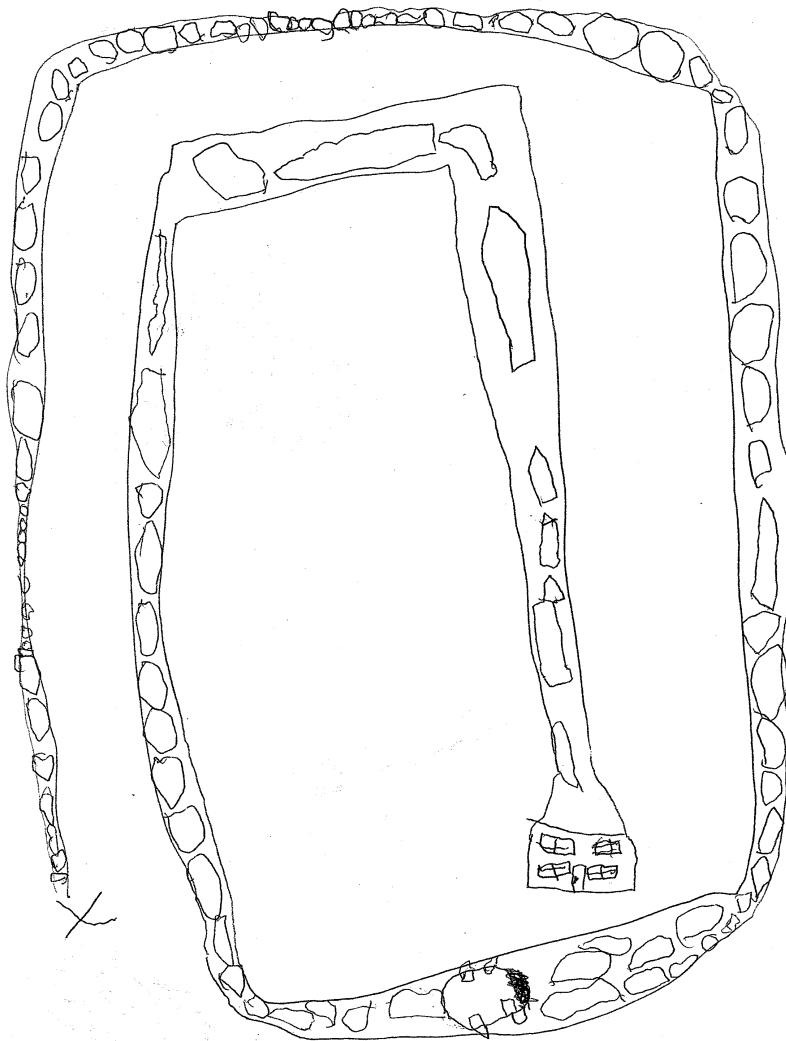


Grossmont College Child Development Center

PARENT HANDBOOK



"This is the way to school"
Christian, age 5

"A child enters our school with a story, a life in her family. If we keep the child at the center of our work, we must consider her family, or we have an incomplete child."

-Maria Davoli

**Grossmont College
Child Development Center**

PARENT HANDBOOK

IMPORTANT PHONE NUMBERS:

CDC Office: 619-644-7715

Center Coordinator: 619-644-7716

Center Fax: 619-644-7931

Campus Police: 619-644-7654

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The Grossmont College Child Development Center

Philosophy

The philosophy of the Grossmont College Child Development Center is based upon a set of strongly held beliefs:

- We believe that the child's development is enhanced in partnership with the home, school and community. We respect parents as the most significant adults in a child's life. We encourage and value open communication between parents and center staff.
- We believe that children learn best in a positive atmosphere designed to foster a sense of self-esteem. Our teachers create a relaxed, nurturing environment that offers aspects of home and school. The curriculum is developmentally appropriate.
- We believe each child is an individual, special and unique. We recognize that young children are action oriented and learn by hands on experiences. Our program is designed to develop and integrate the five selves: social, emotional, cognitive, creative and physical. We provide opportunities to develop self-confidence, autonomy, initiative and cooperative relationships. We promote understanding and respect for the child's cultural heritage and family configuration.
- We believe in positive methods of discipline. The teachers establish clear reasonable and developmentally appropriate expectations. All discipline is respectful of the child, understanding that learning appropriate behaviors takes time.

