



Supporting children and families
in Goleta and Isla Vista

Parent Handbook
Isla Vista Youth Projects, Inc.
Children's Center

6842 Phelps Road
Goleta, CA 93117
(805) 968-0488

Child Development Services Program
California Department of Education Early Learning and Care
CSPP and CCTR Programs

PURPOSE OF THE PARENT HANDBOOK

The purpose of the parent handbook is to explain the mandated state regulations and local policies that govern the Isla Vista Youth Project's provision of early childhood services. Parents are responsible for reading and understanding these policies. If there are questions, please contact the Site Director or Executive Director at 805-968-0488 or ivyouth@ivyp.org. Early Childhood services are not an entitlement program (i.e. K-12) and are dependent on funding from the California Department of Education, parent fees, grants, and donations. As written in the contract, either party is required to give two weeks' notice before vacating a child care slot. If the early childhood education program is modified in regard to hours of operation, tuition fees, or other significant terms, parents will be notified at least 30 days before the changes take effect.

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Welcome

Welcome to the IVYP Children's Center. We are very pleased that you chose to send your child to our school. We look forward to working with you and sharing in your child's growth and development. Caring for your child in a loving, healthy, and developmentally appropriate environment is important to all of our staff.

Our curriculum is designed to facilitate cognitive, emotional, physical, social and creative growth. Cognitive materials, literacy, music, art and imaginative play are provided in a developmentally appropriate setting. There is also a specialized component to benefit children learning English. Curriculum is designed to provide language-rich activities and to support the ethnic and cultural diversity of the children. Children benefit from participation in a free breakfast, hot lunch and snack program enjoying healthy meals cooked on site. This nutrition program is part of a larger commitment to health and wellness at our "Green Childcare" certified program.

Our Children's Center is one important part of IVYP's comprehensive work in the community. IVYP mitigates the effects of poverty, racism and trauma by providing high-quality, trauma-informed child care, comprehensive, culturally sensitive, family support and visionary community leadership. Together, our work is creating great social change. We are committed to addressing the root causes of the many issues that negatively impact our community. All children are impacted when some children have been exposed to trauma, violence and poverty. All families are impacted when some in our community are hungry or isolated. Our entire community is impacted by poverty, racism and trauma. We believe that our direct services are part of a solution to these social wounds. And, we believe that by working together we can advance our community to be more just, more equitable, more educated, more engaged and more resilient.

We are guided in all things by our values: These values guide and inspire our work with children, families and community partners. We strive to uphold and pursue these values as we work to realize social change both as an organization and as individuals in community: **Collaboration, Integrity, Respect, Creativity, Curiosity, and Joy**. These values permeate how we treat our students and families as well as how we treat one another.

We value your input. If you have any questions or challenges, please contact us immediately. If your family has any needs with which we can help, please feel free to rely on our staff to act as a resource to direct your family to the best possible services available.

Thank you for choosing the IVYP Children's Center as the roots for your child's education.

A handwritten signature in black ink, appearing to read "Lori Lander Goodman". The signature is fluid and cursive, with a long horizontal line extending to the right.

Lori Lander Goodman, MSW
Executive Director
Isla Vista Youth Projects, Inc.

Mission

The Isla Vista Youth Projects, Inc. strengthens our community through diverse educational, recreational and social programs for children and families regardless of income.

Vision

We envision a community where children are loved, valued and respected, and families are empowered to reach their highest potential.

Values

These values guide and inspire our work with children, families and community partners. We strive to uphold and pursue these values as we work to realize social change both as an organization and as individuals in community:

Collaboration

We believe that no one person, no one agency can address our community's problems, and so we value our work in collaboration with other organizations and community partners.

Integrity

We build trust by engaging in our work responsibly and with accountability. We hold ourselves to the highest ethical standards and take personal responsibility for our actions.

Respect

We honor our collective and individual identities and assume positive intent in our interactions. By treating our students, our families, our partners and ourselves with respect, we create the opportunity for authentic relationships and nurture social justice.

Creativity

We are flexible and nimble, leveraging resources in order to pursue opportunities as they arise.

Curiosity

We commit to being curious about our impact by challenging assumptions through reflection, experimentation, holistic evaluation and adaptation.

Joy

Everyone deserves to experience joy. We strive to find joy in our work, to inspire joy in our children and families, and to recognize that joy is as necessary as bread to our sustenance and survival.

About our Program

The IVYP Children's Center provides high-quality, trauma-informed early childhood care and education programs. Our hope is to be a significant source of support for each family while providing a caring learning environment for each child. The goals of the program strongly reflect an abiding sense of respect for children, their unique cultures and individual development.

With infants and toddlers, we work to provide an environment as home-like as possible – warm and welcoming, cozy spaces, photos of family, and so on. In their classrooms, infants develop secure relationships with a stable caregiver. Care giving activities such as feeding and diapering are warm, consistent and individualized. These routines are viewed as opportunities for children to receive undivided adult attention and to promote language, self-awareness and social skills. The infants' pre-existing patterns for feeding and sleeping are respected and incorporated into the child's routine at the Center. Consistency in routines and schedules allow children to anticipate what is coming next, thus transitions are predictable.

The preschool classrooms are composed of children 3 years to 5 years of age. These classrooms are places focused on the development of the child's whole self: creative, intellectual, physical, social and emotional. As each of these facets develops at different rates, the children seek activities and experiences that meet their individual needs. In addition, children with different knowledge and abilities stimulate one another's thinking and encourage pro-social behaviors amongst themselves. This enables families, children and teachers the chance to build strong and consistent relationships with one another. All of the classroom environments offer a rich variety of spaces, materials and activities organized to promote children's active exploration and mastery.

Although classrooms often appear informal, they are the result of careful planning and structuring to ensure that the needs of each child are met in a supportive and nurturing way. Our teachers encourage curiosity and enthusiasm for learning, promote cooperative social interactions, support individual creativity and diversity and provide opportunities for children to use their growing bodies to develop a sense of autonomy and self-worth. Children spend the majority of their day involved in a variety of activities: art, block building, dramatic play, music, sorting and matching games, listening to stories, movement activities, science activities and large motor play.

Because we wish the Center to be an extension of a child's family life, we offer a variety of ways for parents to become involved in children's classroom experience and in Center concerns. Conferences are scheduled at least twice a year, or more frequently at parent or teacher request. Parents are invited to share in their child's daily activities, to volunteer for field trips, special events or to just come in for a visit. IVYP Children's Center plans several social events, parent meetings and work parties each year. In addition, all parents are members of the Family Council that meets monthly.

What is Child Development?

