

Los Angeles Community College District

Child Development Center Parent Handbook

General Child Care (CCTR)

**Together may we give our children the
roots to grow and the wings to fly.**

Welcome

Dear Parents and Families,

On behalf of the nine Child Development Centers of the Los Angeles Community College District, we welcome you. We are committed to providing a high-quality, developmentally appropriate educational program for your child while you pursue your educational and/or career goals.

This handbook outlines the policies, procedures, and programs of the Child Development Centers. It contains valuable information for understanding the many aspects of our programs. It is important that you read it carefully, as you will be held responsible for upholding these policies and procedures while your child is enrolled.

Feel free to ask your director any questions if the information is not clear to you. We also invite you to share comments, concerns, compliments, and suggestions with us in written form or in person. We strive to maintain an "Open Door" policy which means parents may visit our centers and their child's classroom at any time.

We look forward to sharing your child's schooling experience with you as it is the beginning of their educational path. We hold this time in the highest regard, and we will strive to ensure this is a positive and memorable experience for you and your child.

Sincerely,

LACCD Child Development Centers Coordinating Committee

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Disclaimer: Some information and policies may vary to meet each college center's community and campus needs.

I. ADMINISTRATION AND ORGANIZATION

The Board of Trustees of the Los Angeles Community College District is the governing body of the Child Development Centers (CDC).

The District CDCs Coordinating Committee is composed of each campus Center Director. This committee meets regularly to coordinate, formulate, and recommend policies concerning the Centers. The committee is also the District Academic Senate Discipline Committee for the CDCs.

Guidelines and policies in this manual are subject to change with the approval of the CDC Directors Coordinating Committee, the Council of Vice Presidents of Student Services and Academic Affairs, and the LACCD Board of Trustees.

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College Organizational Chart

College Presidents

Vice President of Student Services or Academic Affairs

Dean of Student Services or Academic Affairs

CDC Director

CDC Faculty

CDC Teacher Assistants and Office Staff

Food Service Aide

CDC Student Workers

Regulatory Agencies

The CDCs are licensed facilities by the Department of Social Services, Community Care Licensing Division. Community Care Licensing follows the policies and procedures found in the California Administrative Code of Regulations, Title 22, Division 12, and Chapter 1. The CDCs also adhere to the California Department of Social Services. The CDCs are guided by and implement the terms and conditions of current funding sources.

These funding sources are the Department of Early Education and Support Division (EESD)(CSPP), Department of Social Services Childcare and Development Division (CDSS) (CCTR), CalWORKs, and Child and Adult Care Food Program (CACFP). The Department of Social Services Community Care Licensing (CCL), Fire Department, and Health Department have the authority and right to unscheduled visitation and inspection of each facility, to view children's records, and/or to interview the children or staff without prior permission or consent.

The CDCs are responsible to the following Agencies:

California Department of Education Early Education and Support Division

1430 N Street, Suite 3410

Sacramento, CA 95814-5901

Department of Social Services Child Care and Development Division

744 P Street M.S. 9-8-360

Sacramento, CA 95814

Department of Social Services Community Care Licensing Division
 300 N. Continental Blvd.
 Suite 290A, MS 29-13
 El Segundo, CA 90245
 (424) 301-3077

Harbor		Preschool 191670750	
Pierce		Preschool 191290440	
Southwest	Infant 197408649	Preschool 191870900	
Valley		Preschool 191290429	School-Age 191230146
West	Infant 197493182	Preschool 197410716	

Department of Social Services Community Care Licensing Division
 1000 Corporate Center Dr. #200
 Monterey Park, CA 91754
 (323) 981-3350

City		Preschool 198014700
East		Preschool 191570644
Trade	Infant 198015033	Preschool 198015031

Department of Social Services Community Care Licensing Division
 39115 Trade Center Dr.
 Suite 201, MS 29-29
 Palmdale, CA 93551
 (661) 202-3318

Mission	Infant 197415856	Preschool 197415855
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II. INTRODUCTION TO CENTERS' PROGRAMS

Child Development Centers' History: On February 6, 1974, in response to a childcare needs assessment survey and requests from students and faculty, the Board of Trustees of the Los Angeles Community College District authorized establishing a Child Development Center at each of its nine colleges. The Centers' mandate was to provide early education and support services, thereby making higher education accessible to student-parents within the district. The Centers opened in February 1975 on eight of the nine campuses.

Vision Statement: Our vision is to provide developmentally appropriate hands-on learning experiences, culturally appropriate practices, and support services to enhance the lives of the children, families, and students that we serve in the community for them to thrive now and in the future.

Mission: Our mission is to provide exemplary child development services for families and to ensure student success by making education accessible to the student-parents pursuing career development and academic goals.

Why We Serve:

- To promote access to higher education for low-income families, especially women, and minorities, thereby promoting self-sufficiency.
- To provide early care and education services for unemployed and under-employed student-parents who are entering the workforce through public assistance.
- To provide family information, education, and resources/referrals for families and prospective families, thereby enhancing developmental opportunities for young children.
- To provide hands-on teaching experiences and observations in a classroom setting for child development students and other related disciplines on the Los Angeles Community College District campuses.
- To provide educational opportunities for the future early childhood education workforce in appropriate practices based on current research.
- To provide comprehensive, developmentally appropriate early childhood (age birth to five) and school-age (ages 5-12) educational programs designed to foster optimum growth and development of the total child.
- To provide a safe and nurturing environment for children.
- To promote and enhance effective parenting practices.

Philosophy Statement: The Los Angeles Community College Child Development Centers' philosophy is based on developmentally appropriate practices. These concepts guide us as we develop the children's program and create the learning environment:

- Young children learn best through developmentally appropriate play experiences.
- The child must be an active partner in their own learning process.
- Positive relationships within the Center setting are essential to the child's learning process.
- Each child brings with them their own special uniqueness, which is to be honored and respected.
- Learning experiences must be meaningful and relevant to the child's life.

We believe quality early childhood education is the foundation that will prepare children for lifelong learning. This will be best accomplished in an environment that promotes self-expression and creativity and supports the development of self-control and mutual respect. In our lab setting, our program uses the latest research and best practices to provide developmentally, linguistically, and culturally appropriate experiences for young children and families. Meaningful play experiences must maintain a balance between structure and spontaneity, present developmentally appropriate expectations and limits for the child, and help children master developmental tasks through a better understanding of the world that surrounds them.

We believe that the best way to serve children and families is to care for children with respect. The development of the child is enhanced in a partnership with the child's home, school, and community. Families are respected for carrying the most significant relationships in a child's life.

III. PROGRAM SERVICES

Purpose: The LACCD CDCs are not only a state-funded program but are also lab schools. The purpose of a lab school is to provide a place where students of the college can see the implementation of theory in an actual classroom. Therefore, you may see many people at the Center at any given time. Students of the college are able to utilize the lab school for observations, work experience, participate in practicum courses and hands on training. We are an integral part of the Child Development Department. The campus Child Development staff works with the Child Development professors to provide students with the child development fundamentals.

