

Parent Handbook – Funded Version



**Mt. San Antonio College
Child Development Center
2018-2020**

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WELCOME

WELCOME to the Mt. SAC Child Development Center! We are excited and privileged you have chosen to partner with our program during this early education journey! The Center is a department within the Business Division. Full- and part-day quality early care and education services for the children of college students, staff and the community at-large are provided on campus throughout the year.

As you read further you will find our philosophy is focused on inclusion and mutual respect which provides a foundation for meeting individual needs through developmentally appropriate materials and activities. In addition to a curriculum tailored to provide experiences in all areas of development, the Center strives to create a positive social environment where peaceful problem solving is encouraged, modeled and supported.

We also warmly welcome and invite all parents to participate in the classrooms! Involving you in this educational journey early strengthens the important parent, teacher, child partnership. The CDC has an open door policy, so when you get the notion to observe your child's classroom you may do so at will! Please know that as families and teachers work positively together, your child's readiness for current and future school success is enhanced.

California has long been a leader in recognizing the value of quality child care and development programs for infants, toddlers, preschoolers and pre kindergarteners. The Mt. San Antonio College Child Development Center strives to provide a program that embraces the core values of the Campus, as well as surpasses the quality standards outlined by the National Association for the Education of Young Children (NAEYC) and the California Department of Education.

I sincerely hope this Parent Handbook answers many of your questions about the Mt. SAC CDC, but if not – please don't hesitate to communicate your questions, concerns, and suggestions to me or any of the staff. We want and need to hear from you!

Regards,

Tamika Addison, M.S.

Tamika Addison, Director

PROGRAM MISSION

Mission

To provide an educational, culturally relevant, and developmentally appropriate program for children which focuses on the whole child, school readiness, and the promotion of lifelong learning.

PROGRAM HISTORY & GOALS

The Center was established in January 1975 with the Preschool Program serving children ages 3 to 5. Infants and toddlers began enrolling in 1990. Today approximately 200 children are enrolled each semester.

The Goals of the Center are:

1. To provide an educational, culturally relevant, and developmentally appropriate program for children and future early educators.
2. To create a partnership in which student parents gain support toward college success and improved parenting skills.
3. To provide a laboratory setting where a variety of disciplines, including Child Development, Culinary and Nursing, may observe and/or interact with children. With assistance from Child Development Center staff, students enhance their skills and knowledge of early care and education principles.

PHILOSOPHY & GENERAL PROGRAM DESCRIPTION

Philosophy

The Mt. San Antonio College Child Development Center strives to respect the rights and needs of all children and their families. This is possible through the forming of a partnership with parents and the community. Working together this essential partnership allows the Mt. SAC CDC to provide developmentally, culturally, and linguistically appropriate experiences for children that leads to both academic and life "success" for each child.

We believe that young children enter the Center with a sense of wonder and an interest in learning. They often develop an *incredible appetite* for knowledge when they have learning experiences that are engaging and enjoyable. We know that positive experiences in which children can make choices and explore helps them feel competent and confident. The Mt. San Antonio College Child Development Center takes a view of and approach to early education and care which considers the developmental level of each child specifically in the areas of cognitive, social - emotional, language and physical (both gross and fine motor) development.

PROGRAM DESCRIPTION

The program is built around a review of each child's ability level. We then create teaching models to meet individual needs. We also use tools to help identify group/class trends, and changes are made as needed.

The Child Development Center serves as the "Laboratory School" for the college's Child Development Department. Mt. San Antonio College students are supervised by Child Development Professors, as they observe, discuss and write about the children at the CDC. They may also interact with the children in an effort to develop the student-teacher's classroom management skills.

Any information collected for college instruction is confidential and used only by professors and students as part of their Child Growth and Development classes. As part of this information gathering process, children may be photographed, video or audio taped. However, students must use the Center's digital cameras and or media for recording, and must process/develop all images and recordings at the Child Development Center under the direct supervision of Mt. SAC Faculty and/or Center Lead Teachers.

NO STUDENT FOR INSTRUCTION PURPOSES OR OTHERWISE SHALL BE ALLOWED TO RETAIN IMAGES/RECORDINGS OF CHILDREN, UNLESS EXPLICIT PERMISSION IS GRANTED IN WRITING BY THE

Each day, the CDC staff works to answer the following questions: How can we offer children engaging and enjoyable learning experiences that fuel their intellectual engines and build their confidence? How can we connect children's fascination with learning in every domain and make the most of their time at the Center? With these questions in mind, the Mt. SAC Child Development Center intentionally creates an exceptional learning environment!

TEACHING STAFF

Background and Training

The teaching staff are qualified professionals. All lead teachers hold (at minimum) a Master Teacher permit from the California Commission on Teacher Credentialing or higher, Associate Teachers hold an Associate Teacher's Permit, and all Assistant Teachers have completed a minimum of 6 units or more in Child Development and are working towards permit eligibility. The lead teachers at the Center also hold either a Bachelor's or Master's degree in Human Development, Child Development, or related fields.

We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth. Our staff members are evaluated annually, and they are strongly encouraged to attend and participate in workshops, conferences, classes, and training programs to enhance skills, and keep abreast of the latest research and trends in Early Childhood Education and Child Development. Many of the Lead Teachers belong to professional organizations focused on education principles and several participate in the California Mentor Program.

Ages of Children Served

The Center serves children between the ages of 3 months to 5 years. Mt. SAC students as well as faculty, staff and the surrounding community may apply for early care and education services.

Program Accreditation

The Center is accredited by the National Association for the Education of Young Children (NAEYC). The Association administers the largest and most widely recognized accreditation system for various types of early childhood programs and child care centers.

NAEYC is the nation's largest organization of early childhood educators. Early childhood programs accredited by the NAEYC Academy for Early Childhood Program Accreditation have voluntarily undergone a comprehensive process of internal self-study, external professional review to verify compliance with the Criteria for High Quality Early Childhood Programs, and been found to be in substantial compliance with the Criteria. The Criteria can be found on NAEYC's website at www.naeyc.org.

Open Door Policy

We warmly welcome and invite all parents to participate in their child's classroom. The Child Development Center has an open door policy.

Religious Instruction - Refrain from (EC §§ 8265(a)(4);5 CCR § 18017.)

The Center shall not and does not provide education or child care and development services that include religious instruction or worship.

Equal Access

The Americans with Disabilities Act (ADA) is a federal law, enacted in 1990, that provides child care professionals with an exciting opportunity to serve children with special needs or disabilities. The law guarantees that children with disabilities can not be excluded from "public accommodations" simply because of a disability.

Early educators, care providers, children and parents all benefit when children can learn and play together. Including children with and without disabilities in the classroom reflects our larger community where people with and without disabilities live, work, and play together every day! Inclusion contributes to acceptance, improved socialization, and understanding of individual differences and abilities.

It is our intention to work closely with every family and attempt to meet the needs of each child. As a **General Education** program we do NOT offer direct special education. We work collaboratively with

parents as much as possible and reasonable, school districts, regional centers, and other public/non-public agencies to provide the appropriate care and education for children with an IFSP, IEP, or disability. For information about rights and services provided by the ADA, visit <http://parentideaguide.com>.

IMPORTANT: If a child's challenging behavior requires a 1 to 1 ratio with teachers or otherwise significantly disrupts the program/classroom, the Center reserves the right to contact the parent to directly intervene and/or assist the staff, or remove the child for the day if warranted. If we exhaust all possible forms of support over a reasonable time and/or the child's behavior severely impacts the other children's experience regularly, we may determine that our program is not suitable or conducive to the child's needs and we will try to assist the parent in finding a more appropriate placement for the child. We endeavor to engage in ongoing communication with families about progress or the lack thereof prior to assisting with new placement.

Ratio

The Infant ratio of qualified adult to child is 1:3 meaning (1 adult to every 3 children); Young Toddlers is 1:4, Older Toddler 1:5, and Preschool is 1:8. The CDC, as a CDE Contractor, may also apply Title 5 ratios and exemptions when applicable.

Activities outside of the Center i.e. field trips, require greater adult to child supervision. In an effort to maintain the same level of safety, we increase our adult-child ratios by adding teacher aides and parent volunteers. 101216.3

Culturally Sensitive Education & Caregiving

The Center serves and employs an ethnically diverse population. It is important that the early care and education of young children reflect their home culture. This is possible through frequent communication between the teacher and parents and by encouraging parents to be actively involved in the program.

