



ECE Lab School
PALOMAR COLLEGE

Where Learning for Success Begins.

Parent Handbook

General Program Information

Palomar College San Marcos Campus Early Childhood Education is licensed for 120 children, ages 18 months to 5 years. The San Marcos ECELS is open Monday- Friday from 7:00 AM- 5:45 PM. The Escondido ECE Lab School is licensed for 44 children, ages 3-5 years and is open Monday – Friday from 7:30 AM- 4:30 PM, with morning or afternoon sessions. See “Holidays” section for a list of days that the ECELS sites are closed. Services are available to children of Palomar College Students, Faculty, and Staff, and to children of Community Parents. Subsidized services are provided to the children of Palomar College Students, and to the children of any family within the community, who qualify / meet the guidelines set forth by the State of California, based on family size and income, and need (as applicable).

Our staff is committed to providing a high quality, developmentally appropriate educational program for your child. We look forward to a time of growth together. Our staff supports parents in their significant job of raising competent, caring children, who know their immeasurable worth, and are able to utilize their talents to the greatest potential. In order to support the relationship between school and family, the ECELS practices an open door policy- meaning that parents/ legal guardians have the right to enter and inspect the site without advance notice whenever their child or children are being cared for and will never be denied access to their child. Families are welcome any time and encouraged to participate in the daily activities whenever possible. When visiting, please be mindful that the children follow classroom routines and schedules, which when disrupted, can impact the whole group and the flow of the day.

In compliance with the Americans with Disabilities Act, the Palomar Community College District Early Childhood Education Lab welcomes the enrollment of children with disabilities and will provide reasonable accommodation whenever possible to aid access to and participation in services, programs, facilities, and activities. Program services and activities for enrolled families shall refrain from religious instruction, worship or practices.

This handbook outlines the ECE Lab School's policies, procedures and program. It contains important information for understanding the philosophy and goals of the school. Please read it carefully and feel free to ask any questions if the information is not clear to you; we welcome your comments and suggestions. We strive to ensure a positive care and educational experience for you and your child. Welcome to our program!

Mission Statement

The mission of Palomar College ECE Lab School is to provide high quality education and care for the children of students, staff, faculty, and community families. We serve as a model early childhood program which is available for academic, curricular, and research purposes, including student training, field work, and observation.

We have committed ourselves to:

- Appreciating childhood as a unique and valuable stage of the human life cycle.
- Basing our work with children on knowledge of child development.
- Appreciating and supporting the close ties between the child and the family.
- Recognizing that children are best understood and supported in the context of family, culture, community, and society.
- Respecting the dignity, worth, and uniqueness of each individual.
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.

Palomar College Early Childhood Education Lab School believes there are five important goals to be a successful program. They include children, families, staff, students, and community.

Children

To provide a safe, stimulating, and developmentally appropriate learning environment in conjunction with a quality educational curriculum that assists the social, emotional, physical, and intellectual growth of all children.

Families

To create a supportive environment that accepts and promotes all parents as equal contributors to their child's education and to the program. To communicate, educate, and partner with families by providing parent orientation, training, referrals, parent conferences, and family events that foster the family-school connection.

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Staff

To provide a healthy, positive, and optimal team teaching work environment which respects each employee's contributions to operate successfully. To advocate for a living wage, benefits and compensation that is based on education, experience and responsibility.

Students

To operate an exemplary program, with a welcoming atmosphere, providing guidance and support, for college students to observe and participate in, to include child development student teachers as well as students from any discipline, who have projects involving work with children.

Community

To exemplify and model a quality college campus based program within the local community and California State system of Early Childhood Education. To advocate for children and families based on the premise of how important early learning is for individual future success and for the society as a whole.

Best practice (developmentally appropriate practice) is a concept based on the knowledge that a child's development and ability to successfully accomplish certain physical and intellectual tasks follow a set pattern. For example, we know that the infant learns to crawl and then stand before learning to walk. The *pattern* is the same for all children; however, the *rate* at which a child learns these skills may vary.

Therefore, guiding our work with children is the belief that given appropriate opportunities and adult interaction, children learn and achieve skills when they are developmentally ready. If adults expect a child to acquire skills for which he/she is not ready, such as sitting still for long periods of time, he/she may comply, demonstrating that he/she can follow directions. However, this does not indicate that the child has acquired the skills or understood the concept of sitting still. Best practice provides caregivers with a framework for thinking about, planning, implementing high quality programs for your children and their families.

Statement of Philosophy

Our learning philosophy at the ECELS is grounded in the research based idea that children learn best through play. Children are given opportunities to explore their environment with hands-on activities. Concepts such as colors, shapes, letters, etc. are taught through activities and projects that pique their curiosity and relate to the world as they understand it. Our curriculum at the Lab School is rather eclectic. We use the best from various curriculum styles to create our own developmentally appropriate, hands-on learning experience for the children. The curriculum methods and models that are taught in the Child Development Department on campus are represented at the Lab School.

The ECE Lab School acknowledges that parents are the child's primary teacher, and therefore, we strive to maintain a strong, positive home-school relationship with on-going, open communication. Your child joins us to build upon their home experiences within this new environment of school. We recognize that each child is a special and unique person. Your child's individual needs, feelings, language, and culture are acknowledged and respected.

Teachers and children work together to create a meaningful learning environment. We value the education of the whole child, by providing developmentally appropriate, open-ended activities, to stimulate the child's interests and problem-solving skills, in the areas of social, emotional, physical, cognitive, and creative growth. We also encourage the child to initiate and follow through on their own ideas, to make choices and to make decisions. The Staff trusts the child's abilities to accept responsibility and to succeed.

The ECE Lab School views the child as an eager and active learner. Each child has a unique temperament, personality, style of learning, and pace of learning. Common to all children, however, is the need for hands-on, concrete experiences to assimilate new concepts and information, from the world around them. By offering an open, accepting environment, each child is free to explore activities through different styles, and develop the learning style with which they are most comfortable. The ECE Lab School also strongly believes that central to this growth, is the development of mutual respect and honest communication.

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Children's Program Goals

The ECE Lab School's Program is based upon the growth and developmental needs of children from 18 months through 5 years. Each child grows and develops at an individual pace. Consequently, curriculum is planned to meet the individual needs of each child, as s/he grows physically, socially, emotionally, and intellectually.

For the Child: To provide a stimulating environment, with varied planned experiences to facilitate:

1. Growth and development of mental, social, physical, and emotional capacities.
2. Learning through play experiences.
3. Development of creativity, self-expression, self-control, responsibility, independence, and respect for self and others.
4. A multi-cultural and bias-free atmosphere.

For the Parent: To provide:

1. Opportunities to meet and work with other parents and teachers, who have as their common concern, the interests and needs of children.
2. Resources and support in the significant job of raising competent, caring children.

The goal of the ECELS is to ensure that all children are making progress in the domains of physical, cognitive, and social-emotional development.

- We use the Desired Results Developmental Profile (DRDP), a tool developed by the California Department of Education, Child Development Division, to assess the development of children.
- Children are assessed within 60 days of enrollment and every six months thereafter.
- Parents' input is a necessary component of this assessment.
- The assessment is also used to plan and conduct age and developmentally appropriate activities for the children.

The Curriculum

Each teacher develops a balanced, developmentally appropriate, and flexible program, to meet the needs of the children in their classroom. Our program follows the research findings of Jean Piaget and other noted Child Development experts, which state that children of this age need to be active in their learning environment, experiencing the world with all of their senses, through hands-on, concrete experiences, in order to assimilate information.

The staff also tries to have many one-to-one experiences with each child to help him/her: Gain confidence and the ability to problem solve

Learn basic skills in all areas of growth so that the transition to a more formal education in Kindergarten is an easy step forward.