Child Development is a process that every child goes through. It involves learning and mastering skills that help children function and learn independently. Children acquire these skills, called *developmental milestones*, during predictable time periods. There are five main areas of development:

1. Cognitive - The child's ability to learn and solve problems.
2. Social/Emotional - The child's ability to interact with others, including helping themselves.
3. Speech and language-The child's ability to understand and use language verbally and non-verbally.
4. Fine Motor -The child's ability to use small muscles, specifically their hands and fingers, to pick up and manipulate small objects.
5. Gross Motor - The child's ability to use large muscles, such as for climbing.

Age Requirements

Children must be at least 3 months of age to 5 years.

Days and Hours of Operation

IVYP Children's Center is open Monday through Friday, from 7:30am to 5:30pm, 245 days of the year. On the second and fourth Thursday of the month, IVYP Children's Center will close at 2:00pm for Staff Professional Development and/or Parent/Teacher Conferences and/or Children Assessments.

Non-Operational Days

Labor Day
Thanksgiving (Thurs. & Fri.)
Christmas Eve
Christmas Day
New Year's Day
Martin Luther King, Jr.
President's Day
Memorial Day
Independence Day

** The Center also closes the two days prior to the start of the new school year for Teacher In-Service Training. For a full detailed list of all non-operational days please reference the school calendar.*

Sites/Locations

IVYP Children's Center serves families from two locations.

Phelps Site: 6842 Phelps Road in Goleta, California. (7 Classrooms)

West Campus Site: 701-H West Campus Lane in Goleta, California. (3 Classrooms)

The IVYP Children's Center is licensed by the State Department of Social Services to serve a maximum of 139 children through 2 sites and 10 classrooms. (Infants/Toddlers & Preschool)

Administration Contact Information

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Enrollment and Certification

If a family meets the eligibility requirements and is next in order for services, and there are funds available, the parent receives a Notice of Action, and is personally interviewed by the IVYP's Enrollment Specialist, and a "Certification of Eligibility" form is completed and returned to IVYP's Children Center located at 6842 Phelps Road, Goleta, CA. 93117. Parents will be notified when space becomes available.

How to Enroll

Parents are required to **bring the following** to the Certification Interview to document their eligibility:

1. **Income verification** documenting the most recent 4 weeks gross family income, **an employment verification form is filled out with the employer including name, address, telephone number** at place of employment, work schedule and gross monthly income; wage stubs, evidence of child support and/or alimony payments and receipts; verification of all other income sources and amounts. Self-employed families must provide a declaration of need under penalty of perjury that includes a description of employment and an estimate of the days and hours worked per week. To demonstrate the days and hours worked, a copy of one or more of the following must be provided: appointment log, client receipts, job log, mileage log, a list of clients with contact information or similar records and if available a copy of: a business license, a workspace lease, or a workspace rental agreement.
2. Parents must furnish a **Health Evaluation Form** completed by physician, clinic, CHDP, etc., for each child they wish to enroll. **This form must be submitted no later than 30 days after enrollment.** If applicable, documentation of a child's exceptional needs (Individual Family Service Plan or Individualized Education Program and statement signed by a legally qualified professional that the child requires the special attention of adults in a child care setting) shall be provided.
3. For children at risk of abuse, neglect or exploitation a written referral letter must be received from a legally qualified professional from a legal, medical, social services agency, or emergency shelter, documenting their ongoing participation in a plan to reduce the risk of abuse or neglect in the family.
4. For children receiving protective services through the county child welfare agency, a written referral, prepared by a child welfare services worker must be received specifying the need for child care and development services and probable duration of the child protective services plan.
5. **Parents must provide documentation of Family Size (children under the age of 18), including names of all the children under the age of 18, gender and birth dates of the children identified in the family as verified by birth certificate, adoption documents, school or medical records or other reliable documentation.** To confirm the presence or the absence of parent(s), **If**, due to the recent departure of a parent from the family, the remaining applicant parent cannot provide any documentation pursuant to subdivision (a)(2), the applicant parent may submit a self-declaration signed under penalty of perjury explaining the absence of that parent from the family. Within six months of applying or reporting this change in family size, the parent must provide documentation pursuant to subdivision

Enrollment is not complete until **all** documentation of eligibility is received. Child development services cannot begin until all documentation is complete. Only authorized staff of the Isla Vista Children's Center can approve the start of subsidized child development services.

How to Qualify for State Subsidized Care

IVYP is happy to offer subsidized childcare and preschool to families who qualify. Eligibility for subsidized child development services is determined by the California State Department of Education, Child Development Division's Funding Terms and Conditions following Title 5 Regulations. Families enrolled in

the program live in the state of California and must meet "need" and "eligibility" requirements established for the program. Determination of eligibility for child care and development services shall be without regard to the immigration status of the child or the child's parent(s), unless the child or the child's parent(s) are under a final order of deportation from the United States Department of Justice.

Need is the reason for needing child care and development services as specified in *EC 8261, 8263[a][1][B]*. Need shall be established by 1 or 2 below. The family needs the child care and development services because:

1. The child is identified by a legal, medical, or social services agency, a local educational agency liaison for homeless children and youths designated pursuant to 42 US 11432(g)(1)(j)(ii), a Head Start program, or an emergency shelter or transitional shelter as:
 - a. A recipient of child protective services;
 - b. Being neglected, abused, exploited, or is at risk of neglect, abuse, exploitation,
 - c. Being homeless
2. The parents are: (*EC 8263[a][1][B]*)
 - a. Employed;
 - b. Seeking employment;
 - c. Engaged in vocational training leading directly to a recognized trade, para-profession or profession;
 - d. Engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate.
 - e. Seeking permanent housing for family stability.
 - f. Incapacitated

Eligibility is established by verification of one of the following: (a) Family is a current aid recipient; (b) Family is income eligible; (c) Family is homeless, or; (d) Family has children who are recipients of protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited.

Families who are eligible for subsidized child care and development services based on income, public assistance, or homelessness must document that each parent in the family meets a need criterion. (5 *CCR 18085.5[a]*).

Parents are responsible to provide documentation necessary to determine eligibility and need; Isla Vista Youth Projects is required to verify the documentation provided during certification.

Family Size

Parents must provide documentation of Family Size including names, gender and birth dates of the children identified in the family as verified by birth certificate, adoption documents, school or medical records or other reliable documentation. The presence or absence of parent(s) on the child's birth certificate shall be documented by record of marriage, divorce, domestic partnership or legal separation. Court-ordered child custody arrangements, rental agreements or utility receipts proving residence or any other approved documentation.