Hours of Operation: The program your family is enrolled in will provide specific hours of operation.

Adult-to-child ratios for each area is as follows according to Title 5 and Title 22:

- Infants ages 6 weeks to 2 years of age, 1 adult to every 3 children. (1:3)
- Toddlers ages 18 months to 36 months, 1 adult for every 4 children (1:4)
- Preschool ages 36 months to Kinder, 1 adult for every 8 children. (1:8)
- School age Kinder to 14 years, 1 adult to every 14 children. (1:14)

IV. ENROLLMENT PROCESSES

Admission Priorities: Families will be ranked according to guidelines of the CDSS CCD and LACCD. Eligibility will be prioritized based on family income, family size, needs of the family, and student status.

Application and Enrollment Process: A complete application for enrollment must be submitted to the CDC to be considered for service. Only complete applications can be processed. Programs are subject to change without prior notice, and updates may occur annually.

In order to receive services for infant, toddlers, and school-age children, both *eligibility and need* are required.

Factors used to determine **CCTR eligibility include, but are not limited to:**

- The child is a recipient of child protective services.
- The family is a current aid recipient.
- The family is income eligible.
- The family is experiencing homelessness.
- The family is certified to receive benefits from a means-tested government program.

Factors used to determine **CCTR need include, but are not limited to:**

- The child is a recipient of child protective services, or identified as being abused, neglected, or exploited, or at risk thereof.
- The parent is employed.
- The parent is seeking employment.
- The family is experiencing homelessness.
- The family is seeking permanent housing for family stability.
- The parent is enrolled in vocational training.
- The parent is enrolled in an educational program.
- The parent is incapacitated.

Department of Social Services General Childcare Infants, Toddlers, and School-Age (CCTR) 24-Month Certification

Except as provided below upon initial certification and recertification, a family shall be considered to meet all eligibility and need requirements for those services for not less than 24-months. Families must report family income exceeding 85% of the state medium income (SMI). The following documents are required to be submitted at the initial certification:

- Proof of income (check stubs, self-declaration form, CalWORKs, Social Security, child support, other supported documents to verify income)
- Any document that provides the relationship between child(ren) and parent (ie, hospital record(s), birth certificate(s), immunizations, baptismal certificate, etc.) for all children under the age of 18 living in household

- Proof of Residence - Utility Bill or Rental Agreement
- Official Class Schedule, if applicable
- Additional Documents may be requested, such as an educational plan for college collection of data

Children are eligible for initial certification or recertification until their 13th birthday. Except for children with exceptional needs, a child shall not continue to receive services beyond their 13th birthday.

Notification and Enrollment Process: Families are contacted when they become eligible based on the need and eligibility criteria above and open availability in a classroom.

Forms from California Department of Social Services, Los Angeles Community College District/Campus and Community Care Licensing will be required for enrollment.

Families will complete the following Licensing documents:

- Identification and Emergency Information
- Emergency Authorization
- Physician's Report
- Immunization Record
- Child's Pre-Admission Health History
- Parent's Rights
- Personal Rights
- Parent Handbook Acknowledgment

Each document will be checked annually for accuracy and current information. However, the Physician's Report and the Identification and Emergency Information Form must be updated as needed.

Documentation of Total Countable Income: Applicants must submit one month of current income. (i.e., check stubs, unemployment verification, etc.). If the parent is self-employed other documentation will be required. Total countable income is defined as:

- Gross wages or salaries
- Overtime
- Tips
- Documentation of Public Assistance (i.e., CalWORKs, etc.)
- Child support payments

Documentation of Public Assistance or Means-Tested Governmental Program: If applicable, documentation of a current enrollment in a means-tested government program (i.e., CalWORKs, WIC, CalFresh, Medi-Cal, etc.)

Documentation of College or Training: Applicants must submit the following as requested:

- Official Class Schedule
- Name of the school or organization where training is received
- Dates that current training activities will begin and end
- A statement of the parent's vocational goal(s) The anticipated completion date(s) of all required training activities to meet the vocational goal

Progress in Vocational Goals: Parents attending school/vocational training will be required to submit progress reports and final grades showing adequate progress (GPA of 2.0.) at recertification. Progress reports may be requested to collect data about the number of students served at the Child Development Centers.

Documentation of Parental Incapacity: The documentation of a parent's incapacitation provided by a legally qualified professional, needs to include the following:

- A description of the nature of the incapacitation
- The duration of the incapacitation
- A statement that the parent's incapacitation prevents the parent's from caring for the child
- The number of hours that services are needed each day because of the incapacitation
- The name, address, telephone number, and signature of the legally qualified professional who is determining the incapacitation status

Documentation of Homelessness: The documentation must include a written referral from an emergency shelter or other legal, medical or social service agency, or a written parental declaration that the family is homeless.

Documentation of Seeking Permanent Housing: If the applicant is seeking permanent housing for family stability, the documentation of homelessness and a written parental declaration that the family is seeking permanent housing and needs childcare/early education services while seeking permanent housing.

Documentation of Child Protective Services: The documentation shall contain a written referral, dated within the six (6) months immediately preceding the date of application for services, from a legal, medical, social service agency or emergency shelter. The written referral shall include the following:

- A statement from the local county welfare department child protective services unit certifying that the child is receiving child protective services and that the childcare/development services are a necessary component of the Child Protective Services plan
- A statement by a legally qualified (licensed) professional that the child is at risk of abuse or neglect and the childcare/development services are needed to reduce or eliminate that risk.
- The duration of the child protective service plan or the at-risk situation
- The name, address, telephone number, and signature of the legally qualified professional who is making the referral

Determination of Hours/Need of Services: Your child's program schedule is determined by your documented eligibility of need.

Documentation of Exceptional Needs: If your child has been identified with exceptional needs by a legally qualified professional, provide a copy of the Individualized Family Service Plan (IFSP) or Individualized Educational Plan (IEP).

Documentation of Family Language Survey: We encourage you to keep your home family language in addition to your child learning English. This survey allows us to know what languages are being spoken to your child. We will incorporate your family's home language into the classroom setting to support your family home language.

Health and Social Services Assessment: A needs assessment form is completed during the enrollment process to identify any needs the family may have. The CDC will provide a referral to appropriate agencies in the community based on the needs of the family. The CDC will then follow-up with the family to ensure that needs are being met.

Family Fee Calculation and Payment: Upon finalizing the child's schedule (contracted hours), family fees are calculated for the contracted sessions/hours determined by a sliding scale calculation. Fees will be assessed accordingly.

Family Fees are due on the 1st of each month. Family fees are paid in advance of receiving services. Family Fees are paid directly to the college business office. Once payment has been made, the parent must submit a receipt to the Center office. Payments are considered delinquent after seven (7) calendar days, at which time the parent will receive an NOA dis-enrolling the child.

Children's absences are not credited or deducted from the family fee. If a parent cannot pay the total amount of the family fee by the 1st of the month, the CDC will accept a reasonable plan from the parent for payment of fees in the form of a Delinquent Payment Agreement (DPA).