Discipline Policy

Children are given information, clear expectations and limits. Discipline takes the form of modeling appropriate behavior, clarifying expectations, redirecting, and limiting choices as necessary. Our goal is for children to understand and internalize appropriate behavior. We avoid punitive treatment because it promotes fear and anger rather than understanding. Physical punishment is not allowed and research shows this is an ineffective and negatively impactful discipline strategy to use with children.

INFANT/TODDLER PROGRAM

Our infant program is influenced by the WestEd Program for Infant/Toddler Caregivers (PITC). This program serves children from 3 months to two years – 11 months of age and consists of the following components:

Primary Care Giving – Infant/Young Toddler

Infants and toddlers are assigned to a primary caregiver who is responsible for the daily care of a small group of children. When infants and toddlers develop attachments, they are more likely to explore their environment. A nurturing environment fosters creativity and development.

Continuity of Care

Infants and toddlers remain with the same caregivers from 3 months thru three years old. This allows children, caregivers and families to develop and maintain trusting relationships over time.

The teaching staff also maintains ongoing anecdotal records and assessments of children's progress which are regularly shared with parents.

Clothing/Diapers/Wipes

- To prevent clothing mix-ups, please label ALL items of your child's clothing with first and last name - especially jackets and sweaters (frequently two or more children have identical jackets).
- Please bring an extra set of weather appropriate clothing for your child to keep at school. Each child will have a basket in his/her classroom to store extra clothing, diapers, and wipes.
- Parents provide diapers and wipes for their children.
- Diaper cream/Sunscreen is provided by parents. The Center must have an annual doctor's permission form to use these products on your child. Please make sure you label the items well (often times with masking tape wrapped around the tube or bottle and the name written on the tape). Make sure you apply sunscreen on your child before/upon arrival; teachers will reapply in the afternoon.

Diaper Changes

Children's diaper changes are recorded daily, the times of each diaper change is noted. This documentation provides information on frequency of changes during the day and toileting habits. Please speak with your child's teacher if you have questions about documentation or diapering. **IMPORTANT: It is the parent's responsibility to change their child's diaper upon arrival and record it on the appropriate form. Staff members will then change your child and record diapering activities throughout the day.**

Feeding

The Child Development Center provides food and formula for children in attendance as part of the Child and Adult Care Food Program (CACFP).

Parents need to bring one bottle each day which staff will refill as needed. If your child has dietary restrictions of a personal or religious nature and is unable to eat the foods we provide, you may “opt-out” of the meal program and bring your own baby foods and/or formulas. If the dietary restriction is a result of a medical condition (food allergy) or disability, the Center will take into consideration physician suggested alternatives. All medical/disability dietary restrictions must be diagnosed by a physician and documented on the appropriate form provided by the Center.

IMPORTANT: Children under the age of 12 months should not be given honey. Honey may contain a microorganism which the infant cannot metabolize. Therefore, honey items are not served to infants 12 months or younger.

Mothers who breast feed are encouraged to continue to nurse their infants. Expressed milk may be stored in the designated freezer in a completely sealed container or other receptacle, and **MUST** be appropriately and clearly labeled. Arrange a time with your child’s teacher so that you and your child can continue to benefit from this special experience.

Bottles

- **IMPORTANT:** TO PREVENT BOTTLE MIX-UPS, use a PERMANENT MARKER, to label all bottles clearly with your child’s first and last name along with the date. The child’s name may be labeled directly on the bottle or with masking tape attached to the bottle. **The staff cannot give an unlabeled bottle to an infant.** If a labeled bottle cannot be located for the child, the parent may be summoned for feeding.
- It is the parent’s responsibility to put all bottles in the classroom refrigerator upon arrival. The Infant Center provides small containers labeled with your child’s name in which bottles are stored. Bottles brought from home should contain only formula, whole milk, 100% juice or water.
- **NO MEDICATION** may be put in a child’s bottle.
- The Center serves breakfast, lunch, and afternoon snacks as well as small snacks on an “as needed” basis for our two youngest classrooms. Bottles are given on an “as needed” basis also. State law mandates that you update your infant’s Food Plan as often as you introduce new foods.

Weaning and Toilet Learning

Weaning from the breast or bottle and toilet learning are major transitions in young children’s lives. In order to help these transitions occur as smoothly as possible, parents and caregivers need to form a partnership.

- Please make an appointment with your child's teacher for a conference if you are considering weaning or toilet learning for your child. As a team, we can discuss the advisability of weaning or toilet learning and develop a plan for implementation so that the child's experience is smooth and supportive.

Jewelry/Toys

Young children are beginning to learn to share. Keeping toys at home, with the exception of a "lovey" will help minimize unnecessary frustrations. Due to the danger of infants and toddlers swallowing small items, the Child Development Center asks that your child not wear earrings, rings, or necklaces to school. If jewelry is worn for religious reasons, please inform your child's teacher and make sure items are fastened securely.

Biting

Although upsetting to children, staff, and parents, biting is part of normal infant/toddler development and occurs for a variety of reasons. We take every precaution to ensure each child's safety. However, in the event that your child is bitten, we will administer first aid which includes washing the affected area with soap and water and applying an ice pack.

- An incident report will be completed and a copy given to the parents of the injured. For purposes of confidentiality, the name of the child who bit is never revealed by staff.
- Using a firm voice and facial expression, we express to the child who bit that it is unacceptable behavior to bite others. In order to foster empathy, we help the child who did the biting assist with the first aid procedure. If it appears that a child has a persistent problem with biting, a conference is held with the parents to develop a BEHAVIOR INTERVENTION PLAN. This may include: a short time away from the Center, shadowing by adult caregivers, referral for formal assessment.
- If reasonable interventions are unsuccessful, or if the child increases the biting behavior and/or causes serious injuries to others, the Center reserves the right to suspend or terminate enrollment to ensure the safety of ALL the children in care. ***Please note, many children outgrow this behavior, particularly with appropriate and consistent interventions and cooperation from families. The Center staff will make every effort to assist.***

Napping

Infants will have naps on an "as needed" basis. Older toddlers have a designated rest time.

PRESCHOOL PROGRAM

A Great Place to Grow

Teachers model respectful social behavior and provide complex activities and materials for children to explore at their level of abilities and learning styles. As children participate in choosing and implementing activities based on their own interests, they learn to:

- Make sense of their experience
- Theorize, analyze, hypothesize, and synthesize
- Make and check predictions
- Find information on their own
- Strive for accuracy
- Grasp the consequences of their actions
- Persist in problem solving
- Predict other's wishes and feelings

Clothing

The Child Development Center provides an environment designed for exploration. With this in mind, we ask that you dress your children in clothes that allow such exploration:

- Clothes that allow freedom of movement.
- Clothes that can get dirty, paint spattered, etc.
- Clothes that are suitable for the weather.
- Shoes for safe climbing and running. We recommend rubber-soled shoes (high-heels, boots, sandals or open toe shoes are NOT ADVISABLE FOR ACTIVE PLAY).
- All clothing (especially jackets) should be LABELED with the child's name for easier identification.
- A shoe box labeled with your child's name should be kept in the bathroom for extra clothes storage.
- An extra complete change of clothes should be kept in the labeled shoe box that includes clothes for a change in weather.
- Due to the danger of infants and toddlers swallowing small items, the Center asks that your child not wear earrings, rings, or necklaces to school. If jewelry is worn for religious reasons, please inform your child's teacher and make sure items are fastened securely.

If the staff observes that your child is having difficulty participating in the program because of his/her shoes or other clothing, you will be contacted and asked to change his/her clothes. If the staff anticipates that a child may be hurt or is not well protected during play – we may ask you to change the clothing or shoes before the child will be allowed to participate in gross motor activities outdoors. If you require assistance with attaining appropriate shoes or clothing, the CDC may be able to assist you in locating community resources. A lost and found box is provided. Any unclaimed clothing will be donated to charity at the end of each semester. *The Child Development Center is not responsible for lost clothing.*

Nap Time

Naps are **OFFERED** to ALL children who are enrolled for 6 or more hours per day, or who demonstrate or state that they are tired or sleepy at/during the rest period or nap time. Sleeping mats are provided. Please note that children's **PERSONAL RIGHTS** include the right to not have their "daily living functions" intentionally interrupted or removed against their will, one of these daily living functions is *sleep*.

