that might be in contact with animals
- After playing outside in sand, dirt, etc.

Smoking
For the protection of everyone's health and safety, smoking is not permitted in the school building or on the children's playground.

Photo Release
The CDC asks each family to sign a photo release, giving the CDC permission to use photographs or other images of children for documentation, art projects, displays and school promotional materials. As a model lab school at the college, observing students sometimes photograph children as part of their class assignments. If you are opposed to having your child's image used in any way, please make note of this on your CDC paperwork.

Emergency Preparedness
We conduct fire/safety drills once a month and disaster drills once a semester. The children are told to listen for the fire bell and then go to their designated meeting place. Please note the location of fire extinguishers throughout the building and refer to the Center Evacuation Plans posted at each exit door for specific evacuation routes. The Center is equipped with a 3-day supply of food and drinking water and emergency necessities. We request that you bring in a space blanket for our disaster supplies.

As a Moorpark College campus program, we follow the Standardized Emergency Management System (SEMS), which is a set of principles developed for coordinating state and local emergency response in California. In the event of an emergency requiring evacuation of the CDC, several evacuation sites have been identified for use. The nature of the emergency would determine the relocation site used. The CDC will follow the evacuation orders given by the College's incident response team. Under these circumstances, families will be contacted as soon as possible, and updates can be received through the Moorpark College main phone line (805) 378-1400, the Moorpark College website (www.moorparkcollege.edu), or local Emergency Alert System radio stations KVEN (1450 AM) and KHAY (100.7 FM).

Mandated Reporting of Child Abuse and Neglect
All program employees are required under California Penal Code 11165.7 to report any suspected cases of child abuse or neglect. The primary purpose of the reporting law is to

protect your child. If there is a reasonable accusation of a staff member about abuse or neglect involving a child in the center, the staff member would be excluded from the classroom and child protective services and the licensing department (DSS) will be informed, along with the dean of the CDC.

Parking Lot and Car Safety
State laws mandate that children should always be seated and secured in car seats – children must be in an approved car or booster seat until they are 60 pounds or 6 years old. Please remember to bring in siblings as you pick-up and drop-off your child, as state law mandates that children under the age of 6 may not be left alone in a parked vehicle.

You may use the 20-minute parking spaces adjacent to the CDC building for quick drop-offs and pick-ups. Please do not exceed the time, as Campus Police monitor and ticket these spaces. If there are no 20-minute spaces available, or if you require extra time, the E-lot (next to the observatory) is also available. Remember to display your CDC parking pass or you will be ticketed. This pass will be provided to you upon enrollment in the CDC.

Please be mindful of air quality and vehicle safety. We discourage idling vehicles in the parking areas, except if vehicles need to idle in extreme heat to maintain interior or engine temperatures.

Please practice extreme caution while driving or walking to and from the Center. Unfortunately, college students driving through campus may not be looking for small children. Hold children's hands, use crosswalks where available, and model safe practices for your child. For safety reasons, children are not allowed to play on and around the parking lot before and after school.

Building Security and Access
In order to provide adequate safety for children and staff at the center, the front door will remain locked. Please try to arrive at your scheduled time. For late arrival/early pick up you may have to call the phone number provided at the front door.
The gates around the CDC playground will remain locked during business hours.

Naptime
All children who are enrolled past 1pm will be offered a cot for napping. Please provide an extra-large crib sheet, a blanket, and a small pillow in a small, easy to store bag (a pillow care may be a good choice). Napping supplies will be taken home and washed every week. Children under 2 years of age will note use a pillow or a stuffy. During nap time all children are under direct supervision of a qualified staff member who is conducting 15-minute checks.