The curriculum is planned for the age span of the children in the group, and is attentive to the needs, interests, and developmental levels of individual children. In addition to planning curriculum and activities, curriculum emerges from the interests of the children and circumstances within the environment. Emergent Curriculum is a flexible approach to learning; the teachers have freedom to adjust their planned activities in order to enhance student learning and foster a passion for learning. Opportunities to explore, investigate, experiment, manipulate, observe and discover exist in all the following areas of curriculum:

Physical Development: The program promotes each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement. This includes games and activities both indoors and outdoors that foster physical development- like climbing, balancing, eye-hand coordination and dexterity of large and small muscle skills.

Dramatic Play: Activities that allow for expression of real life experiences and language, as perceived by the child. Children are learning every time they take on the perspective of someone else in their role play. They are learning what it feels like to be that hero or nurturing parent. Examples include doctor's office, post office, fix-it shop, housekeeping, restaurant, etc.

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Language/Literacy: The program provides for the development of each child's cognitive and language skills by: using various strategies, including experimentation, inquiry, observation, play, and exploration; ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue; promoting interaction and language use among children and between children and adults; and supporting emerging literacy and numeracy development. This is accomplished by story experiences including reading, listening, dramatizing and writing stories, group discussion with new vocabulary, dialoguing as children play, and introducing concepts like the alphabet.

Science: Activities that allow for the discovery of how things work, what will happen if ..., how things compare and go-together, experiments to test ideas and develop critical thinking, appreciation and respect for nature and living things.

Math: Activities that reinforce math concepts such as patterning, matching, sorting, counting, classifying, and problem solving.

Art: Art experiences, both free choice and planned, to foster creativity and self-expression through exploration with different art media.

Music/Movement: Opportunities to sing, play instruments, dance and move creatively, with exposure to many different types of music.

Nutrition: Healthy meals and snacks are provided family style. Children try new foods, and do simple cooking projects.

Circle Time: Opportunity to participate as a group, to include: stories, songs, creative movement, discussions and child participation. This helps strengthen attention span and develop a sense of classroom community, as well as respect for one another.

Social/Emotional: Our goal for each child is to provide a welcoming, warm, and accepting environment that promotes positive self-esteem, freedom to express feelings and needs, friendship and respect for others, and confidence in self- help skills with assistance from adults, as needed.) The program supports children's social and emotional development by building trust; planning routines and transitions so they can occur in a timely, predictable, and unhurried manner; and helping children develop emotional security and facility in social relationships.

Water Play: A variety of water play opportunities are available daily. Due to the weather and climate, water play is available throughout the year. It is very important to have a second set of clothing at school, so your child can be changed into dry clothing when s/he is finished with water play. Children gain sensory experiences, as well as science and pre-math opportunities from the water table.

Field Trips: All classrooms are encouraged to take walking field trips across the campus. The college has many great opportunities to offer to the children, and the Staff takes advantage of them. Walks may include going to the arboretum, mail room, cafeteria, clock tower, theater, or art gallery.

Beginning of School and Separation

Parents will be sent or given an orientation packet for the classroom that their child will be enrolled in; please read the orientation materials and direct any questions to the classroom teacher. Parent orientation meetings will be offered at various times during the school year as new enrollments increase. When offered, parents are expected to attend an orientation meeting with the child's teacher. The orientation meeting and packet will provide valuable information which will help both the child and the parent prepare for school.

To ease the transition before the child begins school, ***we encourage families to bring their child to visit the school at least once before the first day of school.*** Children will benefit from having some time to become familiar with the environment, teacher, and other students with the security of having their parent or guardian present.

When you bring your child for the first day of school, allow time to stay with your child a while before leaving for the day. Separation anxiety is normal for children 18 months to 5 years. All children exhibit separation anxiety differently, but most children will cry, scream, tug at parent's legs and arms, or run after the parent.

Our staff are trained to deal with children who are anxious and these behaviors will diminish over time. For most children, the signs lessen in 5 to 15 minutes. Some children will show signs for 2 to 3 days, and others for an entire month. Teachers are happy to give additional advice on how to make your child's transition to school easier.

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Ways to help with Separation Anxiety and Transitions:

1. **Let Your Child Know What To Expect:** Tell your child he/she will be starting school and mom/dad will be at work, school, etc. Get them excited about school; remind your child of the fun activities and new friends.
2. **Be Consistent-** Follow a daily routine.
3. **Always Say Good-Bye-** Children lose their trust in parents if they sneak out and leave, without saying good-bye. No matter how difficult it is for you and your child, say good-bye, give a hug/ kiss, and state "I will be back." Then leave the room or playground quickly. Your child's teacher will take care of your child's needs after this point.
4. **Prepare Your Child for Any Changes-** Even if your child's daily routine changes just a little, let him or her know what to expect. The more information and support you provide, the easier the transition will be for your child.

Cubbies/ Family Files

Help your child learn to locate and recognize their individual cubby, to encourage proper care of possessions. In each classroom there will be a file for art work and important messages; it is the parent's responsibility to check **daily**.

Clothing

School is a place for investigating and hands-on learning. Clothing should not distract from classroom activities. Please avoid clothing that portray violent characters (i.e. Ninja Turtles, Bat Man, Power Rangers, super heroes) as well as clothing that would inhibit active play (fancy dresses, etc). Some investigations become quite messy and/or wet. We may use smocks at the paint easel, however, the staff and the child will be more relaxed if s/he wears at school, the same play clothes worn at home. For water play and when the temperature is comfortable to do so, children are given the freedom to wear a minimal amount of clothing. Younger children may wear only a diaper/ underwear, and older children may wear swimsuits. If you have special instructions about how you would like your child to be clothed, please let the teacher know.

We appreciate clothing that is easily manipulated for toileting. Children are learning to do things for themselves, so please provide clothing that is easy to pull up/down- no snaps, onesies, overalls, or jeans with buttons. Your child will receive help, only when it is impossible for them to manage for themselves. Please send a spare set of clothing (to include underwear and socks) that will be left in your child's cubby. Such clothing should be **labeled** and placed in a plastic bag. Children may borrow clothes from our supply if available, but if we do not have the item available, the child may be sent home. Children may borrow clothes from our supply if available, but if we do not have the item available, the child may be sent home. It is the parent's responsibility to ensure that there is spare clothing (or diapers) in their cubby, so please monitor the supply daily. If your child is wearing clothing borrowed from the school, please launder and return it **as soon as possible**. The school will not be financially responsible for lost or stolen personal items (or clothing) brought to school. The school accepts clothing donations that have been outgrown.

For safety reasons, please keep "cowboy" boots, flip-flops, and "dressy" type shoes at home. No footwear should have a heel greater than ½". Children tend to have more injuries when wearing these shoes. We recommend tennis shoes or supported sandals with toe and ankle straps for warmer days. We give children the option of removing their shoes/socks in the classroom or outside. We provide a safe environment for this. Children cannot ride bikes or go on walks without safe footwear. **Children may be sent home if they do not have safe footwear.**

Birthdays

If you would like to celebrate your child's birthday at school, please notify the teacher in advance. Also talk to the teacher if you would like to provide small special treats for the classroom. (See "Treats" under the Food/ Nutrition section.) Please refrain from handing out party favors, reserve those for private parties at home.

If you would like to distribute invitations at school to a private party, please place them in the children's art files for their parents to pick up.

