



Parent Handbook

Palomar College
Governing Board Approved
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Welcome and thank you for choosing the Palomar College Early Childhood Education Lab School (ECELS). 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. 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 at any time and encouraged to participate in 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.

This handbook outlines the ECELS 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.

The Palomar College San Marcos Campus ECELS is licensed for 120 children, ages 6 months to 5 years and is open Monday – Friday from 7:00 AM- 5:45 PM. The Escondido ECELS 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. All hours are subject to change based on program and family needs. Parents will be notified in advance of any changes to operational hours. See the “Holidays” section for a list of days that the ECELS sites are closed. Services are available to children of Palomar College students, faculty, staff, and 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).

In compliance with the Americans with Disabilities Act, the Palomar College ECELS welcomes the enrollment of children with disabilities and will provide reasonable accommodations 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.

After our experience with the COVID-19 pandemic, there may be a time when a document is created that would supersede parts of this Parent Handbook. Please refer to the most current guidelines that will be distributed to all families.

Mission Statement

The mission of the Palomar College Early Childhood Education Lab School (ECELS) 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, fieldwork, 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.

The ECELS believes there are five important goals to be a successful program. They include children, families, staff, students, and the 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 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.

Staff

To provide a healthy, positive, and optimal team-teaching work environment that 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 and includes child development student teachers. Students from any discipline who have projects involving work with children are also welcome.

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 society as a whole.

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 ECELS is based on the California Department of Education's Early Learning System (see The Curriculum section). We also use various curriculum approaches to create a unique, 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 ECELS.

The ECELS 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 a 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 ECELS 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 ECELS also strongly believes that central to this growth is the development of mutual respect and honest communication.

ECELS Program Goals

The ECELS program is based upon the growth and developmental needs of children from 6 months through 5 years. Each child grows and develops at an individual pace. Consequently, the curriculum is planned to meet the individual needs of each child, as they grow 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.

For the ECELS: To ensure all children are making progress in the domains of physical, cognitive, and social-emotional development by:

1. Using the Desired Results Developmental Profile (DRDP), a tool developed by the California Department of Education, Child Development Division, to assess the development of children.
2. Assessing children within 60 days of enrollment and every six months thereafter.
3. Gathering parent input as a necessary component of this assessment.
4. Using the assessment to plan and conduct age and developmentally appropriate activities for the children.

The Curriculum

The ECELS utilizes the California Department of Education's (CDE) Early Learning System. This system consists of tools and assessments to ensure that all areas of development are addressed to maintain a quality program. The Early Learning System is comprised of the following interrelated tools:

- The [California Preschool Learning Foundations](https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>).
- The [California Preschool Curriculum Frameworks](#) present strategies for early childhood educators that enrich learning and development opportunities for all of California's preschool children. The Frameworks include ideas for how to intentionally integrate learning into children's play; implement child-directed and teacher-guided

activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children's knowledge, skills, needs and interests (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>).

- [Desired Results Developmental Profile \(DRDP\)](#) – This assessment instrument is designed for teachers to observe, document, and reflect on the learning, development, and progress of children, birth through kindergarten entry. Teachers use the DRDP to look at children’s growth and development. The DRDP informs teachers of a child’s progress and provides information for planning for the child’s learning activities (<https://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>). See Information for Families [brochure](#) for additional information.
- [Infant/Toddler & Early Childhood Environmental Rating Scales \(ITERS/ECERS\)](#) – These assessment instruments are designed to assist teachers and administrators in examining their classroom environments, personal care routines, learning activities, interactions, and program structure. Information collected from the ITERS & ECERS is used to inform curriculum planning and improve program quality.

Best practice (developmentally appropriate practice) is an anti-bias 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 they are not ready, such as sitting still for long periods of time, they may comply, demonstrating that they 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.

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, to assimilate information.

The staff also tries to have many one-to-one experiences with each child to help them: gain confidence and the ability to problem-solve and learn basic skills in all areas of development 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, the curriculum emerges from the interests of the children and circumstances within the environment. Emergent Curriculum is a flexible approach to learning; the teachers have the freedom to adjust their planned activities 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 the 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 that foster physical development- like climbing, balancing, eye-hand coordination, and dexterity of large and small muscle skills.

Dramatic Play: Activities that allow for the 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.

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 ... and 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 (with the exception of the infant room). Children try new foods and do simple cooking projects.

Circle Time: Opportunity to participate as a group, including 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 facilitate 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 they are 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, mailroom, cafeteria, clock tower, theater, library, 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 Master 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 their child's Master Teacher. The orientation meeting and packet will provide valuable information that 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 before leaving for the day. Separation anxiety is normal for children; 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 is trained to help children who are anxious, and these behaviors will diminish over time. For most children, the signs lessen within 5 to 15 minutes. Some children will show signs for 2 to 3 days, and others for several weeks. The Master Teachers are happy to give additional advice on how to make your child's transition to school easier.

Ways to Help with Separation Anxiety and Transitions:

1. ***Let Your Child Know What to Expect*** – Tell your child they 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 trust in their parents if they sneak out and leave without saying goodbye. No matter how difficult it is for you and your child, say goodbye, 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 them 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 belongings. In each classroom, there is a file for artwork and important messages. It is the parent's responsibility to check their child's file daily.

Clothing

A school is a place for investigating and hands-on learning. Clothing should not distract from classroom activities. Please avoid clothing that portrays violent characters (i.e. Ninja Turtles, Batman, Power Rangers, superheroes) as well as clothing that would inhibit active play (fancy dresses, slippery shoes, 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 they wear at school, the same play clothes worn at home. For water play and when the temperature is comfortable, 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 see Appendix D for further information on Toilet Learning. 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. 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. We appreciate and accept 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 types of 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.**

Items from Home

Toys

Ask your child's teacher if they have a weekly "share time" and the class procedures for share time. Appropriate "share" items are books, pictures, homemade projects, games, nature items, stuffed animals, and pets with prior permission from the Master Teacher.

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, Batman, Power Rangers, superheroes, etc.).

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 pockets. 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 ChapStick, vitamins, or lotion must be kept out of the reach of children. 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.