CHILD GUIDANCE AND BEHAVIOR SUPPORT

Goals and Philosophy
The goal of the Center's discipline practices is to assist children in developing emotional regulation and self-discipline through respectful interactions that support children's emotional growth. The preschool years are a time of immense cognitive, physical, and emotional growth for young children. Young children are still egocentric, meaning they still think mostly of their own needs and wants as opposed to the needs of others. Because of

this, it is not unusual for young children to use physical or verbal aggression in an attempt to get their needs met. Teaching staff help children manage their behavior by guiding and supporting children to:

- persist when frustrated
- play cooperatively with other children
- use language to communicate needs
- learn turn-taking
- gain control of physical impulses
- express emotions in ways that do not harm others or themselves
- use problem-solving techniques
- learn about self and others

Teaching staff never use physical, psychological, or verbal punishment with children. It is our job as the adults in the environment to respectfully guide children through this time by setting clear limits for safety, providing information on acceptable behavior, and following through appropriately and consistently. For a child who is not cooperating in a group listening situation, for example, a teacher will sit close to the child and gently help the child learn acceptable behavior. If a child is not able to cooperate with others in a small group setting, a teacher will quickly move to the situation and verbally work with the children involved to guide them to solve their own problems and work together.

Each child is recognized for being a unique individual. Through consistent and positive interaction with supportive teachers, children learn to accept and respect one another, and to work and play in a socially appropriate manner. Teaching staff place emphasis on the prevention of challenging behavior through careful planning of the classroom environment, routines, and curriculum. Additionally, children are taught social, communication, and self-regulation skills as well as strategies for expressing emotions and handling conflict situations.

Children with Difficult Behaviors

Some children have behaviors that infringe on the personal rights of other children. These behaviors are those that affect the safety of that child and other children or that take undue teacher intervention. Persistent challenging behavior interferes with a child's ability to learn and be successful at school. Due to many differences, not all children are ready to attend a large classroom preschool setting. Some children need a smaller group size or a less stimulating environment. It is our goal for all children in the classrooms to receive quality care and supervision. When there are challenging behaviors to be addressed, program staff seek to work as a team with families and other professionals to develop an individualized plan that will support the child’s inclusion and success. Positive behavior support will be part of the process.

Our goal is to limit or eliminate the use of suspension, expulsion and other exclusionary measures unless our program is detrimental to the child’s success. Moorpark College CDC will take the following steps in dealing with persistent difficult behaviors:

1. Teachers will calmly and respectfully redirect the child to appropriate actions or activities over a period of time, modeling appropriate responses. They will teach conflict management skills when appropriate. It is NEVER, under no circumstances permissible to use physical

punishment, psychological abuse, or coercion when disciplining a child. Appropriate use of restraint for safety reasons is permissible.

2. Teachers will keep observation records noting the behavior and their responses to the behavior of concern. Through observation, teachers will work to identify evens and other contextual factors that may trigger challenging behavior. Classroom modifications, adult or peer support, and other teaching strategies will be utilized to address the factors which may be contributing to the challenging behavior.

3. Teachers will share observations with the parent, ask for the parent's insight into the situation, and develop a written plan to meet the child's needs by addressing the behavioral trigger and/or teaching a new response to the trigger.

4. If the situation continues, teachers and the director will discuss the situation with the parent, and recommendations for referral to outside agencies for further assessment will be made. CDC staff will provide resources for the family to support the child.

5. If the situation persists, the parent will be asked to take the child home from school for the remainder of the day the next time the behavior occurs. This action is not intended to be a punishment for the child, but an acknowledgement that a pattern of behavior is developing that is both not helpful for the child to continue and requires a level of teacher intervention that is not possible in our program.

6. If repeated attempts at step 5 do not alter the behavior, having the child attend for a modified schedule may be required.

7. If the Moorpark College CDC staff believe that the classroom is not a safe and/or healthy environment for all children, the parent will be required to seek an assessment and support through the school district or other private means (if this wasn't done earlier) in order to have the child remain in the CDC program.

8. The parent may be required to provide a classroom aid to assist with their child while s/he is in the classroom.

9. If the behavior continues, and is a detriment to the program, the child may be removed from the program. It is our intention for the child to succeed. We will make recommendations and referrals based on the needs of each child.

10. Please be aware that the CDC is required by law to report any serious injury to a child caused by another child at the program to the Department of Social Services Community Care Licensing Division.