Goal and Purpose of the Child Development Center

Our goal is to create a model Child Development program that mirrors the teachings of the Child Development and Family Studies Department of Grossmont College. We work in collaboration with the department to determine best practices and to keep current in the early childhood field. We will serve the children of students and staff with a professional and quality program.

The Center has three purposes.

- Provide for the care and education of young children while their parents attend school or are employed by Grossmont College.
- Serve as an observation and participation lab for Grossmont College students.
- Provide a model childcare center for other community child care facilities to use as a resource.

History of the Program

This facility, which opened January 30, 1989, had been a major goal of the Child Development Department for over fifteen years. Many faculty, administration and staff have worked for years to make this dream a reality.

In 1971 the Associated Students of Grossmont College operated a childcare program in the student union. They moved to a modular building shared with the ceramics department following a fire in that area. The center then moved to a house purchased by ASGC on Highwood Drive. When the program closed the house was sold and the money from the sale was put into a trust for a future center. With no campus center, the Child Development Program operated a laboratory school at Avondale Elementary School.

In 1986 the Child Development Program opened a preschool program in a kindergarten classroom rented from Coleman College on Boulder Lake. The Department was exploring partnerships in the community to build a site on campus, when we got the word that the State of California had approved funding the project with a 10% match from the Child Development Trust Fund. The total project budget was approximately \$500,000. The money from the Child Development Center Trust came in part from \$30,000 donated by the Associated Students of Grossmont College.

The larger building opened January 30, 1989. It began operation with parents paying fees for child-care and the campus and district providing additional support for the center. In January of 1993 the Center received funding for a state funded preschool program that operated in the afternoons. This program served 24 four-year-olds. Eligible families were provided the program at no cost. In January of 1996, expansion money from the State of California was allocated to the center. Eligible low-income families receive childcare at no cost or on a sliding fee scale. We have set aside some spaces for children of families who are not eligible for the state funding. These families pay the full cost of childcare. This building is licensed to serve 48 children daily, ages 2 to 5.

With the nationwide welfare reform and the California CalWORKS program, money became available to expand the program. With a special grant from the California Community College Chancellor's office, we purchased a modular building to serve 16 infants between 12 and 24 months of age. This program opened in January of 1999.

In the spring of 2000 we became a demonstration site for the Program for Infant Toddler Caregivers (PITC). This program is funded by federal quality improvement money and co-sponsored by the California Department of Education, Early Learning Care Division, and WestEd. We are one of five PITC sites in California that model best practices for infant and toddler care.

We became an Early Head Start (EHS) partner in Fall of 2015. In the Fall of 2018, we also became a Head Start partner for our Preschool. Our teachers and assistant teachers meet the state qualifications for education and ratios. Lab students attending Child Development courses supplement this staff. The Center is a college laboratory with many student observers from Grossmont as well as other area schools and childcare programs.

The Educational Program

Curriculum Influences

In an effort to ready children for school success, we use an eclectic approach to curriculum that integrates various philosophical and theoretical influences. A number of child development theorists guide our practice. John Bowlby believed that in the first years of life children develop attachment relationships with their primary caregivers. These relationships serve as the foundation for trust and a secure sense of self. John Dewey proposed that children make sense of their world through play and exploration; their day should follow a natural flow, where learning is continuous. The work of Jean Piaget has influenced our program in viewing children as active learners who follow developmental stages that require internal maturation and biological readiness, hands-on experience and peer interaction. Lev Vygotsky's work addresses cultural influences and the role of the adult in providing a scaffold to support the child's learning and development of the skills and knowledge necessary to survive in today's society. Erik Erikson believed that children progress through a series of developmental stages where interactions with others shape attitudes regarding trust, autonomy, and initiative that are carried into adulthood. Howard Gardner acknowledged that there are multiple intelligences that need to be recognized, valued, and supported in each child. Thomas and Chess's work with temperament teaches us that children bring with them characteristics that need to be incorporated into group care.

