

Long Beach City College
Child and Adult Development/Parent Education Department
Child Development Centers



PARENT HANDBOOK

WEBSITE: <http://childrencenter.lbcc.edu>



Liberal Arts Campus

4630 Clark Avenue
Long Beach, California 90808
Full Day Program (562) 938-4253
Half Day Program (562) 938-4251



Pacific Coast Campus

1305 East Pacific Coast Highway
Long Beach, California 90813
Full Day Program (562) 938-3079
Half Day Program (562) 938-3082

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**“There is always a moment in childhood when
the door opens and lets the future in.”**

Graham Green

The Child & Adult Development Child Development Centers

Philosophy Statement

The philosophy of the Long Beach City College Child and Adult Development Department is reflected appropriately in each program throughout the Department.

We believe:

- There is interconnectedness between children, family, and the community.
- Children, families, and communities are greatly enhanced by positive interpersonal relationships and high quality environments throughout life.
- Each adult and child is valuable as an individual, capable of reaching his or her potential, when supported and encouraged by best practices.
- Learning occurs through active participation, which honors the process as well as the product in a developmentally appropriate environment.

Vision Statement

The vision of the Child and Adult Development Department at Long Beach City College is that all program and services enhance the quality of life for children, families, and students throughout the community while supporting and embracing diversity, self-esteem, individual potential, and community partnerships.

Mission Statement

As part of the Child and Adult Development Department at Long Beach City College, the Child Development Centers are committed to enhancing the quality of life for students, children, and families throughout the life span. Embracing the diversity each student brings, the Department strives to empower individual learners through personal and professional growth. To fulfill this mission we will:

- Model best practices based on current research, technology, and theory in the early childhood education field.
- Provide students with opportunities for life-long learning.
- Provide training for individuals seeking careers working with children and families.
- Provide appropriate and effective models of communication and interaction amid the diverse populations we serve.
- Promote effective parenting practices through education.
- Provide high quality early childhood classroom experiences for young children based on developmentally appropriate practices.

Community Care Licensing

The Long Beach City College Child Development Centers are licensed by the State of California, Department of Social Services, and Community Care Licensing Division. The Center's operations exceed the state standards for childcare. These standards relate to staff qualifications, health issues, facility design, and teacher to child ratios, records, and nutrition.

The Department of Social Services (DSS) has the right to perform the duties authorized in Section 101200(b) and (c) of the General Licensing requirements. This section allows an authorized agent of the DSS to come into the center unannounced for the purposes of annual inspection or investigation of complaints against the facility. The agent has the right to interview staff and children without prior notification. Annual Licensing Reports and Complaint Investigation Reports are a matter of public record and copies are available to parents upon request.

Curriculum

Curriculum at the Long Beach City College Child Development Centers is based on the premise that children learn by doing. We believe that your child will discover and learn by making the decisions needed to work through an activity, rather than being told exactly how to accomplish a task. As a result of this process-oriented approach, you will find that no two art projects look the same, and your child will discover many individual approaches to accomplish a task, thus, your child will not be asked or required to complete activities in a specific manner. Rather, we support the interest of each child, helping them to grow in their socio-emotional and cognitive skill development through hands-on experimentation with materials and concepts. Our curriculum is built around ideas of interest to the children. Each day there are opportunities for all children to explore materials and create meaningful experiences. Our emergent curriculum provides opportunities in several basic areas:

- Language and Literacy – children are encouraged to talk, sing, listen, or otherwise use language and experience written material. Examples are flannel board stories, books, dramatic story telling, and puppet play.
- Mathematical Thinking – children are encouraged to develop a sense of number. Examples are activities that include counting, determining more or less, larger or smaller, how many, how much, recognizing patterns, recognizing shapes, and developing a sense of time awareness.
- Scientific Thinking – children focus on the world they know and understand. Knowledge grows from the child's innate need to discover. Examples are measuring, comparing, using the five senses, questioning, predicting and analyzing results.
- Social Studies – children explore the roles and relationships in their world. Examples are dramatic play; block building; recognizing similarities and differences in people, families, and professions; and understanding the reasons for social expectations.
- Personal and Social Development – children are encouraged to develop a self-concept and self-control through interacting with others, problem solving, and conflict resolution.

- Physical Development – includes large and small motor development, and an understanding of personal health and safety.
- The Arts – encourage children to express their creativity through art, self-expression, music, and dramatic play.

The day is a blend of child-initiated and teacher-initiated activities including group time, choice times, outdoor play, appropriate meals, snacks, and rest times.

Teacher-Child Ratios

Age of Children	Group Size	Adult/Child
Preschool (2-3 y/o)	1:12	1:4
Preschool (3-5 y/o)	1:24	1:8

Tuition

Tuition is due on the first day that your child attends each week. Tuition payments can be deposited in the tuition box located in the Center lobby. Failure to pay tuition will result in an interruption in care and possible termination from the program. An account becomes delinquent if payment is not received after seven (7) calendar days from the date the fees were due.

Tuition is charged for all holidays and staff development days for which your child is enrolled. The Centers do not give tuition waivers for absences due to illness or vacation. There is no discount given for a second child from the same family. Please notify us in advance of any vacation(s) during which your child will not be in attendance. Please be advised that **pre-payment** of weekly tuition is required in full in order to maintain your child’s enrollment.

In order to meet the needs of our program and/or when requested to do so by the college for budgetary reasons, tuition rates are subject to a yearly increase. Tuition rates **may** be increased annually at the beginning of each fiscal year (July 1) to cover the costs of increased expenses. Under unusual circumstances the Administrative Team may approve a mid-year tuition increase. Families will be notified 30 days in advance of any tuition increase.

(State funded rate increases will be considered the effective date given to the agency and no prior notice is necessary).

Hours and Days of Operation

The CDC is open Monday through Friday from 7:00am until 5:30pm. The morning part-day schedule runs from 8:30am until 11:30am and the afternoon part-day program runs from 12:30pm to 3:30 pm. (does not include lunch only an am or pm snack). Please note that late fees will apply after 11:30am, 3:30 pm or 5:30, depending on the schedule in which your child is enrolled.

The part day programs follow the college school session calendar of Long Beach City College, closed for all legal and college holidays and up to three (3) college flex days.

The full day program operates 246 days and, close for all legal holidays and one week during the winter break. Calendars are available on line and at the center offices.

For the safety and security of the Children and Staff of the CDC’s, please DO NOT use any of the Emergency Exit gates to exit the facilities.
All Entry to and Exit from the facility must occur through the PCC-CDC front lobby and the designated entries and exits at the LAC-CDC.

Preparing Your Child for the Center Experience

Who is eligible for the Child Development Center Program?

Children must be **24 months** to participate in the preschool program. Children may remain in the program until they enter kindergarten. We operate on a non-discriminatory basis, according equal treatment and access without regard to race, color, gender, ability, religion, national origin or ancestry.

- The parent must continually demonstrate a commitment to the child’s progress in the program.
- The parent must complete the requirements of the program in which the child is enrolled.

Only officially enrolled children are permitted in Center classrooms.

How do I enroll my child in the full-day or part-day Infant/Preschool Program(s)?

To enroll your child, call the Child Development Center and inquire about availability. If space is available, come to the Center and pick up enrollment forms (as described below). When forms are completed and returned to the Center and any required fees are paid, a parent orientation and a classroom visit will be scheduled. All parents must complete the parent orientation and sign a child care/admissions contract. Spend at least one hour in the classroom with their child before the child's start date.

Enrollment priority is established as follows:

- Families returning from the previous semester
- Students enrolled at Long Beach City College
- Long Beach City College employees
- Community members

What Enrollment Forms are Required?

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

- Identification and Emergency (LIC 700)
- Physician's Report – Child Care Centers (LIC 701)
- Parent's Report of Child's History
- Consent for Emergency Medical Treatment (LIC 627)
- Parent receipt of Parent Rights (LIC 905)
- Parent receipt of Personal Rights (LIC 613)
- Parent receipt of Child Abuse Prevention Pamphlet
- Enrollment Card

Other forms required by the Center may include:

- Birth Certificate for verification of child's birth date
- Child's immunization record
- Documentation of negative T.B. results for child within one year of entrance
- Documentation of negative T.B. results for parent within one year of child's entrance and renewed every 2 years
- LBCC Registrar's verification of parent student enrollment
- Parent's current Schedule of Classes
- Child Care Admissions Contract (for all programs)
- Parent Account Record
- Child Care Food Program Eligibility Form (required for all programs except CDPE)
- Documentation of eligibility for State Preschool and/or state subsidize programs (see the addendum)

Health and Safety

What is the Centers' Wellness Policy?