Student Parents

If the basis of need as stated on the application for services is vocational training leading directly to a recognized trade, para-profession, or profession, childcare and development services shall be limited to 6 years from the initiation of services or 24 semester units after the attainment of a Bachelor's Degree. Parent shall provide a statement of parent's vocational goal and anticipated completion date of all training activities to meet the vocational goal.

1. Responsibilities - Student parent responsibilities include, but are not limited to the following: Student parents are required to make adequate progress towards a profession, paraprofessional, or recognized trade that leads to self-sufficient employment. Adequate progress is defined as a minimum 2.0 grade point average.

2. Provision of childcare - ELCD will cover childcare expenses for student's verified class or work time. In addition, ELCD funds will cover childcare expenses for commute to and from school and/or work. Additionally, subsidies will cover study time of up to 2 hours per academic unit for students for study purposes only.

Seeking Employment 5 CCR Section 18086.5

If the basis of need as stated on the application for services is seeking employment, the following shall apply: The parent's period of eligibility for early learning and care services shall be for not less than 12 months and the parent shall receive services for not less than 12 months before having eligibility and need recertified.

Documentation of seeking employment shall include a written parental declaration signed under penalty of perjury stating that the parent is seeking employment. The declaration shall include the parent's general plan to secure, change, or increase employment and services shall occur as requested by the parent.

Services shall occur no more than five (5) days per week, and less than 30 hours per week. Documentation must include a written plan to secure, change or increase employment as well as the expected schedule of childcare hours needed signed under penalty of perjury.

Seeking Permanent Housing 5 CCR Section 18091

The parent's period of eligibility for early learning and care services shall be for no less than 12 months and the parent shall receive services for not less than 12 months before having eligibility and need recertified. Services shall occur no more than five (5) days per week and no more than 30 hours per week. A written parental declaration signed under penalty of perjury that the family is seeking permanent housing shall include the parent's search plan to secure a fixed, regular and adequate residence as well as the expected schedule of child care hours needed. Parents must provide a written description of the activities undertaken to obtain permanent housing or a signed statement from an organization assisting in the process at least weekly. If the family is residing in a shelter, services shall also be provided while the parent attends appointments or activities necessary to comply with the shelter participation requirements within the certified schedule.

Recertification of Services

"Recertification" means a formal process to collect information and documentation to determine that the family continues to meet the eligibility and need criteria for child care. The adult must certify the information is accurate with a signature. Yearly re-certification is a requirement annually, if there is a change on the family status. "It is the family's responsibility to notify the enrollment department if there are any changes, **annually**, in family income, family size, or need for services.

Family Fees for Certified Children

1. Fee-paying families - At the time of enrollment, a parent may be required to pay a childcare fee to offset the state-funded subsidy. Fees are determined according to income and size of family, and are set by the California Department of Education's current sliding fee scale. If the family's eligibility and need are based on CWS or at-risk referral, the family fee may be waived for a period not to exceed a cumulative total of 12 months on the recommendation of the county social worker or qualified professional. Otherwise, fees

will be assessed for families of children whose eligibility is based on CWS services or their at-risk status in the same manner as fees assessed to other eligible families.

2. Fee Determination - Fees are based upon a child's enrollment in child development services, not upon the child's attendance. The fee depends upon the family's gross income. When more than one child in the family is served, the fee becomes a family fee, and is charged for only one child. In this case, the child with the longest hours of care.

a. Due Date for Fees- Fees are due in advance by the 1st day of the month. Fees need to be paid by money order, check or electronically through a link that our bookkeeper will provide for you on your monthly invoice. A digital receipt will be prepared and e-mailed and should be retained by the parent. Fees are considered late after the 7th day of the month. **When fees are late, the family will receive a 14-day (plus 5-day mailing) Notice of Action to terminate services if fees are not paid. Parents who are terminated for failure to pay fees shall be ineligible for subsidized services for a period of six (6) months, after which time they can have their name placed on the Eligibility List to be enrolled again, provided their delinquent parent fees have been paid. Repeated delinquency of parent co-payments is grounds for termination from the subsidized program.** Parents are terminated if they receive more than three (3) delinquency notices in any twelve-month period.

b. Payment Plan - A reasonable payment plan may be arranged, however no more than one payment plan will be accepted within each fiscal year July 1 – June 30.

Family fees for Non-Certified Children

If you have a child who has been classified as “non-certified,” or private pay, the IVYP Children’s Center must report your fees to the California Department of Education (CDE). To ensure that services for non-certified children do not encroach upon our state subsidy, our tuition rate is aligned with state funding. However, we are happy to offer scholarships as funds are available. To apply for an IVYP scholarship, please discuss your needs with the Enrollment Specialist. Same due date for fees applies, see section (a) above.

Notice of Action (NOA’s)

Services provided by IVYP may not begin until the application for services is signed by both: the enrollment specialist or Program Director, and the parent/guardian. At the time of approval of services, IVYP will issue a Notice of Action (NOA) to the parent/guardian, indicating the hours of services approved. Family Fees may be assessed for families depending on the state income guidelines, which will be discussed with you. An NOA will also be issued when there is any change in family services thereafter. If a parent/guardian does not agree with the action as stated in the Notice of Action, an appeal process is available. The appeal process is explained on the reverse side of the Notice of Action. An NOA will be issued by the Enrollment Specialist when any of the following occurs:

- Certification is incomplete
- Re-certification is completed (Change of Income, Employment or Family Size)
- Termination of services

The parent may file a request for a hearing in writing, in person, by telephone, by fax or e-mail within 14 calendar days of the date of the Notice of Action was received. Parents may request that the hearing be audio recorded. The hearing officer will contact the parent within 10 calendar days of receiving the request to schedule a hearing time and place that is to the extent possible convenient to the parent.

Parents may request a one-time postponement or continuance of the hearing due to unforeseen circumstances. Children who have been terminated from the program due to attendance issues or non-compliance with program requirements must complete a waiting period to be eligible to reapply for services; six months from the termination date or the next program year should it arrive prior to the 6 months. Exceptions can be considered for homeless families on a case-by-case basis.

Waiting List

An Eligibility ("Waiting") List for ELCD subsidized spaces is maintained at the Center and when a subsidized space becomes available, families are selected for child development services based upon the following criteria and priority:

1. Children 3 months to 5 years-old who are receiving Child Protective Services or identified as at-risk of being abused, neglected or exploited.
2. Income eligible in order of lowest per capita income first, or homeless.