The Center will NOT deny a child a rest period if the child is sleepy or likely to sleep. Parental requests do NOT override a child's personal right to rest. If a parent does NOT want their child to have a nap he/she must make arrangements for the child to be picked up prior to the nap period (if enrolled Full-Day), or can request that he/she is called to pick up if their child is sleepy or tired.

CURRICULUM AND ASSESSMENT

Curriculum

What appears to adults as simple play time is actually *work* time for preschool children. Children are natural scientists AND THEY LEARN BEST THROUGH PLAY! They explore, examine, and investigate during their play experiences, while learning the social and emotional skills necessary for healthy development and successful human interaction. The "Play" at the CDC is PURPOSEFUL and environments are intentionally designed to facilitate independent purposeful play.

Lead Teachers engage in "Active – Evidence Based Curriculum Planning", which incorporates approaches and concepts from multiple curriculum sources and frameworks such as: The California Preschool Foundations, Preschool Pathways to Science or "PrePS (developed at UCLA in collaboration with the Gelman Cognitive Development Lab and funded by a grant from NASA), The Program for Infant Toddler Caregivers (PITC). Most importantly we believe parents are the BEST resource in terms of children's abilities and needs. Parents also help us determine what is culturally relevant to them and are valued contributors to curriculum development.

In essence, active curriculum planning offers children learning opportunities that are attuned to their developing abilities and connected with their experiences at home and in their communities. Curriculum is based on an understanding of child development and implemented in ways that are consistent with our core goals and values.

Weekly educational plans for children are based on established goals informed by individual assessment results and group trends. These educational plans are posted for parents each Monday. The scheduled "work day" is structured to allow the flexibility needed to meet the needs of the individual children and the class as a whole.

In affect we strongly believe in having a strong foundation in Child Development Theory and then complimenting this with elements of various early education curricula.

ASSESSMENTS

Desired Results Developmental Profile (DRDP)

The goal of the Center is to ensure that all children are making progress in the domains of physical, cognitive and social-emotional development. We use **the Desired Results Developmental Profile**, a tool developed by the California Department of Education, Child Development Division, to assess the overall development of children across language, cognitive, social-emotional, physical, and health domains. A "Desired Results" are defined as conditions of well-being for children.

Children are assessed within 60 days of enrollment and every 6 months thereafter. **Parents' input is a necessary component of this assessment.** The DRDP is a "Naturalistic Assessment" instrument that and is completed over time. Therefore, it is important for children to attend regularly.

Sporadic attendance and/or enrollment for less than 10 hours per week, make it difficult to capture the necessary information that help us complete the DRDP, in these cases we may complete a screening instrument only to ensure no developmental delays or concerns go unnoticed.

Ages & Stages Questionnaire (ASQ) – Screening

The Center uses the Ages & Stages Questionnaire to screen for developmental delays in all areas. This developmental screening tool helps both the staff and parent determine if a more comprehensive assessment is warranted for special education or early intervention services. The Local Education Agency or Regional Center completes these types of assessment.

GENERAL POLICIES & PROCEDURES

Admission

The Center encourages all Mt. SAC students, college staff/faculty and community members who need care to apply. Classroom spaces are filled based on program enrollment priorities and vacancies. When space is not available, a waiting list is maintained on a semester by semester basis. As space becomes available, families on the waitlist are contacted. Parents who wish to keep their children on the waitlist must reapply each semester. The Center does NOT keep waitlist applications from previous semesters.

Applications for admission/enrollment are located in the reception area of the Center.

ATTENDANCE

Signing in/out – Required

The complete signature of a responsible adult picking up or dropping off a child must be reflected on the designated sign in/out sheet DAILY. Each child's sign-in/out sheets are located in the classroom. The parent or other authorized adult must ACCURATELY enter the time of arrival and departure on the sign in/out sheet using their full signature. Please do not record your CONTRACTED TIME. If unsure about the time, please ask your child's teacher or other staff, also each classroom has a wall mounted clock that can be used.

Contract Hours

Parents must abide by their child's contracted hours. In cases of emergencies ONLY, parents may be allowed a 10 minute grace period for pick-up. If parents fail to abide by their contracted hours, the program reserves the right to: terminate enrollment, change the contract hours/days to reflect the time used, or require any parent receiving subsidized tuition based on need to re-verify the need for care. If a parent requires changes to contract hours, a written request must be submitted AND approved prior and a NEW CONTRACT generated if it is a permanent change.

Parents must inform staff of any and all late arrivals or pick-ups immediately, preferably with as much prior notice as possible.

Absences

An absence verification form MUST be completed by the parent upon the child's return from an *excused* or *unexcused* absence. These (pink) forms are also always available *near* the sign-in/out sheets and in the reception area. Parents who plan to be absent are allowed to complete the absence verification form *prior* to the absence. Please note the following related to absences:

- ▯ Parents are asked to call the Child Development Center whenever a child will be absent (909) 274-4920.
- ▯ Parents MUST notify the Child Development Center whenever a child has been exposed to or contracts a contagious disease. Information regarding the disease, date of exposure, and possible symptoms ONLY will be posted to inform other parents to observe for symptoms and protect the health of the other children. WE NEVER DISCLOSE THE IDENTITY OR NAME OF THE INFECTED OR SICK CHILD TO THE PUBLIC OR ANY UNAUTHORIZED INDIVIDUAL.
- ▯ If your child has been ill, please DO NOT return the child to the Child Development Center until he/she is able to participate in our entire program. Children must be symptom free for 24 hours (vomiting, diarrhea) or on antibiotics before returning to school. **In the case of fever, the child must be fever free a minimum of 24 hours WITHOUT the aid of fever reducing medication.**
- A doctor's release will be required for the following situations:

- Children who have been absent with common cold or a routine illness for a week or more.
- Children who have contracted contagious illnesses *regardless* of length of time absent.

Excused Absences

Absences are deemed excused for the following reasons:

- ILLNESS or Quarantine of parent/child: A doctor's release will be required for children who have been absent for more than a week due to illness – PLEASE SEE ABOVE.
- FAMILY EMERGENCY [§18066]: Family emergencies may include - death of a family member, automobile problems, and any other emergency except a contagious illness, cold or flu.
- COURT ORDERED VISITATION [§18066]: An absence due to a Court ordered visitation to spend time with a family member will be excused.
- BEST INTEREST OF THE CHILD [§18066]: This may include time spent with a family member, time spent with extended family, time spent at special camps, schools, or workshops. *Under no condition will more than 10 days per year be allowed under this category. These 10 days can be used consecutively or periodically within the certification or school year. Days used beyond the 10 "Best Interest" days will be considered UNEXCUSED. Parents must also use the entire day.*

UNEXCUSED ABSENCES

Unexcused absences will be limited to no more than 5 days per year. Service may *terminate* after 5 unexcused absences in any calendar year. ***If an absence falls into one of the excused categories, it is the parent's responsibility to report the appropriate reason in writing upon return (and no more than one week) following the day of absence.***

Other Attendance Information/Requirements

- **NON-ATTENDANCE:** Absence of one week or more *without notifying the Child Development Center* may result in termination of service. ***It is always the parent's responsibility to contact the Center for any absences excused or unexcused.*** [This applies to non-certified families only.]
- ▮ **SPORADIC ATTENDANCE:** Children exhibiting a pattern of sporadic attendance over time may have services terminated or changed. Absences that comprise 50% or more of any one month may be considered a pattern of sporadic attendance.

SAFETY

Children will not be released to anyone other than the parent(s) unless the following conditions are met:

- The Child Development Center has written authorization by the parent on the child's emergency card.
- The authorized person is over 18 years of age.
- The authorized person can present a valid State or Federal issued photo I.D. for verification of identity.
- Children will not be released to a parent, guardian, or any individual authorized by the child's parent/guardian who appears impaired or under the influence of drugs or alcohol.

PLEASE NOTE: It is *imperative* that parents update their contact card if there are changes in the parent's class location or times. The Child Development Center staff **MUST** be able to reach the parents at all times in case of an emergency. If a parent will not be at their usual location [as listed on their contact card]; they should note where they will be that day on the Change in Location Sheet at the front desk.