Celebrating Holidays

Our goal is to celebrate holidays in ways that are appropriate and meaningful to young children. They should not interrupt, replace or occupy an extended amount of children's regular activities or daily routines. Any celebrations that do occur must be concrete and conducted in ways that make sense to the child's level of development. We avoid

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the commercial aspects of all holidays because in general those aspects do not line up with our program philosophy (that children learn best through play and hands-on experiences) and do not enhance the developmental skills of the children. We seek to have a consistent approach to holidays. Having the same policy for all holidays allows for a more coherent experience in our program.

To better understand our approach to holidays, here are some practical examples.

Valentine's Day: With store bought valentines cards, the child will likely practice writing his or her name and the name of the person to whom the card will be given. Those are great skills to work on. However, if the child is given an opportunity to make their own card, there are so many more developmental skills to practice- fine motor skills like, folding the paper, drawing a picture, cutting, taping or gluing objects to the card, etc. They would also have more opportunities to use their creativity as they manipulate materials available. In our program, the process of making the card is of greater importance than the finished product. An added benefit is that the child receiving the card or note will have something made personally for them. While there is nothing wrong with store bought valentines in general, in our program we are making a conscious choice to offer activities that encourage more opportunities for skill development and creative expression for the children. So in general, we have found that the commercial aspects do not add to the quality of our program. Approaching some of the ideas associated with the holiday (like friendship and caring) can be done in a more meaningful and developmentally appropriate way within our program.

Halloween: How is dressing up for Halloween different than for pretend play? Halloween costumes are often predetermined and very specific in their design, so there is little room for the imagination to take over. A firefighter costume comes with all the necessary pieces--a helmet, uniform, badge, hose, and so on. It would be better for the child's imagination to engage him or her in developing the costume, using items found around the house--or making items--to represent the firefighter's props. For example, you could cover the upside-down bowl with red duct tape and convert a cardboard paper towel roll into a hose. The process of creating the costume is just as important as wearing it. Children are given abundant opportunities throughout the year to use props and clothing to engage in pretend play. We encourage the children to express themselves in dramatic play as offered in our program, but Halloween costumes are prohibited at school. (Information taken from - [NAEYC article. Explore more on the subject on their website.](#))

We welcome families to share culture and traditions in developmentally appropriate ways. For instance, a family could come and share, "In our family, this is how we celebrate Thanksgiving." Please contact your child's teacher to coordinate the details. In this way, we can respectfully honor your culture and traditions and build a bridge between home and school.

Items from Home

Ask your child's teacher if s/he has a weekly "share time" and the class procedures for share time. Appropriate "share" items are books, pictures, games, nature items, stuffed animals, cars etc...

The school **does not** allow children to share or bring weapons of any kind or any toys that portray violent characters (i.e. Ninja Turtles, Bat Man, Power Rangers, super heroes ...).

Reasonable Limits

Reasonable limits are set for safety and to provide a smooth-running program.

- Walking is the way we move indoors.
- Talking, singing, whispering and laughing voices are used in our indoor space.
- Sand must be kept down; it may not be thrown.
- The climbing equipment is safe for climbing; railings and fences are not.
- We encourage children to talk out their disagreements. We do not allow children to hurt other children, adults or themselves.

Behavior Policy and Procedures

Our goal is to maintain an environment with reliable and consistent boundaries, reasonable routines, procedures, and expectations. The teaching staff help children learn what should and should not be done, to be safe, to respect

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equipment and others, and to become a happy self-reliant individual. Positive discipline and redirection are used. We are teaching children to express their needs and frustration with words, not actions. We want them to develop self-control and the classroom must be a safe place for all children.

Redirection and natural and logical consequences are used when children are unable to follow classroom rules (i.e. throwing sand, hitting another child, throwing materials, biting...). A child will be given a choice of two different areas or activities. All classroom rules are made for the protection and safety of each child.

A key component in the operation of our Early Childhood Education Lab School is cooperation between parents and staff. This is particularly true in the area of behavior. Positive discipline is used at all times. All adults in the preschool environment, including parents, will never use any corporal punishment, which is defined physical harm to the child, including but not limited to: spanking, slapping, pulling arms or hair and pinching. Verbal or emotional abuse (name-calling or making threats) is not permitted. We work with children to help them find alternatives to responding negatively in stressful situations and strive to make our program a safe place where physical and/or verbal abuse is not tolerated. The basic goal of all discipline will be to help the child learn self-control.

It is essential that children receive consistent messages about behavior at home and in our program. While we recognize that acting out, physical aggression, and disruptive behavior are all part of the normal child's developmental process, we also realize that there are times when parents and staff need to form an alliance to develop an action plan to limit challenging behavior. If any behavior progresses to the point of disrupting the normal flow of classroom activity, the following procedure will be followed:

1. Immediate or natural consequences including removal from activity or project, or loss of privilege will occur. We will then review our expectations with the child and inform the parents of the situation. At this time, we will share with the parent the current situation and what is being done in the classroom with the child. Parents will be asked to reinforce appropriate behavior at home.
2. If the behavior persists, the parents will be required to meet with our program staff. A plan of action will be developed. This will include an agreement or time frame for behavioral change, parental action and/or program action. At this time, consultation with a specialist, such as a child or family therapist, may be suggested or required. The time frame for seeking referrals, implementation and evaluation of action plan with teachers and parents may not exceed 2 weeks after initiation.
3. If the child needs to be prevented from hurting others or themselves, or needs to be separated from the group more than occasionally, or is unable to adjust, such that the fundamental nature of our program is compromised, one or more of the following options will be implemented:
 - A parent will be called during the school day and asked to pick up the child when the behavior is out of control (meaning unsafe for the child, staff or other children in the program).
 - A shorter day in the classroom may be implemented.
 - A parent will need to attend the program with the child.
 - In the event none of the above options work, we will discuss termination of enrollment with the parent. Although we see this as a last resort, the safety and instruction for all program children must be safeguarded.

Hours of Operation

The ECELS **San Marcos** is open 7:00 AM to 5:45 PM, Monday through Friday, all year, except for the holidays and dates of closure listed below.

The ECELS **San Marcos** Business Office is generally open from 7:30 AM to 5:00 PM Monday through Friday, but office hours may vary depending on staff schedules.

The ECELS **Escondido** is open 7:30 AM to 4:30 PM, Monday through Friday, all year, except for the holidays and dates of closure listed below.

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Holidays

The school follows the Palomar College Campus holidays. We will be closed on the following holidays:

Fourth of July	Martin Luther King Jr. Day
Labor Day	Lincoln's Birthday
Veteran's Day	Washington's Birthday
Thanksgiving Day and the day after (Friday)	Spring Break (1 week)
Winter Break (Approximately 2 weeks)	Memorial Day
Martin Luther King Jr. Day	

The ECE Lab School also retains the option of closing for Staff Professional Development Days (usually 2 -3 days per school year). Please refer to site calendar for exact dates of these closures.

Arrival/Departure

Children's arrival and pick-up times MUST be consistent with your contract times or class schedule and certification documents. Due to Department of Social Services Licensing requirements, **all parents must sign in/out with the exact time of arrival/ departure and full legal signature (first and last name) each time**. INITIALS are NOT allowed unless documentation is submitted to prove that initials are consistent with the legal signature. This sign in document provides a record of the children's actual attendance. It would also be used in case of an emergency to verify numbers of children in attendance, to it is vital that you remember to sign in and out.

Each child is greeted by a staff member, who will inspect for signs of illness. Arrival and pickup should be limited to 5-10 minutes. Otherwise, the children and their parents distract the group and their activities. It also causes the teachers to divide their attention, rather than focus on the classroom group activities.

Pick – Up / Late Charges

Once you have arrived at the school to pick up your child, it is your responsibility to let your child's teacher know that you have arrived and are taking your child. While on our site, it is your responsibility to supervise your child(ren), both enrolled children and siblings, and to observe and enforce our rules. Children cannot be left unattended at any time. Please limit drop off and pick-up to 5-10 minutes. Parents must sign out each child at the end of the day, with the departure time.