Birthdays

If you would like to celebrate your child's birthday at school, please notify the Master Teacher in advance. Also, talk to the Master 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 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. Since each family celebrates holidays differently, we seek to find a balance. We do not deny (disregard or exclude) any holiday, but we also do not promote it. Instead, we try to capture the essence in a non-commercial way. Here are some examples of how we celebrate with the children:

- Fall Harvest – We incorporate farmer's market, pumpkins, and the changing seasons. This Topic substitutes the commercial aspects of Halloween and thanksgiving in a more developmentally appropriate way that children can understand, and have hands-on activities that support our philosophy
- December Holidays – We do Winter Wishes, where children can draw pictures for the teachers and show appreciation for others.
- Valentine's Day – We do Friendship Day/Week. This is where children can write a note to a child in another classroom at the ECELS. This activity is done in the preschool classrooms, where children are learning early writing skills.
- Easter – We celebrate spring by exposing children to flowers blooming, planting in the classroom or around the ECELS, and possibly hatching and caring for chicks.

- Mother’s and Father’s Day – We invite all parents and family members to the ECELS for a Parent Appreciation Breakfast/Brunch. Children usually create something for their parents/family and the ECELS shares a morning meal with children, families, and teachers.

In the classrooms, you might see books on the bookshelf that are related to cultural holidays. This is where a child can choose a book on their own and either look at it, share it with classmates, or ask a teacher to read it. In addition, we would also love for families to come into the classroom and share their culture with us. For instance, sharing food through a cooking activity or playing an instrument with the children help us to bridge the family and home-school connection. Our goal is to develop and support a culturally diverse and inclusive environment for all children and families.

We also understand that some families really enjoy the commercial side of the holidays. Please know we also might experience holidays to this level in our own personal life, but we choose to focus on activities that are developmentally appropriate based on the children’s individual needs. To better understand our approach to holidays, here are some practical examples:

Valentine’s Day: With store-bought Valentine 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. Therefore, 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 them in developing the costume, using items found around the house, or making items, to represent the firefighter's props. For example, you could cover an 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 is taken from - [NAEYC article. Explore more on the subject on their website](#)).

We welcome families to share culture, celebrations, and holiday 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 Master Teacher to coordinate the details. In this way, we can respectfully honor your culture and traditions and build a bridge between home and school.

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 the 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 ECELS is the 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 as 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 procedures 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 an 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, 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.

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 about their disagreements. We do not allow children to hurt other children, adults, or themselves.

Hours of Operation

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

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

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

Holidays

The ECELS follows the Palomar College Campus holiday schedule. We will be closed for the following holidays:

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

The ECELS also retains the option of closing for Staff Professional Development Days (usually 2-3 days per school year). Please refer to the school calendar for the 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 the 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) or digital sign-in/out 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 the number of children in attendance, so it is vital that you remember to sign in and out.

Each child is greeted by a staff member, who will check for signs of illness and ask parents for more information if there are any concerns. Sick children will not be admitted to school (see *Keep Me Home if I'm Sick* section). 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 classroom activities and supervision.

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 old, on the child's authorized pick-up list, with photo identification, will be able to sign the child out and remove the child from school. This ensures the safety of all children.

It is assumed that both parents are allowed to access their child at the school unless a copy of a current Court Order stating that the non-custodial parent cannot have access to the child is submitted to the ECELS 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 office or closing room staff by phone. Written authorization of permission must be given to the 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 the consequences of three (3) or more violations.

Non-Enrolled Children Visits

Siblings or former students are welcome to come and visit our program provided advance notice is given to the Master 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 the 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. Master Teachers and/or administrative staff will refer a child and/or family to the appropriate agencies in the community based on the health or social service needs. Follow-up procedures with the parent(s) will also be conducted 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 the 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 ECELS office prior to enrollment.

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 ECELS staff should be informed if your child will be absent due to illness, so we can watch for symptoms in other children.

The ECELS should be notified immediately if the child has contracted one of the common communicable childhood diseases such as measles, chickenpox, 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 to attend. If a child is lethargic, complaining of pain or discomfort, or otherwise not able to participate, the child will be sent home. If you are contacted to pick up your child, either a parent or someone authorized to pick-up must arrive at the ECELS to pick-up your child within 30 minutes.

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), parents should ask their physician to set a time that meets their schedule. For example, a parent might administer the medication when their child arrives at 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 them with the Site Supervisor and/or Coordinator.

Sunscreen (San Marcos Site): At enrollment, parents receive information on the sunscreen used at the ECELS 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: If a child requires diaper rash cream or ointment, the parent must complete an authorization form and provide the product to be administered. The 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 medication 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 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 the parents 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 copy for their file.

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 (with the exception of the infant room). In accordance with the regulations of the CACFP, we plan and serve nutritious meals to ensure that the children have the 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 in the "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" rate. Applications are valid for one year, so families that choose to will need to reapply annually.

All 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 every week, 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 10:00 AM (for children enrolled in the morning program)
- Snack 2:30 PM (for children enrolled in the afternoon program)

We serve meals family-style 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 child cannot consume fluid milk due to a medical or other special dietary need, the following options are available:

- Lactose-Free milk is allowable according to the guidelines above regarding age and percentage of 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 Appendix A, as these products have been reviewed by the ECELS administration and meet the CACFP requirements.

Any menu substitutions made for non-disabled children must meet the CACFP meal pattern requirements. Food substitutions (including lactose-free milk and non-dairy 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 following links for CACFP meal patterns that include portion sizes and food requirements for breakfast, lunch, and snacks: [infants](#), [toddlers](#), and [preschoolers](#). Please note that the infant meal pattern is for reference only. All meals in the ECELS infant room are provided by the child's parents.

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.). Holidays are not an acceptable occasion for treats. See ***Celebrating Holidays*** section for further details. 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 guidelines:

- Before bringing any treats or food items to the ECELS, please get prior approval from your child's Master Teacher. Any treats without pre-approval may be denied.
- 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 healthy snacks such as ALL fruit or vegetable popsicles (must be 100% fruit and/or vegetable), fruit/veggie kabobs, and smoothies. Mini-cupcakes, mini-muffins, cookies are acceptable (not the giant ones from Costco).
- All outside food/drinks must be reviewed by an office administrator before going to the classroom or kitchen.