Adults and children are expected to be in good health and able to participate in the planned activities. **To reduce the spread of illness, please remain home if your child has had a non-clear nasal discharge, unexplained rash, sore throat, diarrhea, vomiting, stomach/ear ache, swollen glands, fever over 100° without medication, or strong cough during the previous 24-hour period.** Our teachers conduct a health check prior to accepting your child and will not allow a sick child to stay at school. **Children must be symptom and fever free without medication for 24 hours.**

What happens when a child is Injured or becomes Ill at School?

If a child is injured or becomes ill while at the Center, we will contact the parent immediately. If the Center cannot reach the parent after several attempts, the Center will call emergency numbers on the *Enrollment Card*. Child must be picked up within one hour of initial contact. State licensing requires the Center to note/document any occurrence of unusual behavior and/or signs of illness in the child's file.

Please keep emergency information (persons to contact and phone numbers) Current on your child's enrollment card. Leave a note of where you can be reached on sign-in sheet if you will not be in the usual place.

What should I do if my child has a Communicable Disease?

Inform the Center promptly if you suspect that you or your child has contracted a communicable disease, for example, chicken pox, lice, conjunctivitis (pink eye), strep throat, hand, foot and mouth disease, scarlet fever. Such reports are treated with confidentiality. When necessary, parents will be notified of possible exposure.

What should I do if my child has Allergies?

Please make sure the staff is aware of all allergies and that the applicable information is noted on your child's *Health History – Parent's Report* form. **Have doctor fill out the center food allergy form and return to center.**

What should I do if my child needs Medication?

Medication, whether prescription or non-prescription, can be given to children only when there is a note from their doctor AND written permission from parents.

Prescription medicines: Container must have the original label listing the child's name, physician's name, name of medicine, issue date, dosage, and directions for administration and storage.

Non-prescription medicines: Must be in original container which gives directions for safe use, expiration date, list of active ingredients, name and address of manufacturer, and be labeled with the child's name.

What are the Centers' Policies about Sanitation?

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

- upon entering the classroom,
- before handling food, after toileting,
- after assisting a child with toileting,
- after using a tissue.

Hand washing procedures are posted near the sinks.

Remember to turn off the water using a paper towel, NOT YOUR CLEAN HANDS.

**Remind children to flush the toilet before they wash their hands.
Check toilets and flush as you walk through the bathrooms.**

Center Safety

Happiness is feeling safe. The first responsibility of all Center staff, participating adults, and visiting students is to provide a safe indoor and outdoor environment for children. Keep all traffic pattern areas free of objects (blocks, toys, paper towels, etc.) and insure that all spills are wiped up immediately. Encourage children to wipe up their own spills and to pick up what they have dropped.

If, at any time, you are concerned about the safety of a particular situation, please ask your Child Development teacher, Instructor, or Site Supervisor.

What should my child wear to school?

Dress children in play clothes that will not concern you or the child if the clothes become soiled or torn. Long skirts and dresses, scarves, jacket hood strings, or other clothing that can be caught on equipment are dangerous when a child plays or uses school equipment. Dressing your child in layers will insure their comfort as the temperature changes throughout the day.

Label ALL garments with your child's name.

Shoes that fasten or tie are preferred because they provide more security when children use large motor equipment. Closed-toed shoes prevent injuries. Tennis shoes are recommended to enable safe running, climbing, and balancing activities.

***We reserve the right to restrict a child's activities
or offer them alternative clothing.***

**The parent must provide an extra set of seasonal clothing, including
underwear and socks, in case of accidents or spills.
Please return borrowed clothing.**

Photo Release

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

Sunscreen

It is strongly recommended that children wear sunscreen to prevent sunburn. Parents should apply sunscreen of SPF 15 or higher before children come to school. Staff will reapply sunscreen if the parent supplies a bottle labeled with the child's name.

What Do the Centers Do for Emergency Preparedness?

The Center will have monthly emergency evacuation drills. All individuals must evacuate the Center and remain outside until the “all clear” signal is given by the Site Supervisor. The Center has emergency supplies on the premises.

Mandated Child Abuse and Neglect Reporting

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

Parking Lot and Car Safety



Buckle Up!! Buckle Up!! Buckle Up!!

State laws mandate that children should always be seated and secured in car seats – Your child must be in an approved car or booster seat until they are 60 pounds or 6 years old!

Where can I Park?

Pacific Coast Campus (PCC): There is parking available in the STUDENT LOT on both sides of the Center. A valid parking sticker is required. You may use the green marked spaces along the south side of the Center for *quick* drop off and pick-ups. These are 10 minute and 30 minute spaces – please do not exceed the time. Campus police monitor and ticket these spaces. Liberal Arts Campus (LAC): There is parking available in the lot next to the Center. A valid parking sticker is required. You may use the 10-minute spaces for *quick* drop-offs and pick-ups – please do not exceed the time. Campus police monitor and ticket these spaces. The parking lot speed limit is 5 mph.

Always watch for children and moving vehicles!!

Parking Lot Safety

Please practice *extreme* caution while driving or walking to and from the Center. *Hold* children’s hands, use *crosswalks* where available, and *model* safe practices for your child. When car-pooling, keep your adult-child ratios safe, and discuss and agree on safety rules with adults and children. It is recommended that children under 100 pounds ride in the back seat away from air bags.

**Never leave any child alone in the car
No matter how short the time!
*It is not only unsafe, but illegal.***

Child and Adult Development Department Child Development Centers - Program Policies

Arrival and Departure Policies

What do my child and I do when we get to school?

- Sign child in/out on classroom sign-in sheet with a full legal, legible signature, **RECORDING THE TIME OF DAY.**
- Remind the child to wash his or her hands (parents can assist infants with hand washing).
- Stay until the Child Development teacher has seen and greeted the child.
- Leave a contact number or destination on the sign-in sheet if you will not be at any previously listed number in case of illness or emergency.
- Make sure to say good-bye to my child before leaving. After you have said good-bye, leave. Continuous good-byes make separation more difficult.

Who can pick up my child?

Any adult (age 18 or older) authorized on the enrollment card by the enrolling parent. A photo I.D. will be required.

Authorization for Pick-Up – Your child will only be released to authorized individuals. Initial authorization must be made on the **Identification and Emergency Information** form provided. Any changes to this form must be made in writing, either to add or delete an individual. When an authorized person arrives at the center for pick-up for the first time, his or her photo ID will be checked

at the reception area and the child's file checked to verify information. This can occur for the first several visits as staff becomes acquainted with the new person, so please ask those assisting you with pick-up to be patient with us and always have their ID ready. All persons authorized to pick up your child must be at least 18 years of age. If an unauthorized person should arrive at the CDC, the parent will be called immediately, and the child will not be released except to an authorized individual. If necessary, Long Beach Police will be notified.

If a parent or other authorized person arrives to pick up a child and appears in the judgment of the staff in any way to be intoxicated or under the influence of drugs, Long Beach Police will be called immediately. A child will not be released to any person under the influence of alcohol or drugs. The CDC staff will attempt to call someone from the child's emergency list to pick up your child.

Legal Custody – If you are experiencing custody difficulties, we strongly urge you to keep the site Supervisor and staff fully advised of circumstances which might affect the CDC and your child. It is the responsibility of the Parent to keep the authorized list of people allowed to pick up a child current and accurate. **Unless legal documentation is submitted to the contrary, the CDC assumes that both parents listed have equal rights to drop off and pick up a child.** If there is a change in legal custody and one parent is granted sole custody of your child, and the other parent is no longer authorized to pick up your child, you must inform the Center of this fact and provide the Site Supervisor with a copy of the court order confirming custody. The copy will be placed in the child's file and we will abide by what the court has listed.

What happens if I am late picking up my child?

CALL the Center when you realize you will be late.

Late pick-up refers to any time a child is picked up after their scheduled hours (11:30, 3:30 or 5:30). Late pick up is worrisome for a child and the staff. Please notify staff as soon as you realize you maybe late to prevent staff from calling the adults listed on your pick up form. A late fee of \$1.00 **per minute** will be charged. A 5-minute grace period will be given for the first late pick-up. **Three (3) late pick-ups within the contract year July 1 – June 30, will result in termination from the Center.**

Classroom Participation Policies

How should adults dress when participating in the classroom?