Only parents and/or adults over 18 years, on the child's authorized pick-up list, with photo identification, will be able to sign the child out, and remove the child from the school. This ensures the safety of all children.

It is assumed that both parents are allowed access to their child at the school, unless a copy of the current Court Order stating that the non-custodial parent cannot have access to the child is submitted to the Business Office. It is the parent's responsibility to provide the necessary documentation, otherwise both parents would be allowed to pick the child up.

If an emergency arises and you are unable to pick up your child on time, please notify the Business Office by phone. A written authorization of permission must be given to the Business Office if someone not already on the authorized pick-up list will be picking up your child.

You may **not** drop off your child earlier, or pick up your child later than the contracted time of arrival and departure without prior approval. **Three (3)** violation notices of this policy may result in termination of child care services.

Late Pick-Up Fees Families must leave the site by the designated program end time per site. See site/program specific information for times and additional information regarding consequences of 3 or more violations.

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Non- Enrolled Children Visits

Siblings or former students are welcome to come and visit our program provided advanced notice is given to the teacher/office, and there is an adult accompanying the child/ on site during the visit. Parent(s) are responsible for the safety of their children and Palomar College ECELS will not be liable for loss or injury.

Health and Social Services

We strive to maintain a positive environment for children and assist families in receiving additional services to support the health and wellbeing of the children in our care. The ECELS identifies the needs of the child and the family for health or social services through observation, interaction, and dialogue with the family. Teachers and/or administrative staff refer a child and/or family to appropriate agencies in the community based on the health or social service needs and conduct follow- up procedures with the parent to ensure that the needs have been met.

Immunizations / Physical

At the time of enrollment, we must review your child's **up-to-date** immunization record. The ECELS follows the immunization requirements that are made by the County of San Diego and State of California. **Immunization requirements must be met before a child can begin, so please set your child's start date with this in mind. The start date on the contract is the date that fees will begin to be incurred; therefore it is in the parent's best interest to ensure that immunization requirements have been fully met before committing to a start date.**

A physical examination form (Physician's Report) must be completed, signed by a physician, and returned to the ECE Lab School Business Office within two weeks of enrollment. This form must be updated annually from the physical exam date listed on the form.

Keep Me Home if I Am Sick!

Your child should not be brought to the school if, **within the last 24 hours, the child has been sick.** It is important that you have alternate care for your child. The school staff members like to know if your child will be absent, so we can adjust our staff to the number of children present.

The school should be notified immediately, if the child has contracted one of the common communicable childhood diseases such as: measles, chicken pox, mumps, head lice, pink eye, streptococcal infections, sore throat, scarlet fever, or whooping cough. We can then alert other parents to watch for the symptoms in their children. **Children must be free of symptoms for 24 hours before returning to school. If your child is sent home due to illness, they cannot return the next day.**

To safeguard the health of all children and the staff, parents must follow these guidelines when deciding **if their child is well enough to attend school and participate in all parts of the program:**

Symptom	Keep your child home at least 24 hours and until...
Fever	Fever registers below 100 degrees and your child is acting well.
Earache	A doctor examines the ears and recommends your child return to school.
Rash	A doctor determines the cause and recommends your child return to school.
Sore Throat	A doctor determines no strep infection exists and the throat is healed.
Cough	Coughing subsides or a doctor determines the cause and recommends your child return to school.
Upset Stomach, Vomiting, or Diarrhea	No further problem exists and the child is eating normally without causing upset. (At least 1 meal without vomiting, at least 1 solid bowel movement.)

In addition to the above, children must be well enough to participate in all parts of the program in order to attend. If a child is lethargic, complaining of pain or discomfort, or otherwise not able to participate, the child will be sent home.

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Medication

Both over the counter and prescribed medications will be centrally stored away from children and administered according to the prescription instructions. These policies are for the protection of the children. The only over the counter medications permitted at the ECELS are antihistamines, sunscreen, and cream/ointment/lotions for diaper rash or extreme skin conditions. If a child requires medication (other than those listed below), parent should ask their physician to set a time schedule that meets their schedule. For example, a parent might administer the medication when their child arrives at the School and when their child is picked up to return home. If needed, parents are welcome to come to the school to administer medication during the day, avoiding disrupting nap time (12:00- 2:30 PM) at the San Marcos site. Any parents with special problems or concerns, please discuss with the Site Supervisor and/or Coordinator.

Sunscreen (San Marcos Site): At enrollment, parents receive information on the sunscreen and will either grant or deny permission to apply. With parent permission, sunscreen (provided by the ECELS) will be applied at the discretion of the ECELS personnel with consideration to anticipated sun exposure on the given day, especially during the months of March through October, once in the morning and once in the afternoon as the children prepare to play outside. Parents are responsible to check the applications of sunscreen on the sunscreen log to stay informed of applications.

Diaper Rash Cream/ Ointment (San Marcos Site): If a child is in need of diaper rash cream or ointment, the parent must complete an authorization form and provide the product to be administered. ECELS staff will check whether a child is authorized to receive the medication prior to applying. Staff will record the applications on the Diaper/Potty Log. It is the parent's responsibility to check the log to stay informed of applications.

Cream/ Ointment/ Lotion for Extreme Skin Conditions: If a child has an extreme skin condition, the parent must complete an authorization form and provide the product to be administered. Staff will record applications on the Cream/ Ointment/ Lotion for Extreme Skin Conditions Log. Parents are responsible to check the log to stay informed of applications.

Inhaler/ Epi-Pen/ Antihistamine: The ECELS administers medication for life-threatening illnesses while the child is at school. Inhalers, Epi-pens, and antihistamines are allowed with completed authorization forms. Staff will record the medication administered on the authorization for medication form as well as an Ouch/Incident report for the parents to sign. If an Epi-pen is administered, the child must receive further medical care immediately following.

Accidents

If an injury is deemed severe or life threatening, we will seek immediate medical attention and notify the parents.

For any other injuries above the shoulders, the parent will be notified. Head injuries can be dangerous, and we want to err on the side of caution when it comes to the health of the children in our care. The parent will have the opportunity to talk to the teacher to discuss the details of the injury and to decide whether or not to seek medical attention. If your child's injury seems to need medical review but is not severe, the child must be picked up within 30 minutes. If parent(s) are unavailable, the persons listed on the authorized pick up list will be contacted.

Any minor injury/ bump/ bruise will be documented with an "Ouch" Report by the child's teacher and placed in a central location per classroom. Parents need to sign and keep the white copy and return the yellow one.

Food and Nutrition

Our program participates in the federally funded Child and Adult Care Food Program (CACFP) that provides reimbursement for nutritious meals and snacks served to children. In accordance with the regulations of the CACFP, we plan and serve nutritious meals to ensure that the children have energy to learn and play at no cost to the families. All families are welcome to apply for the CACFP, but it is not a requirement. Reimbursement rates are higher for families that qualify as "Free" and "Reduced-Price" categories according to income, category, or automatic eligibility (according to CACFP requirements for eligibility). Families that opt not to apply will be claimed at the lowest "Base"

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rate. Applications are valid for one year, so families that choose to will need to reapply annually.

The meals and snacks are culturally and developmentally appropriate for the children being served and meet the nutritional requirements specified by the CACFP. Menus are posted in a prominent location of the lobby near the sign in/out sheets, rotated on a weekly basis, and updated as needed.