Once the DPA is established, the parent must pay current fees when due and comply with the provisions of the DPA. The parent is not eligible for another DPA until the current DPA is paid in full.

NOTE: LACCD students - unpaid fees will result in a hold placed on the Student/Parent's college record, preventing students from registering for college classes within the LACCD and receiving copies of college transcripts. CDC services will be denied until payment has been resolved.

Withdrawing from the Program: If a parent withdraws their child from the CDC, the parent is financially responsible for the current month's fees unless the CDC office receives at least two (2) weeks' written notification. Parents who fail to take care of fees will have a hold placed on their college record, preventing the student parent from registering in college classes within the LACCD and receiving copies of college transcripts. CDC services will be denied until payment has been resolved.

Notice of Action (NOA): The NOA is a summary of services and notification of any applicable fees.

Changes in Certification: A new NOA will be issued reflecting changes that occur, such as need, fees, and eligibility.

- Parents may contact the CDC office to inform of changes to household information, including but not limited to changes in income, employment, family size, & training status (i.e., school schedule).
- Families are required to inform the CDC of address, email, & telephone number changes.
- A family may, at any time, voluntarily request to reduce a family fee or increase their certified schedule and shall provide applicable supporting documentation for the requested change.

- Families may lose their eligibility for services if the information provided by the parent on the enrollment forms or recertification paperwork is determined to be false or no longer consistent with the family's current status.
- The change is confirmed through a written NOA.

Recertification for Families: Recertification is completed every 24 months from the first date of certification. If ineligible families will be issued an NOA and will have 14 - 19 days (dependent on the method of delivery) to find alternate services before current services end.

LACCD Grounds for Immediate Dis-enrollment:

- Fraudulent information submitted on the enrollment application or forms.
- Failure to provide documentation and mandated forms.
- Any aggressive behavior/conduct committed by an adult towards agency faculty/staff, other program parents, and/or children, including but not limited to yelling, making derogatory or demeaning statements, or any behavior that constitutes harassment, in addition to the LACCD Student Code of Conduct 9803, 9804, 9805, and 9806.
- Failure of a parent to follow program policies and guidelines.
- Failure of parent to make adequate progress in college courses (GPA below 2.0) each semester if enrollment is contingent on student status.
- Failure to meet contractual agreement (i.e., not keeping scheduled hours).
- Parents/caregivers are consistently unreachable.
- Abandonment of care.
- Program termination could be for one year.

Fraud Policy: The CDC defines fraud as intentionally giving false or misleading information on applications, agreements, sign-in sheets, and other documents.

At any step in the enrollment process completion or while a child attends the program, services may be suspended or denied if fraud is substantiated. Documentation of fraud will be forwarded to the General Legal Counsel of the LACCD for possible criminal action. If a family obtains services through fraud, repayment/payment of all fees is required before any future services are considered. If there is a determination that fraud has been committed, the parent will receive an NOA for termination of services.

V. Policies and Procedures

A. FAMILY REQUIREMENTS

Arrivals: Parents/Guardians are expected to have their children in their classrooms on time, based on contracted hours. It is essential for children to have a consistent schedule/routine, and late arrivals are disruptive to the classroom.

Signing In and Out: The CDC attendance records are legal documents. Community Care Licensing mandates that parents or authorized representatives must sign in/out daily with the correct arrival and

departure time only when the child is present. The authorized representative must provide legal signature shown on application or driver's license, including first and last name. Times and signatures may not be entered in advance. If attendance records are falsified, it is considered a serious violation of state regulations as well as college and CDC policies. Violation of or non-compliance with the above policy may lead to dis-enrollment due to state regulations.

Authorized Representative: Parents may choose an authorized representative to pick up their child from the center by completing the Identification and Emergency Information form. The authorized representative, designated by the parent, must provide a current photo identification.

Custody Agreement: We are unable to prevent the release of your child to a parent without a court ordered custody agreement. Please provide a copy of the court ordered custody agreement or restraining order in advance to ensure the safety of your child.

Right to Refuse Release of Child: We reserve the right to release a child(ren) to an authorized adult if there is reasonable cause to suspect the person picking up a child is under the influence of drugs or alcohol and/or is physically or emotionally impaired in any way that may endanger the child.

To protect your child, another adult listed on the Emergency Release Contact will be called to pick up the child. This type of incident can result in the Sheriff's being called to prevent potential harm to your child.

Late Pick-Up: Children must be picked up by the contracted departure time. Non-compliance with the above policy may lead to dis-enrollment due to state regulations.

- Pick up after close of program. There will be a \$1.00 per minute late fee charge.
- Parents must contact the CDC when they anticipate being late to keep the staff informed.
 - If parents/guardians cannot be reached, attempts will be made to contact another authorized representative listed on the Emergency Form.
 - If authorized representatives unreachable after 30 minutes, staff will contact the Campus Sheriff's Department. The Sheriff will determine if Child Protective Services needs to be notified of an abandoned child.
 - We consider this a serious violation of procedures, which may jeopardize your child's enrollment.

Late Pick-Up Policy:

- A verbal warning is issued and noted the first time a child is picked up late.
- The second late pick-up: A written notice.
- The third late pick-up: A meeting with the director.

Absences: Parents need to notify the CDC whenever their child will be late or absent from the program. When a child returns, the parent must document the absence. Parents should provide a specific reason (i.e., illness child/parent, appointment, family emergency, court ordered visitation, or best interest). If a child is absent five (5) days or more due to illness, a doctor's note is required before being admitted back for services.

Excused Absences: There is no limit to excused absences; however, if your child is absent frequently, parents will be contacted to determine if services are still needed. The following are excused absences:

- Illness of child/parent
- Medical appointment for child/parent
- Mental health day
- Court-ordered visitation
- Family emergency:
 - A sibling or other family member is ill/injured and needs the parent's attention.
 - Financial crisis which restricts parents from bringing the child to school
 - Death of a member of an immediate family
 - Legal or official obligation of the parent
 - Transportation
 - Inclement weather /Natural disaster

Best Interest Days: Ten (10) "Best Interest" days are excused and allowed within a year. Parent must identify the absence as a Best Interest Day. They are defined below:

- Personal day
- Religious activities
- Special activity with family
- Vacation days
- Other

Unexcused Absences: Unexcused absences are those absences that do not meet the criteria listed above.

Abandonment of Care: If the child(ren) is absent for seven (7) consecutive days without notifying the CDC, the CDC will contact the family via phone call, email, or written notification. When there has been no communication with the CDC for a total of 30 consecutive calendar days, an NOA to dis-enroll the family will be issued on the basis of abandonment of care.

Suspension and Expulsion Policy and Procedure: Each child enters our program to grow and develop at their own pace. There are times when a CDC staff may notice behaviors that need to be monitored more closely. When this occurs, the CDC classroom staff will document and communicate with the family as to the area of concern.