Philosophically, we are aligned with the Reggio Emilia approach to early childcare and education and the Program for Infant and Toddler Caregivers (PITC). Both incorporate the above-mentioned theories into their philosophy. Reggio Emilia is a municipality in Italy that sees children as competent co-constructors of their learning. Families, children, teachers, and the environment are partnering to enable children to reach their full potential. The Reggio Emilia approach is based upon the following principles:

- *The Image of the Child:* Children are viewed as capable, competent, curious, and creative. They are seen as natural researchers as they question what they see, hypothesize solutions, predict outcomes, experiment and reflect on their discoveries. Children are self-motivated learners actively seeking to understand the complex world in which they live.
- *Relationship:* Children learn in exchanges with their peers and adults in carefully designed environments, especially when given the opportunity to work in small groups.
- *Role of Parents:* Parents are an active part of their children's learning experience and, at the same time; help ensure the welfare of all children in the school.
- *Environment:* The layout of physical space, in addition to welcoming whoever enters the schools, fosters encounters, communication, and relationships. The arrangement of structures, objects and activities encourages choices, problem solving, and discoveries in the process of learning.

Our infant toddler program is a demonstration site as part of a joint project between the California Department of Education, Early Learning Care Division, and West Ed Laboratories. The PITC philosophy is based on the fundamental needs of infants and toddlers who are cared for outside the home. These needs include close, caring relationships, connection to family, health and safety, and knowledgeable, responsive caregivers. There are six essential policies that guide the structure and functioning of our program.

- *Culture and Families:* We work to establish ties with families leading to clear partnerships that are respectful of children's home culture and language.
- *Primary Caregiving:* In order to build close, caring relationships, each child has a primary caregiver who responds to basic needs such as feeding, toileting, napping and comfort.
- *Small Groups:* We create intimate settings in each classroom to facilitate relationship building and to enhance the learning environment.
- *Individualized Curriculum:* Each child has an individualized plan for eating, toileting, sleeping, and developmental needs.
- *Continuity of Care:* To maintain relationships and facilitate trust, groups remain together with their teachers as they progress through the program.
- *Inclusion of Children with Special Needs:* Inclusion means making the benefits of high quality care available to all infants through appropriate accommodation and support in order for the child to have full active program participation.

Practical Application of Theory

With relationship-based care at the core of our practice, we integrate child development theories and philosophy into curriculum. With the Center coordinator, teams will meet regularly to discuss planning for the group and for individual children. To know how to plan or proceed with their work, teachers observe and listen to the children closely as they play. Play reveals children's ideas, hypotheses, and theories. Then the adults discuss together what they recorded through their own notes, pictures, recordings, and make flexible plans and preparations. The role of teachers, therefore, is considered to be one of continual research and learning process, taking place with the children and in the context of team cooperation. Teachers work together to formulate ideas about the possible directions of a project, the materials needed, and possible parent and/or community support and involvement. The cultures and family lives of the children are viewed as important avenues of learning to be incorporated into children's play and project work.

Children's collaborative group work, both large and small, is considered valuable and necessary to advance learning and development. Children are encouraged to dialogue, compare, negotiate, hypothesize, and problem solve through group work. Projects are in-depth studies of concepts, ideas and interests, which arise within the group. Considered as an adventure, projects may last one week or could continue throughout the semester. The Reggio Emilia approach calls for the integration of the graphic arts as tools for cognitive, linguistic, and social development. Presentations of concepts and hypotheses in multiple forms of representation—print, art, construction, drama, music, puppetry, and show play—are viewed as essential to children's understanding of experience.