At the **San Marcos site**, meals are served to enrolled children at no additional cost at the following approximate times:

- Breakfast 8:30 AM
- Lunch 11:30 AM
- Snack 3:00 PM

At the **Escondido site** meals are served to enrolled children at no additional cost at the following approximate times:

- Breakfast 9:30 AM (for children enrolled in the morning program)
- Snack 2:30 PM (for children enrolled in the afternoon program)

We serve family style meals at both sites. Family style meal service is a type of meal service that allows children and adults to serve themselves from communal platters of food with assistance from supervising adults, if needed. Family style meal service allows children and adults to be introduced to new foods, new tastes and new menus, while developing a positive attitude toward healthy foods, sharing in group eating situation and developing good eating habits. Unlike other types of meal services, family style meals afford some latitude in the initial portion of food that is served. Additional servings of each food are readily available at each table and more can be served at any time. Water is available to children throughout the day both indoors and out.

Please alert the administrative staff and teaching staff of any allergies (food or otherwise) your child may have. Allergies will be listed on your child's Emergency Form as well as our Allergy List. **We are a nut free program, so items containing nuts are not allowed.** Substitutions for dietary restrictions can be made as permissible by the CACFP, but may require a signed doctor's statement.

Milk- Milk is served at breakfast and lunch at the **San Marcos site** and with breakfast and most afternoon snacks at the **Escondido site**.

- **Whole milk** is served to children **under 2 years old**
- **Skim/non-fat or 1% fat milk** is served to children **2 years old and older**

If a participant cannot consume fluid milk due to a medical or other special dietary need:

- Lactose Free milk is allowable according to the guidelines above regarding age and percentage milk fat.
- For children who have medical or special dietary restrictions (not defined as a disability), a non-dairy milk substitute that is nutritionally equivalent to milk may be served instead at the written request of a parent or guardian using a "[Parental Request for a Fluid Milk Substitution for Children in Child Care](#)". If a non-dairy substitute is requested, families must choose one of the soymilks listed [here](#) or refer to the appendix, as these products have been reviewed by the ECELS administration and meet the CACFP requirements.

Any menu substitutions made for nondisabled participants must meet the CACFP meal pattern requirements. Food substitutions (including lactose free milk and nondairy milk alternatives) for non-disabled children are to be supplied by the parent.

Children with disabilities with special dietary needs that have been documented with a signed medical statement by a recognized medical authority will be accommodated by the ECELS.

Please refer to the USDA Non-Discrimination Statement under Disclosures for additional information.

Treats/ Snacks

Families are welcome to bring "treats" for a special day (birthday, last day of school, etc.). In order to ensure that no allergens are brought in that might compromise the health of our students, it is important to follow the following

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guidelines:

- Only store bought items can be shared with the children in the classroom, so that the ingredients list can be checked and cross contamination can be limited
- Items cannot contain peanuts or any other type of nuts. If it is prepared in a facility that also processes nuts that is acceptable, but no nuts on the ingredient list.
- It is a small treat. We suggest mini-cupcakes, mini-muffins, cookies (not the giant ones from Costco), ALL fruit or vegetable popsicles (must be 100% fruit and/or vegetable), or fruit or vegetables to share with the children.
- All outside food/drink must be reviewed by an office administrator before being going to the classroom or kitchen.

Items from Home: Medications/ Snacks

In order to ensure the safety of all children, please check to make sure that no snacks or medications are traveling to school with your child or in your child's bag/ backpack or pocket. Due to allergies, we have a no nut policy as well as other items that need to be restricted. Candy, gum, etc., are not allowed at school.

The danger with medications may seem obvious, but you may not have considered the Tylenol in the pocket of your child's backpack. Both prescription and non- prescription medications pose a danger. Due to licensing regulations, even over the counter items like Chap Stick, vitamins, or lotion must be kept out of child's reach. So please do not bring medications or over the counter items to school. You may find it easier not to use a backpack, or to have a backpack dedicated just for school use that is snack /medication free. Thank you for helping us protect the children by being vigilant with items that are brought to school.

No Cell Phone Zone

In an effort to ensure that attention is properly given to the children and their play, we have a no cell phone policy. Please refrain from using your phone while on our site.

Smoke Free, Alcohol Free, and Drug Free Campus

The Palomar Campus is smoke free, alcohol free, and drug free. Please refer to the complete Code of Conduct on the Palomar College website for further details.

Parent Responsibilities to the ECE- LS

You are required to keep all information current on the Enrollment Forms. Please notify the Business Office of any personal changes, such as address, phone number, class and/or child schedule changes, changes in custody, changes to authorized pick-up list, etc. **immediately.** Temporary or one time only changes must be noted in writing and given to the Business Office. Enrollment information must be updated at least annually. Parents are responsible to provide diapers and wipes for their child ([EC 8273.3](#)). It is assumed, that any information we give to one parent in the family, will be shared with the other parent.

Soliciting Staff for Babysitting or Childcare Prohibited

Soliciting our staff for babysitting or childcare in a private setting is strictly prohibited. If you are interested in providing a flyer to the Child Development Department, they can post it in the classroom for Child Development students on campus.

Termination/ Withdrawal of Services

Palomar College reserves the right to withhold ECELS Services, student grades and transcripts, when fees are not current (CAC Title: 5:54640, AP 5030, and BP 5035).

Reasons for Termination of Services Initiated by ECELS:

- Fees are not current.
- Three (3) Policy Violation Notices
- A child exhibits excessive out of control behavior, i.e. the child is causing harm to themselves, other

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children, and/or staff members.

- A child's behavior indicates s/he is not adjusting to the program or significantly disrupts the program for other children.
- A parent physically, verbally or in writing, threatens any adult or child in the school.
- Failure to comply with any of the ECE Lab School Policies and Procedures.
- Family no longer qualifies for services.

Child Development Students

Palomar College Early Childhood Education Lab School is also a learning facility for Child Development students. Each semester, observation students will be in the classroom and yards. These students will wear a Palomar Picture I.D. and an "Observation Student" tag. The safety of the children at the ECELS is of upmost importance. Student observers and student teachers are always under the direct supervision of a teacher, never left alone with children, and do not assist with diapering or taking children to the restroom. Student teachers and observation students do not count in the teacher to student ratios. Their role is to observe the children, sometimes interact with the children, without disrupting the daily routine.

During the semester, student teachers from the Child Development Department participate in the school classrooms. Student teachers are required to wear a "Student Teacher" badge as well as their Palomar Picture I.D. These students have completed all of their course work, and will be completing either an AA degree and/or a Child Development Certificate. The Master Teacher and student teacher work together to plan activities, change the environment, and plan the class schedules. Over the course of the semester, the student teachers are given more responsibility, and they are always under the supervision of the staff members at the school.

Parent / Community Involvement

Parents/Guardians are encouraged to visit the school anytime during the day. Families are welcome to share special skills, talents, or interests with the children. Please coordinate classroom activities with the teacher. Parent-Teacher conferences are offered to all families in the fall and spring to review the child's progress and share any questions or concerns. Informal and formal parent conferences may be arranged at any time with the Teacher and/or Site Supervisor and/or Coordinator. We also share classroom and program news with families on a regular basis via the ECELS newsletter.

Parent Advisory Council (PAC)

The Parent Advisory Council is a support service for parents, as well as a vital part of the Early Childhood Education Lab School. The P.A.C. plans several family events throughout the school year, such as a Parent Appreciation Breakfast, family concerts, Family Fun Night, etc. At some extra-curricular events, a reasonable fee may be charged to help off-set the cost of the event. The P.A.C. raises money to help the school purchase supplies and materials not covered in the general budget. The P.A.C. presents informational meetings on issues of interest to parents. Topics of these meetings have included: child abuse, parenting classes, school readiness, stress reduction, developmentally appropriate activities, and options in discipline. Please suggest topics of interest to you.