If the behavior significantly interferes with the learning of other children, or interactions with peers and adults and your child exhibited behavior is not responsive to the use of developmentally appropriate guidance, the CDC teacher shall report to the CDC director for further assistance.

In addition, if the behavior becomes a repeated pattern of behavior, and the behavior meets the definition of “persistent and serious”, the CDC classroom staff must both document the behavior and provide that documentation to the CDC director. These behaviors include, and are not limited to physical aggression, property destruction, and self-injury.

CDC classroom staff shall develop a plan to ensure the safe participation of all children in the program.

Supports and resources may include but are not limited to the following:

- CDC classroom staff observation
- Work with the family to obtain a comprehensive screening for the child to identify the developmental needs of the child, including, but not limited to, identifying the child's social, emotional, and behavioral skills
- Make referrals for both the child and the family, as needed
- Identify any training or additional support for the provider needed to support the full participation of all enrolled children
- Help parents understand screening results and the parents' role in the referral process for community resources and/or program's plan for maintaining the child's safe participation in the program
- Work with the family on options for Developmental Needs Service referral for a one on one to support child's needs while in attendance in the Program
- Work with family for Individual Family Service Plan (IFSP) for children under the age of 3 or Individual Education Plan (IEP) for children over the age of 3. Families will have 14 days to complete the application process.
- If the child has an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), the program, with written parental consent, shall contact the agency responsible for the IFSP or IEP to seek consultation on serving the child.
- If the child's behavior persists, suspension will be used as a last resort when there is a serious safety threat that cannot be reduced or eliminated without removal.
- Work with the family to secure a temporary caregiver during the suspension
- In the event of a suspension or expulsion of a child, a Notice of Action must be issued to the parent within 24 hours of the effective date of a suspension and expulsion.
- Notice of Action will include appeal information, informing the parents and guardian in writing of their right to file an appeal directly with CDSS no later than 14 calendar days after the receipt of the Notice of Action.
- If the CDC has expeditiously pursued and documented the reasonable steps to maintain the child's safe participation in the program and the CDC determines that the child's continued enrollment would present a serious safety threat to the child, other enrolled children, or adults, the director will expel the child and will do their best to refer the parents or legal guardians to other potentially appropriate child care placements.

The CDC shall have up to 180 days to complete the process.

Definitions:

- *Persistent and serious behaviors*: means either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance. This includes, but is not limited to, physical aggression, property destruction, and self-injury.

- *Suspension*: means any removal of a child from all or part of the program day, or the prevention of a child from attending the program for one or more days, in response to the child's behavior.
- *Expulsion*: means the permanent dismissal of a child from a program in response to a child's behavior. Along with procedures to inform parents that the program can no longer support the child.

Licensing Agency Rights of Inspection: Health and Safety Code Section 1596.852 provides in part: Any duly authorized officer, employee, or agent of the Department of Social Services may, upon presentation of proper identification, enter and inspect any place providing personal care, supervision, and services at any time, with or without advance notice, to secure compliance with, or to prevent violation of this Act, or the regulations adopted by the department pursuant to this Act.

Any person may request an inspection of any child day care facility per the California Child Day Care Facilities Act by transmitting to the department notice of an alleged violation of applicable requirements prescribed by the statutes or regulations of the state. A complaint may be made either orally or in writing.

Questions, concerns, and compliments: Every family has a voice, and we encourage you to share your questions, concerns, and compliments with our staff. One way to share your thoughts is through the program survey. Parents are also welcome to contact teachers, the director, or office staff to help with any issue.

Steps to take:

1. Meet and discuss your concerns with your child's Teacher.
2. If necessary, meet and discuss your concerns with the CDC director.
3. If you feel you still need assistance, make an appointment with the appropriate Campus administrator.
4. Follow the appeal process and contact the Appeal Coordinator on the back of the Notice of Action (NOA).

Right to Appeal: When a complaint is regarding an NOA, the parent may file a request for a hearing within 14 calendar days of the date on the NOA was received. Information regarding the appeal process is located on the back of the NOA.

If you do not agree with the agency's actions as stated in the NOA, you may appeal the intended action. To protect your rights to appeal, you must follow the instructions described in each step as listed on page two of the NOA. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned. See the parent appeal information.

The CDC intends to fully comply with all applicable state and federal laws and regulations. Individuals, agencies, organizations, students, and interested third parties have the right to file a complaint regarding the CDC's alleged violation of federal and/or state laws. This includes allegations of unlawful discrimination (Ed Code Section 200 and 220 and Government Code Section 11135) in any program or activity funded directly by the state or receiving federal or state financial assistance.

Complaints must be signed and filed in writing with:

California Department of Social Services

Child Care and Development Division

744 P Street M.S. 9-8-351

Sacramento, CA 95814

CCDDAppeals@dss.ca.gov

Community Care Licensing Child and Parent/Guardian Right

Child Rights: Each child receiving services from the CDC has the following rights:

- To be treated with dignity in their personal relationship with staff and other persons.
- To be accorded safe, healthful, and comfortable accommodations, furnishings, and equipment to meet their needs
- To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to interference with daily living functions, including eating, sleeping, toileting; or withholding of shelter, clothing, medication or aids to physical functioning; not to be locked in any room, building, or facility premises by day or night; not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency. (Community Care License section 101223)

Parent/Caregiver Rights:

- Parents/Caregivers have the right to enter and inspect the CDC without advance notice whenever their children are in care.
- Parents/Caregivers have the right to review, at the CDC, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
- The parent has the right to complain to the licensing office and inspect the CDC without discrimination or retaliation against the parent or child.

B. LACCD NON-DISCRIMINATION-POLICY

The LACCD in accordance with applicable Federal and State laws and District policy, prohibits discrimination against any student, faculty, staff, person acting on behalf of LACCD, applicant and general public associated with LACCD based on race, color, national origin, ethnic group identification, ancestry, religion, creed, sex or gender (including sexual harassment), pregnancy, marital status, medical condition (cancer-related), sexual orientation, age, physical or mental disability, and perceived to be in a protected category or associated with those in protected category and veteran status.

Americans with Disability Act (ADA) / Inclusion Practices: All children, including their needs and abilities, are offered the same opportunities to be involved in all aspects of indoor and outdoor experiences.

Experts of child development believe all children benefit from inclusive early childhood environments that include children with different abilities. The CDC program follows the ADA and welcomes families and children with special needs, and will make any reasonable accommodations to meet a child's specific needs. If the CDC is not able to meet a child's needs, we will work closely with the family and link them to appropriate services.

Open Door Policy: The CDC has an open-door policy, and parents/caregivers can observe/visit their child/ren at any time. Visiting opportunities may vary from center to center based on the facility layout.

Prolonged stays must be approved ahead of time and meet the volunteer protocol according to licensing regulations. In case of unforeseen events (emergencies, natural disasters,) non-essential visitors may have limited access to the center/classroom to ensure the health and safety of all.

Non-Religious Instruction: Religious instruction, religious activity or worship are prohibited in all CDE and DSS programs. LACCD CDCs do not promote or practice any religious instruction or worship.