ARRIVAL AND DEPARTURE

An adult must always accompany a child into the Center and sign him/her in to the classroom on the sign-in sheet located outside the classroom door. The sign-in/out sheet must be signed both upon arrival and when departing from the Child Development Center each day. Only you or an authorized person on your child's emergency form may pick up your child. In compliance with Community Care Licensing regulations, each day the parent or designated authorized person must write the time of arrival/departure, and sign his or her complete name (e.g., Mary Smith not M. Smith). Once a child has been signed out by an adult, he or she is responsible for the care of the child. Please remember to supervise your child in the hallways and reception area as you enter and exit the CDC. Children should only enter or exit the front door of the CDC accompanied by an adult.

Leave a contact number or destination at the reception desk if you will not be at any previously listed number in case of illness or emergency. Your child will not at any time be released to anyone who is not designated by you. Please make sure that persons authorized to pick up are on the Identification and Emergency Information (LIC 700) form in your child's file. You may add or remove persons as needed throughout the school year.

Certified custody orders must be provided to the Center prior to enrollment. In custody dispute situations, the Center will abide by the legal custody arrangements, i.e., the temporary or permanent Custody Decree. A copy of the legal document, Custody Decree, must be on file at the Center. A copy of any restraining order must also be on file with the Center. Any changes in custody orders must be provided to the Center immediately.

Arrival Reminders

- Please stay in the room with your child until he or she has been seen and greeted by the teacher.
- Make sure to say good-bye to your child before leaving. It is a good idea to leave soon after you have said good-bye. Continuous good-byes make separation more difficult. Additional tips for easing separation are described below.

Late Pick-up

Late pick up is worrisome for a child and the staff, results in staff overtime expenditures, and prevents staff from fulfilling other teaching responsibilities. Please call the Center when you realize you will be late. Families are required to drop-off and pick-up their children at the time designated in their service contract. Late pick-up refers to any time a child is picked up after his or her scheduled hours (e.g. if the child is scheduled to be picked up at 11:30 but is not picked up until 12:00, or after the half day program session ends at 12:00 but is not picked up until 12:05).

A 5-minute grace period will be given for the first late pick-up. A fee of $10.00 will be charged for each fifteen minutes or portion thereof for children dropped off early or picked up late. After three late pick-ups in one semester, late fees will be doubled for the rest of the semester.

Separation

Beginning school is an exciting experience for a young child. It can also be a bit scary and unsettling. A gradual introduction to school routines can make the transition less stressful. Even if your child is accustomed to playing with groups of children or has had another preschool experience, this Center is a new environment with many new faces and routines.

Our primary goal in the Child Development Center is for your child to have a positive preschool experience. Your child's relationship with you is special and unique, built on trust and love. We want to build a bridge of trust between the Center, your child, and you, by allowing children to adjust to preschool in their own way and at their own pace. Younger children may need you to remain with them for a time until they feel comfortable and safe. That time period will vary from child to child and is part of his or her individuality. Together we can work through the separation process in a way that will enrich your child's development.

Your child may need time to adjust. We have found that some of these ideas may be helpful for you and your child:

- Try to visit the CDC for short visits before school begins. Attend the "Orientation" with your child. If possible, do not bring any other children with you in order to make this a special time for you and your child.
- Once you prepare to leave, there will be a "good-bye" time. Never leave your child without saying good-bye. Give your child a concrete time (i.e., after music time, after nap time, after lunch time, etc.) That you will pick him or her up. Say good-bye and leave. Your child may cry, scream and kick, but this rarely lasts very long. The teachers will comfort the children, reassure them about your return, and then help them to become involved in activities when they are ready. Coming back continually to reassure your child, or for "one more hug," can often increase your child's discomfort because you are sending a message that you are not comfortable leaving him or her.
- Special items such as stuffed animals or blankets, also known as "transitional objects," are often important to the child who needs help in transitioning from home to school. These objects may be brought to school with the understanding that they will be put in the child's cubby each day when they are no longer needed.
- Children want to feel connected with their family while they are at school. These feelings of connectedness help to ease separation anxiety. Therefore, we ask that you provide a small snapshot of your family to keep in your child's cubby. You may also share a music CD or book to share from home.
- At times children will demonstrate distress upon separation when they are experiencing stress or changes in their lives. Please let your teachers know if there is anything unusual happening in your child's life that may influence his/her behavior at preschool.
- The teachers at the Child Development Center are very experienced in handling the separation process. Your child's initial crying is a normal expression of his or her attachment to you. Given time and comfort, your child will learn to trust the new environment and understand that you will return.