Additional School Policies

No Cell Phone Zone

In an effort to ensure that attention is properly given to the children and their supervision, 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

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

Emergency Procedures

In the event of a school or campus emergency, we will be utilizing an automated emergency contact system. This system will deliver a message via text and email. The cell phone must permit SMS (allow text messages). When your child is out of your care, you should always retrieve your texts and messages right away. If there is an emergency, there needs to be

someone available to pick up your child in 30 minutes or less. Parents should have a plan in place to have an authorized person (someone listed on the Enrollment Form) pick-up their child in case they are unable to pick-up their child within 30 minutes. It will be the parents' responsibility to arrive within 30 minutes or send an authorized person to pick-up.

If both parents will be out of town, they can fill out a form to designate another person or persons to receive automated emergency information for a specified amount of time. In the event of an emergency, the designated person will be contacted via the automated system for the designated time period. The original automated emergency contacts (usually the parents) will not be altered, so they will still receive the automated message(s).

The ECELS prepares for emergencies by practicing disaster drills at least once a month. If a major emergency occurs that requires the children and staff to evacuate the school buildings, the staff and children will be either on an ECELS playground, at the evacuation assembly area in our ECE parking lot, the soccer field next to our site (San Marcos campus only), or at a safe site of which you will be informed.

Parent Responsibilities to the ECELS

You are required to keep all information current on the Enrollment Forms. Please notify the ECELS office staff of any personal changes, such as an address, phone number, class and/or child schedule changes, changes in custody, changes to the authorized pick-up list, etc. **immediately.** Temporary or one time only changes must be noted in writing and given to the ECELS 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

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 college classrooms and on their online board 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 children, and/or staff members.
- A child's behavior indicates they are not adjusting to the program or significantly disrupts the program for other children.
- Activity or behavior that presents a risk to any child, parent, child care provider, CHDV student, 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).
- Failure to comply with any of the ECELS Policies and Procedures.
- The family no longer qualifies for services.

Child Development Students

The Palomar College ECELS is also a learning facility for Child Development students. Each semester, you will see **observation students** in the classrooms and yards. These students will wear a Palomar Student Photo I.D. and an

“Observation Student” tag. During the semester, you may also see 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 Student Photo I.D. These student teachers 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 ECELS.

The safety of the children at the ECELS is of utmost importance. Student observers and student teachers are always under the direct supervision of an ECELS 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 and interact with the children (as assigned), without disrupting the daily routine.

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 your child’s Master 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 Master Teacher, Site Supervisor, Coordinator. We also share classroom and program news with families regularly via the ECELS newsletter and program updates.

Parent Advisory Committee

The Parent Advisory Committee (PAC) is a support service for parents, as well as a vital part of the ECELS. The PAC assists in planning 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 offset the cost of the event. The PAC raises money to help the school purchase supplies and materials not covered in the general budget. The PAC 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 positive guidance strategies for discipline. Please suggest topics of interest to you.

Attendance is open to all parents who have children at the ECELS. The Coordinator/Site Supervisors of the ECELS are the advisors for the PAC. The PAC meets 2-3 times each year. Notices of meetings are distributed via email, announced in the newsletter, and signs are also posted. If childcare is provided for enrolled and/or non-enrolled children for a parent meeting or other ECELS activity, the parent(s) 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 about life at home. As partners, parents and staff become mind-shapers. We give children the opportunity to solve problems for themselves through active experiences.

Community Involvement

The ECELS solicits support from both the on-campus and off-campus communities. Being with 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, Math Department, Nursing and Dental Departments, 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, Suggestions, Parent Surveys

We strive for excellence and welcome feedback regarding our program. Families will be invited to provide feedback at least once a year by completing a Parent Survey. We will also send out a survey about 45 days after enrolling for parents to let us know what they think about our program. In addition, when a family exits our program, we will invite them to complete an exit survey. We will use these responses to improve our program.

Parent Concerns

If an employee, parent/guardian, or student has an issue or suggestion regarding health, safety, or other concern, they may contact the ECELS staff in the following order:

1. Master Teacher
2. Site Supervisor
3. Coordinator

If there is no resolution of the situation at the ECELS level, the parent may contact the College Administrative Members in the following order.

1. ECELS 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

For the San Marcos site:

San Diego Regional Office
7575 Metropolitan Dr., Suite 110, MS 29-20
San Diego, CA 92108-4421
PHONE: (619) 767-2200
FAX: (619) 767-2203

For the Escondido site:

Riverside South East Regional Office
3737 Main Street, Suite 700, MS 29-858
Riverside, CA 92501
PHONE: (951) 782-4200
FAX: (951) 782-4985

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.

Disclosures

The ECELS 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 ECELS 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 ECELS, except in reporting child abuse. All staff are mandated by law, to report any suspected child abuse.

The ECELS 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 College ECELS 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
- (3) email: program.intake@usda.gov

This institution is an equal opportunity provider.

Contact Information

Any concerns or questions about scheduling, contract times, payments, etc. should be addressed to the ECELS office staff. If you have any questions and/or concerns about your child in the classroom, please talk to your child's Master Teacher. 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 Master 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 ECELS
 1140 W. Mission Road
 San Marcos, CA 92069

Escondido ECELS Office

(760) 744-1150 ext. 8155
 760-761-3583
 Palomar College ECELS
 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
René Robelin	Site Supervisor- Leadership	rrobelin@palomar.edu	Ext. 3375	San Marcos
Lisa Casas	Site Supervisor- Leadership	lcasas@palomar.edu	Ext. 8135	Escondido