Documentation, including pictures of children engaged in experiences, their words as they discuss what they are doing, feeling, and thinking, are displayed in the classroom. These images give children an opportunity to revisit the learning experience and share their thoughts and feelings with other children, teachers and family. Documentation helps make the children's learning visible.

Our curriculum is developmentally appropriate, meaning that we focus on children and design the curriculum to meet their individual and group needs. The National Association for the Education of Young Children has published Developmentally Appropriate Practices which we follow. Included are the beliefs that children learn through play using their whole bodies (physical, cognitive, social, emotional, language, creativity), that meaningful learning occurs in a culturally and socially relevant context, and that development precedes at varying rates. We are also influenced by the Anti-Bias Curriculum approach that actively seeks to create a world where all people are respected.

Inclusion of Children with Special Needs

We openly welcome children with special needs and practice inclusion to the extent possible. As for all children in our program, curriculum is based on the needs of the individual child and developed in collaboration with the family, the teaching team and observation of the child. For children with diagnosed special needs the center staff will work as part of a cross-disciplinary team with the child's specialists to formulate and implement each child's Individualized Educational Plan or Individualized Family Services Plan. We strive for a curriculum for all children that is developmentally appropriate and culturally sensitive, but there is also a recognition and acceptance of the child's special abilities with knowledge and respect for the individual's uniqueness including the disability.

Individual Assessments

As a recipient of California Department of Education and Early Learning Care Division funds, we use the Desired Results Development Profiles (DRDP) to record child's development, functioning, learning and progress. There are four broad desired results: children are personally and socially competent, children are effective learners, children show physical and motor competencies, and children are safe and healthy. The findings are shared with parents and incorporated into curriculum planning.

Observations are used to plan curriculum to meet your child's unique personality. Good written anecdotal observations provide a record of a child's developmental milestones.

During the course of the year, teachers will gather information for portfolio assessments of individual children. These assessments may include written regular anecdotal observations, photos, samples of artwork and other examples of a child's development. A portfolio may include information from teachers, students, parents and the child. You may contribute a quote, a brief sentence or two, a photograph or a piece of artwork if you feel it belongs in your child's portfolio.

Classroom Guidance

By California law, and because we believe it is best, children will not be subjected to any form of corporal punishment including but not limited to hitting/spanking, slapping/grabbing, shaking, yelling, withholding food, rest or access to the toilet, ridicule, embarrassment or humiliation.

In June of 2018, we were recognized by the California Department of Education as a Teaching Pyramid Partner Site. Planning an interesting age appropriate curriculum is the first step in preventing classroom discipline problems. Of equal importance are teachers who are alert to the total classroom and who assist children with positive guidance before problems occur.

We do not use “time out”. A child learns social skills by modeling adults and practicing with friends. When children are having a difficult time, they need the support of adults to help them be successful. This is a learning opportunity. At the center we use the following approach:

If you sense a child needs your assistance

- Walk calmly to the child or children
- Observe to see if the child or children can solve the problem without adult assistance

When it becomes clear that the child needs help

- Get down to the child’s level
- Make eye contact
- Use ACTIVE LISTENING: state what you see: “You are having a lot of trouble with that shoe. You look pretty frustrated.”
- Encourage the child to keep trying
- If more support is needed, offer suggestions first
- If needed, do the more difficult part of the task and allow the child to do the easier part

Many adults want to show their caring for children by removing difficulties for them and therefore immediately do things for the child. The message this conveys to the child is: “You are not capable of doing this for yourself.” It is important to be patient and allow the child to try, and only help as much as needed.

When the child’s behavior is harmful or potentially harmful to him/herself or others, these are some appropriate responses:

- Observe, see if the child or children can solve the problem without adult assistance

When it becomes clear that the child needs help,

- Get down to the child’s level
- Make eye contact
- Use simple positive statements
- State clearly the appropriate behavior

“Chairs are for sitting on.”