Clothing should be comfortable and modest (no short-shorts, bare midriffs). Wear clothes that will not concern you if they become soiled. Shoes that fasten or tie are preferred because they provide more security when playing with the children. **No drinks, water, food, or cell phone use in the children's environment.** Smoking is not allowed anywhere on the premises.

How will my child's birthday be celebrated?

Check with your child's teacher to see how birthdays are celebrated in his/her classroom. If you do not wish to have your child's birthday recognized, please tell your child's teacher. Special foods and birthday party invitations **may not** be distributed at school.

Mandatory Parent Hours for Preschool

Parents enrolled at the Child Development Center must complete mandatory Parent Hours for each semester. Your partnership with the staff is vital to reaching the high standard we set for our Centers. For your convenience, a log sheet will be kept in each classroom behind your child's daily sign in/out sheet. The book also contains a list of suggested activities you can do to fulfill hours. It is important that you document your parent hours and activities on that log. Failure to complete parent hours by the end of each month may result in an interruption of care until the hours are completed.

PARENT HOURS REQUIRED:

- If your child attends the **full day program** 3-5 days weekly – 16 hours per semester (8 hours in summer)
- If your child attends the **full day program** 2 days (minimum) weekly – 8 hours per semester (4 hours in summer)
- If your child attends the **part day program** 3 – 5 days weekly – 8 hours per semester
- If your child attends the **part day program** 2 days (minimum) weekly – 4 hours per semester
- ***Hours will be prorated accordingly for late starts.***

Monthly audits are conducted. Please be sure to log all completed parent hours in the designated binder in your child's room. (See the teacher in your child's room for the specific location.)

Deficiency notices will be distributed to parents who are behind in their hours with a deadline to correct the deficiency. Failure to comply by the deadline could lead to interruption in child care services.

Donations are appreciated, but must be limited to **one** per month. You will receive credit of (1) parent hour. Please check with the Specialist in your child's classroom to determine what donations are needed. (*Large donations should be made through Center's office. The Site Supervisor will assign the amount of parent hours applicable.*)

Literature and Food Responses can be completed to earn parent hours. You may complete up to half of your total parent hours in responses. Visit the CDC website for the form(s) at <http://childrencenter.lbcc.edu>, or you may obtain them in the Center's office.

Nutrition Guidelines

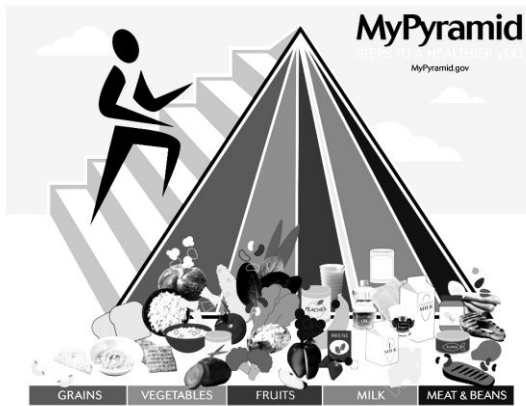
Snacks are small amounts of simple, nutritious, tasteful foods. Preparation of snack is considered part of the learning curriculum and is designed for child participation. Snack often reinforces aspects of the curriculum.

Nutrition guidelines for providing cooking experiences in the classroom:

- All ready-to-eat food must be in original containers. This includes staples such as flour, mayonnaise, sugar, etc. Fresh fruits and vegetables must be whole or uncut.
- All food must be prepared at school.
- **NUT-SENSITIVE** Center – no peanut butter, nuts, etc.
- Popcorn, chewing gum, marshmallows, and candy are not used at the Center
- For sanitation and safety reasons, children must wash their hands before preparing or handling food and again if their hands get dirty during food preparation.
- Cooking utensils (knives, forks, ovens, mixers, griddles, hot plates, etc.) require careful supervision at all times.
- Check with the teacher about food allergies before planning food activities.

We encourage parents who participate in nutrition with children to consult each classroom's recipe book for food ideas. Each snack must include at least two food groups.

**The Preschool program participates in CA Dept. of Education Child and Adult Care Food Program (families are required to fill out a food application each school year for continued funding)*



Check out the following website for educational information about the Food Pyramid for Kids....

<http://www.nutritionexplorations.org/kids/nutrition-pyramid.asp>

Communication Systems

Bulletin/Newsletter

It will be distributed to parents and students regularly. These communication systems include parent education articles; news about the full day and part day programs, information on family resources, announcements about upcoming Center or community events. Check our website: <http://childrecenter.lbcc.edu>

Parent Bulletin Board

This will contain information of interest to families about the Center, parenting, and the college. If you have something to post, please see the Site Supervisor or Lab Instructor for approval before posting. **Approved** business cards, flyers, and/or catalogues may be posted, **but** business should be conducted outside the Center. Long Beach City College, the Child and Adult Development Department, and the Child Development Centers do **not** endorse posted products or services.

Discretion should be made when when sending/forwarding pictures of other children via email or web.

How can I help support the Child Development Centers?

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

- Our annual Child Development Associates event
- Book Fairs or Scholastic Book Orders
- Other Center based fundraisers.
- The Child Development teachers and classroom teams often create "Wish Lists" of items that they would like to supplement the activities and curriculum they offer. Please check with your child's caregivers to see if they have an ongoing list in their room.

If you have ideas for fundraisers or would like to participate/organize one, please let us know! Offers to raise funds through the sale of products represented by parents, such as Tupperware, Avon, and Discovery Toys are appreciated, BUT it is inappropriate to support one parent's enterprise at the expense of another. Center fundraising will not include such product lines. Donations of these items may be accepted as long as there is no individual profit.

There are other housekeeping-type items that we purchase consistently throughout the year. If these are things you would like to pick up and donate, we greatly appreciate it and it allows us to spend our limited budget on other things that benefit the children. We do not have a preference of brand; items can be purchased at stores such as Costco, Smart & Final, Target, etc. Some of these items are:

- 9 inch paper plates (white)
- 6 inch paper plates (white)
- Dispenser napkins (white)
- Medium weight plastic spoons
- Medium weight plastic forks
- 5 oz paper cups (white)
- 5 oz paper bowls (white)
- Facial tissue (Kleenex)
- 12 X 1000 plastic wrap
- 12 X 500 foil roll
- Sponges (all sizes)
- Zip-Lock food bags (sandwich/gallon)
- Laundry detergent
- Fabric softener
- Dishwasher detergent
- Dishwashing liquid soap
- Band-Aids (all sizes)
- AA batteries (for digital cameras)

In high quality child development programs, parent involvement and support is critical; we appreciate the time and efforts you contribute! Thank you for your support.

Termination of Services Policy

Program services may be terminated to a family and/or child by the administration if any of the below criteria are not met:

1. Failure to pay tuition within one week of its due date will result in an interruption of care and/or termination from the program.
2. The parent/guardian must maintain a current, accurate list of at least three persons to call in case of emergency. An answering machine is not acceptable.
3. The parent/guardian must pick up the child by the Center's closing time. Following any pick up after the closing time of the program, service may be suspended with late fee charges. Based on the results of an administrative review and parent conference with the Site Supervisor or Instructor, services may be terminated or may be reinstated with the stipulation that any additional late pick-ups will result in termination of services.
4. Parent/guardian must participate in a way that maintains the smooth and efficient operation of the program and/or **does not compromise the health and safety of children or staff.**
5. The parent/guardian must meet the contractual agreement (i.e., payment of fees, failure to follow the agreed upon child care schedule, failure to maintain parent participation hours) or any other program requirements as outlined in the Parent Handbook.
6. The Center is unable to meet the physical, social, or emotional needs of the child.

Parents who do not abide by the Education Code, or the Long Beach Community College Policies.

Families terminated from the program will not be allowed to re – enroll for six (6) months from the date of termination.

How do I withdraw my child from the program?

One (1) week **written** notice is required when withdrawing your child from the Center. Fees will continue until written notice is received. All unpaid fees may result in a notice of delinquent fees to Long Beach City College Admissions and Records Department.

What Are My Responsibilities at the Center?