San Marcos Master Teachers				
Name	Title	Email Address	Extension	Site
Carol Adams	Master Teacher	cadams@palomar.edu	Ext. 3381	San Marcos
Martha Cortes-Rodriguez	Master Teacher	mcortesrodriguez@palomar.edu	Ext. 3376	San Marcos
Nahla Yakzan	Master Teacher	nyakzan@palomar.edu	Ext. 3379	San Marcos
Rachel Thompson	Master Teacher	rthompson@palomar.edu	Ext. 2579	San Marcos
Sari Morris	Master Teacher	smorris@palomar.edu	Ext. 3476	San Marcos
Shelbi Morales	Master Teacher	smorales@palomar.edu	Ext. 3380	San Marcos
Sylvie McCann	Master Teacher	smccann1@palomar.edu	Ext. 2576	San Marcos

Escondido Master Teachers				
Name	Title	Email Address	Extension	Site
Christina Mendez	Master Teacher	cmendez@palomar.edu	Ext. 8183	Escondido
Karina Gutierrez-Ortiz	Master Teacher	kgutierrezortiz@palomar.edu	Ext. 8156	Escondido
Wendy Medina	Master Teacher	wmedina@palomar.edu	Ext. 8156	Escondido
TBD	Master Teacher		Ext. 8183	Escondido

San Marcos General Information

Arrival by 8:50 AM

Children must arrive by 8:50 AM; this is a classroom/teacher-driven policy. Parent interactions are very important and valued in our program. Our Master Teachers want to be able to greet every family upon arrival. In order to do that before the planned activities start for the morning, children need to arrive, and parents need to say their goodbyes by or before 8:50 AM. Every classroom, from the infants to the preschoolers, has a lesson plan and curriculum. We are not a drop-in daycare and the quality of our program suffers when there are constant interruptions. When children arrive late, it disrupts the learning opportunities and routines of the classroom. Out of respect for our teachers and program (from the youngest class to the oldest), we implore all families to arrive by 8:50 AM. Please see program-specific sections for information regarding late drop-off policies.

Delayed Arrival Due to Appointments

Children who have a doctor, dentist, or another service-related appointment before coming to school must arrive at the school by 10:30 AM at the latest. Children who have appointments that require coming to school and then going out for the appointment must return to school by 11:00 AM if the child will be napping at school, otherwise, children can return from appointments after 2:30 PM (after nap time). **We appreciate your cooperation in making every attempt to schedule appointments accordingly.**

Parking Lot Safety/Parking

Safety is one of our utmost concerns. It is vitally important that each family **use extreme caution when entering and exiting our site.** The stop signs in front are exactly that – stop signs. Please come to a complete stop and wait for any pedestrians to cross. If you are a pedestrian, please use the crosswalk signal as an additional way of making your presence more visible and always hold your child’s hand. When entering our parking lot in front of our site, please use the sidewalk around the perimeter of the parking lot; **do not walk through the parking lot as this poses an additional danger.** We have requested that Campus Police monitor and enforce the law where safety is concerned, so you may see them in front of our site more often.

Please plan to allow a little additional time for the first weeks of each semester so that you can give proper attention to these safety guidelines.

There are several options for parking near the ECELS that do not require a parking permit. **Please be considerate of others when choosing where to park.**

- 30 Minute Drop Off/Pick-Up – These spots are intended for quick drop-offs/pick-ups and no permit is required. Limit parking in these spots to 30 minutes or fewer. If you would like to make a phone call or other activity not related to picking up, please use the spaces in lot 9 to free up space for other parents.
- Special Parking – As stated on the special parking space signs in front of the school in lot 9, the spaces are reserved for drop-off and pick-up only, from 7-9:00 AM and 3-6 PM. The spaces are not to be used for general parking (requiring a permit) until 9:00 AM.

The spaces that require a parking permit are listed below.

- **Student Families:** Many of our families are from the community and do not have a parking permit to park in the general parking spaces. Out of consideration for our community families, ***please park in the student spaces near the ECELS in lot 9.*** The special parking spaces are reserved for *drop-off and pick-up only before 9:00 AM and between 3-6 PM.* If you park in the special parking spaces, ***once you have dropped off your child, please find a designated student spot to park in.*** The special parking spots need to be available to other families dropping off or picking up. Students parking in the special parking spaces during drop-off and pick-up time (and not dropping off or picking up), ***will be cited by Campus Police,*** whether or not they are present in the car.

- **Faculty/Staff Families:** We have over 20 staff members with staff parking permits and only 14 staff spots. Your consideration for our staff members when parking would be greatly appreciated. If the special parking spaces for drop-off and pick-up are all being used, staff and faculty permits allow parking in student spots, so you may park in open student spaces. ***Please leave the staff spots in Lot 9 for ECELS staff.***

Parking for Family events at the ECELS – If there is a scheduled family event, we make agreements with Campus Police to use lot 9 without requiring a permit. Please do not park in the 30-minute spots directly in front of our site if you are staying for an event.

We continue to work closely with Campus Police to ensure that that the parking spaces are being used appropriately. We appreciate your cooperation as we seek to improve the drop-off/pick up process.

Nap Time/Rest Policy

All children enrolled for a full day are required to have a nap/rest time. The exact time varies in each classroom. Most classrooms begin nap/rest time around 12:30 PM and the children begin to wake up around 2:30 PM. Please see your child's classroom schedule for exact times. We will turn off lights, and shade windows to assist in rest and relaxation, though there will be enough light for supervision.

Each child is provided with their own nap mat and sheet. Sheets are laundered, and nap mats are sanitized every week. Please provide a **small** blanket from home (should fit in cubby space with room to spare) and ask your child's Master Teacher for their classroom policy on favorite sleeping items.

If you need to pick up your child during naptime, please inform the teacher when you drop-off your child. The child will be napping in an area convenient for pick-up. Otherwise, you are expected to wait for the end of naptime to pick-up your child.

If your child naps beyond 2:30 PM and you prefer that we wake your child instead of allowing them to continue to sleep, you may complete a "Permission to Wake-Up My Child" form.

San Marcos – Funded Program

Palomar College is able to provide funded services for qualifying families through a contract with the California Department of Education (CDE). Families must qualify according to gross monthly income guidelines, family size, and need (if applicable). The income guidelines change year to year but can be found on the CDE website [here](#) in the Management Bulletin for the current school year. Depending on the family income, reduced family fees may apply.