Anti-Bias Policy: We encourage and support cultural diversity, gender equality, non-violence, and peaceful conflict resolution throughout every aspect of our programs. Our goal is to teach children to resist the bias that inundates much of today's popular culture. We believe that children can be empowered to reject negative stereotypes of race, gender, religion and physical capabilities with the help of their parents and teachers. We ask for your support and your feedback to help us ensure that we are living up to our highest standards.

C. Child Health, Illness, and Immunizations

Health Forms: A pre-admission health examination is required by California State law for each child to attend the CDC. Proof of up-to-date immunizations is also required. Each family must submit proof of immunization records at the time of the family intake meeting.

Daily Health Check: A primary goal of the CDC is to maintain the health and safety of children, families, and staff. Upon greeting the child each morning, the teacher will conduct a brief health check.

The purpose of the health check is to determine if the child has any symptoms associated with a communicable illness. If any symptoms are observed, the child will not be accepted for the day and must be illness-free for 24 hours (without any symptom-reducing medication).

If a child returns from a communicable disease (i.e., Covid-19, Hand, Foot, Mouth, Fifth's disease, Impetigo), a doctor's note will be required, but it does not guarantee admittance if symptoms are still showing. The CDC must be informed if your child has contracted any communicable disease.

Illness: When a child becomes ill during the day, the school will contact the parents. An ill child will be isolated from the group and should be picked up from school as soon as possible.

The following are common symptoms that require keeping your child home from school:

- A fever (i.e., temperature greater than 100°F): The child must be fever free (without medication) for 24 hours before returning to school.
- Conjunctivitis (Pink Eye): Redness of the eye; mucus or watery discharge from the eye itchiness of the eye. A physician's clearance is required before a child can return to school.
- Unexplained rash: A physician's clearance is required before a child can return to school.
- Impetigo: A physician's clearance is required before a child can return to school.
- Diarrhea, defined as two loose bowel movements: Children must be diarrhea free 24 hours before returning to school.
- Vomiting: Vomiting must cease for at least 24 hours before a child can return to school.
- Evidence of nits or lice: Before children can return to school, they need to be nit and lice free. In some cases, a doctor's note may be required along with a professional treatment. Children with evidence of nits and or lice must be checked and cleared by a teacher before returning to class.
- General lethargy and discomfort: Any child who is too ill to participate fully will be excluded.
- Other communicable diseases (Covid-19, flu, chicken pox, strep throat, continuous cough, ring worm, etc.): The child must have a physician's clearance to return to school.

Parents/Caregivers need to arrange other childcare when their child is ill.

Medication Policy: If your child needs medication administered at school, we request that the parent come to the CDC to administer it. If this is impossible, staff can administer the medication only under the following conditions:

- To administer medication, prescription or over the counter, a "Permission to Administer Medication" form must be completed and signed by the parent. Permission to Administer Medication forms are available in the office or from your child's lead Teacher.
- All prescription medications must be in the original, labeled container showing dosage and the time interval the medicine is to be given. It may be helpful to have the pharmacy fill two separate containers to avoid forgetting medicine at school.
- No medication is to be left in a cubby or in a backpack by the parent.
- Medication shall be kept in a safe place, inaccessible to children with the child's name on the label.

Sunscreens, diaper creams, lotions, and lip balms are considered medications because of their potential for allergic reactions and will not be applied without written permission. Please put sunscreen on your child at home before coming to school.

Incident/Injury Report: Any minor injury occurring during the child's attendance at the center is reported in writing with details. The report contains specific information about what occurred and what first aid was given. The parent receives a copy of the report. All minor injuries will only be treated with soap and water. Campus Sheriff's Office needs to be notified of all injuries requiring medical attention.

Biting Policy: Why do children bite? Children will bite for many different reasons, including but not limited to:

- Experimental biting
- Teething discomfort
- Becoming independent
- Is using muscles in new ways
- Is learning to play with other children
- Is frustrated in expressing his/her needs or wants or is threatened by new or changing situations such as a mother returning to work, a new baby, or parent is separating
- Environmental stress
- Spatial Awareness

When a child bites another child, we will:

1. Intervene immediately
2. Help the child who was bitten
3. First aid as needed
4. Talk briefly to the child who bit and redirect the child from the situation. We tell the child in a calm but firm voice, “No biting, biting hurts.” Or “when you bite people, it hurts them. S/he’s crying.”
5. Reinforce positive behaviors
6. Family consultation for child safe participation will take place

Nutrition Policies: The CDC participates in the Child and Adult Care Food Program (CACFP) offered by the U.S. Department of Agriculture (USDA). CACFP ensures that children are being offered nutritious meals and snacks which are prepared daily by CDC staff or outside vendors in accordance with Title 22 and Title 7 regulations. in accordance with Title 22 and Title7 regulations.

If your child has food allergies or other medical conditions, the office will provide a physician verification form for food substitutions. The center will attempt to accommodate families with a dietary preference (i.e., vegetarian, etc.) whenever possible within the CACFP dietary guidelines.

Menus will be posted each week in the meal prep area, lobby, and classrooms.

- Nutritional education is offered to children during mealtimes and as part of the classroom curriculum.
- Meals are served in a family-style environment in which teachers and staff model healthy eating habits.
- Drinking water is accessible to children indoors and outdoors.
- Milk is served with breakfast and lunch; water or milk will be served with snack daily.
- At no time will food be offered to calm children or encourage appropriate behavior.
- Food allergies will be posted in a private space in each classroom/kitchen for all teachers/staff to reference during mealtimes.
- Food from home will not be allowed at the CDC for children enrolled in CACFP.

U.S. Department of Agriculture (USDA) Nondiscrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted 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; or
2. Fax: (833) 256-1665 or 202-690-7442; or
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Clothing: Children should be comfortably dressed in weather-appropriate clothing that allows freedom in their daily activities.

- Clothing that is easy for the child to pull up and take off when toileting.
- Close-toed shoes.
- Children should dress in layers so they can adjust as the temperature changes throughout the day.
- Clothing worn to school will become dirty or stained from playing outdoors and art or science activities. Please keep this in mind when choosing school clothes.
- Jewelry or accessories should be kept at home for children's safety.
- Hats are allowed for outdoor sun protection.
- A complete change of clothing needs to be kept at the center. Please remember to replenish the clothes for your child regularly and with seasonal changes.
- CDC is not responsible for any lost or damaged items brought from home.
- Please label all clothing with your child's full name.

Diapering and Toileting Policy:

Families may choose to bring their own diapers or obtain diapers using local resources. Local resource list will be provided to families, as well as posted in children's classrooms.

No cloth diapers due to sanitary reasons.

A diaper log is kept for all children in diapers and/or toilet learning stages. Parents are required to check their child's diaper, and change if needed, at arrival to ensure the child is starting the day with a dry diaper. Children are checked regularly throughout the day for additional diaper changes, as needed.

Extra clothes are requested at the time of enrollment and throughout the year. The CDC's have extra clothing available for families that have forgotten to replenish their child's extra clothes.