Most of all, we want your child's experience with us to be positive. The pressure to get to class on time may create some tension for both you and your child. This is why it is so important that you and our staff work together to make your child's first days at the CDC as stress free as possible.

PERSONAL POSSESSIONS

Your teachers will do everything they can to help you and your child care for his/her personal belongings. Each child has a cubby for all personal items including work done at school. We do not prohibit bringing toys from home; however, please be aware that toys from home can be a source of problems, as children may find it difficult to keep track of their special toy or to negotiate sharing it with others. Children are not required to share their special toys with others, but are encouraged to do so.

‘Show and tell’ is done in a personal way, depending on each class. Any items brought from home should be of special interest to your child, must fit into his/her cubby, and should be labeled with your child's name. We recommend that you avoid toys that are fragile or have many parts. Toys of a violent nature, such as war toys or guns are not permitted. We want to encourage positive interaction between children and have found that guns promote aggressive tendencies and are perceived as threatening to other children. The CDC cannot be responsible for lost, broken or misplaced items.

A good “rule of thumb” to follow: if you are worried about it (clothing or toys), keep it home.

Clothing

Our program at the Child Development Center includes opportunities to work with paint, glue, water, sand, clay, and many, many other hands-on materials. Dressing in play clothes will allow your child to explore these materials and participate actively in the various aspects of the program geared to his or her age. Please help your child fully experience the program by choosing clothing and shoes that are appropriate for play. Children will be encouraged, but not required, to use smocks when involved in art and sensory experiences.

Children often become wet and/or messy at school. We ask you to provide a complete set of clothes for your child to change into if they are uncomfortable. We will always ask a child to change their clothing if we feel they are cold, wet, too messy or had a toileting accident. Occasionally a child will not want to change their clothing. As long as it is acceptable to remain in their original clothing, we will give them the choice to change or not. We will not allow a child to remain in soiled clothing due to a toilet accident

Dressing your child in layers will insure comfort as the temperature changes throughout the day. Children have the opportunity to play in the shade outdoors; however, consider using sun protective clothing in addition to the application of sunscreen to prevent sunburn. Children need to wear safe, durable shoes (preferably with velcro or laces) and socks. Dress shoes (often with slippery bottoms), boots, Jellies, rubber flip flops, and slip-on sandals are not safe for riding bikes, climbing or running on our hill. The CDC encourages independence in every area – including toileting. We suggest that your child wear clothing that he or she can easily manage for toileting. A full change of clothes that includes underpants (for younger children we recommend two or three pairs of underpants), shirt, pants and socks plus an extra sweatshirt or jacket is to be kept in a zip-lock bag in your child’s private (smaller section) cubby. The child’s full name should be placed on all outdoor clothing to help ensure the return of all belongings.

TOILET LEARNING

Toilet Learning is the process in which your child learns to recognize and act independently upon the urge to use the bathroom. This is a natural process that occurs at the child's own rate of development and with encouragement from his or her parents and teachers. If your child has begun the process of learning to use the toilet at home, please inform his or her teachers so that they can support your child's learning at school.

The teachers will remind children at regular intervals throughout the day and will inform you of any progress that is made. At no time will we force or bribe a child to use the toilet,

but rather these reminders are intended to help children learn to recognize when they need to go to the bathroom. Soiled clothing will be put in plastic bags and sent home at the end of the day. Occasionally, children may have more difficulty toileting at school than at home, and you may be requested by your teacher to provide pull-ups.

NUTRITION AND FOOD SAFETY

Snack and Lunch Time

It is our goal to support your child's development of healthy habits for life. The CDC will provide a nutritious snack and milk or water for your child each morning and/or afternoon. Snacks are small amounts of simple, nutritious, and tasteful foods. Preparation of snack is considered to be a part of the learning curriculum and is designed for child participation. The snack menu often reinforces aspects of the classroom curriculum.