For Palomar College students and community families who seek full-day subsidized services, the parent(s) must meet the eligibility requirements for services. For example, the parent(s) must be in school and/or working and there is no parent or adult legal guardian at home who could take care of the child.

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](#).

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, we suggest applying for alternate funding through the [Central Eligibility List](#). Our San Marcos site accepts alternate funding resources that help families pay tuition fees (CDA, YMCA, TANF, etc.). See Alternate Funding Agencies/Alternative Payment Programs section for more information. **To ensure that we can best serve your family when space becomes available, please let us know if you are approved for funding through one of those agencies.**

Children may only attend the ECELS after your application and certification documents are finalized.

Family Selection Process/Waitlist

Families requesting funded services will fill out a waitlist application for services for the San Marcos location on our website [here](#). 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. The Student ID number is requested to verify enrollment in classes at Palomar College. 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.

How to Qualify for the Funded Program

To qualify for the California State Preschool Program (CSPP) part-day services, families shall meet the eligibility criteria. Families receiving full-day services shall meet both the eligibility and need criteria. Families must document that each parent in the family meets a need criterion, as specified in Education Code.

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

- CSPP eligible **four-year-old** children are defined as children who have their fourth birthday on or before December 1 of the fiscal year* they are being served.
- CSPP eligible **three-year-old** children are defined as children who have their third birthday on or before December 1 of the fiscal year* they are being served. Children who have their third birthday on or after December 2 of the fiscal year*, may be enrolled in a California state preschool program on or after their third birthday.

- CSPP eligible **five-year-olds** who will have their fifth birthday on or before September 1 of the fiscal year* and **who were receiving full-day services as a CSPP eligible four-year-old on or before June 30**, may remain in a CSPP program until they start kindergarten, but no later than September 30.

*Fiscal year runs from July 1- June 30. The ECELS follows the fiscal year.

Eligibility

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

- **Income** – Refer to 5 CCR definitions of countable and non-countable income for the 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
 - A 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)(l) 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 situation.
- **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 childcare 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.

Need Eligibility – Full-day CSPP Program Only

For services other than for only part-day California State Preschool Program (CSPP), families must also qualify under the criteria – need for services. Service limits apply to some need criteria categories. Information provided may be independently verified by ECELS staff as deemed necessary. Need for services is based on documentation and verification of at least one of the following as defined in the sections in parenthesis:

- **Child Protective Services** – (5 CCR Section 18092) Service limitations apply. 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 childcare and development services are a necessary component of the child protective services plan.
- **At-Risk** – (5 CCR Section 18092.5 and MB 06-14) Service limitations apply. 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 childcare and development services.
- **Employment** – (5 CCR sections 18086 and 18086.1) The parent’s hours and days of employment shall be documented. An ECELS administrator shall determine the days and hours of service needed per week based on the parent’s employment schedule and travel time (as applicable).
- **Training toward Vocational Goal** – (5 CCR Section 18087) The parent shall provide documentation of the days and hours of vocational training to include (as applicable): a statement of the parent’s vocational goal; a current class schedule (electronic print-out) from the training institution which indicates the dates that the semester begins and ends; and the anticipated completion date of all required training activities to meet the vocational goal. An ECELS administrator shall determine the days and hours of service needed per week based on the parent’s class schedule and requested study time. Continuation of services based on training is contingent upon making adequate progress. At the time of recertification, student grades must be submitted to show that the parent is making progress toward the attainment of the vocational goal. (See policy on Grades for more information). Service limitations apply.
- **Seeking Employment** – (5 CCR Section 18086.5) Service limitations apply. The parent is required to provide documentation of seeking employment.
- **Seeking Permanent Housing** – (5 CCR Section 18091) Service limitations apply. The parent is required to provide documentation of seeking permanent housing.
- **Parental Incapacity** – (5 CCR Section 18088) Service limitations apply. Requires a Statement from a legally qualified health professional establishing that the parent is incapacitated.

Admission Priorities: Full Day (Need-Based) Program

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: Funded services are prioritized for current Palomar College Students, with CSPP eligible 3 and 4-year olds ranked in accordance with family income ranking, with the lowest income ranks being admitted first.
3. Third Priority: If space is available after serving all student families, community families may be offered services to CSPP eligible 3 and 4-year olds, ranked in accordance with family income ranking, with the lowest income ranks being admitted first

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 California 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 a child with exceptional needs, 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).

Continued Services

Because our program is year-round and depends on continued enrollment to meet our funding contract with the state, families who continue with funded services during breaks in need (for example, breaks between semesters), will maintain their child's enrollment spot in our program. Families who choose to terminate services during breaks in service will go back to the waiting list for future services, and the enrollment spot will be offered to a waitlist family.

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). If upon recertification, an ECELS administrator determines that the need or eligibility requirements are no longer being met, or parent makes a voluntary request to make changes to services, and the fee or amount of service needs to be modified, the administrator shall notify the family through a written NOA. The NOA shall be completed according to state guidelines. A copy of the initialed or sent NOA will be maintained in the child's file. As detailed on the back of the NOA, families may appeal decisions communicated through an NOA. (See Right to Appeal below or the back of the Notice of Action 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 a 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.

Drop-off/Pick-up Times

Child Drop-off and pick-up times must be consistent with the approved schedule as indicated on the Notice of Action.

Fees

No family fees are charged to families receiving only part-day CSPP services (Late pick-up fees below still apply). Families approved for CSPP services (other than solely part-day CSPP) may have a monthly family fee. Fees will be assessed in accordance with current California State Law. The amount of the family fee is assessed using the most current California Family Fee Schedule and is based on family income, family size, and the number of certified hours. Children certified for more than 130 hours of care a month will be charged the full-time fees. Children certified for fewer than 130 hours a month will be charged the part-time fees. Monthly fees are assessed at certification, recertification, or an update based on changes to income, certified need, and family size. No adjustments are made for absences. At initial certification and when there is a change in fees, a Notice of Action will be issued documenting the change and the effective date, if applicable.

Fees are due and payable the first of every month in advance of providing services. Payment will be considered late if not paid by the 7th of the month.