During diapering, staff wear disposable gloves and follow proper handwashing protocols before and after each change. Diapering may take place using a sanitized changing table, a disinfected pad on the floor, or the standing method, depending on the child's developmental stage. Children are never left unattended on a change tables, and staff are required to always maintain one hand on the child.

The diaper changing surfaces, including the changing table, changing pads, and/or floor area are disinfected after every use even when disposable covers are used.

Changing tables are located in the classroom to allow for support of the child and to maintain classroom ratios. Changing tables will not be located near the kitchen or food preparation areas.

Toilet Training: Toilet training is another step in your child's development. Typically, the Teacher will review concepts of toileting around the age of two years or older, depending on the child's readiness / development and the parent's permission. The parent and Teacher will work together on a Potty Learning Plan when your child is showing signs of readiness at school.

When a toileting chair is used, it will be placed on the floor and used in accordance with the manufacturer's instructions. After each use, the toileting chair will be promptly emptied into a flushing toilet, and all surfaces will be thoroughly cleaned and disinfected. CDC staff will be with children while using a toileting chair.

Soiled or wet clothing provided by the family will be placed in an airtight container/plastic bag with the child's name, and returned to the family at the end of each day.

Staff are not responsible for washing soiled clothing.

Solid waste will be stored, located and disposed of using a trash bin, with an airtight lid, located in the classroom and within the reach of the changing table/bathroom.

All diapering supplies, including cleaning and disinfectant supplies, are inaccessible to children.

Napping and Rest Periods: Each CDC will provide a variety of daily activities designed to meet the needs of children in care, including but not limited to quiet and active play, rest and relaxation, eating, and toileting.

All children enrolled in our full-day program shall be given an opportunity to nap or rest without distraction or disturbance from other activities at the CDC. A napping space and a mat/cot shall be available for each child enrolled in our full-day program. No child shall be forced to stay awake or to stay in the napping area longer than the normal napping period.

CDCs that serve children in half-day programs are not required to schedule napping periods or have napping equipment for such children.

Please see your classroom teacher for any nap supplies needed. Due to space, we do not allow pillows, stuffed animals, sleeping pads, or sleeping bags.

Nap and Rest Time Policy:

- Sleeping schedules should accommodate children's individual needs. Children should wake up naturally.
- Staff will supervise the sleeping area.
- Play soft music and rub children's backs to help children relax. Nap rooms are kept semi-dark for sleeping.
- Provisions will be made for non-nappers and early risers (e.g., read a book quietly, or do another quiet activity).
- Provisions are made for children to remove their shoes during naps so that they are easily accessible in case of an emergency.
- Bedding and cots/mats are sanitized and disinfected weekly or as needed. Bedding is washed weekly.
- The teaching team checks and changes wet or soiled diapers before and after napping.

Emergency & Safety Drills: Fire, earthquake, and lockdown drills are conducted and documented regularly. Each CDC has an emergency /disaster plan and an exit map posted. Fire alarm systems and equipment are professionally inspected annually. Children and staff's personal emergency information is filed for easy access when evacuation is necessary. The CDCs emergency plan is part of the college's plan. In addition, the Campus Sheriff shall be advised of all emergency situations. The Sheriff and Campus Administrator shall advise the administration regarding evacuation and safety procedures.

Parents/Caregivers may be required to provide items for emergency kit (for each child enrolled in the program) before entering the program (guidelines are provided in the intake packet).

Child Abuse Reporting Responsibilities: All paid personnel who work in childcare settings are mandated reporters of suspected child abuse during their work hours. This includes suspected sexual, physical, or emotional abuse and /or neglect. Reporting suspected child abuse or neglect is to protect the child and provide the family with counseling resources and support to prevent further abuse.

CHILD ABUSE HOTLINE 1-800-540-4000

<https://dcfs.lacounty.gov/contact/report-child-abuse/>

The following are some general behaviors that could possibly indicate child abuse or neglect; however, all children, on occasion, may demonstrate some of these behaviors.

- Low self-esteem
- Fear of a particular person
- Extremes in behavior (e.g., very passive, then extremely aggressive)
- Unexplained developmental delays
- Rejects any type of affection
- Never tests boundaries
- Has great difficulty getting along with peers
- Unexplained marks
- Bruises in unusual places
- Needs constant attention from any adult
- Is always hungry
- Manipulates adults to get attention

D. General Information

Car Seat Law

Children under 2 years of age shall ride in a rear-facing car seat unless the child weighs 40 or more pounds OR is 40 or more inches tall. The child shall be secured in a manner that complies with the height and weight limits specified by the manufacturer of the car seat. (California Vehicle Code Section 27360.)

Children under the age of 8 must be secured in a car seat or booster seat in the back seat.

Children who are 8 years of age OR have reached 4'9" in height may be secured by a booster seat, but at a minimum must be secured by a safety belt. (California Vehicle Code Section 27363.)

Phones and Electronic Devices: Families are to be free of distractions and other business when attending to their children and the CDC. Please refrain from making phone calls, watching videos, using social media apps, or texting once you have been granted access to the building. *Under no circumstances may you film or photograph while at the CDC.* This is to protect the privacy of faculty, staff, children, and families. Children may not bring electronic devices from home.

Parking: *There is limited (15-minute parking only) space available in front of the CDC building for drop-off and pick-ups only and strictly for this purpose.* Park in the college parking lot or on the street (pay attention to parking hours). Campus Police monitor the CDC parking lot throughout the day and issue tickets as needed. If you intend to be longer than 15 minutes, notify the CDC office staff.

Smoking/Vaping: For the health of a

ll AS employees, children and associates, smoking/vaping is prohibited anywhere on Center property. Parents are prohibited from smoking/vaping in the building, on the grounds, and in the parking lot. Parents who are smoking/vaping in their cars must dispose of the cigarette prior to entering the parking lot. According to California Code of regulations Title 22 Smoking is prohibited on the premises of a child care center as specified in Health and Safety Code Section 1596.795(b).

Please keep cigarette butts in your car. Please inform friends/relatives who may pick up your child.

Thirdhand smoke is the left-over pollution after a cigarette is put out. The smoke residue can stick to dust, furniture, carpeting, car seats, hair, or clothes. Studies have shown that third hand smoke is a danger to vulnerable populations. Children, people with breathing problems, pregnant women, the elderly, and animals are also vulnerable to thirdhand smoke.

Electronic smoking devices (ESDs) contain nicotine, and emits ultrafine particles and low levels of toxins that are known to cause cancer. Secondhand aerosol is made up of a high concentration of ultrafine particles, and the particle concentration is higher than in conventional tobacco cigarette smoke.

Vaping devices are battery-operated devices that people use to inhale an aerosol, which typically contains nicotine (though not always), flavorings, and other chemicals. They can resemble traditional tobacco cigarettes (*cig-a-likes*), cigars, or pipes, or even everyday items like pens or USB memory sticks. Other devices, such as those with fillable tanks, may look different. Regardless of their design and appearance, these devices generally operate in a similar manner and are made of similar components.