Supervision

There are many important things that we do at the Child Development Centers, but the most important task, the one that makes all of the parent, student and child learning possible is to keep the children in our care safe. The #1 way we keep children safe is by making sure that **all** children are observed by an adult at **all** times. For parents this can be very different from home, where we trust that the children out of our sight in the living room or back yard are safe. At school parents and teachers work together to make sure that all of the children are watched while at play. The following is a list of reminders for when you are supervising children at our school.

- If you are assigned an area to watch, know that you are assisting to watch all of the children who enter that area--whether they are from your class or program or not.
- Know that you are not alone, the teachers and other parents are working with you as a team to keep all of the children safe.
- Although we discourage casual conversation between adults while supervising, it is important for adults to keep communicating about the areas they are watching.
- Alert the nearest teacher if there are too few or too many children in your area--they will find you assistance or ask you to assist in watching a nearby area as well.
- If you are watching a particular area, it is up to you to enforce safety limits. For example, if you observe a child riding a bike without shoes, do not wait for someone else to set a limit with them--stop them and let the child know you will hold their bike for them while they get their shoes.

Guidance and Discipline

The goal of the Centers' discipline policy is to assist children in developing emotional regulation and self-discipline through respectful interactions that support children's emotional growth. The preschool years are a time of immense cognitive, physical and emotional growth for young children. Young children are still egocentric, meaning they still think mostly of their own needs and wants as opposed to the needs of others. Because of this, it is not unusual for young children to use physical or verbal aggression in an attempt to get their needs met. It is our job as the adults in the environment to guide children through this time by setting clear limits and following through appropriately and consistently.

What are the "Rules"?

In our environment there are three basic rules, or behaviors, that need to be stopped by adults:

1. Physical aggression is unacceptable
 - Hitting, slapping, pinching
 - Throwing objects at others
2. Willful destruction of school property is unacceptable
 - Ripping books
 - Breaking toys
3. Engaging in activities that the Specialist has determined may be physically or emotionally harmful to themselves or others
 - Teasing, name calling or threatening language
 - Using equipment in a dangerous way

- | |
|---|
| <ul style="list-style-type: none">• Respect Yourself• Respect Others• Respect Property |
|---|

This list is not meant to cover every eventuality that may occur. It is important that the adults in the environment take each case individually. Supervising parents should consult with the teacher if they are unsure about whether a behavior needs to be stopped or not.

Procedures for Dealing with Unacceptable Behaviors

If a child has a specific unacceptable behavior that persists over time, the following procedure will be followed:

- The teacher will attempt to help the child change the behavior. If the behavior continues to be disruptive to the classroom environment, further action will be taken, including parent conferences, consultations, and referrals. If the behavior continues, and is a detriment to the program, the child may be removed from the program.
- If you would like a copy of the full text of the "Procedure for Dealing with Unacceptable Behavior", please see an Instructor or Site Supervisor.

Interacting with Children

The interactions between children and the adults in a preschool environment are extremely important. It is through our interactions that we guide children to reach their full potential physically, emotionally and cognitively. Although we value the skills and knowledge that each individual adult brings to their interactions with the children in their care, it is important that all of our interactions follow a consistent format so that we can ensure a high quality experience for each child each day. To that end, the following are guidelines for adult-child interactions in a variety of situations.

At the Snack Table

- Introduce yourself.
- Use children's first names.
- If children are not talking, try to start conversation.
- When children start talking, LISTEN and follow their lead for conversation.
- Guide children to serve themselves.
- Guide children to clean up their own messes (do not jump up to get a towel for a spill).
- Teach manners by example; never insist that children say "please" or "thank you."

During Play Time in Centers

- Let children guide the play. Avoid becoming the center of attention or telling children how to use equipment or materials.
- Look for opportunities for "teachable moments," that is, make observations of children's play so they become aware of their discoveries.
- Incorporate concept words such as color, shape, size, number and relationship when possible.

- When children argue (as long it is not physically or emotionally abusive) they are learning social skills. Let children negotiate. Step in only when necessary and then use ACTIVE LISTENING, LIMIT SETTING, OR PROBLEM SOLVING steps.
- Look for opportunities to support children’s imaginative play by adding equipment that may add a new dimension to play such as bringing pencils and paper to the block area when children are talking about a plan for a castle.

When Assisting with an Adult-Directed Activity

- When presenting science, creative, physical or cognitive activities to a small group of children remember that **THEIR** discovery is the most important part of the activity. Children learn more by doing than by instruction. This means that it is okay if the activity does not turn out exactly as planned.
- Guide children to use materials appropriately, but remember there may be more than one version of “appropriate.” For instance: it is appropriate to decide to splatter paint with a paintbrush instead of using regular brush strokes, but it is inappropriate to paint your friend’s hair with the paintbrush.
- Avoid comparing or judging children’s work. Keep your comments positive and focus on skills and effort.

When a Child Needs Help

Young children will look to the adults in the environment to help them get their needs met in a variety of ways. Young children often require help putting on a jacket or pouring water, or they may want an adult to draw them a picture or play a game with them. It is important to remember that doing things for children is not always helping them. Young children need our guidance but not necessarily for us to do things for them. When a child comes to you for help consider the following:

- Young children learn through experience, so attempt to guide a child through a process instead of doing for them. For example, when a child asks you to put on their jacket for them, you might say, “How can I help?” and then listen to their suggestions before you walk them step by step in the process of how to put on a jacket or pour water etc.
- It is okay for children to be frustrated when learning a new skill; this is an integral part of learning for many children.
- Make sure to encourage children along the way; “You got the first arm in all by yourself!”
- There is a fine line between frustration that challenges and frustration that defeat. Watch carefully for when children need you to step in and when they need you to step back.
- Remember to “ACTIVE LISTEN” (1. get close, 2. really listen, 3. restate what you hear, 4. add information, and 5. clarify).

When there is a Problem between Two Children

- If there is physical or verbal aggression, stop the behavior (gently and respectfully). The easiest way to do this is to physically place yourself between the two children. When children are arguing over a toy, put your hand on the toy but do not attempt to take it away.
- Get down to the child’s level.
- Make an active listening or door opening statement that shows that you recognize feelings and needs.
- Remain calm, and do not take one child’s side.
- Listen to what the children have to say and help them to define the problem; “You both want to play with this truck, but there is only one truck and two of you, what do you want to do now?”
- Assist the children in negotiating a solution to the problem - do not solve the problem for them.
- If children seem stuck, ask them if they would like to hear your ideas - remember that they may or may not accept one of your ideas.
- If the children agree to take turns and decide on a time limit, follow through by letting them know when the time is up.

When a Limit Needs to be Set

- Set limits only when you have determined that the behavior is harmful to someone or something.
- Be close enough to the child to touch them before saying anything (do not shout across the yard).

Steps

1. Stop the inappropriate behavior.
2. Validate the child’s feelings; “You are having a lot of fun throwing balls.”
 - Explain the inappropriateness of the behavior in this place or at this time, “When you throw balls over the fence they are lost, and we do not have them to play with.”
 - Help the child find an appropriate alternative behavior, “Where do you think you can throw balls where they won’t get lost?”
3. Make sure to follow through.
4. If a child continues to break the same limit ask a Specialist for help.

General Interaction Guidelines

- Offer choices only when there are real choices available. For example saying, “It’s time to go home, okay?” implies that the child *has* a choice to go home or not. Saying, “You have to sit here at rug time,” implies that there is not a choice when *there is* one.

- Remember that every behavior has a feeling and a need behind it. Children never do something “for no reason.”
- There are no “bad children” only behaviors we do not like.
- Focus on the positive but do not ignore children’s negative emotions, they have value too.

Additional Information

Parent-Staff Employment Arrangements

LBCC CDC employees are employed to care for children at our Center. The CDC respectfully requests that parents do not employ the teaching staff after hours. This puts the Center at risk and places the teacher in a compromising position.

Parent/CD Teacher Conferences

Conferences are scheduled twice a year and/or upon request. This is an opportunity to discuss your child's progress, how the program is fitting your child's needs, and his or her development in relation to adults and peers. The child's strengths are highlighted, areas of concern are addressed and potential areas of growth are discussed. The dialogue between teachers and parents provides an opportunity to help all parties assist the child in his or her growth and development. The teachers' comments are not intended to be a judgment of a child or his or her parents. Parents are given a copy of the conference form.

Child Development Center Closures

The CDC's will observe all college and legal holidays. Some of these holidays include: New Year's Day, Martin Luther King Day, President's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Day After. The part day programs, funded and non-funded follow the District Academic Calendar, which includes three (3) flex days.