Past Due Fees: Fees are delinquent seven (7) calendar days after the due date. An NOA will be issued to you with a pending termination date for services. To halt the NOA of termination you may either pay the delinquent fee or agree to a 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, 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 the 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 payment plan may be established and approved by the ECELS program. This approval is dependent upon past payment history and the amount of delinquent fees owed. In addition to the delinquent fee payment, current tuition 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.

Late Pick-Up Fees: Apply to all families, including funded families. Families must leave the site by 5:45 PM; the doors will be locked at that time. Any parent remaining in the building past 5:45 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 the part-day enrollment, where pick-up is 12:00 PM and the full-day program at closing at 5:45 PM and are per child. The campus clock is used to document the time. Please note: Hours are subject to change and late fees will apply after program hours.

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.

How to Make a Payment

Payments can be made by choosing one of these options:

- Credit Card (at the cashier's office only)
- Cash
- Personal check
- Cashier check
- Money order
- You may also choose to set up monthly payments with your bank or credit union using the bill pay feature.

Please make checks payable to: **Palomar College ECELS**

(We have a stamp in the office to stamp your check; if you would like to leave the "pay to the order" area blank, we will stamp it.)

Payments should be dropped off at the ECELS Office or mailed to:

Palomar College ECELS
Attention: ECELS Administration
1140 W. Mission Road
San Marcos, CA 92069

12 Month Eligibility – Full-Day (Need-based) Program

Effective July 1, 2017, in accordance with EC sections 8263(h) and 8263.1, once a family establishes eligibility and need at initial certification or recertification, a family shall be considered to meet all eligibility and need requirements for not less than 12 months.

The changes to the regulations set forth in the guidance, listed below, are intended to provide specificity and clarity regarding the implementation of 12-month eligibility.

Families certified for services based on seeking employment shall receive those services for not less than twelve months

1. All families must be recertified at least once each contract period, and no sooner than 12 months from when they were last certified
2. Families may voluntarily report changes in their service need under specific conditions. Families with voluntary changes before the 12-month recertification date will complete a Voluntary Request to Change Services or Fees Form to process the request.
3. Families must report within 30 days if income exceeds 85 percent of SMI

Once certified, a family shall receive services for no less than 12 months (as long as age eligible), without having to report changes in eligibility or need, with the following exceptions:

- Families certified as income-eligible 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.
- Families who voluntarily report changes in order to reduce family fees, increase service schedule, or extend the period of eligibility before recertification.

Part-Day Program Dates for Certified Services

This section applies to families who are certified only for part-day services; if even 1 day is certified as full-day, refer to the information above. 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 San Marcos 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.

Absences

Although there will be days when your child will need to be absent from school, it is important that student parents attend their campus class(es) in order to be successful in their educational goals. It is also important for children to attend class in order to be ready for kindergarten. Absence days are closely monitored. It is the parent's responsibility to notify the school of absences.

Process for Reporting Absences

1. Please call 760-744-1150 Ex. 3374 to report the absence **and the reason for the absence** as soon as you know your child will not be in attendance. If your child is absent multiple days, please call daily and provide the reason.
2. When your child returns to school, please **record the date(s) of the absence(s), the reason for the absence, and signature** on the absence log (yellow sheet).
3. **When recording an illness on the absence log, specify the person who was ill - ex: parent sick, or (Child's name) sick.** For absences due to illness (either parent or child) that extend to 3 consecutive days or more, a doctor's note will be required.

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 (any person closely related by blood, marriage, or domestic partnership) or quarantine. After 3 consecutive enrollment days absent, proof of the emergency will be required to document the reason.
- Transportation Emergency – which is defined as any transportation problem (i.e. car breaks down, flat tire, lack of public transportation, etc.) that prevents you from bringing your child to school (excludes weather-related events). A maximum of 2 consecutive days may be recorded for each incident. More than 3 transportation emergencies in a year will require documentation.
- Best Interest Days: Best Interest Days are for a family day, vacation, going out of town, or transportation problems (beyond transportation emergency defined above). 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 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.**

Emergency Closures/Pandemics

In the event of an emergency school closure, including but not limited to, natural disasters (fire, flood, earthquakes, etc.), pandemics, or other safety issues deemed necessary for closure by Palomar College or County Office of Health, the ECELS will follow the guidance of the California Department of Education regarding family fees and recording absences. Once the ECELS has re-opened for services, it will be up to the family to determine if they would like to continue services with their previously approved schedule, change their child's schedule (documentation will be required), or terminate services.

Abandonment Clause

In the event that your child has stopped attending school and there has been no communication from the family as to why your child has not been at school, it will be determined that you have abandoned your enrollment at the ECELS. The ECELS will make multiple attempts to reach you via phone, email, and hard copy mail. If no response is received within five (5) days of the final notice (mailed), the ECELS reserves the right to then terminate services.

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.

Reasons for Termination of Services

Reasons that childcare 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)
- At the end of the fiscal year in which the vocational training service limit has been reached (6 years, or 24-semester units (or its equivalent) after the attainment of a bachelor's Degree, whichever expires first)
- Failing to make adequate progress once a parent is placed on academic probation
- Failure to complete recertification and provide a completed application for services along with verifiable documentation to determine that the family/child meets the eligibility and need criteria for ongoing subsidized child development services
- 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 employment, self-employment, seeking employment, enrollment in an educational or vocational training program, parental incapacitation, income, family size or any other information related to need and/or eligibility
- Conspiring to, attempting to, or committing a fraudulent act
- Activity or behavior that presents a risk to any child, parent, child care provider, CHDV student, 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 ECELS according to Title 5 regulations.
- 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 assessment each program year (ITERS or ECERS). The information will be used to measure program quality and complete the program self-evaluation. Every three years, the Department of Education will complete an environment rating scale assessment as part of the program compliance review. For each environment rating scale completed, the ECELS shall achieve a minimum average score of "5" 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.

Funded Student Family Policies:

The term student in this policy refers to the parent(s) who are receiving services for educational purposes.