DISASTER PLAN

- A. At the time of a disaster, Child Development Center staff will follow all necessary procedures practiced during drills (Evacuate for fire/ flood or drop and cover for earthquake).
- B. After a disaster, all classes will meet at the designated safe zones or places as noted on the Evacuation Charts in the classrooms. Each classroom teacher will carry their Attendance Rosters with them to the meeting site.
- C. All staff will make themselves available to assist the children. Office staff will notify Public Safety if the emergency is not campus-wide. Office staff will check buildings and restrooms prior to evacuation. Emergency Cards, Class Cards, and a mobile telephone will be brought along to the designated evacuation area.
- D. Attendance will be taken immediately to verify that all children are present.
- E. A runner will be sent to the Campus Disaster Triage area to notify Campus personnel of the status of the situation at the Center as soon as an assessment of the situation is made. At that time, a detailed report will be made of any injuries or fatalities.
- F. If buildings are not safe, the staff and children are to stay in the designated evacuation area making certain to stay as far away as possible from trees, lighting, and any other objects that may fall.

- G. Disaster supplies are stored at the Center. Supplies include water, flashlights and batteries, food supplies, diapers, wipes, and extra large plastic bags which can be used for trash, sleeping bags, etc.
- H. Also stored at the Center are comfort items (“blankies”, stuffed animals, books, pacifiers, etc.) to be used to help the children cope with the stress.
- I. All staff are to remain with the children until they are transported to a medical facility (if necessary) or until an authorized adult arrives (one that is listed on the Emergency Card) to assume responsibility for the child.
- J. The Center takes emergency direction from Public Safety, College Executive Team, local law enforcement and/or emergency responders. The Center staff will act to follow directives and communicate with the “experts”. However, part of preparation includes assessment so staff may assess and adjust to keep children or staff safe if unable to communicate with or get direction from the above.
- K. **LOCK DOWN** protocol requires the Center to secure all doors and windows (as applicable) and remain inside the facility. ONLY emergency responders or other public safety authorities can come in or out during a “lock down”. Parents or others will NOT be allowed in or out, until staff receives an “ALL CLEAR” directive from the above. Parents will be given a designated wait area and will be informed once an “ALL CLEAR” is determined.
- L. ALL parents upon enrollment MUST provide accurate contact information AND update this information as needed. In addition, parents MUST participate in any EMERGENCY ALERT system the Center uses.

COURT ORDERS (Restraining, Custody, Visitation)

The Child Development Center must have a court certified copy of any restraining, custody, other court order **on file** that prevents/restricts any otherwise legally authorized person(s) from visiting or removing a child from the premises. WE MUST ALSO SEE THE ORIGINAL DOCUMENT. PHOTOCOPIES OR ALTERED DOCUMENTS WILL NOT BE ACCEPTED. A photograph of the person(s) restrained will also be needed for identification purposes. It is the parent’s responsibility to make sure a copy of a restraining order has also been filed with the local Sheriff’s Department. We will abide strictly by the directives or judgments outlined by the court order. Parents may not change the terms or conditions of any court order on their own, if a parent requests any changes he/she will need to present the Center with a NEW or amended court order OR have the authorization to change parts of the order clearly stated within the order.

CHILD ABUSE & NEGLECT POLICY

All Child Development Center personnel are mandated reporters of child abuse and neglect as stated, in part, in the California Penal Code-Section 11166: "Any person who has knowledge of or observes a child whom he or she knows or reasonably suspects has been a victim of child abuse must report the known or suspected instance of child abuse to a child protective agency."

Please Note: While in attendance at the Child Development Center, parents may not engage in "disciplinary" or other behaviors/actions against their child or other children that would be considered "**ABUSE**" as defined by California's Penal Code. If a parent has difficulty with their child, he/she is should ask a staff member for assistance.

Striking, spanking, cursing at, intimidating or bullying, and otherwise being overly physically and verbally aggressive towards a child, regardless of the reason can be interpreted as abusive or raise suspicions of abuse. As research has shown these are the least effective and most damaging (to the child and family) discipline strategies a parent/guardian can employ (aside from being possibly criminal!).

CARE CONTRACTS

The Care Contract represents an agreement made between the family and Center. By signing the contract, parents/legal guardians agree to abide by all of the following program policies, including but not limited to the following:

1. Parents **MUST abide by contracted hours**. Please **add travel time to your requested contract hours**. Any applicable grace periods are for **emergencies ONLY**, not daily or routine use.
2. Parents must notify the Center of absences. **The Center phone number is: (909) 274-4920**. An absence form must also be completed.
3. Parents are allowed **ONLY TWO (2) CONTRACT CHANGES PER SEMESTER and ONE (1) PER INTERSESSION**. No changes will be accepted after the 14th week of each semester OR after the 3rd week for intersessions.
4. **ALL PARENT FEES MUST BE PAID UPON RECEIPT**. Tuition is considered delinquent by the 10th of each month during regular semesters. A \$25.00 late fee will apply for each week of delinquency up to termination of contract.
5. **TO OFFICIALLY TERMINATE YOUR CONTRACT**, complete a Center Withdrawal form and submit to the office. Please note: **WE DO NOT GIVE REFUNDS OR TUITION CREDIT IF CONTRACTED CARE IS NOT USED OR FOR EARLY WITHDRAWAL**. We require at least two (2) weeks notice for withdrawal or a penalty may apply. Contract changes can be made for the following reasons:
 - Change in class and/or work schedule.

- Change in study time requirement.
- For the benefit of the child.

There is no guarantee of space availability if changing a contract adds either days or hours. To request a change in a contract, obtain a "*Request for Contract Change*" form from the main office. Please notify your child's lead teacher and obtain a signature. Turn in the signed form to the front office for processing. If approved, contract changes will go into effect one week after the approval date. A new contract will then be executed and placed on file.

Because space is limited and there are many applicants waiting to attend the Child Development Center, it is requested that parents not block out all hours when completing a contract.

PARENT FEES

- The Center *and* the State requires fees to be paid "on time", at the beginning of the month or prior to services rendered.
- Fees are always due upon receipt/distribution of the monthly bill.
- Fees are considered delinquent after the 10th of each month during regular semesters, during inter-sessions tuition is delinquent the week following distribution of bills. A reminder letter or email regarding the amount owed will be given to the parent as a courtesy, and services/enrollment will be temporarily suspended until payment or payment arrangements are made.
- As long as an approved payment agreement is in place and adhered to *AND* current charges are paid on time according to the agreement - the CDC will NOT terminate services. If the payment agreement is not followed, we may place a suspension on the enrollment status OR terminate the contract. We cannot provide services as long as an outstanding balance exists and no payment arrangement is in place.
- For security purposes, the CDC limits cash transactions handled at the Front Desk. *Any parent who pays parent fees can pay with a personal check, cashier's check, or money order.* The CDC will accept small cash amounts for "additional hours" requests etc.

ALL outstanding payments must be paid in full at the close of the Center's Fiscal/Academic year, which is June 30th.

PARENT INVOLVEMENT

Classroom Participation

Verification of a negative tuberculosis (TB) test is required before you begin participation hours. This is available at the campus Health Center for a nominal fee *OR* most community health clinics offer this test without charge.

- ▯ The first visit will allow you to observe and familiarize yourself with the classroom.
- A Parent Participation notebook (located in your child's classroom) will be available to log in any completed participation time. This time should be logged in and initialed by your child's teacher after each participation session. This will help both you and the teacher maintain an accurate record of any time completed.
- We encourage parents with special interests or talents to share these with the children i.e., musical instruments, cooking, reading stories, puppet shows, etc. Parents can sign-up at the classroom week-to-week or month-to-month. Once signed up, your child's teacher will be counting on you to keep your appointed time since your chosen participation is a special event to the children.

Parent Conferences

The best way to create an effective, warm and supportive environment for children and families is for staff and parents to share their cares and concerns. We encourage this exchange in support of the children's optimal growth. Parent/teacher conferences are scheduled throughout each semester; however, we hope that you will talk with your child's teacher on a regular basis or request a conference anytime you have a concern or would like to share pertinent information.

Committees

The Center welcomes the input of parents. Parents are an invaluable resource to the continued growth and success of the program. Committees provide an avenue for teachers, parents and administration to openly communicate wishes, ideas, and strategies together. Meetings are facilitated by lead teachers and or the Center Director.

Parent Advisory Committee

This committee is composed of parents, children's teachers, aides, and representatives of community service agencies. It provides input into the operation and evaluation of the Child Development Center program.

Parent Education

In our commitment to valuing children and families, the Child Development Center encourages all parents to become involved in a minimum of 2 hours each semester of parent education classes or workshops. Campus and community programs also offer parent education classes:

- Parent Education classes offered by the Community Education Department, EOP&S/Care Program, Child Development Center Staff and Faculty
- Parent Education programs offered by a local School District.
- Parent Support Group meetings sponsored by the Child Development Center.