Due to the dangers of tobacco, CBD and THC smoke and secondhand aerosol, if the **staff notice the odor coming from parents/caregivers that drop-off and pick-up children the ECEC will need to limit the parents/caregivers time in the classroom.**

Relationships: This is a gossip-free environment when speaking and interacting with CDC staff and families.

Confidentiality: All family information and records obtained are kept confidential and used for educational purposes.

Photo Release: Families give the LACCD and the CDC permission to use photographs or other images of children/ adult students for documentation, art projects, displays, academic course work and school promotional materials (brochures, websites, social media, etc.). If you are opposed to having your child's image used for promotional materials, you will be able to indicate this on your child's photo release form.

Birthdays, Holidays, and Celebrations: These events are enjoyable for children and are part of the varied cultures and traditions surrounding us. However, no religious aspect of a holiday will be celebrated at school. There are holidays that may be unique to your ethnic background and/or culture that our staff may not be aware of or do not have adequate knowledge and understanding of. We invite and encourage you to share these with us so that we can make them a part of all the children's experience and knowledge. Sharing special foods, objects, stories, etc., can be exciting to all children and builds the foundation of understanding and acceptance of differences that is essential for a peaceful world. Please talk to your child's Teacher if you would like to contribute in this way so that you can decide together to share in the classroom.

Fieldtrips: Children may have the opportunity to participate in field trips during the year. A parent permission slip will be required if parents want their child to attend (LACCD authorized field trip form). Alternate arrangements will be made for children who do not wish to participate. A fieldtrip fee not to exceed twenty-five dollars (\$25) per child may be charged. No adverse action shall be taken against any parent for the inability or refusal to pay a fieldtrip fee.

Screen Time: If screen time is available at your child's CDC:

- NAEYC guidelines will be followed when using technology.
- Children are ALWAYS supervised when allowed to view programming or social media.
- Screen time is not used as a reward or babysitter.

Recommendations when allowing screen time at home:

- Children should ALWAYS be supervised when allowed to view programming or social media.
- For children 2-5, limit non-educational screen time to about 1 hour per weekday and 3 hours on the weekend days.
- Turn off screens 30-60 minutes before bedtime.
- Turn off screens during mealtimes
- Use parental controls.
- Do not use screen time as a reward or babysitter.

VI. Faculty and Staff Qualifications

Overview: The CDC values all roles needed to support the growth and development of the children and families served. Each position is considered an important and essential aspect of our program and team. The specific duties may vary each day depending on the needs of the children, and the roles/responsibilities may also vary depending on the individual classrooms.

Program Director: The CDC Director is an experienced faculty member and an expert in the field of child development. The director holds a master's or bachelor's degree. The director is responsible to oversee all functions of the Center by facilitating as well as organizing the core mission of the college.

Teachers: Teachers are highly trained and experienced faculty. They hold a Masters, bachelor's, and certificates in Child Development. They instruct all support staff as well as work directly with the children.

Office Staff: The office staff assists parents with enrollment and re-certification.

CDC Assistants: CDC Assistants are Classified staff members of the Center. They are hired by the District/Campus and work directly with the teacher.

CDC Food Services Aide:
Prepares and serves a variety of simple nutritious meals and snacks for children at a Child Development Center and maintains kitchen and serving areas in a clean and sanitary condition.

Student Workers: Student workers are students of the college that are assigned from another department. They are directed by the teacher and work directly with your child as well.

Practicum Students: These are students at the college who are enrolled in a practicum class. They are directed by the teacher and will work directly with the children to gain hands on experiences.

Volunteers: Volunteers often come from other departments of the college and community. They are directed by the teacher and work directly with the children.

VII. Classroom Guidelines

Environment and the Role of the Teachers and Support Staff: In our team-taught classrooms, led by certified teachers and supported by teacher assistants, student workers, and college students, we create developmentally appropriate learning environments and curriculum based on observations, assessments, and family input. Our open classroom model, featuring various learning centers indoors and outdoors, offers children opportunities to explore art, music, science, dramatic play, language, math, fine motor, and gross motor activities. Teachers act as facilitators, asking open-ended questions, and fostering autonomous learning with free choices based on children's interests and pacing. Our language-enriched curriculum prioritizes the process over the product, respecting creative expression and promoting choice to develop interest and attention span. Children are also guided in conflict resolution and problem-solving skills. Our teaching team ensures a non-biased curriculum that celebrates the surrounding culture and diversity through books, ethnic foods, music, instruments, puppets, and more, encouraging children to appreciate their own backgrounds and those of others.

Positive Guidance and Discipline: The guidelines for discipline are based upon law and intended to teach children self-control and socially acceptable behaviors. The approach is positive and never punitive. Corporal punishment is never permitted. Teachers guide children's behavior by setting reasonable limits, being consistent, having a regular routine, and by reinforcing behaviors to develop children's self-esteem. The overall philosophy will be consistent with state law and based on best practices as stated in the National Association for the Education of Young Children (NAEYC) Code of Ethics. Center practices recognize and respect children's "Personal Rights".

Family Involvement and Engagement: Family engagement is an important part of the CDC program. The faculty and staff of the CDC support parents, caregivers, and families in raising their children and recognize and respect that parents are the first teachers of their children. The faculty and staff welcome ideas and insights from parents, caregivers, and family. We strive to develop and maintain a positive link between the home and school. Children, parents, and staff all benefit from supported parent/school communication.

Ways families can be involved:

- Attend family meetings/trainings
- Sharing ideas during family/teacher conferences
- Help with special events
- Participate in the CDC Parent Advisory Committee (PAC)
- Supporting fundraising projects
- Donate materials
- Parent/Caregiver feedback from surveys

Ways families can help in the classroom:

- Help arrange the bulletin boards
- Play a musical instrument

- Read a story
- Share a hobby/talent with the classroom
- Get materials ready to use for an activity or clean up after an activity
- Help during mealtime routines and with various classroom/outdoor learning areas

*Parents may need to have licensing regulation clearances to spend more time in the classroom. Time permitted according to family need of services.

VIII. ASSESSMENT TOOLS AND DOCUMENTATION

Initial Screenings: Ages and Stages Questionnaires (ASQ-3 and ASQ-S.E.): Initial screenings are conducted upon enrollment and then conducted at the beginning of each school year. The ASQ Questionnaires provide a general overview of the child's developmental progress. Below are the descriptions.

- **ASQ-3:** ASQ-3 is an accurate, reliable, and parent-friendly way to screen young children. ASQ-3 is the newest version of the screening. It makes it easy and effective to identify potential delays as early as possible and determine children that need further assessment or ongoing monitoring.
- **ASQ-SE:** ASQ: S.E. is a screening tool that identifies young children whose social and emotional development requires further evaluation to determine if a referral for intervention services is necessary.

Depending on the age of the child and scoring, more screening may need to be completed. Faculty teachers are responsible for following up with families who indicated areas that needed further attention.