Full day program funded and non-funded operate year round except one week during winter break when the entire district is closed. The college calendar is distributed at the beginning of each fiscal year and is available on the LBCC website at www.lbcc.edu.

Signing In & Out

Parents or their Authorized Persons must sign their child in and out with their full legal, legible signature and the time, on the attendance record sheet each time she/he leaves and returns to the center during the day. This is required by Community Care Licensing and is a safety matter, as this is the primary record we have that your child is present at school. We use this to take role periodically, especially during fire and emergency drills. Children are only released to their parent unless you authorize someone else (over 18 years of age) to pick up your child by completing the appropriate form ahead of time.

Toys from Home

Bringing toys from home can be a source of problems as children may find it difficult to keep track of their special toy or to share it with others. Therefore, we ask that children do not bring their toys to school. Exceptions apply when children show the need for a transitional object, such as a stuffed toy or favorite book, to provide a link between home and school. Also, some classrooms plan "show and tell" days, when children are encouraged to bring something from home. Children do not have to share their special toys with others, but are encouraged to do so. Toys brought from home must fit into the child's cubby and should be labeled with your child's name. We recommend that you avoid toys that are fragile or have many parts. Toys of a violent nature, such as war toys or guns are not permitted. The CDC's cannot be responsible for lost, broken or misplaced items.

A Rule of Thumb - if you are worried about it (clothing or toys), don't send it!

The Staff of the CDC's will do everything they can to help you and your child care for their personal belongings.

Toilet Learning

Toilet Learning is the process in which your child learns to recognize and act independently upon the urge to use the bathroom. This is a natural process that occurs at the child's own rate of development and with encouragement from his or her parents and teachers. If your child has begun the process of learning to use the toilet at home, please inform his or her teachers so that they can support your child's learning at school. The teachers will remind children at regular intervals throughout the day and will inform you of any progress that is made. At no time will we force or bribe a child to use the toilet, but rather these reminders are intended to help children learn to recognize when they need to go to the bathroom. Please be sure to send your child in clothing he or she can get in and out of easily and provide lots of extra changes! Soiled clothing will be put in plastic bags and sent home at the end of the day.

Observation

- **Observation Rooms** with one-way mirrors in Rooms 1, 2, and 3 at LAC and the observation room located in the administration building at PCC are **for adult use only**. **CHILDREN ARE NOT ALLOWED IN THE COMPUTER ROOM**. Other college students also use Observation Rooms as they fulfill class assignments. Please do not use the Observation Rooms to visit with other parents.
- **Students** from the College or community observe and/or participate in the children’s groups.
- **Visitors** must sign in at the desk and receive a nametag upon arrival.

Center Resources

Libraries:

- Adult Library: Books may be checked out for a period of one week. Videos may be checked out overnight. *Fines will be assessed for lost books/videos.*
- Children's Library: Books are NOT available for check out unless there is a special program such as the Raising-A-Reader program.

CDLL Faculty: Child and Adult Development/Parent Education Department college professors facilitate students' work in the children's demonstration lab school, in both the full and half day programs.

Center Staff

- **Children's Program Coordinator**: Responsible for the overall supervision and management of the Centers.
- **Lab Instructors**: Responsible for parent lab/lecture and supervision of practicum and observing students.
- **Site Supervisors**: Administer all aspects of the Child and Adult Development Department's demonstration lab school programs, both full and half day.
- **Child Development Teachers**: Qualified, experienced teachers plan, present, and coordinate the children's program and model effective, positive adult-child interaction.
- **Child Development Associate Teachers**: Qualified, experienced teachers support the classroom teacher.
- **Child Care Assistants and Federal Work Study Students**: Assist the teachers in classroom preparation of materials, snack, lunch, etc.
- **Administrative Assistants**: Provide administrative support to the Centers and the Child and Adult Development Department.
- **Child Development Center Program Assistant**: Assist in the operation of the nutrition program.

Subsidized Care Information

The California Department of Education/Child Development Division (CDE/CDD) funds a portion of our full and part day programs. According to the State funding Terms and conditions for Child Development Programs, fees are assessed based upon the family's adjusted gross monthly income, family size, need and contract for services provided.

If a family applies for the state funding, the family must be certified for eligibility, which is the formal process to collect information and documentation to determine that the family and/or child meet the criteria for receiving subsidized funds. When all documentation is collected, paperwork complete and the authorized representative for the Center has signed an application for services, the child can begin.

Families must notify the Center within five (5) calendar days of any change in status. This means any increase or decrease in family income, family size, or need for care. If you do not notify the Center and it is determined there is a change in status, you will be responsible for back paying any fees and your childcare will be terminated.

Long Beach Community College Student Funded Families

The Child Development Center serves students of Long Beach Community College. In order to receive childcare services as a **student** you must meet the State criteria and:

- Parent/guardian must be **enrolled in at least six units** for the fall and spring semester (summer session is 3 units for part time and 6 units for full time). You must stay enrolled each semester to receive funding.
- Present an academic plan signed by a college counselor and/or a signed vocational goal form stating the goal of the vocational training.

- Continue progress toward an academic/vocational goal with at least a 2.0 GPA. You must provide transcripts each semester and summer **within ten days** of the college posting to verify your grade of 2.0 or better for each class.
- A child's continued participation in the Center is contingent on the parent's enrollment. Services will terminate if the student drops classes and does not notify the center **within 5 days**.
- During winter break, spring break and/or breaks between semesters, parents may receive child care services during the 3 hour PS (8:30 – 11:30) curriculum core time to maintain their eligibility.

Students who fall below six (6) units or earn lower than a 2.0 GPA **will** be allowed one semester on probation under specific guidelines arranged between the student and the Site Supervisor.

Any exceptions to the above rules must be requested in writing through a petition process. The petition committee will consist of the Children's Program Coordinator, the Chair of the Child Development Department and the Division Dean.

Students: The California Education Code and Title 5 states that grades, transcripts, diplomas, and registration privileges, or any combination thereof, shall be withheld from any student or former student who has been provided with written notice that he/she has failed to pay a proper financial obligation. Any item(s) withheld shall be released when the student satisfactorily meets the financial obligation.

To determine eligibility the family must meet income and need criteria as stated in the following paragraphs.

Enrollment Information

Eligibility Regulations

Documentation and Determination of Family Size:

Family Size—a parent shall provide the names of the parents and the names, gender and birthdates of the children identified in the family. The number of children shall be documented by providing at least one of the following: birth certificates, court orders regarding child custody, adoption documents, records of foster care placements, school or medical records, county welfare department records or other reliable documents indicating the relationship of the child to the parent.

When only one parent has signed the application and the other parent whose name does not appear on the application, then the presence or absence of that parent shall be documented by providing any of the following documents: records of marriage, divorce, domestic partnership or legal separation, court-ordered child custody arrangements, evidence the parent signing is receiving child support payments from that person, rental receipts or agreement, contract, utility bills or other documents (in just that parents name) for the residence of the family indicating that the parent is the responsible party. If there is no documentation or there is a recent separation, a self-declaration may be used for **six months** and then the parent must provide the documentation. If the information provided by the parent is insufficient, the Center will request additional documentation to determine family size and composition.

Definition of Parent

“Parent” means a biological parent, adoptive parent, stepparent, foster parent, caretaker relative, legal guardian, legally registered domestic partner, or any other adult with a child who has responsibility for the care and welfare of the child.

Definition of Family

“Family” means the parents and the children for whom the parents are responsible; who comprise the household in which the child receiving services is living.

Residency Requirements

To be eligible for childcare and development services the child must be living in the State of California while services are being received. Children residing outside of the Long Beach Community College District may be accommodated. The determination of eligibility for childcare and development services shall be without regard to the immigration status of the child or the child's parent.

Documentation of Child's Exceptional Needs

The family data file shall contain documentation of the child's exceptional needs. The parent shall provide a copy of the portion of the active individual family service plan (IFSP) or the individual education program (IEP).

Income eligible

Income eligible means for the purpose of childcare and development services that a family's adjusted monthly income is at or below 75 percent of the state median income, adjusted for family size.

Adjusted monthly income

"Adjusted monthly income" means the total countable income as defined below, minus verified child support payments paid by the parent whose child is receiving child development services.