EVENTS

Birthdays

We welcome classroom birthday celebrations! The idea is to acknowledge the “specialness” of each friend, particularly on their very special day! **NAEYC accreditation guidelines require that food preparation occur on the premises or food items are to be commercially packaged. If you are a great baker or treat maker, you will need to volunteer to prepare the items with the children as a “cooking/baking” activity or bring in all of the separate ingredients so the Lead Teacher can lead the cooking/baking activity.**

Outside party invitations for the entire classroom can be distributed in the classroom. Private events that do not include all children in the classroom must be distributed to chosen families away from the Center. Please discuss celebration details with the child’s teacher at least one week in advance.

Fieldtrips

Campus Centers offer children unique learning experiences each day. Mt. San Antonio College’s campus has beautiful landscapes, mountain views, a planetarium, performing arts center, working farm, art galleries, and wildlife sanctuary. Meaningful fieldtrips are a just a short walk away.

Periodically, all Center children participate in on-campus walks, field trips and functions. These activities are safely supervised, and well-staffed. We may on occasion invite special visitors i.e. petting zoo or a children’s book author.

Off-campus fieldtrips are planned primarily for preschool children. In order for your child to participate, permission forms and waivers must be signed in advance. Specific information will be made available well in advance. We encourage parents to share in the learning.

Fundraising

We may have several fundraising opportunities during the course of enrollment. These efforts are an important financial support to our programs. We appreciate your support.

Holidays

At the Center we believe Cultural Relevancy is one essential characteristic of effective holiday practices. When children walk through the classroom door every day, they should find elements of the room that look, smell, and feel familiar to them. This standard holds true for all components of the curriculum, including any holiday activities or special celebrations. That means activities must reflect what is celebrated at home and how it is done. When this is accomplished, holiday activities are connecting, empowering, and validating for children.

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Our goal is to provide an inclusive environment where family traditions\cultures are shared not forbidden! In that vain, we encourage families to introduce special events and traditions. The Center decorates main areas for the seasons i.e. Winter, Spring, Summer, Fall. The children also participate in campus events to promote a sense of community and create a shared fun, memorable experience.

Children are NEVER made to participate in any activity or celebration that they are uncomfortable with or that the parent has said he/she is uncomfortable with. Families are also NOT expected or required to contribute monetary resources to/for any event at the Center or on campus. Any contribution to events, celebrations etc. are strictly voluntary and will likely involve time and effort!

Remember, celebrations and “festivities” are always about community building among participants, including the college campus and surrounding community at large and YOU HELP IDENTIFY WHAT IS CULTURALLY RELEVANT TO YOU!

Parents who have particular concerns or questions about this are strongly encouraged to connect with the child’s teacher or the program Director.

IMMUNIZATIONS

Governor Brown signed Senate Bill (SB) 277 on June 30, 2015 which changes immunization requirements for children entering child care or school. Effective January 1, 2016:

Parents 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. Students will no longer be required to have immunizations for entry if they attend: A home-based private school or an independent study program with no classroom-based instruction.

NUTRITION

Federal Food Program

The Child and Adult Care Food Program (CACFP) provides cost reimbursement for nutritious meals and snacks children who are enrolled at Child Care Centers. Eligibility is based on poverty status of the area or on the income of the enrolled children. Studies show that children in CACFP receive meals that are nutritionally superior to those served to children in child care settings without CACFP. The CACFP serves over 1.9 billion meals and snacks to over 3.4 million children daily in child care centers and after school programs.

There is an important connection between nutrition and children's health. As Child Development Center staff work with your children, they encourage and support positive feelings about food and eating. Helping children learn to enjoy and value healthful foods is part of our daily curriculum.

- The Child Development Center provides a daily nutritious breakfast, lunch, and afternoon snack.
- Breakfast is served at 8:30 am, lunch is served between 11:00 am - 11:30 am, and snack is served between 1:30 and 2:30 pm, depending on your child's classroom schedule. An evening snack is served at 5:45 PM for children who attend at this time. The evening snack is not reimbursed through our food program like the other meals, but will still consist of nutritious snack items.
- Menus are posted in each classroom and in the kitchen.

The Center prohibits bringing food not prepared under the Child Care Food Program into the Child Development Center AND prohibits Center staff from offering non-CACFP meals/foods unless:

- The family has **opted out** of the CACFP for religious or personal reasons. This requires the appropriate form to be completed, please inquire with Nutrition Services personnel or the Director. An "opt out" includes the entire meal service, parents are not able to opt out for specific meals or menu items.
- The child requires a SPECIAL DIET or food alternatives as a result of a diagnosed medical condition (including food allergies) or disability. The parent must also notify the classroom teacher before starting the child in the program so special arrangements can be made to accommodate the child's needs.
- All Potlucks, social gatherings, events where food is provided (prepared at home) will NOT be served to children by Center Staff. Staff may ONLY serve children food provided by the Center! Parents are free to allow their child/ren to eat non-CACFP meals while at the Center ONLY if the parent is present and directly serving the non-CACFP food.

All children must have a food program application on file. Meal menus are posted in your child's classroom and the kitchen area. The evening snacks will be very similar to the afternoon snacks. At no time will we allow a child to "go hungry" while in our care.

ILLNESS POLICIES

Children must be in good health to attend the Child Development Center, so a daily overall health check will be conducted upon arrival of each child. Parents **MUST STAY** with their child until his/her health check has been completed by a staff member each day.

A certificate of good health (Physician's Report form), signed by a physician, is also **REQUIRED** upon enrollment for each child, and must be updated as necessary, particularly if a diagnosis was made after the initial "physical" that may impact the child's regular participation in the Center. A negative Tuberculosis test is also required (BE SURE that the doctor either administers the T.B. test or signs the box stating that the test is not necessary.)

All enrolled children must also maintain an up-to-date immunization record.

PLEASE DO NOT BRING YOUR CHILD(REN) TO SCHOOL WHEN THEY ARE ILL.

The following is the Child Development Center policy regarding children who become ill or sustain an injury while attending the program:

- If a child becomes ill during the day, he/she will be isolated from other children immediately and the parent(s) will be contacted to pick up the child.
- In the event a child sustains an injury while at the Child Development Center, the parent will be provided with a copy of the Injury Report form completed by the child's teacher or aide. The report will include the date, time, nature of injury, cause of injury, type of aid administered, and signature of the staff member reporting the injury. Parents are encouraged to discuss injury reports with the child's teacher.
- If a child becomes ill or sustains an injury at the Child Development Center that requires medical assistance, the parent(s) will be notified immediately. If a life threatening emergency occurs, Student Health Services and/or 911 will be called.

GUIDELINES – ILLNESS EXCLUSION POLICY

The Center is not licensed to serve "Mildly Ill" or Ill children, however we know children routinely have common colds etc. so we will **NOT** exclude a child from attending or deny admission unless certain symptoms are present (see below). This Illness Exclusion policy ensures that as much as is reasonable, the Center limits exposure to illnesses for all children, reducing the likelihood of an "outbreak". The parent,

legal guardian, or other person authorized by the parent will be notified immediately when a child has a sign or symptom requiring exclusion from the facility as described below:

- The illness prevents the child from participating comfortably in facility activities.
- The illness results in a greater care need than the child care staff can provide without compromising the health and safety of the other children; or
- The child has any one of the following conditions:

Temperature: Fever scan temperature of 100 or greater or axially (armpit) temperature 100 or greater: accompanied by behavior changes or other signs and symptoms of illness until medical evaluation indicates inclusion in the facility.

Symptoms & signs of severe illness such as unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficult breathing, wheezing or other unusual signs until medical evaluation indicates inclusion.

Uncontrolled diarrhea, that is, increased number of stools, increased stool water and/or decreased form that is not contained by the diaper, until 24 hours after the diarrhea stops.

Vomiting illness (two or more episodes of vomiting in the previous 24 hours) until vomiting resolves or until a health care provider determines the illness to be non-communicable, and the child is not in danger of dehydration.

Mouth sores with drooling unless a health care provider or health official determines the condition is non-infectious.

Rash with fever or behavior change, until a health care provider determines that these symptoms do not indicate a communicable disease.

Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow discharge) until 24 hours after treatment has been initiated.

Scabies, head lice or other infestation, until 24 hours after treatment has been initiated.