Attendance is open to all parents who have children at the Early Childhood Education Lab School. The Coordinator/Site Supervisors of the Lab School are the advisor for the P.A.C. The P.A.C. meets several times each year. Notices of meetings are distributed via email to parents, announced in the newsletter, and signs are also posted. If childcare is provided for enrolled and/or non-enrolled children for the purpose of a parent meeting or other ECELS activity, the parent must remain on site.

Remember, as a parent of a child in this program, you are our partners in the teaching process. Children learn the most important lessons of life at home. As partners, parents and staff become mind-formers. We give children the opportunity to solve problems for themselves through active experiences.

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Community Involvement

The ECELS solicits support from the community. The Palomar College provides a rich and diverse community from which to enhance our program. We work closely with various departments to bring interesting and unique opportunities to the children- including, but not limited to:

- Collaborating with the Child Development Department, Dance department, Campus Police, Sciences Department, Nursing Department, etc.
- Solicitation of donated goods and services (art project supplies, paper, etc.)

The ECELS provides information to the community regarding the services available through our website, printed material, newsletters, etc.

Program Excellence- Feedback and Suggestions

We strive for excellence and welcome feedback regarding our program. If an employee, parent / guardian or student has an issue or suggestion regarding health, safety, or other concern, they may contact the staff in the following order:

1. Master Teacher
2. Site Supervisor
3. Coordinator

If there is not resolution of the situation at the ECELS level, the parent may contact the College Administrative Members in the following order.

1. Child Development Department Liaison
2. Dean of Social & Behavioral Sciences
3. Assistant Superintendent/ Vice President, Instruction
4. Superintendent/ President of the College
5. Palomar College Governing Board

If there is a problem with unclean or unsafe facilities that is not resolved in the steps above, the employee, parent / guardian or student may contact:

Community Care Licensing
3737 Main Street, Suite 700, MS 29-12
Riverside, CA 92501
951-782-4200

Complaints Alleging Discrimination

A complaint is a written or verbal statement alleging discrimination based on one or more of the six protected bases in the CACFP: race, color, national origin, sex, age, or disability. Anonymous complaints are also acceptable as long as there is sufficient information provided to proceed with an investigation. Any staff, parent or guardian of a participant or potential participant in our program may file a complaint in writing or verbally to the ECELS Civil Rights Coordinator- René Robelin- Site Supervisor, at 760-744-1150 Ext. 3375 or rrobelin@palomar.edu. A complaint must be filed within 180 days of the alleged discriminatory action. The Civil Rights Coordinator will complete and file the *Program Discrimination Complaint Form* with the U.S. Department of Agriculture according to the instructions on the USDA website.

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Disclosures

The ECE Lab School is operated on a non-discriminatory basis, giving equal treatment and access to services, without regard to race, creed, color, sex, religion, national origin or ancestry.

The ECE Lab School policy states, "Program services and activities for enrolled families shall refrain from religious instruction, worship or practices."

The use, or disclosure of financial, or personal information, concerning enrolled children and their families, will be limited to the administration of the Early Childhood Education Lab School, except in reporting child abuse. All staff are mandated by law, to report any suspected child abuse.

The Early Childhood Education Lab School adheres to the California Child Development / education statutes and regulations. This includes civil rights guarantees such as discrimination regarding actual or perceived sex, sexual orientation, gender, ethnic group, race, ancestry, national origin, religion, color, mental or physical disabilities, or a person's association with persons with one or more of these characteristics.

In compliance with the Americans with Disabilities Act, the Palomar Community College District Early Childhood Education Lab welcomes the enrollment of children with disabilities and will provide reasonable accommodation whenever possible to aid access to and participation in services, programs, facilities, and activities.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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

To file a program complaint of discrimination, please contact:

René Robelin- ECELS Site Supervisor at 760-744-1150 Ext. 3375 or rrobelin@palomar.edu

Then complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

General Program Information

Questions, Concerns, and Contact Information

Any concerns or questions about scheduling, contract times, payments, etc. should be addressed in the ECELS office staff. If you have any questions and/or concerns about your child in the classroom, please talk to your child's teacher (listed below as Master Teachers). Teaching support staff (assistants) can listen to concerns, but may **not** provide solutions to questions and/or concerns. If, after discussing the matter with the teacher, you still have a concern or question, please feel free to contact the Site Supervisor and/or the Coordinator.

San Marcos ECELS Office

Phone: (760) 744-1150 ext. 2575
 Fax: Fax- 760-761-3539
 Address: Palomar College ECE Lab School
 1140 W. Mission Road
 San Marcos, CA 92069

Escondido ECELS Office

(760) 744-1150 ext. 8155
 760-761-3583
 Palomar College ECE Lab School
 1951 E. Valley Parkway
 Escondido, CA 92027

Administrative Team				
Name	Title	Email Address	Extension	Site
Diane Studinka	CHDV Professor/ECELS Liaison	DStudinka@palomar.edu	Ext. 2208	San Marcos
Tamara Holthaus	Coordinator	THolthaus@palomar.edu	Ext. 2578	San Marcos
Yi-Cheng Hu	Site Supervisor- Leadership	YHu@palomar.edu	Ext. 2574	San Marcos
René Robelin	Site Supervisor- Leadership	RRobelin@palomar.edu	Ext. 3375	San Marcos
Lisa Casas	Site Supervisor- Leadership	LCasas@palomar.edu	Ext. 8155	Escondido

San Marcos Classroom Master Teachers					
Classroom	Teacher	Title	Email Address	Extension	Site
Room 2	Sari Morris	Master Teacher	SMorris@palomar.edu	Ext. 3476	San Marcos
Room 3	Jennifer Streagle	Master Teacher	JStreagle@palomar.edu	Ext. 3376	San Marcos
Room 4	Carol Adams	Master Teacher	CAdams@palomar.edu	Ext. 3381	San Marcos
Room 5	Sylvie McCann	Master Teacher	SMccann1@palomar.edu	Ext. 2576	San Marcos
Room 6	Lorene Craw	Master Teacher	LCraw@palomar.edu	Ext. 3379	San Marcos
Room 7	Rachel Olguin	Teacher	ROlguin@palomar.edu	Ext. 2579	San Marcos

Escondido Classroom Master Teachers					
Classroom	Teacher	Title	Email Address	Extension	Site
Room 7-AM	Martha Garcia	Master Teacher	MGarcia3@palomar.edu	Ext. 8156	Escondido
Room 7-PM	Shelbi Morales	Master Teacher	SMorales@palomar.edu	Ext. 8156	Escondido
Room 8-AM	Nallely Baca	Master Teacher	Nbacabazan@palomar.edu	Ext. 8183	Escondido
Room 8-PM	Sayda Vega	Master Teacher	SVegacendejas@palomar.edu	Ext. 8183	Escondido

Escondido – Funded Program

Palomar College is able to provide funding for qualifying families through a contract with the California Department of Education. Families must qualify according to gross monthly [Income Guidelines](#) and family size.

Requirements for funded services are based on California Code Regulations (CCR) Title 5, the California Department of Education Program Requirements for California State Preschool Programs (CSPP), and Child and Adult Care Food Program (CACFP). While every attempt has been made to align our policies with the most current requirements from those sources, if there is a discrepancy, CCR 5, CDE Program (CSPP), and CACFP regulations supersede the information provided here. CSPP Program requirements can be found here- [CSPP 18-19](#) .

Please note that we do not have funded services available to children who do not qualify as a CSPP three- year old or four-year old (see definitions below). If your child is too young to receive services under these requirements, your family will not be contacted for services until the appropriate program year.