Getting Started

Orientation

Upon admission, an orientation will be scheduled by the Enrollment Specialist/Program Administrator. The purpose of the orientation is both to complete your paperwork and for your child to meet the teacher and learn about the classroom. At the orientation day, parents can complete the health history, review and complete paperwork, complete Emergency Card, and review the Parent Handbook. We will provide you with the school calendar and instructions from the teacher regarding what the child should expect.

First Day of School

Saying, "See you soon!" is hard for almost everyone, and it is common for parents to have mixed feelings. This may be the first experience your family has had with leaving a child for a day. It is important that you allow yourself and your child time to adapt to this new experience. You can help your child by saying "I am leaving. I have to go to work, and I will be back." reassuring your child that you will return. It is important not to sneak away to avoid the difficulty of separation. More trust will be built between you and your child if you say "I'll see you soon!" and then follow through and leave. Our staff will be there to assist and support you every morning. Some children benefit from having a "transitional object" like a stuffed toy or a picture that they can look at to reassure them that you will return.

Things to Bring *(label each item with your child's name)*

- A change of clothing including underwear *(to be stored at school)*
- A sweater jacket or sweatshirt *(send to school daily)*
- Clothes will be stored at school, thus if your child gets wet or excessively dirty, he/she can put on a fresh set of clothes. When clothes go home to be laundered, they should be replaced so that there is always fresh change for your child in their cubby.
- The center will provide sheets and blankets for each child's cot and will be responsible for laundering the sheets weekly, or as needed. If your child has a "special blanket," it may be brought to school for naptime.

Clothing and Belongings

We recommend that children wear sturdy, washable clothes to school since many activities involve vigorous play with paints, sand, mud, and water. Because we encourage children to manage their bathroom and changing needs independently, we request that preschool children wear pants with elastic waistbands. If your child is on a toilet-learning plan you will need to discuss supplies with the teacher or staff. We require all children to wear closed toes shoes like tennis shoes to enable them to participate in all large muscle activities: tricycle riding, climbing, running, etc. **Open toed sandals, or shoes with slick soles can be dangerous if worn to school as they are not safe for these activities and limit the participation in**

outdoor activities. Children should not bring toys or other items to school unless asked by the teacher on special occasion. IVYP will not be responsible for any lost or misplaced personal belongings.

Things to Bring During Toilet Training

- 2 clothing changes, including socks (*label each item with your child's name*)
- Extra pair of shoes

Field Trips/Special Events

We offer special activities throughout the year. Our main emphasis; however, is bringing the experience to our school. We will offer a variety of special visitors and will communicate these events through flyers.

On the occasion we take trips through the community, please make sure that you mark on the Emergency Card that your child has permission to participate. In addition, a specific permission slip will be handed out as specialized trips come up.

Program Policies and Procedures

Sign In/Out Procedure

The State of California requires that you (or a designated adult 18 year or older) sign in your child in using your phone by downloading the Kinder Sign application on your electronic devise. Once you have downloaded the application, a QR Code will be provided for you, and any adult listed on the Emergency Card you provided. This QR Code is registered to your specific device, and no others. You will scan the QR Code in your child's classroom that will identify his attendance in the classroom, and you will do the same during dismissal.

Please be advised that the codes are made individually and personally only for the parents and adults authorized by the certified/qualifying parent in our program. Be sure that the teacher acknowledges your child's presence before you leave. Plan to be at school a little earlier than the official closing time to pick up your child. Children can get anxious when their friends have gone home and nobody has come for them. If you find you will be late or absent, please call and notify the school immediately. **No child will be released to a person who is not authorized on your Emergency Card.**

When signing in/out, parents/guardians are encouraged to check in with the teacher and take advantage of any information posted on the parent bulletin boards in the classroom and hallway.

Please drop off and pick up your child at the correct times. We are not able to provide additional supervision for extended care.

Child Protective Services will be phoned and the police will be alerted to any child that is left at the center more than 30 minutes after closing.

Late Arrival and Pick-Up

Children must arrive and be picked-up on time from our center. Children are on a routine and are learning how to manage their activities and classwork. Late arrivals cause a disruption in classroom routine and transitions. Late pick-ups add anxiety to children and create set-backs in teacher planning and dismissal

routines. **If you are late more than three times in the same week, you may be suspended from the program for two (2) consecutive days.**

Absences

1. **Excused Absences** - An excused absence is an approved absence from childcare. Excused absences are for "good cause", and include, but are not limited to, the following:
 - Illness or quarantine of the child, parent or sibling.
 - Family Emergency (included but is not limited to the following examples)
 - Serious illness or death in extended family
 - Automobile Accident
 - Natural Disaster
 - Legal Issues
 - Court ordered visitation of child with absent parent (parent is responsible to bring a copy of the court order to be kept in the child's file).
 - Communicable Diseases (included but is not limited to the following examples)
 - Head Lice
 - Hand-Foot-Mouth Disease
 - Scabies
 - Measles/Chicken Pox
 - Others
2. **Best Interest Days** - a maximum of ten (10) approved days of excused absences will be given per child per fiscal year (July 1 - June 30). These days are to be used for absences in the best interest of the child, e.g., vacation with parent, spending time with relative visiting from out of town, etc. Parents need to carefully plan their childcare year so the 10 days are used for vacations and special events. Absences in excess of the 10 "Best Interest Days" will be unexcused. Children referred by Child Protective Services (CPS) are exempt from this limit on Best Interest Days.
3. **Unexcused Absences** - An unexcused absence is an absence from child care that includes, but is not limited to, the following examples:
 - Parent over-slept
 - "No-show" days
 - All Best Interest Days have been exhaustedA parent is allowed a maximum of 10 unexcused absences per fiscal year (July 1-June 30).
4. **Non-Certified Days (non-paid)** - Days when the parent is not enrolled for child care services. The parent may not bring his/her child for childcare. Days include but are not limited to the following:
 - **Regular non-work days**, e.g., parent works Tuesday - Friday only, so Monday is a non-certified day. If parent works on a regular non-work day, childcare may be provided if approved in advance.
 - **Varying non-work days**, e.g., if parent's work days rotate with varying days off, the varying non-work days are "not expected" days.
5. **No Show Days (non-paid)** - If a child has been absent for ten (10) consecutive days with no contact from the parent, the parent will receive a 14-day (plus 5-day mailing) Notice of Action to terminate. These days will count as "unexcused absences". To help prevent termination for No Show Days, the parent is strongly urged to contact the Isla Vista Children's Center office when any problems or changes arise.