Tuberculosis, until a health care provider or health official states that the child can attend childcare.

Impetigo, until 24 hours after treatment has been initiated.

Strep throat or other streptococcal infection, until 24 hours after antibiotic treatment and cessation of fever. **Chicken pox**, until 6 days after onset of rash or until all sores have dried and crusted.

Pertussis, until 5 days of appropriate antibiotic treatment, currently erythromycin, to prevent an infection, has been completed.

Mumps, until 9 days after onset of parotid gland swelling.

Hepatitis A virus, until 1 week after onset of illness or as directed by the health department when passive immunoprophylaxis, currently immune serum globulin, has been administered to appropriate staff and children.

Measles, until 6 days after onset of rash.

Rubella, until 6 days after onset of rash.

Unspecified respiratory illness, severely ill children with the common cold, croup, bronchitis, pneumonia, otitis media.

Shingles, unless the lesions can be adequately covered by clothing or dressing, until the recommendation of the health care provider or health official states that the child can attend child care.

Herpetic gingivostomatitis, herpes simplex, who cannot control their secretions.

Other Illness/Condition considered highly/moderately contagious to others.

ALLERGIES

The Child Development Center must be notified if a child has allergies (food or other). Notification must be IN WRITING from a physician and *must include instructions* on how to prevent and treat an allergic reaction.

MEDICATIONS

The Child Development Center staff will dispense medication ONLY when:

- It is *currently prescribed* by a physician and is in its *original container* with the prescription label on it (including dosage information) or a *dosage note from a physician* is provided for over-the-counter medication AND;
- A Medication Request form has been correctly completed by the parent and is presented to the children's teacher:

All medication brought to school must be given to the children's teacher for safekeeping. NO MEDICATION MAY BE KEPT BY THE CHILD (in pockets, cubbies, diaper bags, etc.). **Medication should never be put in bottles.** The parent must also provide an accurate measuring device.

EMERGENCY MEDICAL PLAN

In some cases children may have a chronic medical condition that requires ongoing medication administration and/or emergency administration (i.e. seizures, severe allergic reactions etc.). In these instances parents are required to have a Medical Care & Management Plan completed by the child's treating physician. This plan is detailed and helps staff understand what behaviors or symptoms require emergency interventions or treatments. Once the plan is completed the Lead Teacher, Parent, and Director will go over the plan. This plan will then be discussed and accessible to all of the lead staff that may encounter the child during the day.

TUITION ASSISTANCE (EARLY EDUCATION & CARE TUITION ASSISTANCE)

State Subsidies

The Child Development Center receives annual contracts from the California Department of Education which provides subsidized early care and education services to eligible low income families who meet specific criteria. The following State funded programs are available:

1. **State Preschool Half-Day Program**: A State Preschool Program is available for low-income eligible student/parents of 3 and 4 year-old children. Children receiving child protective services and/or are deemed at risk of being abused, neglected/exploited have first priority, 4 year old

children are prioritized next, and children who have exceptional needs receive priority over similarly income eligible peers.

2. **State Preschool Full Day Program**: A State Preschool Program is available for low-income eligible student/parents of 3 and 4 year-old children. Please see above priority rankings.
3. **General Child Care Program**: This program is available for low-income eligible student/parent families for children birth – 35 months. Children receiving child protective services and/or are deemed at risk of being abused, neglected/exploited have first priority. Families **MUST** demonstrate a “Need for Care” by verifying work schedule and/or accepted activities **that directly result in employment or a vocation**.

ELIGIBILITY FOR GENERAL CHILDCARE OR STATE PRESCHOOL

In order to receive State subsidized child care and development services, families shall meet eligibility and need criteria as specified by the California Department of Education.

Student/parents wishing to enroll their child(ren) in the Child Development Center must be enrolled in a minimum of 6 units of academic credit course work which leads to a recognized trade, para-profession or profession.

Income eligible working parents must submit an employment schedule if seeking *full-day* State Preschool and/or General Childcare (whether full-day or less).

Income Eligibility is determined by evaluating: the *most recent monthly* income **within the last 30 days** for the entire household, family size, and need for care. Date of funding application is entered in our database as part of your determination for eligibility.

APPLICANTS ARE RESPONSIBLE FOR VERIFYING ALL STATEMENTS OF NEED AND ELIGIBILITY. If the Applicant’s information can NOT be verified, the Center staff will NOT certify eligibility and/or need.

CalWORKS - Childcare Funding/Alternative Payments

CalWORKs is an acronym for California Work Opportunities and Responsibility to Kids. This program, as part of welfare-to-work support, provides tuition assistance for parents who have “signed up” via their local County Welfare Department. ***The CDC DOES NOT ENROLL PARTICIPANTS INTO THIS PROGRAM.***

The Center is a “Provider” of early education and childcare services for interested CalWORKS student-parents. Parents receiving CalWORKS assistance must ensure all required certification for childcare services are submitted to the Center. Participating parents are also responsible for any charges for care NOT covered by CalWORKS.

The following are local Resource and Referral Agencies that enroll and administer CalWORKS childcare funds.

- Pomona Resource and Referral: This agency may have funding available to help pay tuition expenses as part of the CalWORKS program. For more information, call (909) 397-4740.
- Options: This agency may have funding available to help pay tuition expenses as part of the CalWORKS program. To contact, call (626) 856-5907.

The Mt. SAC CalWORKs and CARE offices located in the Student Services building may also assist eligible parents in securing childcare funding and/or other support!
Call them at (909) 274 - 4755 for more information.

PARENTS IN SCHOOL GRANT

The Parents In School Grant provides tuition assistance from the U.S. Department of Education for low-income, Pell Grant recipients or Pell Grant eligible students. This grant is for Mt. SAC students ONLY and covers childcare for the class and study time of student-parents (employment and employment *activities* are NOT covered under this grant). Veterans of our Armed Forces and their immediate family members (spouse, children) receive priority consideration for this grant, provided they too receive a Pell Grant or are Pell Grant eligible.

- ❖ **Note: All parents must report any changes in their family income, family size or the need for services within 5 calendar days of the change. If changes are not reported, the child(ren) will be dropped from the tuition subsidy program.**

ESTABLISHING & MAINTAINING ELIGIBILITY

Funding Appointment – What to Bring

Completed application;

Certified copy of Child(ren)'s Birth Certificate or Birth Record;

Current proof of income: Total countable income means all income of the individuals counted in the family size, for example: gross wages or salary, overtime, tips, cash aid, child support, students grants, scholarships. The Center reserves the right to ask for additional documentation to verify income. Income documentation is for the month preceding certification or recertification. Current and on-going income documentation may be requested.

Proof of current residence: To be eligible for child care and development services, the child must live in the State of California while services are being received. To establish residency, evidence of a street address or post office address in California will be sufficient to establish residency. A person identified as homeless is exempted from this requirement and shall submit a declaration of intent to reside in California.

The determination of eligibility for child care and development services shall be without regard to the immigration status of the child or the child's parent(s), unless the child or the child's parent(s) are under a final order of deportation from the United States Department of Justice.

Proof of family size: Supporting documentation shall be at least one of the following: Birth Certificate, child custody court order, adoption documents, Foster Care placement records, school/ medical records, welfare department records, other reliable documentation;

Proof of financial aid:

Proof of need: Bring documentation for all applicable circumstances: Current class schedule leading to work, proof of actively seeking employment, seeking permanent housing, employment, parental incapacity, at-risk, child protective services.

PLEASE NOTE: All documents submitted for "proof" or verification MUST be current AND in the original form. We will NOT accept photocopies, although we will make copies of your original documents for our files.

PRIORITY RANKING

The Child Development Center as a CDC Contractor is compelled to develop and implement as needed a priority ranking system and criteria for waitlisted applicants. The following clarifies the information contained in the current Parent Handbook regarding family selection and priority ranking for the State Preschool Program (CSPP).

First priority: Age eligible children receiving child protective services or families whose age eligible children are at risk of being abused, neglected, or exploited. Children receiving protective services via the County welfare department shall be admitted first within this demographic.

Second priority: All CSPP eligible four year old children shall be admitted before CSPP eligible three-year old children in accordance with family income ranking, with the lowest income ranks being admitted first. When two or more families of age eligible children have the same income, children with exceptional needs will be admitted first. If no exceptional need exists, the family that has been on the waiting list the longest shall be admitted.

