

Long Beach City College Child and Adult Development Child Development Learning Labs



HANDBOOK

For Parents/Families, Families & Students

WEBSITE: <https://www.lbcc.edu/child-development-center>



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

The Child & Adult Development Child Development Centers

Philosophy Statement

The philosophy of the Long Beach City College Child Development and Educational Studies 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 Development and Educational Studies 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 Development and Educational Studies 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/Families/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 Manager 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 DSS to come in to 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/Families upon request.

If you SEE something, SAY something

To report a complaint or concern regarding any licensed facility, Contact the Hotline at:

1-844-LET-US-NO

(1-844-538-8766)

You may also contact the California Department of Social Services LetUsNo@dss.ca.gov

Cultural Diversity

LBCC is one of the most diverse campuses in CA. Our centers reflect this diversity. The book Multi-cultural Issues in Child Care by Janet Gonzalez-Mena reflects the beliefs and practices of Child Care Services. The following is an excerpt from her book.

It's good for children to receive culturally competent care that is sensitive and has a global, multiethnic view.

Culturally competent care requires that:

Adults in children's lives respect each other.

Adults in children's lives work to understand each other's perspectives.

Caregivers and Parents/Families understand how program and family values may differ and work together toward blending differing value systems.

Adults in children's lives create ongoing dialogues, which means that information exchange occurs so that good judgment can result from the blending of shared points of view. Dialogues also mean that everyone who works with children is both a teacher and a learner, and that Caregivers view Parents/Families as the experts who know what is good for their children; Parents/Families and Caregivers genuinely listen to each other instead of judging.

CDC Goals

Goals for Children

- To develop positive and nurturing relationships with adults and peers
- To develop a sense of trust and security
- To identify and solve problems
- To express thoughts and feelings
- To think critically
- To respect the feelings and rights of others
- To use creativity and imagination
- To work independently and with others
- To develop literacy, numeracy, reasoning, and decision-making skills to form a foundation for school success

Goals for Parents/families

- To feel good about their role as Parents/Families and about their children
- To gain insight into the behavior of young children in general and their child in particular
- To provide an atmosphere of caring, acceptance, and support so Parents/Families and the program
- work as partners in the children's education

Goals for LBCC Lab Students

- To gain practical experience, as well as professional skills for working with young children and their families
- To learn about developmentally appropriate practice in group settings for children
- To become familiar with tools, procedures, and purposes of observation and assessment

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.

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/Families 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/Families. Parents/Families are given a copy of the conference form.

Teachers conduct two assessments per year on each child, using the Desired Results Developmental Profile (DRDP) assessment instrument. The DRDP is designed for teachers to observe, document, and reflect on the learning, development, and progress of children, birth through 12 years of age, who are enrolled in early care and education programs and before-and after-school programs. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement. The DRDP system was developed based on six Desired Results—four for children and two for their families.

DR1: Children are personally and socially competent

DR2: Children are effective learners

DR3: Children show physical and motor competence

DR4: Children are safe and healthy

DR5: Families support their child's learning and development

DR6: Families achieve their goals

Teacher-Child Ratios

Our goal is to maintain the following staff/child ratios and room capacities the majority of the day:

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 charged for all regularly scheduled days whether or not your child attends. Fees are established based on maintaining appropriate classroom ratios. The CDC's operate on an annual budget that factors in the cost of caring for our maximum enrollment capacity per day. The revenue amount needed to cover our costs is divided by 12 months to spread the cost out over the year. That is how we keep our monthly tuition rate consistent each month regardless of holidays, closures or number of business days in the month. Payment holds a place for your child in the Center. There are no refunds or credits given for days of service missed due to illness, vacation, injury or on days that the Center is closed for holidays. There is no discount given for a second child from the same family.

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. A \$20.00 late fee will be charged every week if the weekly tuition fee is not paid within two weeks.

There will be a \$15.00 charge for any checks dishonored by the bank.

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.

Tuition rates may be increased annually at the beginning of each fiscal year (July 1), or at other times of the year, to cover the costs of increased expenses. Parents/families will receive a minimum of one month's notice of any tuition increases.