Emergency Leave

IVYP does not permit, “a leave” from our center for any CDE certified family; however, if a family encounters an urgent crisis, family related or personal, **IVYP will allow up to four weeks** of a CDE covered leave, which will be referred to as an “Emergency Leave.” We ask that you give us a brief explanation of the circumstances so our administration team can note it on our attendance register/records for CDE. For all CDE certified families who want to stay home for the summer months, we require that you reapply for services prior to the child’s scheduled returned date (new school year).

Health and Safety

In providing services for a large group of children, IVYP Children’s Center staff continually strives to keep the classroom environment healthy and free of communicable disease. The following policy is designed to give parents specific guidelines for determining when a child should be kept home due to illness.

Health checks will be performed daily on each child. Staff will look for the following symptoms of illness:

- Tired, watery, or glassy eyes
- Thick mucus from eyes or nose, especially green or orange
- Low energy, fatigue, or listlessness
- Lack of appetite or upset stomach
- Red cheeks, itchy scalp, or rashes.
- Diarrhea two times in the same day.
- Vomiting two times in the same day.

If a child becomes ill at the IVYP Children’s Center, the child will be removed from the group and his/her parents/guardian will be contacted. Immediate arrangements must be made by the parents/guardians to remove the child from the classroom. Parents/Guardians are strongly encouraged to arrange for back-up childcare in case their child is too ill to be in a group setting. **For example:** *if your child has had two loose bowel movements, vomiting or a fever of 100.2 degrees Fahrenheit on a Tuesday, the parent/guardian will be called to pick up child and will be asked to bring child until Thursday morning (24hrs. quarantine period), if child has no fever. Child will be health screened by the administration staff or teacher, in order to decide if child may stay in at the Children’s Center.*

Adults Under the Influence

When an adult (parent/guardian or adult authorized on Emergency Card), arrives to pick up a child, and shows signs of being under the influence, the teacher, administration staff, Site-Supervisor or Program Director will require the particular individual to find an alternative way of getting home, other than driving or walking. If the individual chooses to drive, the teacher, administrative staff, Site-Supervisor or Program Director will call the local law enforcement authorities, and report it to Child Welfare Services (CWS). These rules are established for the protection of your child and yourself.

Zero Tolerance for Violence

Isla Vista Youth Projects, Inc. is committed to providing an environment that is safe and respectful for children, families and staff and free of violence in its many forms. In keeping IVYP’s commitment, no act or threatened act of violence will be tolerated. All acts of violence by a client child or staff will be taken seriously and promptly addressed.

For the purposes of this policy, violent or threatening behavior is defined as:

- Striking, pushing or tripping another by hand, foot or with object or otherwise causing harm to another.
- Implied or an actual threat of harm to an individual, self or group.

Evacuation Location in Case of Emergency

IVYP’s staff is prepared to respond to a variety of emergency situations and our first priority will be to keep children safe until they can be re-united with their parents.

Phelps - evacuation location: Girsh Park
West Campus - evacuation location: Isla Vista Elementary School

In case of a **major emergency** please tune in to the following radio stations for more information:

Santa Barbara/Goleta:	Santa Maria:	Santa Ynez/Lompoc:
KTMS - 990 AM KIST - 1490 AM KIST - 107.7 FM (Spanish) KSPE - 94.5 FM (Spanish) KTYD - 99.9 FM KSBL – 101.7 FM KCSB – 91.9 FM	KUHL – 1440 AM	KRAZ – 105.9 FM

Suspected Child Abuse Reporting

All IVYP Children’s Center Educators and Staff are Mandated Reporters. It is our obligation to report to the Department of Social Services any suspected child abuse. Under California Law, child abuse is defined as:

- Child is physically injured by other than accidental means.
- A child is subjected to willful cruelty or unjustifiable punishment.
- A child is neglected by a parent or caretaker who fails to provide adequate food, shelter, clothing, medical care or supervision.

The primary intent of the reporting law from all the IVYP Children’s Center educators or staff is to protect children and provide help for the family in need. In addition, the Executive Director, the Board, Director of Programs, Children’s Center Program Director and Site-Supervisor will be notified.

Immunizations

We require that you keep your child up-to-date on all state required vaccinations. We keep a confidential record of your child’s vaccinations on file for the safety and health of your child and our other students.

Medications

The IVYP Children’s Center staff may administer medications if there is a doctor’s note accompanying the medication with specific instructions, and verbal or written confirmation from the parent. Medications are kept locked, either in the front office or the refrigerator in a medical lock box. Medication that has been administered is logged monthly, and kept on file.

Sunscreen

We encourage parents to apply sunscreen lotion on their child upon arrival to the center. With your signed permission, and as needed, staff will reapply the lotion that you have provided to your child according to parents’ request, and in accordance with instructions on the bottle.

Tooth Brushing & Fluoride Varnish

Children participate in supervised tooth brushing after a meal as part of dental disease prevention and learning healthy habits. (*Keep in mind that tooth brushing may temporarily be discontinued due to current COVID-19 guidelines.*) Parents will be informed about the purpose and benefits of fluoride varnish during orientation and provide written consent for their child to participate. A fluoride varnish application will be offered at least two times per year to all children.

No more than 5 varnish applications per year should be made to any one child. Teachers and staff will verify with parents and providers that child is not receiving a fluoride supplement (*for example, a chewable pill or vitamin prescribed by a doctor or dentist*). If the child is receiving a fluoride supplement at home, staff will advise parents to talk with their doctor or dentist prior to signing consent to learn if it is okay for their child to receive fluoride varnish treatment.

Nutrition Guidelines

Eating together at school is a pleasant community building experience that allows time for conversation, socializing and promoting self-help skills. It is an important goal of the program to provide the children with nutritious and well-balanced meals and snacks while attending the Center. This commitment is reflected in the snack and lunch menu as well as in the cooking projects that take place in classrooms and social gatherings with families. IVYP believes that healthy, culturally appropriate and abundant food helps children learn and grow. IVYP participates in the Child and Adult Care Food Program and is bound by their guidance:

- All children will receive a free breakfast, hot lunch, and snack program enjoying healthy meals.
- Meals and snacks served meet the meal pattern and portion requirements of the Child and Adult Care Food Program (CACFP) and approved by the United States Department of Agriculture (USDA).
- Meals and snacks will be served at regularly scheduled times.
- Centers will post current menus on a monthly basis for parents to view.
- Clean drinking water will be available for children and staff at all times.
- Food/beverages will not be used as a reward or punishment.
- Emphasis is placed on serving low fat foods (under 5% daily value per serving), while limiting the amount of sodium and sugar. Candy and sugary foods are not served at the center.
- Cereals may have no more than 6 grams of sugar per 1 oz. serving.
- Beverages served at the center are limited to 1% fat (or less) milk, whole milk for toddlers (18 mo. to 2-year-olds), 100% fruit juice, vegetable juice and water.
- Food served will not contain artificial trans-fat. Foods may not be deep fried, par fried, or flash fried.
- Condiments, syrups, non-nutritional extras high in salt, sugar and fats will be limited and used sparingly.
- Second servings will be served with discretion; limited by individual children's needs, and emphasize fruits, vegetables, and high protein, high fiber foods.
- The medically prescribed dietary needs of children will be met when documented.
- Parents who prefer their children to have alternative diets may provide food that meets our nutrition guidelines.
- We recognize the importance of consistently including whole grains, fruits and vegetables in the menu, and using fresh local produce in season whenever possible.