Family Selection Process/ Wait list

Families requesting funded services will fill out a wait list application for services for the Escondido location on our website here- <https://www2.palomar.edu/pages/ECELabSchool/escondido-application> or by paper application at the Escondido location. The application includes your child’s full name and birth date, the parent's full name, the days and times needed for services, and the date and time the application was taken. Parents seeking funding will need to submit their gross monthly income and family size. Applications are given an admission priority rank number, which is determined by the parent’s gross monthly income and family size as prescribed by the California Department of Education, Child Development Division.

Admission Priorities Part-Day Program (5 CCR § 18131):

1. First Priority: The first priority for services shall be given to four-year-old or three-year-old neglected or abused children who are recipients of child protective services or recipients who are at risk of being neglected or abused, upon written referral from a legal, medical, or social service agency, without regard to income. If the ECELS is unable to enroll a child in the first priority category, the family shall be referred to local resource and referral services to locate services for the child.
2. Second Priority: shall be given to eligible four-year-old children in the following order:
 - a. Children who were enrolled in the State Preschool Program as a three-year-old, without regard to income ranking that are income eligible.
 - b. Children whose families have the lowest income ranking based on the most recent income ranking schedule adopted by the State Superintendent of Public Instruction (SSPI) at the time of enrollment.
 - c. When two or more families have the same income ranking, according to the most recent income ranking schedule, the child with exceptional needs as defined in Education Code section 8208(l) shall be admitted first.
 - d. If none of the families with the same income ranking has an exceptional needs child, the family that has been on the waiting list the longest shall be admitted first.
3. After all eligible four-year-old children are enrolled, three-year-old children may be enrolled based on the priorities described in 2. b.- d. above (subdivision 18131(b)(2) through (4)).

The family data file shall include documentation to support the determination that the child meets the priority for service. If the priority for service is the child's exceptional need, the family data file shall include documentation as specified in section 18089(f).

How to Qualify for the Part Day Funded Program – Eligibility

To receive California state preschool part-day programs services, families shall meet the eligibility criteria.

To receive CSPP services, children shall be three or four year’s old (according to the definitions below), live in the state of California (unless identified as homeless) and meet eligibility criteria.

- CSPP “Four-year-old children” are children who will have their fourth birthday on or before September 1 of the fiscal year* they are being served. (MB 14-02) (Children that are Kindergarten eligible are not eligible for CSPP)
- CSPP “Three-year-old children” are children who will have their third birthday on or before September 1

Escondido – Funded Program

of the fiscal year* they are being served.

*Fiscal Year runs from July 1- June 30

Eligibility is based on documentation and verification of at least one of the following:

Income- Refer to 5 CCR definition of countable and non-countable income for complete list. Income documentation is for the month preceding certification or recertification. Current and on-going income documentation may be requested. Total countable income means all income of the individuals counted in the family size, for example:

- Income from Employment- Gross wages or salaries, overtime, or tips
- Income from Self-Employment
- Cash aid
- Child support payment received
- Portion of student grants or scholarships not identified for educational purposes as tuition, books, or supplies
- Provide copies of the documentation of all non-wage income.
- Provide self-certification of any income for which no documentation is possible

Current Aid Recipient EC 8263(a)(1) Requires that the parent provide documentation of public cash assistance

Homelessness (5CCR 18090) Requires a written referral from an emergency shelter or other legal, medical, or social service agency: or a written parental declaration that the family is homeless and a statement describing the family's current living siltation.

Child Protective Services (CPS)- EC 8263(a)(1)(A) and (a)(1)(B) Requires a statement from the local county welfare department, child protective services unit is required, certifying that the child is receiving child protective services and the child care and development services are a necessary component of the child protective services plan.

At Risk of Abuse, Neglect, and/or Exploitation- (5 CCR 18081) Requires a written referral from a legally qualified professional certifying that the child is identified as being abused, neglected, exploited, or is at risk of abuse, neglect, or exploitation, and that the family needs child care and development services.

Family Size Documentation- The parent must provide supporting documentation regarding the number of children and parents in the family. Supporting documentation for the number of children shall be at least one of the following: Birth certificate; Child custody court order; Adoption documents; Foster Care placement records; School or medical records; County welfare department records; or other reliable documentation indicating the relationship of the child to the parent.

If only one parent has signed an application for enrollment in child care services, and the information provided on the application indicates that there is a second parent who has not signed the application, the parent who has signed the application shall self-certify the presence or absence of the second parent under penalty of perjury. The parent who has signed the application shall not be required to submit additional information documenting the presence or absence of the second parent.

Part Day Program Dates for Certified Services

The part day CSPP program year is from July 1 to June 30. Once services are approved and certified, the family remains eligible for services until the end of the program year (end of June) as specified on the ECELS Escondido Site Calendar for the program year without having to report changes in eligibility, with the following exception:

- Families certified as income eligible must report to the ECELS within 30 days when their adjusted monthly income adjusted for family size exceeds 85 percent of the state median income (SMI) as published by the State Superintendent of Public Instruction.

Escondido – Funded Program

Notice of Action (NOA)

The contractor's decision to approve, deny, change, or terminate services shall be communicated to the applicant through a written statement referred to as a Notice of Action (NOA). The NOA shall be completed according to state guidelines. A copy of the initialed NOA or mailed NOA will be maintained in the child's file. As detailed on the back of the NOA, families may appeal decisions communicated through a NOA. (See Right to Appeal below or the back of the NOA form).

Right to Appeal

If the parent disagrees with an action, the parent(s) may file a request for a hearing with the ECELS within fourteen (14) calendar days of the date the Notice of Action was received.

Upon the filing of a request for hearing, the intended action shall be suspended until the review process has been completed. The review process is complete when the appeal process has been exhausted or when the parent(s) abandons the appeal process.

Within ten (10) calendar days following the receipt of the request for a hearing, the ECELS shall notify the parent(s) of the time and place of the hearing. The time and place of the hearing shall, to the extent possible, be convenient for the parent(s).

The hearing shall be conducted by an administrative staff person who shall be referred to as "the hearing officer." The hearing officer shall be at a staff level higher in authority than the staff person who made the contested decision.

The parent(s) or parent's authorized representative is required to attend the hearing. If the parent or the parent's authorized representative fails to appear at the hearing, the parent will be deemed to have abandoned his or her appeal.

- Only persons directly affected by the hearing shall be allowed to attend.
- The ECELS shall arrange for the presence of an interpreter at the hearing, if one is requested by the parent(s).
- The hearing officer shall explain to the parent(s) the legal, regulatory, or policy basis for the intended action.
- During the hearing, the parent(s) shall have an opportunity to explain the reason(s) they believe the ECELS's decision was incorrect. The ECELS's staff shall present any material facts omitted by the parent(s).
- The hearing officer shall mail or deliver to the parent(s) a written decision within ten (10) calendar days after the hearing.

Note: Authority cited: Section 8261, Education Code. Reference: Section 8261, Education Code.

Parent Orientation

The parent(s)/ guardian(s) are required to attend an orientation meeting that includes topics such as program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirements, and due process procedures. Each family is expected to attend a classroom orientation meeting and will receive a classroom orientation packet. Families are encouraged to ask questions about the program at any time.

Fees

No fees are charged to part-day CSPP families, with the exception of late pick up fees.

Late Pick-Up Fees: Families must leave the site by 4:30 PM; the doors will be locked at that time. Any parent remaining in the building past 4:30 PM will be charged a late fee, regardless of the time that the child is signed out or when the parent arrived. Late pick-up fees apply to both the AM classes, where pick-up is by 11:30 AM for Room 7A and by 11:45 for Room 8A, and the PM classes, where pick-up is by 4:00 PM for Room 7P and by 4:15 for Room 8P. Fees are charged per child. The campus clock is used to document the time.