Service hours will be based on your college class schedule. At the time of your child's enrollment, verification of your college registration will be reviewed to see which hour block best fits your class schedule. **Children's arrival and pick-up times must be consistent with your certified enrollment hours.**

For student families to qualify for subsidized services, the following criteria must be met:

- You must follow your approved schedule for funded services as stated on your Notice of Action. Hours are based on your class and lab schedule. Service for study hours can be requested by the parent and is available as funding and space permits. You must remain on campus at all times while your child is attending the ECELS for the parent's educational purposes.
- Parents must provide a statement of their vocational goals and education plan which must coincide with making progress toward their vocational goal.

Grades:

Ongoing eligibility for services based on vocational training is contingent upon making adequate progress. At recertification, the parent shall provide documentation of adequate progress from the most recently completed quarter, semester, or training period. To make adequate progress the parent shall obtain, in the college classes, technical school, or apprenticeship for which subsidized care is provided: In a graded program, earn a 2.0-grade point average; or in a non-graded program, pass the program's requirements in at least 50 percent of the classes or meet the training institution's standard for making adequate progress.

The first time the parent does not meet the conditions above for grades, the parent may be recertified and continue to receive ongoing services. At the conclusion of this eligibility period, the parent shall have made adequate progress in order to be recertified for services based on vocational training. If the parent has not made adequate progress, the family shall be: dis-enrolled; and services based on vocational training only available to the parent, if service limitations are not exceeded, after six (6) months from the date of dis-enrollment.

If a student receives under a 2.0 (under a C) in a class for which funded services were provided, the student may be eligible to receive funded services for that class only one more time. The course must be passed with a C (2.0) or better. The student will not be eligible for funded services for that class again. If not passed, the student must retake the course during hours

that funded services are not offered for training/educational purposes. The Title 5 requirements in the previous section must be met in order to re-take a failed class.

Weekly View Schedule/Emergency Form

This form is used to contact you in case of an emergency at the school. Student parents must submit a copy of the weekly view schedule from their educational institution with their class schedule and study time location added according to the times already pre-approved by the office staff. Student parents receiving services for education/training must be either in class or a designated study location on campus at all times while their child is at the ECELS. This requirement to remain on campus does not apply to part-day CSPP approved days. You must inform the office staff immediately of any changes to ensure emergency information is current.

Palomar College Early Childhood Education Lab School Parent Handbook: Statement of Receipt

Child's Name: _____

I acknowledge that I am responsible to read and comply with the guidelines and policies outlined in the Parent Handbook. This handbook is also available at the ECELS website under San Marcos Site – San Marcos documents and forms or I may request a printed copy from the office. Additionally, I am responsible to comply with updates to the Parent Handbook, which will be sent via email, posted on the website, and/or available as a printed copy upon request.

Parent/Guardian Name: _____

Relationship to Child: _____

Signature: _____

Date: _____

Appendix A: Countable Soymilk List

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/ 150 mcg	5000 IU	10.00%	10%	10%	10%	10%	10%	10%
Vitamin D	100 IU/ 2.5 mcg	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 green column (per cup). 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.**

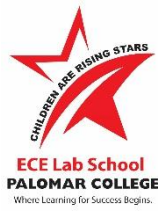
All of the following requirements were reviewed and met:

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)



Palomar College

ECE Lab School

2020- 2021 Fee and Enrollment Information

Registration and Materials Fees: Annual non-refundable fee to be paid upon registration/space reservation:

First Child (July 1, 2020- June 30, 2021)	\$200
Second Child (7/1/20 - 6/30/21 enrolling within the same contract year)	\$150
Summer Session (<u>Only children exiting program by 8/20/20</u>)	\$35 (Currently Enrolled)/ \$75 (New)

Payments: Fees are due in advance of services. Fees will be prorated for children starting after the 1st of the month. Fees are due and payable the 1st of every month; a \$25.00 late charge will be assessed per child after the 7th. Payment options: Cash, Personal Check, and Cashier Checks or Money Orders. Please make checks payable to: **Palomar College ECE**. Credit Card payments can be made at the campus cashier's office; please ask for instructions.

Holidays/ Professional Development Days/ Absences: We observe the same holiday schedule as Palomar College as well as additional professional development days. Please refer to the 20-21 ECELS Calendar. ECELS Tuition fees still apply when a holiday, professional development day, temporary closure, or absence occurs on enrollment days.

Enrollment Schedules Approved schedules are Mon.-Fri., Mon.-Thurs. or Tues.- Fri., M/W/F or T/TH/F, M/W, T/TH, M/F, or W/F . Requests for a schedule other than those listed will be handled on a case by case basis. Additional information is available in the Parent Handbook.

Potty Trained Defined: Child wears underwear all day (no diapers or pull-ups) and expresses the need to use the restroom and does so for both urinating and b.m. on a daily basis consistently for at least 2 weeks with one accident or fewer per day. The month after a child turns three years old and meets our definition of potty trained, or when a child that is over three years old meets the definition, the monthly tuition fees for the child will be changed to the lower rate as defined below.

Drop-off 7:30 – 8:50 AM (Late notice if after 8:50) Part day pick-up by 12:15 PM Full day pick-up between 3:00- 5:30 PM (Late fees if after 12:15 part day or 5:30 PM full day) Meals included for all ages except Infant Program	Monthly Fee				Daily Fee***
	2 days	3 days	4 days	5 days w/discount**	

Infant Program Family provides food 6 months & mobile to 18 months	\$833	\$1,250	\$1,666	\$1,981	\$102
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Full days 18* + months- 3 yrs. or 3 + years and not yet potty trained (Rooms 2 & 3)	\$650	\$975	\$1,299	\$1,545	\$80
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Full days over 3 & potty trained	\$483	\$725	\$966	\$1,149	\$59
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Part days under 3 years old or over 3 years, not yet potty trained (Room 3)	\$575	\$862	\$1,150	\$1,367	\$70
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Part days over 3 & potty trained	\$383	\$575	\$766	\$911	\$47
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*For children transitioning from the Infant to the Toddler Program, fees change the month after the child turns 18 months.

