HANDBOOK
For Parents, Families & Students
WEBSITE:  http://childrencenter.lbcc.edu

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

Graham Green
The Child Development Centers  
And Learning Labs

**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 programs 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.

**Open Door Policy**

Long Beach City College Child Development Centers and Learning Labs have an “open door” policy. Parents/Guardians/Family members may visit their children in our facilities any time they wish. We do ask those who plan to visit their children frequently to follow the classroom routine, to avoid disturbing classroom schedules and activities. If you wish to meet with the Director or a staff member, please make an appointment so that arrangements can be made.

**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, 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 times, choice times, outdoor play, appropriate meals, snacks, and rest times.

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**Parent/Family-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 parent. Parents are given a copy of the conference form.

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### Teacher-Child Ratios

<table>
<thead>
<tr>
<th>Age of Children</th>
<th>Group Size</th>
<th>Adult/Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool (2-3 y/o)</td>
<td>1:12</td>
<td>1:4</td>
</tr>
<tr>
<td>Preschool (3-5 y/o)</td>
<td>1:24</td>
<td>1:8</td>
</tr>
</tbody>
</table>

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**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.

Our operating budget is set up on a 12-month basis that is pretty much divided into 52 segments. We collect tuition on a weekly basis (52 times per year) and we pay our staff on the monthly basis. LBCC’s main source of income to meet operating expenses is tuition. We have elected to spread the cost evenly (52) to keep our weekly rates more affordable.

LBCC recruits and hires only professionally qualified staff and maintains lower than required child to teacher ratios. Our programs are of the highest quality. To accomplish this we have to be able to pay competitive wages, offer reasonable benefits and provide some assurance of continued employment. The positive result of this decision is demonstrated in the fact that all of our teachers have credentials that exceed those required by the State of California. We work very hard to recruit and retain the highest quality staff at LBCC CDC’s because we know that you are entrusting us with your most precious asset. Being able to provide paid time off and professional development days for staff are very important contributors to our being able to accomplish this.

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**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 for pick-ups 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 244 days and closes for all legal holidays and one week during the winter break. Calendars are available on line and at the center offices.
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 programs, 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.

Tuition is charged for all holidays and staff development days for which your child is enrolled.

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 Toddler/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 and spend at least 30 minutes 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)
- Admission Agreement/Receipt of Parent & Family Handbook
- Enrollment Card (Including Permission for Photography, Permission to apply sunscreen, Receipt of Child Abuse Prevention Pamphlet, Walking permission)

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
- LBCC Registrar’s verification of parent student enrollment
- Parent’s current Schedule of Classes
- Child Care Food Program Eligibility Form (required for all programs except CDPE)
- Documentation of eligibility for State Preschool and/or state subsidized programs
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 keep your child home if he or she 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 to attend school.

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 a 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.

Third Hand Exposures
Young children are particularly susceptible to the dangers of third hand exposures, as are adults with allergies, asthma, or respiratory problems or those who are susceptible to migraines. Thus all parents, families, staff (full and part time teachers and administrative staff), volunteers, student teachers and practicum students must be free from smells of cigarette smoke, wood smoke, or perfumes. If needed, the center does have a supply of extra shirts available for individuals to change into. Please keep in mind that the center has the children’s well-being in mind if we need to ask you to change your clothing.
**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.

**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 Center Manager.

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.

**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, the CDC website 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 Center Manager.

**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, earthquake drills and shelter-in-place drills. When we evacuate, all individuals (including adult students, parents, family members, etc.) must evacuate the Center and remain outside until the Center Manager gives the “all clear” signal. The Center has emergency supplies on the premises.
Mandated Child Abuse and Neglect Reporting

All program employees, including Practicum and Federal Work Study students are required, under California Penal Code 11165.7, to report any suspected cases of child abuse or neglect. All suspicions of child abuse will be documented in writing and shared with the Center Manager immediately. 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 Development Centers

Program Policies

Arrival and Departure Policies

What Should 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 with hand washing, if needed).
- 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 your child before leaving. After you have said good-bye, leave. Continuous good-byes make separation more difficult.
**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.

**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 roll 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.

**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** and/or **Enrollment Card** 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 Center Manager 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 Center Manager 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.