The Desired Results Developmental Profile (DRDP): The program utilizes the DRDP, which the California Department of Education (CDE) developed. The DRDP is a measurement tool based on naturalist observations of young children (i.e., observing children actively engaged in a learning center, group activity, etc.) and is used to track children's development over time to ensure that all children are making progress in all developmental domains (physical/gross motor, language, etc.).

The DRDP assessments are completed within 60 days of program enrollment and at least every 6 months thereafter. The DRDP assessment tool helps teachers create curriculum objectives to support children's individualized goals/needs and is also used as a tool by teachers to monitor children's development and as one indicator that a child may need to be referred for additional evaluation. In addition, it helps teachers see overall trends in their groups of children and modify the curriculum/environment to address specific developmental areas.

Early Childhood Environment Rating Scale: Annually, the program conducts an ERS Assessment in each classroom by using the Infant Toddler Rating Scale (ITERS), Early Childhood Environment Rating Scale-Revised (ECERS-R) and School Age Environment Rating Scale (SACERS). These Rating Scales ensure that our program meets all health and safety regulations, providing enriching language skills and offering a

variety of educational activities in a warm and supportive environment. The program also creates an action plan (annually) for each classroom and is used to develop annual program goals/action plans.

Parent/Guardian Surveys: The program administers a parent/caregiver survey (at least annually but could take place twice a year) to obtain feedback from parents/caregivers regarding the quality of our services. The results from the survey are used to develop program goals and training plans.

Program Self Evaluation: Annually, the program completes a self-assessment using the Environmental Rating Scales (ITERS, ECERS, SACERS), DPRP summary reports of children's assessments, parent surveys, and the Monitoring Instrument Report Tool. The program evaluates the findings from each assessment and develops a plan of action plan for each category.

Family and Teacher/Provider Conferences: Family and Teacher conferences occur two times a year. Normally, the conferences take approximately 30 minutes. Teachers and staff use the DRDP's Child Developmental Progress form to document, in conjunction with family feedback, children's strengths; and create at least two developmental goals every six months. A plan will be developed to support these goals and incorporate similar practices at home.

Community Involvement Assessment: Community involvement includes campus resources and local businesses who can share opportunities with our children and families.

Staff Development: Faculty and staff attend a variety of trainings, workshops and conferences throughout the year to gain professional development which will support the CDC program. All faculty and staff are evaluated according to LACCD position policies. In the event the center needs to be closed due to training, families will be notified in advance.

Holiday/Training Closures

The Child Development Centers are closed for the following holidays: (In the event of staff training or additional floating holidays, families will be notified in advance.)

Labor Day	Veteran's Day
Thanksgiving	Winter Break
Martin Luther King, Jr.	President's Day
Cesar Chavez	Spring Break
Armenian Genocide Remembrance	Memorial Day
Independence Day	Juneteenth

NOTE: In the event of staff training or additional floating holidays, families will be notified in advance.

IX. COMMUNITY RESOURCE GUIDE

211 Los Angeles County

Information and Referral
526 W Las Tunas Drive
San Gabriel, CA 90067
211 or www.211la.org

Asian Pacific Counseling & Treatment Centers

520 Lafayette Park Place, Ste 300
Los Angeles, CA 90057
(213) 252-2100 or www.apctc.org/

Child Abuse Hotline

Los Angeles County Department of Children Services
(800) 540-4000

Child Abuse Hotline

L.A. Child Guidance Clinic
3787 S. Vermont Avenue
Los Angeles, CA 90007
(323) 766-2345 or www.lachild.org/

Child and Family Services - Pathways

(Central Los Angeles, Hollywood, Silver Lake, Beverly Hills)
3550 W. 6th Street Ste 500
Los Angeles, CA 90020
(213) 427-2700 or www.pathwaysla.org/

Child Care Information Service

(La Cañada, Pasadena, San Marino, Monrovia, Duarte)
2698 Mataro St.
Pasadena, CA 91107
(626) 449-8221 or <http://www.ccispasadena.org>

Child Care Resource Center, San Fernando Valley

(818) 717-1000 or <https://ccrcca.org/>

Children's Home Society of California

(Norwalk, Bellflower, Cerritos, Lakewood, Long Beach, San Pedro)
(310) 816-3600 or www.chs-ca.org/

Community Care Licensing

Los Angeles Child Northwest Office

6167 Bristol Parkway, Ste 400

Culver City, CA 90230

Connections for Children

(Western L.A. County, Beach Cities, Culver City, Westchester)

(310) 452-3202 or <http://www.cfc-ca.org/childcarer/childcarer.asp>

Crystal Stairs, Inc.

Child Care Resource and Referral Service

650 West Adams Blvd. Ste 100

Los Angeles, CA 90007

(323) 299-0199 or www.crystalstairs.org

Disability Rights California

(213) 427-8747 or www.disabilityrightsca.org

Disability Services

Frank D. Lanterman Regional Center

3303 Wilshire Blvd., 7th Floor

Los Angeles, CA 90010

(213) 383-1300 or www.lanterman.org/

Emergency Food

American Red Cross

2700 Wilshire Boulevard

Los Angeles, CA 90020

(213) 739-5200

Emergency Food

Immanuel Presbyterian Church

Food Pantry

3300 Wilshire Blvd.

Los Angeles, CA 90010

(213) 389-3191

Emergency Food

World Harvest Food Bank

1014 Venice Blvd

Los Angeles, CA 90015

(213) 746-2227 or www.worldharvestfoodbank.org/

Healthy Families

(800) 880-5305 or <http://www.healthyfamilies.ca.gov/Home/default.aspx>

Healthy Kids Program

L.A. Care Health Plan
555 W. 5th Street, 29th Floor
Los Angeles, CA 90013
(213) 694-1250

Legal Services

Public Counsel
601 S. Ardmore Avenue
Los Angeles, CA 90005
(213) 385-2977

Los Angeles County Housing Resource Center

(877) 428-8844 or <http://housing.lacounty.gov/>

Medi-Cal

(888) 747-1222

Mexican American Opportunity Foundation

(Monterey Park, Commerce, Bell, Santa Fe Springs)

(323) 890-9600 or www.maof.org/

Options

(Baldwin Park, San Gabriel Valley, El Monte, Whittier)

(626) 856-5900 or www.optionscc.org/

Para Los Niños

845 East 6th Street
Los Angeles, CA 90021
(213) 623-8446 or www.paralosninos.org/

South Central Los Angeles Regional Center

650 W. Adams Blvd.
Los Angeles, CA 90007
(213) 763-7800 or www.sclarc.org/

X. ACKNOWLEDGEMENT RECEIPT

LACCD Child Development Center

I, the parent of _____ acknowledge that I have received, read, and understand all of the CDC policies and procedures as presented in the LACCD Child Development Center Parent Handbook. I understand my parental rights and responsibilities. I agree to abide by the policies and procedures stated in the LACCD Child Development Center Parent Handbook.

X _____
Parent's signature Date

X _____
Parent's signature Date

X _____
Director / Designee Date