**Monthly discount has been applied equivalent to daily fee to full week enrollment (Monday- Friday).

***Daily Fee is charge for **enrolled days** for part of a month at enrollment or withdrawal **or extra days** (see policy below). **All full months are charged monthly fees**

Extra Day Policy Families can request to add an extra day if there is space to do so. There is a \$10 (non- refundable) fee per day in addition to the daily fee for this service. See handbook for additional information.

Change of Services Two week written notice is required when changing your child's schedule or reducing enrollment days, and child must remain enrolled a minimum of 2 days per week. One month's written notice must be given when children are withdrawn. See handbook for additional information on above policies.

Appendix C: ECELS School Calendar

2020-2021 School Calendar

Palomar College ECE Lab School
1140 West Mission Rd.
San Marcos, CA 92069
Phone: 760-744-1150 Ext. 2575
Attendance Line- Ext. 3374

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

School Closures

July 3	School Closed-Independence Day
Aug 21	School Closed-Staff Development Day
Sep 7	School Closed-Labor Day
Sep 25	School Closed- Native American Day
Nov 11	School Closed-Veteran's Day
Nov 25	School Closed-Staff Development Day
Nov 26-27	School Closed-Thanksgiving
Dec 21 - Jan 1	School Closed- Winter Break
Jan 18	School Closed-Martin Luther King, Jr. Day
Feb 12	School Closed-Lincoln's Day
Feb 15	School Closed-Washington's Day
Mar 29- April 2	School Closed-Spring Break
May 31	School Closed-Memorial Day
Jun 30	School Closed-Staff Development Day

Family Events**

Aug 20	Parent Orientation
Oct 1	PAC- Zoom Meeting @ 1PM
Dec. 1-18	Winter Wishes
Apr 22	Spring Open House/PAC
May 3-7	Teacher Appreciation
May 28	Parent Appreciation Breakfast
Jun 18	Family Fun Night /PAC

Parent Teacher Conferences

Nov 12-Nov 20	Fall Parent Teacher Conference
Apr. 8-16	Spring Parent Teacher Conference

Directory- 760-744-1150 + extension

Opening/Closing Rm	Ext. 4957
Tamara Holthaus (Coordinator)	Ext. 2578
Rene Robelin (Site Supervisor)	Ext. 3375
Lisa Casas (Site Supervisor)	Ext. 8135
Sari Morris (Room 1)	Ext. 3380
Shelbi Morales(Room 2)	Ext. 3476
Carol Adams (Room 3)	Ext. 3381
Martha Cortes (Room 4)	Ext. 3376
Sylvie McCann (Room 5)	Ext. 2576
Nahla Yakzan (Room 6)	Ext. 3379
Rachel Olguin (Room 7)	Ext. 2579

** Event dates are subject to change

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

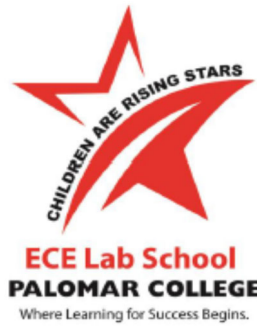
May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Legend:

- School Closed
- Picture Days (10/20 & 21)
- Parent/Teacher Conf.
- Family Events

Appendix D: Home/School Agreement for Toilet Learning/Independent Toileting



Palomar College ECE Lab School

Home/School Agreement for Toilet Learning/Independent Toileting

We feel toilet learning should be a positive experience for children. It is important for adults to pay attention to children's cues and readiness. We want to help families understand that timing for toilet learning is as individual as learning to walk. There is no right age by which all children should start toilet learning or be finished with it.

Signs of Readiness:

Physical signs

- Is coordinated enough to walk, and even run, steadily.
- Urinates a fair amount at one time.
- Has regular, well-formed bowel movements at relatively predictable times.
- Has "dry" periods of at least two hours or during naps, which shows that their bladder muscles are developed enough to hold urine.

Behavioral signs

- Can sit down quietly in one position for two to five minutes.
- Can pull their pants up and down.
- Dislikes the feeling of wearing a wet or dirty diaper.
- Shows interest in others' bathroom habits (wants to watch you go to the bathroom or wear underwear).
- Gives a physical or verbal sign when they are having a bowel movement such as grunting, squatting, or telling you.
- Demonstrates a desire for independence.
- Takes pride in their accomplishments.
- Isn't resistant to learning to use the toilet.
- Is in a generally cooperative stage, not a negative or contrary one.

Cognitive signs

- Understands the physical signals that mean they have to go and can tell you before it happens or even hold it until they have time to get to the potty.
- Can follow simple instructions, such as "go get the toy."
- Understands the value of putting things where they belong.
- Has words for urine and bowel movements.

First, it is important that your child wears panties/underwear the **weekend** prior to beginning toilet learning at the Lab School, and continue to use underwear at all time outside of the Lab School (home, car, babysitter, etc). We will partner with you and your child to begin the toilet training process. After several days, if your child shows no interest, too many fears, or too many accidents, we will reassess the toilet learning process to determine if your child is ready to continue.

ECE Lab School Staff will agree to:

- Encourage, support, and praise successes that your child achieves during their potty training experience.
- We will expect accidents and treat them as teachable moments.
- We will watch for and identify signals that may help us make it on time next time as well as encourage children to be independent in changing their own clothes.
- We will take children to the bathroom at regularly scheduled times during each day and on-demand when necessary.
- Communicate with parents daily regarding our bathroom experiences.

Families will agree to:

- Provide at least 5 pairs of labeled underwear daily
- Provide at least 5 pairs of labeled pull-on pants with elastic waistbands (sweat pants are perfect) No clothes with buttons, zippers, belts, overalls, onesies, or stockings. These are counterproductive to the process.
- For boys only, let the teachers know if the child will sit or stand
- With a positive tone, warn your child 5 minutes before toileting time and say, "It's time to go potty".
- Continue positive reinforcement at home, including bringing the child to school in **underwear** and only using a diaper for nap/night time if necessary.
- Keep the teachers updated to any changes at home, or if the child is not feeling well.

Child's Full Name _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Teacher Signature _____ Date _____