Holiday and Birthday Celebrations

Sharing your family's special occasions is an important part of life at the Children's Centers. Our birthday policy is based on our attempt to honor our families who come from many backgrounds, cultures and belief systems. In addition, we wish to provide children with only nutritious foods in accordance with the Centers' Food Policy. Young children greatly enjoy celebrating birthdays. Each classroom has a unique way to recognize this special occasion by including it in their daily schedule in ways that all children can participate. Teachers always try to balance children's exuberance and energy, without creating an overwhelming situation in the classroom. To these ends, we ask that you please honor our request for **no birthday party "goodies" in classrooms. The following are not allowed: sweets such as candy, cake or ice cream, party favors, hats or balloons.** Always check with your child's teacher in advance of your child's birthday.

If you would like to contribute food, please bring a 'non-sweet' food such as: unfrosted muffins, fresh fruit, 100% juice popsicles or healthful cookies (no chocolate, low sugar). If you are having a celebration for your child outside of school, please do not deliver invitations to school unless all of the children in your child's classroom are being invited.

Guidance and Discipline

Based on the nurturing relationships between teacher and child, discipline at the IVYP is considered an opportunity for growth. In order to minimize conflict, teachers work hard to provide appropriate activities, to create an inviting environment, and to meet the individual needs of children. Still, conflicts are a natural occurrence as children try to relate to one another in a group setting.

From a positive perspective, much can be learned from these conflict situations: seeking and giving comfort, searching for and generating creative solutions, identifying emotions and finding appropriate responses to them, collaborating with peers, developing self-control...Above all, we strive to create an environment where children are safe and know they will be cared for and listened to, not just by their teachers, but by one another as well.

Many techniques are used for assisting children through conflict resolution. Although the style (pace, wordiness...) is different depending on the age of the child and severity of the situation, all efforts seek to guide children as problem solvers. Children are all competent individuals and bring their own feelings, actions and ideas to conflict situations.

Teachers respect and build on these attributes through their language, interaction and example. The intent of these discipline techniques is to encourage the growth of moral autonomy. That is, the ability of an individual to make decisions based on their own knowledge of 'right and wrong,' derived from an intrinsic motivation to do so, rather than from a desire to reap rewards or avoid punishment.

Discipline Techniques Used

- **Setting Expectations** - In order for children to build trusting relationships and feel confident to explore, they must clearly know what is expected of them. Classroom and playground rules are therefore few, basic, clear and concise. Expectations of each child expands the overall abilities of each child develops.
- **Consistency** - So children know what to expect and are enabled to anticipate, predict and change their own behavior accordingly, limits and expectations are consistent. In addition, conflict situations are handled in the same way by all teachers.
- **Tone** – “You are safe, the situation is under control and we can work it out.” This is the message a child must receive from any intervening adult. A firm, kind, serious tone with a relaxed demeanor reinforces this message.
- **Modeling** - Adult actions speak clearly to children. It is imperative that we set an example of caring, compassionate individuals who are able to express their own needs and feelings clearly and calmly, and, willingly respond to the needs of others. “I feel angry when you hit me: Let's sit down so you can tell me with your words what is bothering you.”
- **Passive Intervention** - Children are given the opportunity to work through their own problems. If a situation does not escalate to destructive or aggressive behavior, a teacher may simply choose to observe the children who are seeking a solution. The teacher's presence can serve as a gentle reminder to use words instead of actions. Teachers trust the children to 'figure it out' but are available to help if needed. When additional intervention is necessary to facilitate the resolution process, it is as non-intrusive as possible.

- **Physical Intervention** - Children will be physically stopped when hurting each other. The focus will then turn to resolving the conflict at hand.
- **Identifying/Interpreting** – “You both want the truck.” A simple statement can clarify the problem, diffuse tension and help problem-solving begin. Children also need help in considering the emotions or needs of others especially when upset themselves. For example, “See his tears, it really hurt him when you kicked him.”
- **Validating Feelings** - Constructive thinking is virtually impossible when one is overcome by an emotion such as anger, sadness, fear or frustration. It is imperative to identify and acknowledge the emotion before any other ‘learning’ can occur. “I will not allow you to hit him, but, tell us why you are so angry.” It is essential that all children involved in a conflict be honestly listened to. Children are not told to say “I’m sorry,” but rather, to actively comfort or offer help to the child they hurt or upset. Adults may say “I am sorry you got hurt” and at some point, children will spontaneously do the same.
- **Generating Options/Solutions** - “Can you think of a way to use the truck together? Is there a road for it to drive on?” “John is crying from that push you gave him; ask him if he would like you to brush him off.” “Everyone wants a turn; how can we make it fair?” The teacher places a different toy near two infants who are tugging on one doll. From a list of specific choices to the general question “Well, what should we do about it?,” children are given tools to settle conflicts (negotiate, make retribution, collaborate...).
- **Redirection** - A request to stop a negative behavior is accompanied by a suggestion for an appropriate behavior with which to replace it... “You may not throw the sand; if you want to throw something here is a ball and a bucket to throw it into.”
- **Natural consequences** – “You dumped your milk on the floor; please get the sponge to clean it up.” “You threw sand after we asked you not to. Now you need to leave the sandbox and find a different area to play.” “When you crawl under that table it is hard to sit up. Would you like some help getting out?” These are just a few examples of the natural consequences that teachers point out and reinforce as they occur. Children see the results of their own behavior and begin to modify it accordingly.

About ‘Time Out’

Although it is a popular discipline method, time out is not considered a viable option at the Children’s Centers. While it may interrupt a negative behavior, it does not help children acquire the skills to deal with the situation should it arise again. Young children (under age eight) are generally not yet capable of the reflective thought necessary to make time out a learning situation. If a child needs time to calm down, teachers facilitate this in a non-punitive manner helping children find ways to calm themselves. Under no circumstances will staff use any type of corporal punishment, psychological abuse, threats or derogatory remarks when guiding a child’s behavior. The withholding of food, or any suggestion of withholding food, even as a positive reinforcement strategy, will not be implemented.