"Total countable income"

- a. Gross wages, salary, advances, commissions, overtime, tips, bonuses, gambling or lottery winnings;
- b. Wages for migrant, agricultural, or seasonal work;
- c. Public cash assistance;
- d. Gross income from self-employment less business expenses with the exception of wage draws;
- e. Disability or unemployment compensation;
- f. Workers compensation;
- g. Spousal support, child support received from the former spouse or absent parent, financial assistance for housing costs or car payments paid as part of or in addition to spousal or child support;
- h. Survivor and retirement benefits;
- i. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties;
- j. Rent for room within the family's residence;
- k. Foster care grants, payments or clothing allowance for children placed through child welfare services;
- l. Financial assistance received for the care of child living with an adult who is not the child's biological or adoptive parent;
- m. Veteran's pensions, pensions or annuities, inheritance; allowances for housing or automobiles provided as part of compensation;
- n. Portion of student grants or scholarships not identified for educational purposes as tuition, books, or supplies;
- o. Insurance or court settlements for lost wages or punitive damages;
- p. Net proceeds from the sale of real property, stocks, or inherited property;
- q. Other enterprise for gain.

Excluded Income

- a. Earnings of a child under age 18 years;
- b. Loans;
- c. Grants or scholarships for educational purposes;
- d. Food stamps or other food assistance;
- e. Earned Income Tax Credit or tax refund;
- f. GI bill entitlements and other pay include in Article I-18078 (6);
- g. Adoption assistance payments
- h. Non-cash assistance or gifts;
- i. Supplemental Security Income or State Supplemental Program benefits;
- j. Insurance or court settlements for pain and suffering;
- k. Reimbursements for work-required expenses as listed in Article 1-18078.
- l. Business expenses for self-employed family members;
- m. Portion of medical and/or dental insurance documented as paid by the employer and included gross pay.
- n. Disaster relief grants or payments, except any portion for rental assistance or unemployment.

Calculation of Income

The Center shall calculate total countable income based on income information reflecting the family's current, on-going income using an income calculation worksheet.

Documentation of Income Eligibility

The parent is responsible for providing documentation of family's total countable income and the Center is **required** to verify the information. The parent shall document total countable income for all the individuals counted in the family size as follows:

1. A release authorizing the Center to contact the employer that includes the employers name, address, telephone number and usual business hours.

2. All payroll check stubs for the most current month.
3. If self-employed, provide a combination of documentation necessary to establish current income eligibility for at least the month. A self-declaration may be used as documentation. A "Declaration" means a written statement signed by a parent under penalty of perjury attesting that the contents of the statement are true and correct to the best of his/her knowledge.
4. A letter from the source of income.
5. A copy of the most recently signed and completed tax returns with a statement of current estimated income for tax purposes.
6. Verification of child support payments.
7. Documentation of all non-wage income.
8. If the basis of eligibility is a current aid recipient, the parent shall provide documentation of public cash assistance.

Need Regulations

Families who are eligible for subsidized childcare and development services based on income, public assistance must document that each parent in the family meets a need criterion. The need criteria are vocational training leading directly to a recognized trade*, paraprofessional, or profession; employment or seeking employment; or incapacitation.

*A parent participating in vocational training must earn and maintain a 2.0 grade point average. The student must provide a copy of the academic progress within ten calendar days after the college officially post grades as well as mid semester grade checks.

The Center shall determine the days and hours needed per week on a case-by-case basis and whether the parent is making progress, based on documentation. Need is determined by the class schedule and hours required in class, travel to and from the Center and the training institute or work, study time which may include up to 2 hours per academic unit and, including study time for on-line courses.

Sleep time

Sleep time would be appropriate when the parent has a child to care for during the time needed for sleep. Sleep time would not be appropriate if both the parent and child would be sleeping at the same time. This would be a parent that works the night shift between 10:00 pm and 6:00 am, and needs sleep time during the hours the Center is open.

Documentation of employment, attendance in college, incapacity or seeking employment

1. Work verification, signed by employer and includes work hours, days, phone number/address of employer along with the pay stubs.
2. Class schedule for current semester or summer session. For vocational training the student is limited to six years from the initiation of service, twenty-four semester units, or its equivalent after the attainment of a Bachelor's Degree to receive subsidized services. Upon completion of a semester, an unofficial transcript must be submitted for verification of grades and the parent is making progress toward the attainment of the academic/vocational goal. A parent shall report any change in class schedule related to days, time or **withdrawal for a class within five calendar days** of requesting the change from the college.
3. The documentation of incapacitation provided by the legally qualified health professional shall include a statement that the parent is incapacitated, the parent is incapable of providing care and supervision for the child, if the parent is physically incapacitated, identifies the extent to which the parent is incapable of providing care and supervision, the days and hours per week that services are recommended to accommodate in the incapacitation, the probable duration, and the name, business address, phone number, professional license number and signature of the legally qualified health professional.
4. Self-employed parents need to provide sufficient information to assess the time needed along with the income verification. 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. (See regulations for details).
5. If the basis of need is seeking employment the parent's period of eligibility for services is limited to 60 working days during the contract period.
 - o Services will be Monday – Friday and for **less than 30 hours a week**
 - o Eligibility will start on the first day approved for services and extend for 60 consecutive working days
 - o Documentation of seeking employment shall include a written parental declaration signed under penalty of perjury stating the parent is seeking employment

- The declaration will include the parent's plan to secure, change, or increase employment
- Parent will provide monthly, a log of all activity for seeking employment and, as appropriate the agency may require additional documentation.

Limited Term Service Leave Requirements

If the family will temporarily not have a need for subsidized childcare and development services, the Center may grant the family a limited term service leave. Reasons for a limited term service leave shall include medical leave and family leave, and may include but not limited to break in employment, school break, or the child's visit with the non-custodial parent that is not court ordered or family vacation in excess of best interest days. The family is not disenrolled from the Center, no services will be provided during the limited term service leave. This leave shall not exceed 12 consecutive weeks in duration.

***** (Please note this document does not include Title 5 Need and Eligibility Regulations in their entirety).**

Subsidized child development services are not entitlements: families must meet eligibility requirements. Ultimately, the burden of proof of eligibility is on the parent, not the agency. If the parent cannot prove eligibility, the agency has no obligation to serve the family. We are required to report any suspicion of fraud. Any information that you provide may be investigated by State Agencies at any time during the year and deliberate misinformation may be subject to prosecution under State and Federal laws.

Waiting List for Funded Families

A waiting list will be maintained in accordance with the enrollment priorities above, not a first come first serve basis (State Funding Terms and Conditions for Child Development Programs). As vacancies occur in the appropriate classroom, applicants will be contacted via phone call in order of priority from the waiting list. At the end of a semester, inform the center desk if you intend to enroll the following semester.

Funded families are enrolled according to the following priorities:

- 1) Child Protective Services (CPS) (meaning children receiving protective services through the local county welfare department as well as children identified by a legal, medical, social service agency as abused, neglected, exploited or at risk of abuse, neglect or exploitation).
- 2) Income eligible, the lowest per capita income would be first priority.

If you have a fee:

Fees are payable in advance weekly on the first (1) day of attendance. For example, August fees are due Monday, August 17, if the first day of attendance is Tuesday, August 18th then fees are due then. Parents are given an invoice/receipt for payments weekly and should make their payments at the CDC front desk, leave payment in tuition drop box, or if paying by credit card at the Campus Cashier. If payment was made at the Campus Cashier, please bring your receipt to the front desk of the Center so your account can be updated with payment information. Make checks payable to: **Long Beach Community College Child Development Center.**

An account becomes delinquent if payment is not received after seven (7) calendar days from the date the fees were due. A Notice of Action, Recipient of Services shall be used to inform the family of the following: (1) the total amount of unpaid fees; (2) the fee rate; (3) the period of delinquency; and (4) that services shall be terminated two (2) weeks from the date of the Notice unless all delinquent fees are paid before the end of the two-week period or a reasonable payment schedule is arranged and approved by the Site Supervisor. We may continue to provide services to the child, provided the parent pays current fees when due and complies with the provisions of the repayment plan. As stated in the GENERAL FUNDING TERMS AND CONDITIONS AND PROGRAM REQUIREMENTS FOR CHILD DEVELOPMENT PROGRAMS.