“We build with the blocks.”

“The paint goes on your paper.”

“Feet first down the slide.”

“Trikes stay on the trike path.”

- ❖ For younger children, the appropriate response may be to distract or remove the child or activity or toy.
- ❖ If the inappropriate behavior continues,
- Go to the child
- Offer the child a choice by stating the positive behavior you expect and the logical consequences if the child or children make a choice to continue the inappropriate behavior. This choice is offered in a calm, non-threatening voice.

“Blocks are for building. If you cannot build with the blocks, we’ll find another place for you to play.”

If the inappropriate behavior still continues

- Go to the child and follow through with the logical consequences

“I’m sorry you are having difficulty keeping the play dough on the table, let’s put the play dough away and I will help you find something else to do.”

When you remove the child from the situation, help the child be successful.

- Stay with the child and help him/her find something that they enjoy doing.
- Show your confidence in the child’s ability to behave in an appropriate manner.
- If you and the child are ready, you may help the child to return to the original situation.
- If you return to the original situation, stay with the child to help him or her to be successful.

When a Child Requires Special Support

After trying appropriate strategies to assist the child, there will be times where staff feels that a child’s behavior calls for special intervention. These cases will be handled in the following manner:

1. The child’s behavior will be documented and we will let the family know there is a concern.
2. Staff shall meet to discuss the behavior and to develop an intervention plan to meet the individual needs of the child.
3. The parents of the child will be called in for a conference with the coordinator and teachers to discuss this plan and to enlist the parent’s input and assistance.
4. When necessary, the coordinator will contact the appropriate professionals for referral. We will support the family through the referral process. Staff time is available for meeting with specialists.
5. The coordinator or parents may make a decision based on the above information to suggest alternative childcare.

Our Staff

Our teachers hold permits issued by the California Commission on Teacher Credentialing and have criminal record clearance through federal, state and the child abuse index. All staff receives regular training and updates in the best practices to ensure that your child is cared for and educated. In your child's classroom you may also see students and volunteers. These people are always under the supervision of staff.

As a lab school we are fortunate to have the opportunity to educate future teachers. Many of the adults in the care environment are college students working toward their degree in Early Childhood or a related field. If you have a question or concern about any adults in the care environment, please share your questions and/or concerns with the center coordinator.

It's All About Relationships: Family Involvement

Family Communication and Involvement

We know child development, but you are the expert on your child. Sharing this wisdom will help us build a healthy partnership to create a program that is responsive to your child's unique self.

Orientation

It is important that both families and children feel welcome and secure in the environment of the center. Once we call you from the waiting list there are three meetings to complete your enrollment. The first meeting is with our office staff to complete necessary documentation and verification of eligibility. Attend a parent orientation to go over center policy and procedures. Most important, you will meet your child's teacher so we can learn more about your family and practical caregiving strategies. Your relationship with your child's teachers begins with this initial meeting. It is the first of many opportunities to build strong communication that will continue throughout your family's stay at the center.

Conferences and On-going Communication

Daily two-way communication is critical. Take a minute when you sign your child in to talk with your child's teachers. We need you to let us know about events that occur at home that may affect your child at school. Parents of infants and toddlers will be asked for a daily report. Your child is watching you during this important interaction to know that you trust the teacher. This communication will help set the tone for the day.

Parent-teacher conferences are offered in the fall and spring semesters, but you are welcome to request a conference or update at any time. "Ouch" reports are provided if your child has an injury at school. Monthly newsletters help keep families current on classroom and center activities. Various opportunities will be offered throughout the year to bring families together. Center information will be given to parents through notices in your child's attendance binder in the classroom and posters on the main door. Please check and read these regularly. Let the office know if your child's schedule will be different due to an appointment or other matter.