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 8:30 a.m. until 11:30 a.m. and the afternoon part-day program runs from 12:30 p.m. to 3:30 p.m. (does not include lunch only an am or pm snack). Please note that late fees will apply for pick-ups after 11:30 a.m., 3:30 p.m. or 5:30 p.m., depending on the schedule in which your child is enrolled. Families will be dismissed from the CDC after the third late pick-up.

The part day program operates for approximately 176 days per year and follows 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. Calendars are available online and at the center office.

The full day program operates for approximately 244 days per year and closes for all legal holidays, one week during the winter break and up to three (3) college flex days. Calendars are available online and at the center office.

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 Jr. 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.

**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. Parents/families must complete the requirements of the program in which the child is enrolled.

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/Families 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 Health History (LIC 702)

- 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 or T.B. screening for risk factors 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
- Documentation of eligibility and/or need 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, head lice, conjunctivitis (pink eye), strep throat, hand, foot and mouth disease, scarlet fever. Such reports are treated with confidentiality. When necessary, Parents/Families 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 *Consent for Medical Treatment* and *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/Families.

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 is the Centers' policy if my child needs medication during the school day?

PRESCRIPTION MEDICATION & ADMINISTRATION

In the necessity for the administration of incidental medical services, such as Epi-Pen, Inhalers or Nebulizers, the following requirements will be met:

- Parents/Families are required to provide a completed and signed Parent Consent for Administration of Medications & Medication Chart.
- Written instructions to be supplied from the child's physician (to include dosage, frequency and specific directions of how to administer medication).
- Staff will record each dose administered with date, time and staff signature.
- All non-refrigerated medications will be stored in the locked first aid cabinet in the child's classroom.
- All medications requiring refrigeration will be stored in the refrigerator in the kitchen area/workroom.
- All staff will be trained by parent or physician to administer the above-mentioned medications in accordance with dosage and directions provided by the child's physician. Additional Medication Administration training will be provided by the Center Manager.
- Training will include:
 - Medication administration.
 - Safety procedures (use of gloves and washing of hands before and after medication is administered).
 - Disposal of used, disposable administration devices.
 - Storage requirements for refrigerated and non-refrigerated medications.
 - Documentation of medication administration.
- All staff will be trained to recognize the signs of the following medical events and to administer above-mentioned medications in the event of a medical emergency. This will include (but is not limited to):
 - Asthma attacks.
 - Allergic reactions.
- The Center will require that at least two (2) staff be present at all times who are trained to administer the above-mentioned Incidental Medical Services.
- In the event of a disaster, the Center Manager or classroom teacher will be responsible for retrieving the medications from the locked first aid cabinet. These medications will remain in the possession of the Center Manager in an emergency situation. If the Manager becomes unable to maintain possession, they will be given to a trained staff member.
- If a child requires administration of the above-mentioned Incidental Medication Services, the following procedures will be followed:
 - The child's parent or authorized representative will be notified by telephone immediately following the treatment. In the case of epi-pen administration if the parent cannot be reached by phone, the administrative assistant will look up the parent's class schedule and pull them out of their class.
 - Campus Police will be notified in the case of any administration of an epi-pen. Campus Police will dispatch the College's nurse and EMTs if necessary.
 - The parent will be provided with a copy of the LIC9221 which shows the date, time, and staff member information completed at the time of administration.
 - An "Illness Report" will be completed for the child with the description of the medical event that triggered the need for the administration of the medication. A copy of this form will be provided to the parent at the time of pick up on the day of the incident.
- If any child requires medical care after the administration of the above-mentioned medications, a LIC624 will be completed and submitted to the Department of Social Services on the day of notification from the parent that medical care was provided.
- Any changes made to this plan will be submitted to the Department of Social Services immediately.
- Epi-pens will be stored in the classroom's locked first aid cabinet.
- Metered-dose Inhalers and non-refrigerated nebulizer medications will be stored in the classroom's locked first aid cabinet.
 - Any chamber, mask, nebulizer machine, nebulizer tubing or other pediatric devices needed for administration of an inhaler or nebulizer treatment will be stored in the classroom's locked first aid cabinet.
- Nebulizer medications requiring refrigeration will be stored in the locked medication box in the refrigerator in the kitchen area.
- Used Epi-pens will be returned to their original case and packaging, placed in a sealed plastic bag and returned to the locked first aid cabinet. When the parent arrives for pick up, staff will return the used Epi-pen to the child's parent. Parent will be asked to replace it the next time the child attends school.
- All nebulizer tubing, nebulizer masks, inhaler chambers and inhaler masks will be returned to the parent after use for sanitization and cleaning. The parent will then be required to return the clean devices to the Center on the child's next day of attendance.