Families often wish to celebrate their child’s birthday with the classroom community. Children eagerly await these special times and like to share them with their friends. We encourage families to keep these celebrations simple and creative. Some ways children have celebrated include: bringing a favorite CD and dancing together, purchasing a book for the classroom and having a parent share it with the group, singing a favorite song, bringing materials to make party hats, and playing group games. Your child’s teachers can help you find just the right idea for your celebration.
How are Holidays Celebrated at the CDC?

Rituals and celebrations are an important part of many families and many cultures. So, throughout the year, families often want to know what the program will do to celebrate holidays. Because our children and families are so diverse, we choose not to select specific holidays to celebrate in our classrooms.

However, we do encourage family participation in the classrooms and many families enjoy sharing a specific cultural celebration with the children. Families have shared cooking activities (Recipes and ingredients must be approved by Teacher first), music, dance and stories in our classrooms. Teachers can help families develop activities that will be appropriate for the developmental level of the children. The children themselves may initiate these kinds of activities in the classroom because they have such meaning in their lives. These kinds of activities help children develop respect for differences and excitement about diversity. In addition, Teachers often plan celebrations of classroom events such as a chick hatching party, a first snow celebration or a project sharing. These events celebrate the classroom community, rather than any specific tradition or culture.

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 binder is available in every classroom near the Sign in/Out Book. This binder 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:

FULL DAY PROGRAM: 2 days = 8 hours 3 days = 12 hours 5 days = 16 hours
PART DAY PROGRAM: 2 days = 4 hours 3 days = 6 hours 5 days = 8 hours

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.

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

Reading 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.

Parent Hours are not enforced for families enrolled in the CDE program, per Title V regulations.

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.
- 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.
- Please note that 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.choosemyplate.gov/KIDS/
Federal Nondiscrimination Statement

The U.S. Department of Agriculture prohibits discrimination 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. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

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

USDA is an equal opportunity provider and employer.

Note: The only protected classes covered under the CNPs are race, color, national origin, sex, age, or disability.

El Departamento de Agricultura de los Estados Unidos (USDA) prohíbe la discriminación hacia sus clientes, empleados y solicitantes de empleo por motivos de raza, color, origen nacional, edad, discapacidad, sexo, identidad de género, religión, temor a represalias y, según corresponda, creencia política, estado civil, condición familiar o paternal, orientación sexual, si los ingresos de una persona provienen en su totalidad o en parte de un programa de asistencia pública, o información genética protegida en el empleo o en cualquier programa o actividad realizada o financiada por el Departamento. (No todos los motivos prohibidos se aplicarán a todos los programas o actividades laborales).

Si desea presentar una queja por discriminación bajo el programa de Derechos Civiles, llene el formulario de quejas por discriminación del programa del USDA que se encuentra en línea en http://www.ascr.usda.gov/complaint_filing_cust.html, o en cualquier oficina del USDA, o llame al (866) 632-9992 para solicitar el formulario. También puede escribir una carta con toda la información solicitada en el formulario. Envíe su formulario de queja completo o carta por correo postal a U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, por fax al (202) 690-7442 o por correo electrónico a program.intake@usda.gov. Las personas sordas, con dificultades auditivas o con discapacidad del habla pueden contactar al USDA por medio del servicio federal de retransmisión al (800) 877-8339 o al (800) 845-6136 (en español).

El USDA es un proveedor y empleador que ofrece igualdad de oportunidades.

Nota: Las únicas clases protegidas cubiertas por los programas de nutrición infantil son raza, color, origen nacional, sexo, edad o discapacidad.

Communication Systems

Bulletin/Newsletter/Social Media

A weekly newsletter is distributed to parents and students regularly through email. A hard copy is posted in the CDC lobby and an electronic copy is posted on the CDC website. 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://childrencenter.lbcc.edu

The CDC’s also have a Facebook page and Twitter account that interested families are welcome to sign up to “follow”. You may not engage in behavior that will reflect negatively on the CDC’s or college’s reputation. You should always speak respectfully about the program and your fellow families, lab students, as well as staff.

- You should respect the privacy rights of the children and their families, the lab students and CDC staff. You may NOT write about or display happenings that might be considered to be a breach of their privacy and confidentiality.
- You may not share information that is confidential and proprietary about the program. This includes information about our activities, students, children and their families, or any other information that has not been publicly released by the College or the program.
- You may not share photographs, audio recordings or videos of students, children and their families at any time.
- You are not authorized to speak on behalf of the CDC or to represent that you do so.
- The College and programs logos and trademarks may not be used without prior written permission.