Assessments and Evaluation

IVYP uses a number of tools to track student progress as well as our own performance. Using these tools helps our teachers develop lesson plans, and helps our leadership identify areas for improvement in our classrooms.

Desired Results Developmental Profile (DRDP15)

Our preschool utilizes the California Department of Education DRDP15 to ensure that all children are making progress in all domains: self-regulation, social/emotional, language and literacy, English language development, math, science, history- social science, and physical and health development and visual arts.

- We use the DRDP2015, a tool developed by the CDE to assess the development of children.
- Children are assessed within 60 days of enrollment and once a year, thereafter.
- Parent/guardian’s input is a necessary component of this assessment.
- The assessment is also used to plan and conduct developmental activities that are age appropriate.

ASQ-3 & ASQ-SE

- ASQ-3 is a reliable tool for screening infants and young children for developmental delays during the crucial first 5 years of life.
- ASQ-SE2 is a reliable tool for screening infants and young children for social-emotional delays during the crucial first 5 years of life.
- ASQ-3 addresses five developmental areas: communication, gross motor, fine motor, problem solving, and personal-social.

Parental/Guardian: In completing and reviewing the questionnaire, parent/guardians learn about general developmental milestones as well as their own child’s strengths.

ASQ-3 relies on parent/guardian to observe their child and to complete the simple questionnaires about their child’s abilities. Having parent/guardians complete the developmental questionnaires enhances the accuracy of screening by tapping into parent’s in-depth knowledge about their children.

ASQ-SE is a first level screening tool that is designed to identify children who may be at risk for social or emotional difficulties.

Infant and Early Childhood Environment Rating Scale (ITERS & ECERS)

Each Infant/Toddler and Preschool teacher are required to assess their classroom using the Early Environmental Rating Scales (ITERS or ECERS) tool at least once each school year. The goal is that each classroom is designed to meet the State requirements. The objective is for each sub-scale to receive a minimum score of 5 out of 7. The information obtained from this assessment is then used to help teachers design and purchase materials to enhance their classroom environments.

Program Self-Evaluation (PSE)

Our California State Preschool Program (CSPP) and our General Child Care and Development (CCTR) Programs are evaluated every year in June. Program self-evaluation is achieved through parent-teacher conferences, monthly family council meetings, staff development meetings twice per month, staff evaluations, parent surveys and through use of the DRDP and Environmental Rating Scale results.

Trauma Informed Support

CALM

IVYP is dedicated to mitigating the effects of poverty, racism, and trauma. We can do that best when our teachers, our students and our families can receive additional therapeutic support. IVYP partners with CALM to provide support to our students, our families and our teaching staff. CALM provides one or two mental health consultants who are available to support parents, children and teachers, especially when times are tough. We are committed to working with families to meet the following goals:

- Children will display healthy social and emotional development, including ability to manage their emotions and articulate their feelings.

- Parents will be active, involved participants and advocates in their child's social, emotional and academic development over time and across settings, including the fostering of a positive learning environment in the home.

Through hands-on training from CALM, teachers and staff will improve as educators, with increased knowledge of how children are affected by trauma, and a better understanding of how to respond to challenging behaviors in the classroom.

Family Resource Center

All families need help at times. IVYP is committed to wrapping our arms around the entire family so that children can thrive. IVYP is proud that our Family Resource Center is available to support family's comprehensive needs. The FRC provides parent education, in-depth support, resource and referral, information/outreach, assistance to enroll in Cal-Fresh, WIC, and Medi-Cal, emergency food/product distributions, immigration information, assistance with job search, transportation/ translation services and advocacy.

Staff Development

Staff development trainings are scheduled twice per month to ensure the competency and continued growth of the entire teaching team and administrative personnel. Moreover, staff members and administrative personnel are encouraged to participate in additional trainings throughout Santa Barbara County.

Standards of Conduct for Employees, Volunteers and Consultants

The following standards of conduct are expected of all staff, volunteers, and consultants in the program. Additional information is located in the Volunteer Handbook located at each center. If at any time you are not able to meet the standards of conduct you will not be allowed to volunteer or work in the program.

CONFIDENTIALITY

While volunteering or working in the program, you may come into the possession of confidential information that belongs to Isla Vista Youth Projects, Inc., including (but not limited to) child, family and employee information, contracts, salary information, financial information, leases, licenses, agreements, and operational information. All of this information, whether about the IVYP Children's Center or an agency that IVYP is in a collaborative relationship, its participants/clients, suppliers, or employees, is strictly confidential. This information must not be removed, or disclosed to anyone, including family members, outside the Agency, or to any employee who is not entitled to the information, either during or after your volunteerism/work. Any doubts about the confidentiality of information should be resolved in favor of confidentiality.

RESPECT, INCLUSION OF ALL

Teachers, staff, volunteers and consultants will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability

POSITIVE CHILD GUIDANCE

Teachers, staff, volunteers and consultants will use positive methods of child guidance and will not engage in physical punishment, emotional or physical abuse, or humiliation. In addition, teachers, staff, volunteers and consultants will not use methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

CHILD SAFETY

No child will be left alone or unsupervised. If teachers, staff, volunteers and consultants observe a child who is left alone or unsupervised, all must agree to report it to the IVYP's teacher, Site-Supervisor or Program Director immediately and to assist in keeping children safe at all times.

STATEMENT OF NON-SMOKING

Smoking is not allowed within 30 feet from the schools, playground areas and from offices main entrance, operable doors and windows.

STATEMENT OF NON-RELIGIOUS CURRICULUM

In keeping with the Title 5, Child Development Program regulation 18017. The program refrains from religious instruction and worship.

NON-DISCRIMINATORY STATEMENT

The program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, age, national origin, religion, color, or mental or physical disability in determining which children are served.

HARASSMENT

IVYP's environments will be free from sexual harassment (which includes harassment based on gender, pregnancy, childbirth, or related medical conditions), as well as harassment based on factors such as race, color, religion, national origin, ancestry, age, physical disability, mental disability or medical condition. Any incident of harassment should be reported to the Executive Director who is responsible for investigating the matter. This policy includes clients and the public while participating in program services.

FRAUD

Providing false information on application related documents and re-certification documents will result in termination of services. Employees who have submitted fraudulent information, or are determined to have assisted, encouraged or coached an applicant, in the submission of fraudulent information will be subject to discipline. Discipline may be up to and including termination from employment.