Incidental Medical Services Plan

In accordance with Health and Safety regulations of Community Child Care Licensing Regulation, section 101173, Long Beach City College agrees to provide Incidental Medical Services (IMS) to the students for the following conditions:

- Blood Glucose Monitoring
- Administering inhaled medications
- EpiPen Jr. and EpiPen
- Prescribed and over the counter medications

All medications (i.e. prescription medications, over the counter medications, lotions/ointments, chap stick etc.) will be stored in locked cabinets within the classroom or cabinets not located in the classroom area. All medications must be administered in accordance with the pharmacy or manufacturers label. Staff administering approved IMS will be trained by the child's parent or professional medical personnel prior to administering any IMS. Safety precautions will be taken (i.e. using gloves and proper disposal of medications if needed) All necessary disposal equipment will be

provided by child's parent. An IMS log/ Medication log will be used to record any services given to a child and will include the date, time, and administering staff's signature.

All prescription medications must be in original containers from the pharmacy. All over the counter medications must be in original containers. Ointments must be in sealed containers and a list of ingredients must be kept with ointment.

Vaccinations

Effective in 2016 Governor Brown signed Senate Bill (SB) 277 on June 30, 2015. SB 277 changes immunization requirements for children entering child care or school.

Starting January 1, 2016:

Parents/Families or guardians of students in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine.

Immunizations (shots) Needed Before Starting Child Care/Preschool

Starting Child Care/Preschool

Age When Entering	Immunizations (shots) Required
2–3 Months	1 each of Polio, DTaP, Hib, Hep B
4–5 Months	2 each of Polio, DTaP, Hib, Hep B
6–14 Months	3 each of DTaP 2 each of Polio, Hib, Hep B
15–17 Months	3 each of Polio, DTaP 2 Hep B 1 MMR on or after the 1st birthday 1 Hib on or after the 1st birthday
18 months–5 years	3 Polio 4 DTaP 3 Hep B 1 MMR on or after the 1st birthday 1 Hib on or after the 1st birthday** 1 Varicella

**Required only for children less than 4 years, 6 months

DTaP = [Diphtheria, Tetanus, and Pertussis](#)

Hib = [Haemophilus Influenzae type B](#)

Hep B = [Hepatitis B](#)

MMR = [Measles, Mumps, Rubella](#)

Varicella = [Chickenpox](#)

Parents/Families must show their child's Immunization Record as proof of immunization.

Under this law, The CDC staff, volunteers, and students must have mandatory immunizations against influenza, pertussis, and measles."

This means that all staff working at the CDC's must have: "Proof of current state mandated immunizations and negative TB status are required to participate." Children in child care settings have close, intimate contact with each other and with the staff who work there. Many of these children are too young to be fully immunized against potentially serious communicable diseases. Children who are too young to be vaccinated rely on those around them to be immunized to prevent the spread of disease (community immunity). This law was enacted to protect children in child care settings by requiring those who care for them to maintain immunity. Some diseases, such as the flu, cause only a relative inconvenience to healthy adults. However, this same disease can require hospitalization and perhaps even be fatal in an infant or an individual with a suppressed immune system. Other diseases in the Advisory Committee on Immunization Practices (ACIP) schedule include very serious conditions, formerly under control, that have resurfaced in recent years, including pertussis and measles. By requiring vaccination for early childhood educators, vulnerable

children will be “cocooned” from potentially serious illness, and child development centers will be a safe and healthy place for our little ones to learn and play.

For more information, visit <http://www.shotsforschool.org/child-care/>

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.