Parent/Family 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 Center Manager 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.
**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 for babysitting services or otherwise. This puts the Center at risk and places the teacher in a compromising position.

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**Discretion should be made when sending/forwarding/posting pictures of children other than your own.**

**No child should be identified by name on any social networking site.**

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**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
- Monthly Dining Out events
- 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 Teachers 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 or Gift Cards can be purchased at stores such as Costco, Smart & Final, Ikea, 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/family involvement and support is critical; we appreciate the time and efforts you contribute! Thank you for your support.

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**Dissolution 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. Parents falsify information on enrollment forms.
3. The parent/guardian must maintain a current, accurate list of at least three persons to call in case of emergency. A voice message is not acceptable.
4. 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 services may be suspended with late fees charged. Based on the results of an administrative review and parent conference with the Center Manager, services may be terminated or may be reinstated with the stipulation that any additional late pick-ups will result in termination of services.
5. 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. Subject to approval of appropriate administrative personnel, a child may be dismissed from the program for the following reasons:
   - Lack of parental cooperation with the Center’s efforts to resolve differences and/or to meet the child’s needs through parent/staff meetings or conferences.
   - Inappropriate or abusive behavior and/or verbal abuse or threats by parents, relatives, guardians or other parties towards children, the Center staff, or other parents. This includes harassing remarks, comments that are disrespectful to children, the teachers and other staff, and/or a parent encouraging a child to be disrespectful.
   - Inability of parents to deal in a professional manner with Center personnel or other parents and children at the center, arguing about policies and procedures, and refusing to follow said policies and procedures.
6. 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/Family Handbook.
7. The continued enrollment of the child poses a risk to the health and/or safety of other children, parents or center staff members or continued enrollment of the child constitutes an undue burden on the Center’s resources.

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 and Fiscal Affairs.

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 working in the classroom with children at our Center.

- If you are assigned an area to watch, know that you are assisting to watch all of the children who enter that area.
- 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.
- 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 and wants 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 Teacher has determined may be physically or emotionally harmful to themselves or others
   - Teasing, name calling or threatening language
   - Using equipment in a dangerous way

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. Parents/Family Members should consult with the teacher if they are unsure about whether a behavior needs to be stopped or not.

**Procedures for Responding To Challenging Behaviors**

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

- Work with the child to support changes in the behavior.
- Stop the inappropriate behavior (gently and respectfully). An example may be the teacher will extend out his/her arm, get in-between a child who is attempting to hit to prevent another child from getting hit.
- Observe and try to determine what is motivating the misbehavior.
- Document over a period time to look for trends in behavior.
- Use positive guidance techniques of active listening, staying close, assist the child in verbally expressing their needs.
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.

We believe in the importance of setting limits, and the techniques teachers use reflect their understanding of each child’s developmental stage, family goals and cultural background. We understand that our interactions, expectations, curriculum and environment affect children’s behavior and therefore look to all of these areas for the purpose of helping children channel their energy into activities that are both personally and socially satisfying. Our goal is to guide children towards self-discipline knowing that the ability to control and inhibit certain actions to achieve new and rewarding ends takes time and involves the support of parents.

The discipline techniques we use include limit-setting, redirection, natural and logical consequences, problem solving and role-play. Teachers also use the Incident Report form to let you know when unacceptable classroom behavior occurs. If you find a report in your mailbox, please read it aloud to your child to reinforce the message that both you and the teacher care about your child’s behavior and work together to ensure everyone’s safety and well-being.

**When unacceptable behavior occurs, teachers take the following steps:**

- Separate the children involved and comfort the injured child.
- The teacher’s role is to discover the root of the problem of both the aggressor and the hurt child by first acknowledging feeling of both children involved. It will be important for the aggressor to hear next: “it’s not “ok” to hurt anyone at the Center”. The teacher will demonstrate to the injured child with hands and words how to say “no” to unwanted advances when appropriate. (it is important for the hurt child to speak up for themselves of the perceived hurt)
- *Depending on the severity of the hurt, both families will be notified with an Incident Report and verbally at pick-up time. * severity of hurt is interpreted to be a bruise, cut, or lump left on a child’s body. The center will not report on everyday occurrences of small hits and pushes that happen as children are negotiating how to work in group settings.
- Review incident with Center Manager and classroom staff to ensure adequate caregiver supervision and appropriate administrative corrective action if necessary.