If your child has special nutritional needs (food allergies or other medical conditions), please inform his or her teacher immediately and include this information on your child's Preadmission Health History. We will request that you and your health care provider complete an Individualized Care Plan that provides guidance to our staff in meeting your child's specific dietary needs.

Also, inform your child's teacher if your family follows a special diet due to personal or religious beliefs. Be assured that we will do all that we can to meet the needs of your child. However, if we cannot, we will request that you supply us with appropriate replacements.

The CDC acknowledges that there is a division of responsibility in feeding. That is, we believe it is the adult's responsibility to provide children with healthy foods in the proper amounts, but it is the child's responsibility to choose from the food provided and to consume the amount that leaves him or her satisfied. Teachers will encourage children to eat their lunches and to select the healthiest choices first; however, teachers will not force children to consume a particular quantity of food or to consume their food in a particular order. Children with special needs who need a food plan, it will be established in cooperation with parents and the according therapy team.

If your child is registered to eat lunch at school, please send a lunch that is both nutritious and familiar. The following lunch foods from home must be kept cold in your child's lunch box until lunch time: meat, poultry, fish, egg, milk, cheese, yogurt, fresh fruit or vegetables, or opened cans of fruit or pudding. The following strategies can be used to keep your child's food cold:

1. Bring foods in an insulated lunch bag with a frozen gel pack or a frozen juice box;
2. Freeze sandwiches overnight (they will thaw by lunch time); or
3. Pack foods in a small cooler with a frozen gel pack.

Peanut – Free Zone

The CDC is a peanut-free zone due to the large number of children with severe peanut allergies. Please refrain from sending any foods containing peanuts or peanut products in your child's lunch. Please check with your classroom teachers if you'd like any ideas on peanut alternatives.

Use of Food for Play
A policy prohibiting the use of food for play, e.g. rice in the sand table, macaroni for collage, potatoes for printing, etc. has been established at the Child Development Center on ethical grounds. It is a concern that such use of food does three undesirable things: (1) wastes food; (2) teaches children that having in abundance allows one to waste; and (3) encourages children to be insensitive to the needs of others. Some acceptable uses include using flour to make play dough, planting beans and seeds and preparing foods for snack.

Birthdays
Please check with your child's teacher to see how birthdays are celebrated in his/her classroom. If you do not wish to have your child's birthday recognized, please tell your child's teacher.

Food from Home
Food that comes from home for sharing among the children in the classroom must be either whole fruits or commercially prepared packaged foods in factory sealed containers.

PARENT INVOLVEMENT IN THE CDC

Research demonstrates that children's educational success is positively impacted by familial involvement and home languages in their school programs. If you have special talents or interests that you would like to share with your child's class, we would be delighted! Many past parents and family members have come in to our classes to share their occupations, musical instruments, cooking activities, or favorite stories with the children.

Each semester, the CDC offers parent and family events that we hope you will participate in. These events include family socials, parent meetings, classroom orientations, workshops and parent nights. These events provide the opportunity for you to find out more about your child's experience in the program, learn about issues influencing your child's development, socialize with other families, and give your input on program development.

We value and welcome your feedback on our program. Please feel free to talk directly with your teachers and administrative staff about the program. Each classroom has a suggestion box that you can use to share ideas. Additionally, a family survey is distributed every year that helps us to assess how well we have met your needs and those of your children. Families are informed of the findings of this survey and any program changes we have made as a result of your feedback.

We will have several fundraising programs in the course of your time here with your child. These efforts are an important financial support to our programs. Examples are:

- Book Fair and greeting card sale.
- Classroom teams often create "Wish Lists" of items that they would like to supplement the activities and curriculum they offer. Please check with your child's teachers to see if they have an ongoing list in their room.
- Each year, the Child Development staff and students offer "Discovery Day" to the community. This is our major fundraising activity and is an important source of funds for the improvement and purchase of materials for the Child Development Center. The parents of the children in the CDC program organize and facilitate the sale of food for this event each semester. You will be asked to volunteer to work

with others to make this day a success by donating time and goods. We hope we can count on you to help make each of our "Discovery Days" a profitable endeavor to keep the number of fundraising activities to a minimum.