Second-hand Smoke

Creating tobacco smoke-free child care environments is a critical step to nurturing the health and well-being of all children and reducing the risk of SIDS. Tobacco use is prohibited on the premises of the program (both indoor and outdoor environments).

Third-hand smoke is tobacco smoke toxins that remain after the cigarette has been extinguished. Third-hand smoke toxins can build up on the smoker’s hair and clothing as well as any surfaces exposed to smoke. Child care providers who smoke will take steps to ensure that the smell of smoke does not remain on them, such as pulling back their hair, wearing smocks over their clothes or changing clothes, and washing their hands before entering the classroom.

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, 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 in to. 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/Families 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.

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/family 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/Families should apply sunscreen of SPF 15 or higher before children come to school. Staff will reapply sunscreen, with parent permission, 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/Families, 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.

Teachers are trained in CPR and First Aid, and both CDC's are equipped with smoke detectors and fire extinguishers.

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 4'9" or 8 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 30-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 and Educational Studies Department

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 ACCURATE TIME OF DAY.**
- Remind the child to wash his or her hands (Parents/Families 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/backpack 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!

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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/Families 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/Families 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.**

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?

The Long Beach City College Child Development Centers serve a wide variety of cultures and backgrounds. We strive to recognize and learn about the different holidays our children and families observe. We believe it's important to facilitate an anti-bias approach to education. Research tells us that anti-bias education is about developing positive self and social group identities, celebrating diversity, cultivating justice, and engaging in activism. Holidays are one strategy for doing this. When used appropriately, holidays can support and enrich anti-bias education efforts. Therefore, our teaching teams work closely with enrolled families to facilitate learning experiences that intentionally support the following anti-bias education holiday goals:

- Children will see their family's approach to holidays honored in their early childhood program.
- Children will become aware of and be comfortable with the reality that people happily celebrate different holidays or the same holiday in different ways.
- Children will learn that some people do not celebrate religious or national holidays but do have other ways of having family celebrations and traditions.
- Children will recognize misinformation and stereotypes associated with specific holiday traditions.
- Children will participate in celebrations that honor people's work for fairness and justice for all people.

We welcome all families to connect with their child's teaching team to share holidays and traditions that are meaningful to the family.

If you would like additional information and resources on the CDC's work related to Anti-Bias Education, please contact a Center Manager.

Nutrition Guidelines

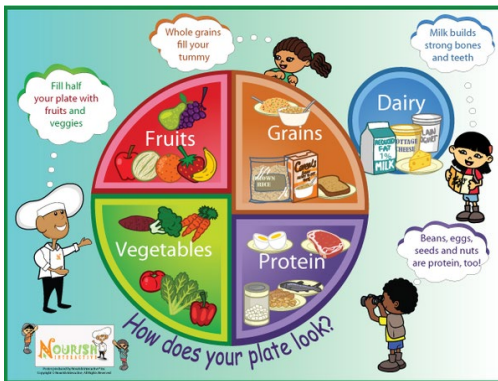
Snacks are small amounts of simple, nutritious, tasteful foods. Preparation of snack is considered part of the learning curriculum and is designed for child participation. Snack often reinforces aspects of the curriculum.

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 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)*

The Child Development Center and Learning Lab, as a state funded program, does not charge for food, including snack and/or lunch.



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

<http://www.choosemyplate.gov/KIDS/>

Religious Instruction

The Child Development Center and Learning Lab, as a state funded program, will refrain from religious instruction and worship.

Federal Nondiscrimination Statement

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

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

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

- (1) mail: U.S. Department of Agriculture

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

USDA Nondiscrimination Statement 2015 (Spanish Translation)

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, discapacidad, edad, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en: http://www.ascr.usda.gov/complaint_filing_cust.html y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

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

Civil Rights Policy

Discrimination Policy

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 to:

Child Nutrition Programs
Civil Rights and Program Complaint Coordinator
California Department of Education
Nutrition Services Division
1430 N Street, Room 4503
Sacramento, CA 95814-2342
916-323-8521 or 800-952-5609

Or
USDA, Director, Office of Adjudication
1400 Independence Avenue, Southwest
Washington, D.C. 20250-9410
866-632-9992
Federal Relay Service 800-877-8339 (English)
or 800-845-6136 (Spanish)

Note: The USDA will investigate and process complaints alleging discrimination.