Fees are: 1-5 min= \$10, 6-10 min = \$20, 11-15 min =\$40, 16-30 min = \$60.

After the third offence in one year the family will be issued a warning for termination of services.

If a child has not been picked up by your child's scheduled pick-up time, parent(s) will be called to see what time they anticipate arriving. If parents are unreachable, ECELS staff will begin to call people from the authorized pick-up list to

Escondido – Funded Program

pick up the child. If 30 minutes has passed, and no one has arrived to pick up the child, Campus Police will be contacted. They will take over and follow Child Protective Services procedures.

Please respect our policies. Please recognize that our staff have school and family commitments too.

Late fee payments are due within one week of the violation notice.

Payments can be made by choosing one of these options:

- Cash
- Cashier Checks or Money Orders. Make checks payable to: Palomar College ECE
- Payments should be dropped off at the Office of the ECE Lab School

Past Due Fees: Fees are delinquent seven (7) calendar days after due date. A NOA will be issued to you with a pending termination date for services. To halt the NOA action you may either pay the delinquent fee or agree to reasonable repayment plan for the delinquent fees. Upon termination for delinquent fees, the family shall be ineligible for childcare until all fees are paid.

If fees are delinquent:

- Palomar College reserves the right to withhold Educational Services and student grades and transcripts, when fees are not current (CAC Title: 5:54640).
- **Termination of Enrollment:** A Notice of Action (NOA) to terminate services shall be mailed or given to the parent which will also explain rights of appeals. The NOA shall state the total amount of unpaid fees, the fee rate, the period of delinquency, and state that services shall be terminated 14 days from the date of the NOA unless all delinquent fees are paid before that date or a repayment plan is established.

A reasonable plan for payment may be established and approved by the program. This approval is dependent upon past payment history and the amount of delinquent fees owed. In addition to the delinquent fee payment, current preschool fees MUST be paid on time. Preschool services shall continue, provided current fees are paid when due, and there is compliance with the provisions of the repayment plan.

Responsibility to Report Changes

One month's written notice is requested when children are withdrawn from service. To remain in good standing, families shall notify the office within 5 days of any changes in address, contact information, etc.

Absences

Although there will be days when your child will need to be absent from school, it is important that children attend as enrolled in order to benefit from the program. Absence days are closely monitored. It is the parent's responsibility to notify the ECELS of absences. Please call your site office to report your child's absence **760-744-1150 – Escondido office- Ext. 8155**. Parents must also **sign the Absence Log when the child returns to school, stating the reason for the absence**.

Excused Absences:

- For illness or medical appointment of the enrolled child, or the parent / legal guardian. After 3 consecutive enrollment days absent, a doctor's note will be required to document the reason.
- For Court ordered visitation (court order must be on file)
- For a Family Emergency – which is defined as the death or life threatening illness or accident in the family – of any person closely related by blood, marriage, or domestic partnership. After 3 consecutive enrollment days absent, proof of the emergency will be required to document the reason.
- Best Interest Days: Best Interest Days are for a family day, vacation, going out of town, or transportation problems. There is a limit of 10 Best Interest days per fiscal year (July 1-June 30) per child. When 8 Best Interest Days have been recorded, the parent must meet with an administrator to review absences and will receive written notification of remaining Best Interest Days. After all Best Interest Days have been exhausted, absences will be recorded as Unexcused (see below).

Unexcused Absences: Unexcused Absences are for anything not listed above or when Best Interest Days have been

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exhausted. There is a limit of 3 Unexcused Absence Days per fiscal year (July 1-June 30) per child. When 2 Unexcused Absences have been recorded, the parent/guardian must meet with an administrator to review absences and come up with a plan of action. More than 3 Unexcused Absences will result in termination from the program.

Reasons for Termination of Services

Reasons that child care services may be terminated include, but are not limited to, the following:

- An income eligible family's adjusted monthly income exceeds 85% of the State Median Income (SMI) (the family is no longer income eligible)
- Overdue fees
- Altering or misrepresenting information on attendance/absence records (example: listing child as ill when actually on vacation)
- Knowingly providing fraudulent, false or misleading information regarding income, family size, or any other information related to eligibility
- Conspiring to, attempting to, or committing a fraudulent act
- Activity or behavior that presents a risk to any child, parent, child care provider, visitor or staff member, representative or facility (example: using profanity, making threats, harassing the individual, endangering the safety or life of the individual, destroying property, or any other activity or behavior that violates Palomar College's conduct policy)
- Contract funding is reduced, ends or any other reason as directed or required by the State of California

Staff Development

The ECELS shall develop and implement a staff development program that includes the following:

- Identification of training needs of staff or service providers;
- Written job descriptions;
- An orientation plan for new employees;
- An annual written performance evaluation procedure unless a different frequency of performance evaluations is specified in a contractor's collective bargaining agreement with their employees;
- Staff development opportunities that include topics related to the functions specified in each employee's job description and those training needs identified by the contractor pursuant to subsection (a) of this section.
- An internal communication system that provides each staff member with the information necessary to carry out his or her assigned duties.

Program Self-Evaluation

The ECELS will complete an environment rating scale (ITERS or ECERS) as appropriate for the type of setting and age of children served to measure program quality; every three (3) years as part of the program compliance review; and annually as part of the self- evaluation process. For each environment rating scale completed, the ECELS shall achieve a minimum average score of "Good" on each subscale.

As part of the Program Self-Evaluation Process, parents will be asked to complete a Desired Results Parent Survey. Results from the survey and other evaluation tools will assist in ensuring that program standards are being met. The ECELS shall modify the program to address any areas identified during the self-evaluation as needing improvement.

All products should be reviewed before purchasing to ensure that these requirements are still met, as manufactures may change ingredients.

Fluid Milk Nutrition Label Info

All of these products meet or exceed the CACFP requirements.

Nutrient	Requirements as Stated in Federal Regulations			8th Continent Soy Milk	8th Continent Soy Milk	Pacific Soy Ultra	Pacific Soy Ultra	Silk Original Soymilk	Walmart Great Value Soymilk (original)
	(Per cup)	RDI	%RDI*	(plain)	(vanilla)	plain	vanilla		
Calcium	276 mg	1000 mg	27.60%	30%	30%	30%	30%	45%	30%
Protein	8 g*	50 g	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Vitamin A	500 IU	5000 IU	10.00%	10%	10%	10%	10%	10%	10%
Vitamin D	100 IU	400 IU	25.00%	25%	25%	25%	25%	30%	30%
Magnesium	24 mg	400 mg	6.00%	6%	6%	15%	15%	15%	10%
Phosphorus	222 mg	1,000 mg	22.20%	25%	25%	25%	25%	25%	25%
Potassium	349 mg	3,500 mg	10.00%	10%	13%	13%	13%	11%	10%
Riboflavin	0.44 mg	1.7 mg	25.90%	30%	30%	30%	30%	30%	30%
Vitamin B-12	1.1 mcg	6 mcg	18.30%	20%	20%	25%	25%	50%	50%

The ECELS has compared nutrition facts label of the products above with the amounts in the percentage Reference Daily Intake (RDI) column above to determine that the products above are acceptable fluid milk substitutes. **Before purchasing, please double check the label to make sure it still meets the requirements in the columns on the left, specifically the % RDI. ECELS staff will check labels of new products as well and if the requirements are not met, the product will be returned to the family and they will need to purchase a countable product.**

All of the following requirements were reviewed and met:

Column 1: Nutrients that must be contained in the product

Column 2: Nutrient requirements as stated in the federal regulations

Column 3: RDI for the nutrient

Column 4: Percent RDI (except for protein, the percent RDI is what is listed on the Nutrition Facts Label)