ACADEMIC PROGRESS

Parents are responsible to:

- Identify vocational goals at the time of enrollment
- Enroll in courses that meet their vocational goals
- Report all class schedule changes immediately
- Maintain satisfactory academic progress (2.0 GPA or higher)
- Follow all requirements if placed on probationary status (if GPA drops below 2.0)
- Adhere to contracted hours and study time

All student parents are allowed 2 hours per unit of study time for each academic course enrolled. Parents may not exceed the needed study time. Parents are to submit transcripts showing grades earned, class schedules and academic progress forms for monitoring throughout the semester. Parents must abide by all funding requirements to avoid care/funding termination.

ATTENDANCE REPORTING

Parents must sign in/out each day with complete signature. Please be careful to sign on the correct dated line. When reporting an absence, make sure to call the Center at (909) 274-4920. Upon return, complete the appropriate form. Absence forms are available at the front desk. Absence forms may also be attached to your signature form for your convenience. When completing the form, please print clearly, select the applicable reason for the absence by checking the appropriate box. If unclear which box to select, contact the attendance/accounting office at (909) 274-4920 to discuss the reason for your child's absence.

FAMILY FEES

Fee assessment is based on income and family size. No adjustment for excused or unexcused absences. Payments are to be paid in advance of services. Delinquent fees: Services shall be terminated within 2 weeks unless paid within the two weeks. A reasonable repayment plan will be accepted and the parent must comply with the repayment plan for continued services.

Exceptions for Family Fees:

- No fee for at risk children or families if waived in a written referral by a legally qualified professional.

RECERTIFICATION

Families receiving tuition assistance subsidies will be re-certified annually, CalWORKS participants MUST adhere to the certification or recertification process determined by the agency administering childcare tuition assistance.

For recertification, families shall be required to provide documentation to support continued eligibility and need for services. For eligibility and/or need based on "At-Risk", recertification shall be within three (3) months and need shall be on any other need criterion-not "At-Risk". All subsidized parents are required to update all necessary forms and provide verification of income. You will be notified each fall semester to make an appointment for recertification. If you fail to complete this procedure within the given time frame, your child will be terminated from the subsidy program.

TERMINATION POLICY

Unless special provisions are made, a child's enrollment will be terminated if:

1. The student/parent drops all course units (A reduction in class units will result in a reduction of a child's attendance hours).
2. The subsidized student/parent does not achieve appropriate academic progress toward a vocational goal.
3. A family knowingly provides incorrect or inaccurate information to obtain state or federal tuition assistance.
4. Behavior that presents a risk to children and/or staff including but not limited to use of profane language, threats, verbal/physical aggression.
5. All immunizations are not up-to-date (updated immunization records must be given to front office for photo copying).
6. Fees have not been paid within the current billing cycle or when due and no arrangement made.
7. A child has been absent for 5 consecutive contracted days, and the Child Development Center has not been notified.
8. Attendance is inconsistent and is a result of UNEXCUSED absences.
9. Parent fails to complete all necessary forms including updating the *Physician's Report* annually.
10. Parent fails to respond to emails, letters or notices given by Child Development Center staff.
11. Parent neglects to update NEED FOR CARE as applicable.
12. The specific needs of the child are not able to be met by the program after intervention efforts. Referrals for community resources will be made available to assist the parent.
13. Any parent or other individual representing a family or conducting business at the Center that is impaired due to substance or alcohol use (drunk or high).
14. Any individual conducting business on behalf of a child enrolled at the Child Development Center that exhibits uncooperative, hostile, intimidating or threatening behavior (including the use of inappropriate language) to any staff member or child.
15. A child does not attend the first day of the semester/session and the parent does not inform the Center by that first day of intended absence. This is a "No Show". **The policy does not apply to CSPP and CCTR participants. The absence policy for excused and unexcused absences shall apply.**

If a child's enrollment is terminated based on any of these grounds, the parent may appeal by using the College Grievance Procedure.

These procedures apply to any grievance brought by a parent who has a dispute with the Child Development Center.

DUE PROCESS FOR STATE FUNDED PARENTS

1. A Notice of Action (NOA) is given to parents within 30 days which indicates the decision to approve or deny services at the time of certification, recertification, or report of changes. The NOA shall include instructions on how to request a hearing if services are denied or changed and the parent disagrees with the decision.
2. Parents may appeal a decision by filing a request for a hearing with the Director within 14 days of receiving the NOA. Please contact the administrative assistant at (909) 274-4920.
3. The Director, as the Center's Hearing Officer, will notify the parent by letter within 10 days following the receipt of the hearing request with the time, date, place of the hearing.
4. The parent or parent's representative must attend the hearing. Failure to do so would be deemed abandonment of the appeal. Only people directly impacted by the hearing shall be allowed to attend. Interpreters will be provided if necessary upon request.
5. At the hearing, the Director (Hearing Officer) will explain to the parent the basis for the intended action.
6. Parents shall have the opportunity to explain why they disagree with the decision.
7. The Director will mail a written decision within 10 calendar days after the hearing. This decision will contain procedures for submitting an appeal to the Early Education Support Division of the California Department of Education (EESD).

APPEALS PROCEDURE FOR CDD REVIEW

1. If the parent disagrees with the Hearing Officer's written decision, the parent has 14 calendar days to appeal to the EESD. If an appeal request is not submitted to EESD within 14 calendar days, the appeal process shall be deemed abandoned.
2. Please specify in the appeal request the reason(s) why the Center's decision is wrong, and include a copy of the written decisions and NOA's from the Center.
3. Please note upon receipt of the appeal request, the EESD may request information from the Center including the family data file to help address the appeal and resolve the issue.
4. The EESD decision will be mailed or delivered to the parent and the Center within 30 calendar days after receipt of the appeal request.

GRIEVANCE PROCESS FOR CalWORKS AND CCAMPIS PARENTS

Hearing Officer: Whenever a *Demand for Hearing* is filed, the Director or his/her representative shall appoint a Hearing Officer who is acceptable to both parties.

Notice of Hearing: The Hearing Officer shall set the matter for hearing and shall give the appellant at least five (5) working days notice in writing of the date and place of such hearing.

Rights of the Appellant:

The appellant shall attend any hearing unless excused by the Hearing Officer, and shall be entitled to:

Be represented by counsel or any other person at such hearing;

- Testify under oath;
- Compel the attendance of other employees of the District to testify in his/her benefit;
- Cross-examine all witnesses appearing against him/her and all employees of the District whose actions are in question or who have investigated any of the matters involved in the hearing and whose reports are offered in evidence before the Hearing Office;

Present such affidavits, exhibits, and other evidence as the Hearing Officer deems pertinent to the inquiry;
Argue his/her case.

The party attempting to substantiate the charges against the appellant shall be entitled to the same privileges.

Evidence: The hearing shall be informal and need not be conducted according to technical rules relating to evidence and witnesses. Any relevant evidence shall be admitted if it is the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rule which might make improper the admission of such evidence over objection in civil actions. Hearsay evidence may be admitted for any purpose but shall not be sufficient in

itself to support a finding unless it would be admissible over objection in civil actions. Irrelevant repetitious evidence shall be excluded. Oral evidence shall be taken only under affirmation.

Exclusion of Witnesses: The Hearing Officer may at his/her discretion exclude witnesses not under examination, except the appellant and the party attempting to substantiate the charges against the appellant, and their respective counsel (if any). When hearing testimony on scandalous or indecent conduct, all persons not have direct interest in the hearing may be excluded.

Burden of Proof: The burden of proof shall be upon the party attempting to substantiate the charges.

Findings and Decision: Upon completion of the hearing, written Findings of Fact and Conclusions of Law shall be submitted by the Hearing Officer to the Advisory Board for its approval. If the Advisory Board accepts such findings and conclusions, it need not read the record of the hearing; if it declines to accept such findings, it must read the record or hold a new hearing, after which it may adopt the findings and conclusions made by the Hearing Office, or make its own finding and conclusions. Unless the decision provides otherwise, it shall be effective immediately. Notice of the decision shall be mailed promptly to the appellant of his/her counsel or representative (if any), except for the correction of clerical error, such decision shall be final and conclusive with the exception of children who are funded who have a right of appeal to the California Department of Education per the procedure outlined in the Notice of Action.

Development Center Program's alleged violation of federal and/or state laws.

This includes allegations of unlawful discrimination (Ed Code sections 200 and 220 and Government Code section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance.

Complaints must be signed and filed in writing with The State Department of Education.