**When repeated, unacceptable behavior occurs, teachers:**

- Track the child’s behavior to seek a pattern or possible cause of frustration.
- Meet and discuss the situation with the parents and seek ways in which together, teachers and parents can attempt to change the child’s undesirable behavior in a group-care setting.
- Monitor the effectiveness of classroom discipline techniques with staff and keep parents informed on a daily basis.

**If the above steps do not result in a positive change in behavior, the Center Manager will:**

- Consult with a faculty member from the LBCC Child and Adult Development Department who will seek your permission to observe your child in the classroom.
- Recommend counseling or parenting classes to gain further insight about the problem and additional strategies for intervention.
- Meet with you to look for new solutions that may include a reduction in childcare hours/days or referrals to other programs that may better meet your child’s needs.

**If all of the steps above have not resulted in a positive change in a child’s behavior, the Center Manager reserves the right to terminate childcare service with a week’s notice.**

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**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 Teacher 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.
Resources

The California Department of Education (CDE), Early Education and Support Division (EESD) is pleased to announce the online publication All About Young Children: Information for Families on Children’s Early Development. This publication provides resources for families based on the California Infant/Toddler Learning & Development Foundations and the California Preschool Learning Foundations.

Parents and family members can find out what skills help children from birth to five learn, how they learn language, how they learn about feelings and relationships, how they learn about numbers, and how they become skillful at moving their bodies. The name of the Web site is All About Young Children, and includes video clips of children's activities followed by parents' discussion, print materials of five domains in five age groups, audio files, and downloadable materials.

Information on the five domains includes social-emotional development, language development & literacy, number sense, physical development, and approaches to learning focusing on age groups of birth to 8 months, 8 months to 18 months, 18 months to 36 months, 36 months to 48 months, and 48 months to 60 months. The resource materials are available in English, Spanish, Vietnamese, Traditional Chinese, Simplified Chinese, Tagalog, Hmong, and Russian.

All About Young Children is a project of the Governor’s State Advisory Council on Early Learning and Care. This project was completed by the EESD in collaboration with WestEd and the CDE’s Technology Services Division. All About Young Children is available at http://allaboutyoungchildren.org.

If you have any questions regarding this subject, please contact Sy Dang Nguyen, Child Development Consultant, by phone at (916) 323-1309 or by e-mail at snguyen@cde.ca.gov.

Observation

- Observation Rooms with one-way mirrors in Rooms 1, 2, and 3 at LAC and the Observation/Computer Lab located in the administration building at PCC are for adult use only. CHILDREN ARE NOT ALLOWED IN THE OBSERVATION ROOMS. 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.
- Children’s Library: Books are NOT available for check out, at this time.

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

- Center Managers: Administer all aspects of the Child and Adult Development Department’s demonstration lab school and child development center 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.
- Accounting Technician II: Provide administrative support to the Centers and the Child and Adult Development Department, billing and the CDE program.
- Child Development Center Nutrition Assistant: Assist in the operation of the nutrition program.
- Lab Instructors: Faculty members responsible for lab/lecture and supervision of practicum and observing students.
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. Most families enrolled at the CDC’s will have to meet CDE/CDD eligibility requirements in order to qualify for services.

Eligibility and Need Criteria
The CDC’s offer services to families who meet eligibility criteria and who demonstrate a need for child care.

Eligibility Criteria for Part-Day and Full-Day Programs
Families must meet one of the following eligibility criteria in order to qualify for services.
• Public Assistance – The family is a public assistance recipient.
• Income – The family meets state income guidelines based on family size and income.
• Homelessness – The family is experiencing homelessness.
• Child Protective Services – The family has a child who is at risk of abuse, neglect, or exploitation, or is receiving Child Protective Services (CPS) through the county welfare department.