GENERAL HEALTH AND SAFETY STATEMENT

In order to maintain a safe and healthy environment, we ask that any time you see or have a health and safety concern report it to your Program Director, Site Supervisor and/or any staff member at your center.

Although the above policies and procedures apply to our centers, it provides a good basis for Family Child Care providers and contracted childcare services.

Complete versions of all Program Policies and Procedures are available on our site.

Parent Information

Open Door Policy

IVYP Children's Center has an open-door policy. Parents are encouraged to visit at any time. While there is no need for advance notice, we often take students on nature walks. If time is a constraint, you may want to call the center in advance.

Parent Involvement

The IVYP Children's Center appreciates and values parent involvement in programming and is committed to providing full opportunities for the participation of all parents, including parents with limited-English proficiency, parents with disabilities and parents of migrant children. Parents are always welcome to visit during operating hours. In addition to parent-teacher conferences twice per year, participation in the Family Advisory Council, and parent education, we are committed to:

- a. Helping parents develop skills to use at home that support their children's academic efforts and social development.
- b. Providing parents with techniques and strategies that may be used to improve their children's academic success and to assist their children in learning at home.
- c. Building consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home.
- d. Training teachers and administration to communicate effectively with parents.
- e. Integrating parent involvement programs into Center policies.

Parent and Community Involvement 5 CCR Section 18277 & 5 CCR Section 18275

In order to succeed, families, educators and community must work together for the benefit and well-being of the children.

- Parent Orientation is offered to all enrolling families.

- A minimum of two Parent/Teacher Conferences are conducted annually to discuss your child's development and to learn how to best support your family's needs.
- Parent Involvement is strongly encouraged through the IVYP Children's Center Family Council, which meets monthly. The specific day and hour are notified by the IVYP Family Engagement Coordinator, Laura Costilla at the beginning of the new school year.
- We encourage the ongoing sharing of information between you, your child's teacher and any other IVYP staff to better help the development of your child.
- We encourage parent participation to advise the program on issues related to program services for children and families.
- IVYP engages with our local community and encourages community involvement.
- IVYP provides information to the local community regarding services to children and families.
- Parent Surveys are conducted throughout the school year.

Parents as Partners

We believe that children do best in school when teachers and families work together. We look forward to daily conversations with you about what is going on with your child.

There are many ways that you can participate:

- Talk with your child's teacher on a regular basis. Share ideas and concerns.
- Assist with field trips.
- Work with your child at home on achieving the goals you and the teacher have set: make games, educational materials, posters, etc.
- Assist with setting up activities.
- Assist with cleaning and repairing toys and equipment.
- Read to children.
- Assist in the kitchen, help in the classroom or office.
- Attend monthly parent meetings (June-August, no meetings).
- Participate in the Program Self-Assessment.
- Attend parent education workshops.
- Participate in program planning by attending Family Council meetings.
- Meet with the Educators, Site-Supervisor or Program Director
- Donate items for arts and crafts, if possible.

Termination of Services

All of the following Termination of Services are preceded by a 14-day Notice of Action (plus 5 days for mailing) to allow parental appeal rights. A child, parent or anyone acting on behalf of the parent who is a health/safety risk to themselves or others can be suspended during the appeal process.

- 1. Withdrawal** - If a parent withdraws from the ELCD Program, child development services will terminate on the last day the child attended.
- 2. Causes for Termination** - The IVYP Children's Center may terminate ELCD child development services if:
 - a. Parent is delinquent in payment of parent fees. Parents are terminated if they receive more than three (3) delinquency notices in a twelve-month period.
 - b. If fees remain delinquent through the Notice of Action effective date.
 - c. Parent fails to comply with the IVYP Children's Center Program policies.
 - d. Parent fails to submit required information to establish and maintain eligibility for child development services.
 - e. Parent is not cooperative with the IVYP Children's Center staff.

Failure to comply with any policies, procedures or regulations set for the by the California Department of Education can lead to termination of services for a minimum of one year from the date of termination.

Child Development Services must be offered during the appeal process. A parent who is terminated from the ELCD program shall be ineligible for child care services for a period of one (1) year, after which time she or he can have her/his name placed on the Eligibility List to be enrolled again, provided the termination cause has been cleared by the Early Learning Childcare Division.

Confidentiality of Records

1 Family Information - The use or disclosure of any information pertaining to the child or the child's family shall be restricted to purposes directly related to the administration of the program.

2 File Review - The IVYP Children's Center will permit the review of the child's file by the child's parent(s) who enrolled the child, or the parent's authorized representative, upon request and at reasonable times and place.

Complaint Procedure

It is the intent of the Isla Vista Youth Projects, Inc. to fully comply with all applicable state and federal laws and regulations.

Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding the Isla Vista Youth Projects' alleged violation of federal and/or state laws. This includes allegations of unlawful discrimination (Ed Code, sections 200 and 220 and Government Code, Section 11135) in any program or activity funded directly by the State or receiving federal financial assistance.

Complaints must be signed and filed in writing with the Board President of the Isla Vista Youth Projects, Inc.

Board President
PO BOX 1332
Goleta, CA 93116

If the complainant is not satisfied with the final written decision of the Board President, remedies may be available in federal or state court. In this event, the complainant should seek the advice of an attorney of his/her choosing.

A complainant filing a written complaint alleging violations of prohibited discrimination may also pursue civil law remedies, including but not limited to injunctions, restraining orders, or other remedies or orders.

Pesticide Disclosure

IPM ANNUAL NOTIFICATION OF PLANNED PESTICIDE USE

Dear Parent or Guardian,

In order to reduce children exposure to toxic substances, we strive to use the minimum number of herbicides and pesticides in our facilities. You will receive written notification in advance of any application of a pesticide.

Statement of Non-Discrimination

USDA Child Nutrition Program

In accordance with U.S. Department of Agriculture this institution is prohibited from discriminating against its customers, employees, and applicants for employment on the bases of race, color, national origin, age,

disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department.

To file a complaint of discrimination, write:

USDA, Director, Office of Adjudication, 1400
Independence Avenue, S.W., Washington, DC 20250-9410
866-632-9992

Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339, or 800-845-6136 (Spanish)."

**Child Development Services Program
CERTIFICATION POLICIES FOR PARENTS**

I hereby certify that I have received, read and understood the policies of the California Department of Education, Early Learning Childcare Division as outlined by a representative of the Isla Vista Youth Projects, Inc., Children's Center. I understand that state funds provide my subsidized childcare and that, giving false information or misuse of childcare, is a crime.

Parent Signature

Date