All program complaints filed with the NSD are resolved at the state level. The NSD Complaint Coordinator logs the complaint, refers it first to the district for handling and if not resolved, then to the appropriate program or Field Services Unit, and tracks it through resolution. The NSD reserves the right to conduct unannounced site visits to determine the validity of all allegations

Communication Systems

Bulletin/Newsletter/Social Media

A weekly newsletter is distributed to Parents/Families 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:

<https://www.lbcc.edu/child-development-center>

The CDC's also have Facebook and Instagram sites that interested families are welcome to sign up to "follow". Please do not engage in behavior that will reflect negatively on the CDC's or college's reputation. Please always speak respectfully about the program and your fellow families, lab students, as well as staff.

- Please 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 Development and Educational Studies Department, and the Child Development Centers do not endorse posted products or services.

**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.**

Professional Boundaries

We strive to have close yet professional relationships with the families that we serve. Please respect the personal boundaries of Center Managers and teachers by not asking to "friend" or follow them on social media sites, or asking for their cell phone or home phone numbers. All CDC staff members are expected to maintain appropriate professional boundaries with families. Questions about acceptable behavior should be discussed with the Center Managers.

Babysitting/Child Care Arrangements

It is not the mission of the CDC to provide childcare for its clients in any location other than the LBCC CDC's during normal hours of operation. Parents/families and staff should understand that a babysitting arrangement is not within the course and scope of the staff member's duties. The CDC respectfully requests that Parents/Families 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.

Letters of Support

Parent/Families and staff must forward any requests for letters of support to the Center Managers.

How can I participate in the program?

Parent/family involvement at the CDC's is an important component of the program. Parents/families have the right to observe the program at any time and are welcome at any time during regular hours of operation (7:00 a.m. to 5:30 p.m.). Parents/families involvement in their child's school enhances the success of the program and the child. The variety of parent participation options offered each school year allows single-parent families and working Parents/families to contribute even if they cannot come to the school to do so.

Families are encouraged to participate in and contribute to the success of their child and the CCD by:

- Serving on the Parent/Family Advisory Board o to provide input for policies and curriculum development;
- Donating approved materials to the school;
- Volunteering in the classroom or the center;
- Working with children
- Participating in workdays - clean up, painting, and maintenance of the center
- Assisting on field trips
- Housekeeping - classroom and kitchen cleanup
- Participation in fundraiser events
- Working on things at home for the school - repair books, cut out for art projects, making flannel stories, sewing;
- Completing surveys geared toward program improvement;
- Providing information about their child(ren) informally through written and verbal communication with teachers and formally by attending parent/teacher conferences;
- Informing staff of concerns or asking questions about child development, curriculum, classroom management, or issues concerning their individual child(ren) or family, circumstances; and/or
- Attending parent meetings and trainings.

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.

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 (CDA) event
- Book Fairs
- Monthly Dining Out events
- Other Center based fundraisers
- CDC Staff often create "Wish Lists" of items that they would like to supplement the activities and curriculum they offer. Please check with your child's classroom team 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/Families, 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

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. All families, especially those participating on the State subsidized program, are under no obligation to participate in any fundraisers or donations of any items.

Dissolution of Services Policy

Program services may be terminated to a family and/or child by the administration. The following criteria below must be met:

1. Parent/Family must pay tuition within one week of its due date will result in an interruption of care and/or termination from the program.
2. Parent/Family must list accurate and current information on enrollment forms.
3. Parent/Family must maintain a current, accurate list of at least three persons to call in case of emergency. A voice message is not acceptable.
4. Parent/Family must pick up the child by the Center's closing time. Please note that any pick up after the closing time of the program may result in program suspension with late fees charged. Repeated late pickups will result in termination of services.
5. Parent/family 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/family 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 parent/family/other parties towards children, the Center staff, or others. This includes harassing remarks, comments that are disrespectful to children, the staff, and/or a parent/family encouraging a child to be disrespectful.
 - Inability of Parents/Families to deal in a professional manner with Center personnel or other Parents/Families and children at the center, arguing about policies and procedures, and refusing to follow said policies and procedures.
6. Parent/Family must meet the contractual agreement (i.e., payment of fees, failure to follow the agreed upon child care schedule) or any other program requirements as outlined in the Parent/Family Handbook.
7. If the continued enrollment of the child poses a risk to the health and/or safety of other children, Parents/Families or center staff members or continued enrollment of the child constitutes an undue burden on the Center's resources.
8. Parents/Families who do not abide by 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 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/Families 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/Families 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/Families 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 assistance for you 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