Need Criteria for Full Day Program
Parents, and all adults in the family’s household, must meet one of the following need criteria:
• Employment – a family member must be employed and employment must be verifiable. If the parent (or any other adult counted in the family unit) works in the home, the nature of the work must preclude supervision of the family’s children. Therefore, child care providers are not eligible for child care services.
• Employment Search – families may use up to 60 consecutive working days during the fiscal year to seek employment. Child care services cannot exceed 5 days per week for a maximum of 29.5 hours per week.
• Vocational Training – a parent may participate in a training or education program leading directly to a recognized trade or profession. Continued eligibility under this need criterion is contingent upon parents meeting certain academic progress requirements. The Center Administrative Staff will provide additional information as needed.
• Seeking Permanent Housing – families may use up to 60 working days during the fiscal year to search for permanent housing. Child care services cannot exceed 5 days per week for a maximum of 29.5 hours per week.
• Incapacitation – this includes medical or psychiatric need, to the extent that the adult’s ability to provide normal care for the child is limited. This need must be verified by a legally qualified health professional.

Enrollment Process

Certification of Enrollment
If a family meets eligibility and need criteria, the next step is to certify their enrollment into the program. Before certification is complete, parents must complete necessary enrollment forms and bring in relevant documentation.

Required Documentation
Each need and eligibility criterion requires distinct documentation for verification. Center Administrative Staff will let you know what documentation your family will need in order to complete the enrollment process. No family will be enrolled until all required forms are completed and all required documents are submitted.

Changes in Status
As a participating parent, you must notify the CDC within 5 business days of any change in status including income, family size, and need.

Recertification of Enrollment
All families must recertify that they are eligible in order to continue receiving child care services.
• Children who are at risk of abuse or neglect must recertify within 3 months to reassess their need.
• All other families must recertify every 12 months.

Notice of Action
A Notice of Action will be sent to parents to: 1) inform them of the agency’s decision to approve or deny services; 2) when any changes are made; 3) to terminate services. An appeal process is clearly defined on the back of the Notice of Action and explains how to appeal the agency’s decision.
**Rules of Conduct**

The CDC prohibits the following behavior on its premises. Any parent/guardian or authorized representative who displays any of these behaviors may be prohibited from participating in a CDC related activity.

- No child or adult will be physically abused, including shaking, grabbing, hitting, pushing, etc., at the CDC’s or at a CDC related activity.
- No child or adult will be verbally abused or harassed and no adult will use profane or obscene language at the CDC or at a CDC related activity.
- No alcoholic beverages will be allowed at the CDC’s. No child will be released to anyone who appears intoxicated.
- No illegal drugs will be allowed at the CDC’s or at a CDC related activity. Any prescribed or over-the-counter medications must be out of reach of children at all times. No child will be released to anyone who appears to be under the influence of drugs.
- Smoking is prohibited at the CDC’s or at a CDC related activity.
- Theft or damage of CDC property is prohibited.
- Failure to follow these rules of conduct will result in dismissal from the program. Please contact the Center Manager if you have any questions.

**Dismissal from the CDC’s**

Child care services may be terminated for any of the following reasons:

- Failure to follow the policies and procedures outlined in this handbook.
- Failure to provide current and correct information at the time of enrollment, certification, or recertification.
- Failure to complete and/or sign all documents required for enrollment, certification, or recertification.
- Failure to meet academic progress requirements (if need is based on Vocational Training). Families may reapply for the waiting list after a 6 month period. (Full-day program only)
- Failure to follow the Rules of Conduct outlined in this handbook.
- Failure to inform the CDC’s within 5 business days of changes in family or child care status, such as changes in the hours of care, income, attainment of permanent housing, employment, family size, or marital status.
- Failure to respond within 1 hour when requested to pick up their child from the Center.
- The Center Manager has determined that the program is not suitable to meet the physical, emotional, and/or social needs of the child.
- If the parent has been late picking up their child at least 3 times they will receive a warning from the Center Manager. A 4th late pick-up will result in dismissal.
- The family has had 5 unexcused absences during one fiscal year.
- Failure to bring a doctor’s note for an absence of 5 consecutive days due to illness.
- Any false statement made by a parent/legal guardian on any document filled out for a child’s admission or retention at the Center.
- Family fees are not paid when due.
- 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 or present a risk to children or staff.