Senate Bill 792, family members spending time in the classrooms beyond drop off and pick up have to present documentation for the following:

- Measles Immunity* (2 MMR vaccinations, or a positive titer for Measles)
- Tdap for Pertussis Immunity* (immunization must be after the age of 11)
- Flu Immunity (you may choose to fill out a declination - available from the front desk)
- TB Clearance (within 1 year of the last day of the semester - if you have ever received a positive result, you must submit a clear chest x-ray within 5 years with a yearly reevaluation)

*Only a physician can decline for Measles and Tdap due to "physical condition or medical circumstances." Personal exemptions are no longer accepted even if signed by a doctor.

CHILD ABUSE AND NEGLECT POLICY

All program employees are required under California Penal Code 11165.7 to report any suspected cases of child abuse or neglect. The primary purpose of the reporting law is to protect your child.

If there is a reasonable accusation of a staff member about abuse or neglect involving a child in the center, the staff member would be excluded from the classroom and child protective services and the licensing department (DSS) will be informed, along with the dean of the CDC.

Staff who report suspicions of child abuse/neglect are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm to the parties involved.

NEGOTIATING, DIFFICULTIES, MISUNDERSTANDINGS, AND DIFFERENCES

In the rare event that it comes to conflict between families and program staff, the premise for everything should be keeping a positive outcome for your child in mind. We strive to avoid problems by listing the CDC's policies.

We value families sharing their opinions and perspectives, and we will value respectful and outcome- oriented communication as the greatest contributor to successful conflict resolution.

All program staff and family members are expected to conduct themselves in appropriate and professional ways at all times. If you experience a less than satisfying response from program staff, please address the director.

If the director is involved in the conflict or the response is not satisfactory, the dean of the department can be notified.

Failure to comply to expected interpersonal conduct or adherence to program rules and regulations can result in disenrollment.

COMMUNITY RESOURCES

Dial 211:When you dial 211, you are connected with a trained professional in your area who can connect you with resources and assistance for essential community services. It works just like dialing 911 where calls are routed by the local phone company to a calling center (HUD, mental health, WIC, legal aid, domestic violence, Tri-Counties resources and more).

Human Service Agency of Ventura County
https://ventura.networkofcare.org/foster/index.aspx

Child Development Resources
cdrv.org

Childcare Licensing, Department of Social Services
https://www.cdss.ca.gov/inforesources/community-care-licensing

Interface Family Support
https://www.icfs.org/

Rainbow Connection
https://rainbowconnectionfrc.weebly.com/

National Association for the Education of Young Children
https://www.naeyc.org/;

Family Services Wayfinder
https://www.wayfinderfamily.org/

AFFIRMATIVE ACTION POLICY

The Ventura County Community College District subscribes to and promotes the principles and implementation of equal opportunity and Affirmative Action. Pursuant to the provisions of Assembly Bill 803, the Governing Board has adopted a policy and procedure to ensure that its programs and activities are available to all persons without regard to ethnic group identification, religion, age, sex, color, physical or mental disability, or Vietnam veteran status. Both the policy and the procedure apply to students, employees, and applicants.

If you wish additional information on this policy and procedure, please contact: Affirmative Action Officer, Ventura County Community College District, 761 Daily Road, Camarillo CA, (805) 652-5500.

Please cut on the dotted line and return lower portion to the Child Development Center prior to your first day of attendance.

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ACKNOWLEDGEMENT RECEIPT

I, the parent of _____, acknowledge that I have received, read, understand and completed to the best of my ability the following State required documents at the time of admission of my child/ren to the Moorpark College Child Development Center:

☐ Moorpark College Child Development Center Parent Handbook
☐ Parents Rights Statement (LIC 995)
☐ Personal Rights Statement (LIC 613)
☐ Facing the Facts: A Parent's Guide to Understanding Child Sexual Abuse
☐ All applicable information forms for admission of my child to the CDC Program

I understand that the State licensing agency has the right to inspect the facility and/or children's records, and/or to interview the children or staff without prior consent.

_____ _____
Parent or Guardian Date

_____ _____
Facility Representative Date