- **Respect Yourself**
 - **Respect Others**
 - **Respect Property**

"Time Out"

Although it is a popular discipline method, "time out" is not considered a viable option at the CDC's. While it may interrupt a negative behavior, it does not help children acquire the skills to deal with the situation should it arise again. Young children are generally not yet capable of the reflective thought necessary to make "time out" a learning situation. If a child needs time to calm down, teachers facilitate this in a non-punitive manner by helping children find a way to calm themselves.

***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/Families/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:

The teacher will...

- 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/Families.

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:

- 1) Separate the children involved and comfort the injured child.
- 2) 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)
- 3) 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.
- 4) Review incident with Center Manager and classroom staff to ensure adequate caregiver supervision and appropriate activity as well as to take administrative corrective action if necessary.

When repeated, unacceptable behavior occurs, teachers:

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

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

- 8) Consult with a faculty member from the LBCC Child Development and Educational Studies Department who will seek your permission to observe your child in the classroom.
- 9) Recommend counseling or parenting classes to gain further insight about the problem and additional strategies for intervention.
- 10) 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 services.

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 defeats. Watch carefully for when children need you to step in and when they need you to step back.
- Remember to “ACTIVELY 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 Learning and Care Division (ELCD) 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/Families 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/Families' 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 ELCD 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 California Department of Education Early Learning and Care Division by phone at (916) 322-6233.

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/Families.
- **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.

CDLL Faculty: 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 Development and Educational Studies 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:** Assist the teachers in classroom preparation of materials, supervision, daily routines, etc.
- **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 Development and Educational Studies Department.

- **Accounting Technician:** Provide administrative support to the Centers and the Child Development and Educational Studies Department, billing and the CDE program.
- **Child Development Center Nutrition Assistant:** Assist in the operation of the nutrition program.
- **Lab Instructors:** Faculty members that are responsible for lab/lecture and supervision of practicum and observing students.

NOTES.....

Subsidized Care Information

The California Department of Education/Early Learning and Care Division (CDE/ELCD) 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/ELCD 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

Eligibility is based on either family or child eligibility. Parent's/Guardian's must provide documentation of eligibility in 1 or more of these categories:

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 must meet one of the following **eligibility** criteria in order to qualify for services:

- **Child Protective Services** – The child has an open case and is receiving Child Protective Services (CPS).
- **At-risk of abuse, neglect, or exploitation** – The child has been identified as at-risk of abuse, neglect, or exploitation.

Need Criteria for Full Day Program

Parents/Guardians, and all adults in the family's household, must meet and provide documentation of at least 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.
- **Seeking Employment** – Child care services for the purpose of seeking employment may occur:

1. No more than 5 days per week
 2. Less than 30 hours per week
- **Vocational Training** – a parent may participate in a training or education program leading directly to a recognized trade, paraprofession, or profession.
 - Continued eligibility under this need criterion is contingent upon Parents/Families meeting certain academic progress requirements. The Center Administrative Staff will provide additional information as needed.
 - **Engaged in an Educational Program** – Parents/Families engaged in an educational program for English Language Learners (ELL) or a program to attain a high school diploma or general educational development (GED) certificate.
 - **Seeking Permanent Housing** – Parents/Families need time to seek permanent housing for family stability. Child care services for the purpose of seeking permanent housing may occur:
 1. No more than 5 days per week
 2. Less than 30 hours per week
 - **Homelessness** – Documentation must include a referral letter from a legal, medical, or social services agency.
 - **Parental Incapacitation** – The temporary or permanent inability of the child's Parent(s)/Family to provide care & supervision of the child for part of the day due to a physical or mental health condition.
 - **Welfare to Work Activities (CalWORKs programs)**

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/Families must complete necessary enrollment forms and bring in relevant documentation. An application for services will be completed by staff in consultation with the Parent/Family. Once certified, a family is eligible for not less than 12 months. **Exceptions:**

- Families who are certified as income eligible & during their certification period, their income exceeds 85% of the state median income (SMI)
- Families who do not follow agency policy (Attendance policy, delinquent fees, etc.)