**Uniform Complaint Procedures**

The California Department of Education (CDE) has established Universal Complaint Procedures in accordance with the California Code of Regulations, Title 5. Any individual alleging that Children Today has violated a federal or state statute that the CDE has the authority to enforce may file a written complaint to the CDE. The complaint letter should include the terms of the complaint and be mailed to:

California Department of Education  
Child Development Division  
Complaint Coordinator  
1430 N Street, Suite 3410  
Sacramento, CA 95814

**California Department of Education Child and Adult Care Food Program (CDE/CACFP)**

Because the CDC’s receive funding from the CDE/CACFP, we must abide by the following complaint procedures as they relate only to the Child and Adult Care Food Program. Complaints dealing with nondiscriminatory issues, such as program services, are called program complaints. Complaints dealing with discriminatory issues are called civil rights complaints. Participants who have a program complaint with respect to the Child and Adult Care Food Program should follow these complaint procedures:

- Submit in writing the nature of your complaint, within 14 days of the intended or occurring action, to the CDC Center Manager.
- A hearing will be scheduled within 10 calendar days of the agency’s receipt of the complaint letter. You or your authorized representative are required to attend the hearing. If you or your representative do not attend the hearing, you abandon your rights to an appeal, and the agency action will stand.
- Within 10 calendar days following the hearing, the agency will mail or deliver to you a written decision.

Program should follow these complaint procedures:

- Notify the agency’s CDE/CACFP Civil Rights Coordinator (Grants & Contracts Manager) either verbally or in writing of your complaint alleging
discrimination based on race, color, national origin, sex, age, or disability.

- A hearing will be scheduled within 10 calendar days of the agency’s receipt of the complaint. You or your authorized representative is required to attend the hearing. If you or your representative does not attend the hearing, you abandon your rights to an appeal, and the agency action will stand.
- Within 10 calendar days following the hearing, the agency will mail or deliver to you a written decision.
- If you disagree with the decision, you have 180 days to file a complaint in writing to:
  U.S. Department of Agriculture
  Director, Office of Civil Rights
  1400 Independence Avenue, SW
  Washington, DC 20250

**Family Fees**

In accordance with EC 8273 families will be assessed a flat monthly fee at the time of initial certification and only be reassessed when a family is recertified or when the family data file is updated due to a change in status. Fees will be assessed and collected in accordance with California Code of Regulations, Title 5 (5 CCR) Section 18109.

Families will be assessed either a flat monthly full-time fee or part-time fee, based on hours of care certified for the month, income, and family size. Families with a certified need of less than 130 hours per month will be assessed a part-time fee while families with a certified need of 130 hours or more per month will be assessed a full-time fee. Contractors cannot, under any circumstances, recalculate fees based on a child’s actual attendance.

Families have the following options regarding payment of their family fee:
- Pay it in full on the first day of attendance for the upcoming month.
- Pay one quarter of the fee at the beginning of every week.

If 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, 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 Center Manager. We may continue to provide services to the child, provided the family pays current fees when due and complies with the provisions of the repayment plan.

Please review the CDE Family Fee schedule that is posted in the CDC lobby and available online at:

Parents are given a receipt for fees 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: LBCC-CDC-PCC or LBCC-CDC-LAC.

**Required Forms for Enrollment**

If a family meets eligibility and need criteria, the next step is to certify their enrollment into the program. Before certification is complete, parents must complete necessary enrollment forms and bring in relevant documentation, along with forms required by Community Care Licensing.

**LBCC CDC Staff has the right to ask for additional forms to ensure eligibility and need. Children cannot begin care until all required forms are completed and approved.**

**Attendance Policies and Procedures**

It is extremely important that children attend the program regularly. Parents are asked to phone the Center each morning the child will be absent and give the reason for the absence. If the child will be out consecutively for 5 days due to illness, a doctor’s note is required upon the child’s return. Please see the Health and Safety Section of this handbook for more information on the CDC’s attendance policy as it relates to illness.

Parents must sign their name using their full legal and legible signature (no initials) on the child’s sign-in and sign out sheet and verify the specific reason for the absence (i.e., flu, cold, cough, fever, appointment, etc.). Below is a list of excused and unexcused absences.