Child Development Division
Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

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

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

UNIFORM COMPLAINT PROCEDURES

It is the intent of the Mt. San Antonio College Child Development Center Program 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 Mt. San Antonio College Child Development Center.

APPENDIX

CAR SEATS

California's New Child Passenger Safety Law effective January 1, 2012 California Law will require children to ride in the back seat in a properly secured child passenger safety restraint until they are at least 8 years old or until they are at least 4 feet 9 inches in height.

CHILDREN'S RIGHTS

Each child receiving services from the Center has personal rights. A copy is included in your registration. In general: Children have a right to: dignity, safety, an environment free of corporal punishment, to be informed, religious freedom, physical freedoms.

PARENT'S RIGHTS

The State of California has afforded parents and children specific rights. Personal rights are posted in the main lobby of the Center for all to review. As a parent/authorized representative, you have a right to: Enter and inspect the child care facility without advance notice whenever your child is in our care, File a complaint against the facility with the licensing office and review the facilities public file kept by the licensing office; Review licensing visits and substantiated complaints within the last 3 years; Request in writing that the non-custodial parent not be allowed to visit your child or take your child from the facility, provided you have shown the appropriate documentation from a court; Receive licensing contact information; Be informed of anyone associated with or working in the Center that has been convicted of a criminal offense. <http://www.cclcd.ca.gov>.

CONFIDENTIALITY OF RECORDS

All information and records obtained from or regarding our child(ren) shall be confidential. The Center will be responsible for safeguarding the confidentiality of record contents. All children's records shall be available to State licensing to inspect, audit, and copy upon demand during normal business hours. Records may be removed if necessary for copying. All children's records shall be kept for at least three years following termination of service to the child.

LEAVING PERSONAL ITEMS

The Child Development Center is not responsible for strollers, car seats, or other personal belongings left at the Center. While it may be convenient for you to leave these things here until a child is picked up at the end of the day, please know that you do so at your own risk. To avoid confusion it is highly recommended that you label all personal belongings that are left at the Center.

NON-DISCRIMINATION POLICY

Mt. San Antonio College provides opportunities for the pursuit of excellence for all students and staff through its educational programs and services. The purpose of all programs, services, activities, conferences and college-endorsed competitions is to enrich the quality of human life. The College will provide open access to a college education and all support services without regard to sex, race, color, religious creed, national origin, ancestry, age over 40, marital status, physical or mental disability (including HIV & AIDS), sexual orientation or Vietnam Era Veteran Status. The lack of English language skills will not be a barrier to admission. Policies and grievance procedures for unlawful discrimination and complaint procedures for sexual harassment for students and employees may be obtained by contacting the following individuals:

Lorraine Hoxie, Director
Human Resources/Affirmative Action Officer
Human Resources Office
Building 4, Room 230, Ext. 4225

Audrey Yamagata-Noji, Vice President
Student Services
Student Services Center, Ext. 4505

Carolyn Keys,
Dean of Student Services
Building 9C, Room 1A, Ext. 4525

NON-SMOKING LAW

Effective January 1, 2002, Assembly Bill 188 "prohibits persons from smoking a cigarette, cigar, pipe, or other tobacco related product within 25 feet of the boundaries of any playground." Since there are playgrounds all around the Child Development Center, we ask that you abide by this law.

SEXUAL HARASSMENT POLICY

It is the policy of the Board of Trustees of Mt. San Antonio College to provide an educational, employment, and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal statutes.

Sexual Harassment is not only unlawful, but it shall be a violation of this policy for any employee, student, agent of the Board, or one who is authorized to transact business or perform other acts or services on behalf of the College to engage in sexual harassment. Any person who knowingly violates this policy will be subject to appropriate and immediate disciplinary action.

STAFF DEVELOPMENT PROGRAM

Our program includes: Identification of training needs of staff, written job descriptions, an orientation plan for new employees, an annual written performance evaluation procedure unless a different frequency of performance evaluations is specified in a collective bargaining agreement with their employees, and an internal communication system that provides each staff member with the information necessary to carry out his or her assigned duties.

COMMUNITY INVOLVEMENT

The Center solicits support from the community including the solicitation for donated goods and services. Contractors may utilize media or other forms of communication in the community.

PROGRAM SELF-EVALUATION PROCESS

The Center provides each parent with an annual survey for its program and conducts a self evaluation each year.

The annual plan includes the following:

- A comprehensive self-evaluation
- An assessment of the program by parents using the Desired Results Parent Survey

We make changes to the program as necessary to address any areas identified during the self evaluation as needing improvement.

PARENT SURVEY

The program annually distributes the Desired Results Parent Survey (as defined in Section I, Definitions), to parents, collects the surveys from parents, and then analyzes the results.

We then use the parent survey results to plan and conduct activities to help parents support their child's learning and development and to meet the family's needs.

ENVIRONMENTAL RATING SCALE

To improve and measure program quality we also assess the classrooms by completing an environment rating scale that is appropriate for the type of setting and age of children served.

- This is done every three (3) years as part of the program compliance review
- Annually as part of the self-evaluation process

CDE requires: For each environment rating scale completed, the contractor shall achieve a minimum average score of "Good" on each subscale

MORE INFORMATION - DEVELOPMENTAL PROFILE

The Desired Results Developmental Profile is completed for each child within sixty (60) calendar days of enrollment and at least once every six (6) months for infants, toddlers, preschoolers and school-age children.

As mentioned, the CDC uses the developmental profiles to plan and conduct age developmentally appropriate activities.

When a child will be transferring to a local public school from a program serving preschool-age children, we can provide the parent or guardian with information from the previous year that may be beneficial to the child and the public school teacher, including, but not limited to, development issues, social interaction abilities, health background, and diagnostic assessments if any. We can, with permission of the parent or guardian, transfer this information to the child's elementary school.

If a child has a disability, and/or has been identified as having exceptional needs, the developmental profile will be completed with any necessary accommodations and adaptations.

Mt. San Antonio College

Standards of Conduct

Extracted from Board Policy Section 5500

References: Education Code Section 66300; Accreditation Standard II.A.7.b

The College President/CEO shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and State law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

The Board shall consider any recommendation from the College President/CEO for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the College catalog and other means.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a College employee, which is concurred in by the College President/CEO.
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
4. Committing or attempting to commit robbery or extortion.
5. Causing or attempting to cause damage to College property or to private property on campus.
6. Stealing or attempting to steal College property or private property on campus, or knowingly receiving stolen College property or private property on campus.
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the College.
8. Committing sexual harassment as defined by law or by College policies and procedures.

9. Engaging in harassing or discriminatory behavior based on national origin, religion, age, sex (gender), race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because a person is perceived to have one or more of the foregoing characteristics.
10. Willful misconduct which results in injury or death to a student or to College personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the College or on campus.
11. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, College personnel.
12. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
13. Dishonesty; forgery; alteration or misuse of College documents, records or identification; or knowingly furnishing false information to the College.
14. Unauthorized entry upon or use of College facilities.
15. Lewd, indecent or obscene conduct on College-owned or controlled property, or at College-sponsored or supervised functions.
16. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on College premises, or the violation of lawful College administrative procedures, or the substantial disruption of the orderly operation of the College.
17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
18. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any College policy or Administrative Procedure.
19. Harassment of students and/or College employees that creates an intimidating, hostile, or offensive environment.
20. Violation of College rules and regulations including those concerning affiliate clubs and organizations, the use of College facilities, the posting and distribution of written materials, and College safety procedures. *Previous section adopted 6/23/04*

ACKNOWLEDGEMENT

College Board Approved 9/24/03

References

[Title 5, California Code of Regulations](#)
[Title 22, California Code of Regulations](#)
[Administration for Children and Families](#)
[Uniform Complaint Procedures Brochure](#)

CDC Contact Information

Jennifer Galbraith, Dean, Business
Fawaz Al-Malood
Tamika Addison, Director
Guadalupe Hernandez, Asst. Director
Sharon Wiltz-Cox, Administrative Specialist
Deletrice Ranieri, Accounting Lead
Kathy Dorr, CDC Specialist/Lead Teacher
Erin Gomez, CDC Specialist/Lead Teacher
Amy Hilliard, CDC Specialist/Lead Teacher
Lupe Medina, CDC Specialist/Lead Teacher
Rosa Ortiz, CDC Specialist/Lead Teacher
Shoko Shiroma, CDC Specialist/Lead Teacher
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