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 when your income exceeds 85% of the SMI within 30 days. Parents/Families have the right to voluntarily report changes in order to

- Reduce family fees
- Disenroll from the program due to no longer needing services
- Change service schedule (days and/or hours of service)

These changes/requests must be made in writing.

Recertification of Enrollment

After initial certification and enrollment, the CDC shall verify eligibility and need and recertify each family/child once each contract period at intervals not less than twelve (12) months.

Notice of Action

A Notice of Action will be sent to Parents/Families to: 1) inform them of the agency's decision to approve or deny services; 2) when any changes are made to the service agreement. 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 **30 calendar days** of any change in ongoing income that causes the family's adjusted monthly income to exceed eighty-five percent (85%) of State Median Income (SMI).
- 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 **10 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 LBCC CDC's 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.

Participants who have a civil rights complaint 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 reported change in income. 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.

Fees shall be considered delinquent after seven (7) calendar days from the date the fees were due.

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.

A maximum of three delinquencies will be allowed. If the parent/family violates this policy and/or failed to comply with repayment plan, child care services will be terminated.

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

<https://www.cde.ca.gov/sp/cd/ci/documents/famfeeschedsept2018.xlsx>

Parents/Families are given a receipt for fees 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 is 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/Families 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/Families 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 10 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/Families 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 (Limited to 10 days per fiscal year) 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; (Limited to two consecutive days)
 - 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., or if there is not a reason for the absence indicated on the sign-in/out sheet.
- An absence in excess of 10 BIDs and family emergencies.
- If the parent failed to submit doctor's note for the 10th day that the child was sick.

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. In excess 5 unexcused absences will result in issue of notice of action for termination from the program.

Temporary Suspension of Services

The intent of the 12-month eligibility provision is to provide continuity of care for children and families. LBCC CDC's policy allows parents/guardians to request a temporary suspension of services, but the policy can not preclude the child from attending while the parent is using the temporary suspension of services. Please note the importance and benefits of a child consistently attending our program even in the event that a parent/guardian needs a temporary suspension of those services.

If LBCC CDC's grants a family a temporary suspension of services, attendance will not be reported during the child's absence. Upon return after the temporary suspension, your family will receive services based on the certified hours they were receiving before they left.

If there is a gap in service that is not due to an excused absence or an approved temporary suspension of services, the parent/guardian is still required to abide by LBCC CDC's absence policies.

As currently defined in EC Section 8208(e), excused absences include the illness of a child, illness or quarantine of their parent/guardian, a family emergency, time used to spend with a parent or relative as required by law or an absence that is in the best interest of the child. There is no need for any formal leave for absences that are excused, even if the absences are for an extended period. As far as gaps in service due to unexcused absences, for example, an extended family vacation, the parent/guardian is still required to abide by LBCC CDC's absence policies.

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.

If you require accommodations, please contact DSPS at least 72 hours prior to the event at (562) 938-4558 or (562) 938-4833 (TTY) or dsps-staff@lbcc.edu. If you require sign language interpreting services, please contact Stephanie Bonales at sbonales@lbcc.edu or (562) 938-4918 at least seven days prior to the event.

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

Long Beach City College - Child Development Centers and Lab Schools

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/Families 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/Families/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, Instagram, SnapChat, Twitter, 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.

DRDP: The Desired Results Developmental Profile (DRDP) assessment instrument is designed for teachers to observe, document, and reflect on the learning, development, and progress of children, birth through 12 years of age, who are enrolled in early care and education programs and before- and after-school programs. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement.

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.

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/Families/adult students to work on projects assigned by Center staff.