Required Forms for Enrollment

Children may begin at the Center when all the information has been submitted:

- Application for services
- Child's Pre-Admission Health History – Parent's Report
- Physician's Report
- Immunization Record to include a TB test

- Parent's Rights
- Personal Rights
- Handbook Policy Agreement
- Birth Certificate for each child listed in the family size (or other documentation as stated in Article 3, 18100)
- Marriage Certificate (if applicable)
- Documentation of the absent parent (if applicable)
- Emergency Information*
- Consent for Medical Treatment
- College Academic Plan signed by a Counselor
- Policy for Funded Families
- College Enrollment Verification and Class Schedule
- Verification of Employment
- Current Copies of Income Statements
- Penalty of Perjury and Fraud Statement
- CDD 9600 Form
- Notice of Action Form
- Proof of residency for child and parent

*Emergency form must have at least three (3) alternative people to contact in case of an emergency.

Funded families are re-certified on a yearly basis or when circumstances, such as income, family size or needs have changed. These changes must be reported within five calendar days of the change to the CDC office.

Before acceptance into the program you must complete the necessary enrollment forms including a verification of income.

Additional forms may also be requested (for example):

- Request copies of recent months of utility bills to verify the father's or mother's name at a different address (i.e., electric, gas, telephone, water, etc.)
- Verification of tax information (i.e., marital status, sources of income, additional children's birth certificates, etc.)
- Copy of support checks (i.e., SSI, foster care, child support, etc.)
- Job search forms (ex. self employment, looking for work, etc.)
- Center staff **has the right to ask** for any additional information.

Attendance/Absences/Vacation

- Children must attend at least two sessions per week on two different days.
- Children shall be signed in and out at the beginning and ending of their day at the Center. Exact time and parent's or other adult's **full signature** is required by State regulations. No one under the age of 18 is allowed to pick up your child. ******If a parent fails to sign in/out continuously child care will be terminated.***
- Be sure to enter the classroom and sign your child in and let a staff member know your child is here.
- Teachers will question anyone that is unfamiliar to them and check their authorization to pick up a child. **Photo Identification will be required.**
- Children will not be released to anyone that appears intoxicated or unable to function therefore putting the child at risk of injury. Long Beach Police will be notified of the situation.
- Children must be dropped off and picked up according to the **contracted** times.
- Police will take children who have not been picked up by one hour after the Center closes to local precinct. Here are the steps taken for a child who has not been picked up and the parent has not contacted the Center:
 1. The staff member tries to contact parents
 2. Persons on emergency list (furnished by each parent) are contacted in order to locate someone to pick up the child
 3. If no one can be reached or has come for the child, the Long Beach Police Department is contacted (1 hour).
 4. When police assume responsibility for a child, he/she is taken to local precinct.

- The Child Development Center must be administered in the best possible manner. When children remain over their contracted time, it is necessary to keep staff on duty, which incurs additional expenses. **A third failure to pick up your child/children according to your contracted pick up time, or past the time the Center closes, will result in a Notice of Action to terminate services.**
- If you are on the State Funding, **we must document** all absences and the reason. Excused absences are illness or quarantine of the child or parent, visitations with a parent or other relative as required by a court of law.
- **Attendance Policy:** Attendance is required for the agreed-upon child schedule unless there is an excused absence. The parent must inform the school of the reason for absence on the day it occurs. Parents must call the office at the beginning of the day to provide information for an excused absence. Absences shall be excused for family emergencies, illness and for circumstances that are in the best interest of the child as defined below:
- **Illness:** Children may be excused for illness when parents notify the Center that their child is ill and specify the type of illness. A doctor's note may be required for excessive absence due to illness or for absence beyond three days.
- **Family Emergency:** Death of close family member. Family crisis (divorce, child or spousal abuse, loss of home)
- **Best Interest of the Child:** Time spent with parent for special event or court ordered visitations with parent.
- **Annual absence limit:** Absences for family emergency and/or best interest of the child are limited to a total of ten days per contract year. There is no limit to excused absences due to illness.
- Families who are not on grants should inform the Center whenever their child is to be absent, however there is no limit to the number of excused absence days. There is no tuition reimbursement for vacation or other time absent except in the case of documented extreme illness as stated in number one above.
- **Unexcused Absence limit:** The Center shall allow up to ten unexcused absences per quarter. Unexcused absences in excess of ten per quarter will be grounds for termination from the subsidized program. Termination of subsidized services may also result in termination of enrollment in the Children's Center if no non-subsidized openings are available. If there is a non-funded opening available the terminated subsidized parent may opt to stay at the Children's Center and pay full fees for child care services. As a student/parent, your success depends on your regular class and work attendance. The same is true for young children.

Change of Schedule Request/Termination of Services

Change of Schedule Request – All changes in schedule must be requested in writing. Changes in schedule are granted based on availability and proven **need** for childcare.

Termination of Services- One (1) week written notice is required, when a child will no longer attend the Center. The Center will notify the Parent with a written Notice of Action for termination of Services. Families who have partial pay for tuition are still responsible for any balance on their account until written notice is received. Failure to pay could result in grades, transcripts, diplomas, and registration privileges, or any combination thereof, will be withheld from any student or former student who has been provided with written notice that he/she has failed to pay a proper financial obligation. Any item(s) withheld shall be released when the student satisfactorily meets the financial obligation.

Additional Cause for Service Termination

The Center reserves the right to terminate childcare when one or a combination of the following occurs:

- The child's parent/legal guardian fails to cooperate and abide by the Center policies.
- The Center will make an individualized assessment about whether we can meet your child's particular needs without fundamentally altering our program. It may be determined we are unable to meet the needs of the child. We are not required to serve children who pose a direct threat to the health and safety of others.
- Any false statement made by a parent/legal guardian on any document filled out for a child's admission or retention at the Center.
- Failure of a parent/legal guardian to notify the Center of any pertinent change in family size, marital status, income, school schedule hours or place of employment **within 5 days.**
- Failure to provide the Center with necessary enrollment documents.
- Tuition fees are not paid when due

- The parent/legal guardian continually fails to pick up the child by the contracted time or by the Center closing time.
- The child has excessive unexcused absences.
Parent/guardian must participate in a way that maintains the smooth and efficient operation of the program and/or **does not compromise the health and safety of children or staff.**
- The parent/guardian must meet the contractual agreement (i.e., payment of fees, failure to follow the agreed upon child care schedule, failure to maintain parent participation hours) or any other program requirements as outlined in the Parent Handbook, Title V, Title 22, and the Contract Funding Terms.

Parents who do not abide by the Education Code or the Long Beach Community College Policies.

Termination and Appeal Procedure

In the above cases, you will receive verbal warnings, followed by a written reminder. When termination is imminent, you will receive a written notice from the Site Supervisor. In most cases, you will have two weeks to correct or appeal the action before formal termination. However, administration has the right to impose immediate termination if the health or safety of any child or adult in the program is compromised.

For all families, it is our sincere desire to work with you, to hear your concerns and to address them in a timely manner. We have regular survey evaluations twice a year by parents.

If you have a complaint about the Center, we first ask you to try and work it out with the staff member most closely involved. The Site Supervisor is your next step. If you still feel your concern is not addressed you may request a meeting with the Children's Program Coordinator. **The State funded appeal process is outlined on the back of your Notice of Action.** Parents who appeal can have child care during the appeal process, but if the decision at any point of the appeal process favors the center then the family will be billed for the child care services from the time of termination noted on the Notice of Action or for the child care services during the appeal for services denied. The steps for the appeal process are listed on the back of the Notice of Action.

Uniform Complaint Procedures

This procedure is designed to provide a single and consistent process for filing of complaints alleging a violation of federal or state statutes pertaining to Long Beach Community College Child Development Centers.

In accordance with our procedure, any individual, public agency, or organization may file a written complaint if it is felt there has been a violation of federal or state law or regulation by the Long Beach Community College Child Development Centers. Discrimination complaints must be filed within six months of the alleged violation. The first step in all complaints will be to try to resolve the concern among the parties involved. Following are the contacts for specific allegations:

1. If the complainant is alleging a violation of federal or state statutes or regulations, deficient materials, or assigned teachers, the complainant needs to write to Terry Miller, California Department of Education, 1430 N Street, Sacramento, CA 95814 California or call (916) 323-1306.
2. If the complainant is alleging a violation of employment discrimination, the complainant needs to go to Fair Employment Practices at California (800) 884 - 1684
3. If the complainant is alleging a licensing violation, the complainant needs to go to Community Care Licensing, 1000 Corporate Center Dr. Suite 200 B, Monterey Park, CA 91754 or call (323) 981 - 3350

Generally, the procedure must be completed within 60 days from the receipt of the complaint. Complaints are confidential and retaliation against a complainant is prohibited.