**Excused Absences**

- Illness or quarantine of the child or parent (not siblings).
- Family emergency including but not limited to: 1) serious illness of an immediate family member; 2) no transportation and/or transportation problems (serious mechanical failure, car accident, bus didn’t come, metro was stopped) that were beyond your control; 3) death in the family.
- Court ordered visitation or other court ordered activity (a copy of the court order will need to be included in the child’s file).
- Best Interest Days (BID) are absences which are in the “best interest of the child.” Families have a maximum of 10 BIDS per fiscal year. A BID can include: 1) religious holidays; 2) all appointments not related to illness; 3) visits with immediate family members; 4) need to be with the parent for the day; 5) family vacation/out of town or a personal day.
- Children referred by Child Protective Services (CPS) or because they are at risk of abuse or neglect are not subject to the ten days per fiscal year regulation
Unexcused Absences
- An absence without a valid reason, including but not limited to: woke up late; didn’t want to come, poor weather, etc.
Unexcused absences in excess of 5 days per school year will be reviewed by the Center Manager and may be cause for a reduction in approved child care days and hours. 5 unexcused absences may result in termination from the program.

Limited Term Service Leave
If a family will temporarily not have a need for child care, but wishes to retain their space in the Center, they may request a limited term service leave. If approved by the Center Manager, the service leave shall not exceed 12 weeks except when the parent is on maternity leave or medically related leave of absence from work or school. Maternity or medical leave shall not exceed 16 consecutive weeks. Criteria for limited term service leaves include family or personal emergency; extended illness or other medically related leave. The Center Manager must approve the leave in advance, if practical to do so.

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 fees 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.

Misleading Information
Fraudulent, false, incomplete, deceitful or misleading information provided to the Long Beach Community College Child Development Centers and Learning Labs 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. Families who provide misleading information to obtain services will be removed from the waiting list and may not reapply for services for six months after termination of services. The CDC’s are required to recover from the parent the entire cost of child care services for the entire time of enrollment.

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 Handbook as well as the CDC Subsidized Family Handbook.
OBSERVATION GUIDELINES

1. When you arrive, please sign in with the office staff at the front desk or through the TutorTrac computer, if available. You must have a valid I.D. card (LBCC student I.D. or CDL) with you. You must also have proof of enrollment in LBCC CDLL 603 Child Development Center Participation class OR enroll in this course via TutorTrac on-site prior to starting your observation appointment at the Center.

2. ONE-TIME OBSERVATIONS: Sign in via Tutor Track by following the instructions posted at the computer using your student ID number. You must also show your student ID to the staff member at the front desk. If Tutor Track is unavailable, sign in the Observation Book under the “One-Day Observations” TAB. Neatly PRINT your name, student ID and the 5-digit class section number of the class you are doing the observation for, and time in. Return to the front desk when you’ve finished your observation to sign out. If you do not sign out, you will NOT receive credit.

WEEKLY LAB ASSIGNMENTS – 66 LAB and PRACTICUM STUDENTS:
Please sign-in under the “66 LAB” or “68 Practicum” TAB. Please PRINT your name, student ID # and class section # (for 66 or 68). Pull your CDECE 66 or CDECE 68 card from the box and the front office staff will sign you in, and sign you out when you leave. Re-file your card before leaving.

3. You must wear your I.D. while observing in the Center. An I.D. holder will be provided for observing students by the person who checks you in.

4. While in the lab/classroom:
   - Do not talk with other students, aides, parents or interact with the children (unless you are a Practicum or CDLL Field Work student)
   - Remain inconspicuous; sit down whenever possible; avoid standing.
   - Place yourself away from other observing students.
   - No drinks, water, food, or smoking on the premises.
   - Clothing should be comfortable and modest (no short-shorts, bare midriffs, low necklines, etc.).
   - Photographs may be taken of children whose parents/guardians have granted permission. Please check with someone in Administration or the Teacher if you plan on photographing children. Please note that you may NOT post photos/videos of Child Development Center Lab School children on social networking sites (such as, but not limited to, Facebook, MySpace, YouTube...) and websites
   - NO CELL PHONES are allowed. (Talking OR Texting)

5. Store ALL of your belongings in your car trunk or student locker (provided @ PCC only—you must bring your own lock and key). Only a notepad and pen may be taken into the classroom.

6. Please follow the instructions given to you by your class instructor as well as those listed above. PLEASE OBTAIN ALL NEEDED SIGNATURES ON PAPERWORK BEFORE YOU LEAVE. Thank you.
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 Center Manager’s office.

**Lab:** Refers to the children’s classroom where college students 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.

**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.

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**NOTES.....**