FRAUD POLICY

Definition

Fraud is defined as knowingly or intentionally withholding pertinent materials or information, making any false statements or presenting any false materials or information, as a means of obtaining state-funded childcare services. Fraudulent, false, incomplete, deceitful or misleading information provided to the Long Beach Community College Child Development Center regarding status of income, family size, employment, seeking employment, school/training program enrollment, and /or medical incapacitation that is used to determine initial or ongoing eligibility for subsidized childcare services or parent fees, may be grounds for termination of childcare services.

Policy for the Recovery of Childcare Costs Paid As A Result Of Fraud Eligibility and need requirements to receive subsidized childcare services are established by the California Department of Education

(CDE), Child Development Division (CDD). Cost for services are based on CDE/CDD approved contract rates for services. The following conditions constitute fraud and will result in termination of childcare services and subsequent recovery of funds from the parent, guardian, and/or recipient:

- Providing fraudulent, false, incomplete, deceitful, or misleading information to the Long Beach Community College Child Development Centers, which is used to determine initial or ongoing eligibility for subsidized childcare services or parent fees.
- Failure to notify the LBCC - CDC of changes that affect eligibility, such as:
 - *Family Size* – All changes in family status and size must be reported. Changes in family size include marriage, father and or mother of child returns to household, father or mother leaves household, birth of child (ren), children leave household, etc.
 - *Income* – All income changes must be reported within 5 days. Sources of income include wages, cash payments for services, CalWORKs, SSI/SSP, child support, commission checks, overtime checks, tips, bonuses, etc.
 - *Employment Status*—Changes in employment status must be reported within 5 days. Changes in employment/employer location include: loss of employment, layoff, medical leave or incapacitation, raise or reduction in salary, wages, hours, discharge/quit, etc.
 - *Seeking Employment Status*—Recipients are allowed sixty (60) days for seeking employment per contract year. Accurate documentation of days and hours employment is being sought, as well as prospective employers contacted, is required monthly.
 - *School or Training Program Enrollment*—All changes in school or training program enrollment must be reported within five days. Changes in enrollment include dropping classes or training program, adding classes, change in hours/days attended, change of semester/quarter, etc.
 - *Medical Incapacitation*—a licensed physician must supply documentation of incapacitation of the recipient indicating their inability to care for the child (ren) for part of the day.
 - *Relocation or Change of Address and Telephone Number*—Changes in address or telephone numbers must be reported immediately. Failure to report address changes may result in inability to notify recipient of actions relating to childcare services. LBCC – CDC is not responsible for any adverse actions that occur because a parent does not receive a notice of action sent by mail.
- **Failure to report changes within five (5) days of any change will result in termination of childcare services. The termination status may be appealed through the Appeal Process.**
- **ALL SUSPECTED CASES OF FRAUD WILL BE FORWARDED TO THE LOCAL DISTRICT ATTORNEY’S OFFICE.**

Each parent/legal guardian is required to certify and sign the following, Section V of the Confidential Application 9600 Form:

1. **I declare under penalty of perjury that the above information is true and correct to the best of my knowledge.**
2. **I will notify the agency immediately if there is any change in my income, family size, residence, employment, or reason for needing child development services.**
3. **I understand that the information about my eligibility may be reviewed by representatives of the state of California, the federal government, independent auditors, or others as necessary for the administration of the program.**
4. **I understand that if the agency denies this application for services, I have the right to appeal.**
5. **I understand that I must renew my eligibility at least once a year (at least once every six months for protective services children). I further understand that if I do not renew my eligibility, I will no longer be eligible for subsidized child care services for my child.**
6. **I understand that I will receive a notice of approval or disapproval of my application within 30 days from the date I sign this form.**
7. **I understand that this certification is not complete until all documentation is submitted and this form has been reviewed, signed, and dated by an agency representative and signed and dated by me.**

Families terminated from the program will not be allowed to re – enroll for six (6) months from the date of termination.

Families are responsible for all of the information in the main LBCC – CDC Parent Hand Book as well as the Funded Family Handbook.

GLOSSARY OF TERMS

Age-level characteristics: Those features of children's development and behavior that is most common among a given age group.

Anti-bias: A curriculum approach designed to promote positive attitudes in young children toward themselves and other people based on gender, race, differing abilities, and culture.

Autonomy: The ability to make choices and act on one's own.

Cognition: The act or process of knowing, thinking, and perceiving. Cognition involves perceptual, intellectual, and emotional skills that begin as a child makes connections among objects and people.

Cove: At LAC it is the recessed area of the children's classroom where large group activities are held such as stories, singing, finger plays, etc.

Curriculum: Overall master plan of the early learning and care program reflecting its philosophy, into which specific activities are fit.

Developmental task: A skill or ability that children acquire or learn at various ages in different developmental domains, such as walking, feeling empathy, or matching similar objects.

Discipline: Generally considered a response to children's behavior.

Dramatic Play: Play in which children use their imaginations to act out different roles, transforming themselves and objects to enact various real or imagined scenarios.

Emergent Curriculum: The curriculum grows out of the children's interests and activities. Although emergent curriculum is child-centered, it is facilitated and planned for by adults.

Empathy: The ability to understand and relate to the feeling and viewpoints of others.

Encouragement: Specific, sincere, direct, and informative praise that focuses on a person's persistence, effort, and increasing competence in performing a task; also known as *effective praise*.

Environment: All those conditions that affect children's surroundings and the people in them: the physical, interpersonal, and temporal aspects of an early childhood program.

Eye-hand coordination: A fine motor skill that requires coordinating what the hands do with what the eyes see.

Fine motor development: Development of skills involving the small muscles of the toes, face, fingers and hands necessary for such tasks as writing, drawing, or buttoning.

Gross motor development: Development of skills involving the large muscles of the legs, arms, back, and shoulders necessary for such tasks as running, jumping, and climbing.

Interest centers: (also called activity or learning areas) where materials and equipment are combined around common activities, for instance, art, science, or language arts.

Isolation Room: A quiet place where sick children can rest while waiting for an adult to pick them up. At LAC, the Isolation Room is located off the reception area. At PCC, the room is attached to the Site Supervisors office.

Lab: Refers to the children's classroom where college students and parents participate and observe.

Laboratory schools: Educational settings whose purpose includes study and analysis of educational and psychological theory with the opportunity for observation and practice.

Language arts: Specific activities that teachers plan to enhance language development.

Lesson plans: The working documents from which the daily program is run, specifying directions for activities.

Logical consequences: Adult imposed (yet directly, logically related) consequences of a child's behavior i.e. disrupting the group means temporary removal from the group.

Manipulative: A material such as clay, play-dough, plasticizer, or wet sand; also a material that promotes small motor skill development, such as a peg board or a set of snap cubes.

Model: Those who adults or children imitate and from whom they learn social behavior.

Natural consequences: Consequences that are a direct result of how a child's environment functions, i.e. Libby does not eat her dinner, she can expect to be hungry later.

Observation room: An area designated for unobtrusive observation of children, activities, and teaching methods.

Open-ended: Activities or statements that do not have just one "right" way or answer; designed to stimulate the exploration of ideas and solutions.

Parent Education: Programs aimed at enhancing parent-child relations and improving parenting competence.

Positive discipline: Synonymous with guidance: an approach that allows the child to develop self-discipline gradually.

Pro-social behavior: Actions that are positive and constructive and that show caring and concern for others.

Redirection: A discipline technique in which the adult steers a child's attention away from one activity to another.

Self-concept: The perceptions and feelings that children may have about themselves, gathered largely from how the important people in their world respond to them.

Self-esteem: Children's evaluation of self worth in positive or negative terms.

Socialization: The process of learning the skills, appropriate behaviors, and expectations of being part of a group, particularly society at large.

Spatial concepts: A cognitive ability involving an understanding of how objects and people occupy, move in, and use space.

Stress: An internal or external demand on a person's ability to adapt.

Teachable moment: A spontaneous opportunity for learning (and supporting learning).

Temperament: A person's inborn characteristics such as regularity, adaptability, and disposition that affect behavior.

Theme: In a preschool setting, a subject on which the teacher plans interrelated activities.

Transition: Those times of change in the daily schedule (whether planned or not), such as moving from outside to inside or between activities.

Workroom: It is for staff and parents/adult students to work on projects assigned by Center staff.