Please remember that we are a laboratory school. Be sure you communicate with your child's teacher or the coordinator on matters of concern. Our students don't always have the whole picture of a situation.

Parent Education, Meetings and Advisory Committee

We hold meetings on special topics throughout the year. Meeting times and dates will be announced in newsletters and posted throughout the center. You are required to attend at least 2 Family Engagement events and 2 parent teacher conferences yearly.

The parent advisory committee meets each semester to provide input into policies and procedures for the center. All parents are welcome and encouraged to attend these meetings. Please let the Coordinator of the Center know if you are interested in attending these important meetings.

Open Door Policy

The center has an open-door policy. You are also invited to join in the classroom activities and discuss with the teacher ideas to enhance the curriculum. Some children find it hard for parents to drop in and leave, so discuss the best time with your child's teacher. You are welcome to observe at any time your child is in care. We have observation windows throughout the center. Ask one of the office staff to direct you to the best place to view your child in action. **Parents wanting to join in the classroom activities must submit a copy of your immunization records to the front office. Required immunizations include a current flu shot or waiver signed, Pertussis (Dtap/Tdap), MMR and a Tuberculosis test dated within the last 4 years.**

The Community Room

This room is a multi-purpose room. During the day it will be used primarily for parents, staff and students connected with the Child Development Center. You are welcome to study, have quiet conversations, store and warm your lunch and use the phone for brief local phone calls of a business nature. The room will be closed from 12:00-2:00 daily to give the center staff a quiet place to rejuvenate.

The room may also occasionally closed for meetings and special events during the day. These events will be posted or the door will be clearly marked that room is in use. Because it is a multi-purpose room, all users need to be respectful of the rights of others. It is a place for quiet conversations, group study, meals and breaks. If you need a quiet study area, please use the library on campus. Discussion is encouraged, but louder conversations can go outside to the table, as long as you are sensitive to the infants on the playground. Be sensitive to the children's classroom. Check with teachers as to group and nap times. Do not enter the children's classroom from this room. Please go through the main entryway.

Label your food (there is masking tape and a pen available) and remove it regularly from the refrigerator. If you eat or drink snacks in this room, or make any kind of mess, be sure to clean the area and make sure that all papers and containers are disposed of in the garbage containers. The mops and vacuum are stored in the kitchen. If you can't locate them, be sure to ask someone in the office rather than leave without doing the appropriate cleaning.

Do not take food or supplies from the kitchen or center offices.

Keep phone conversations short. Dial 9 for an outside line. No long distance is available. Be mindful that this is a public area and that voices carry. If you need a confidential space for a phone conversation please see the center coordinator.

Use of other phones, fax and copy machine in the center is prohibited without special permission from the coordinator. Please report any concerns or needs to the center coordinator.

When staff members are on break, let them rest. If you want to talk about your child, schedule an appointment.

If you wish to observe the classroom, turn off the lights and shut the outer door and blinds, open the blinds to the children's classroom. If lights are on behind you children can see you. If you have your children with you please remember this is a space designed for adults. You are responsible for the safety and behavior of your children while they are in the room. Please be considerate and respectful of other adults.

Health and Social Services

Our program includes a health and social service component. Please let us know if you have any need for special services. The Child Development Center staff can help you to identify and make contact with various resources both on campus and in the community. We can help with the referral process for a child and/or family to appropriate agencies in the community based on the health or social service needs.

Nutrition

The center serves breakfast, lunch, and an afternoon snack. All meals and snacks meet the nutritional requirements of the California Child and Adult Food Program. Children are encouraged to try new foods, to measure, cut, mix, and follow simple recipes. Please let us know of any food allergies your child may have or if you have any special dietary requests required for health or religious reasons. A child must have a doctor's note in order to be offered a substitute for cow's milk. Infants and toddlers will have individualized feeding plans, and we support our parents who choose to breastfeed their children. We utilize family style eating which means children sit down with teachers while eating, engage in conversation, and serve their own food.

We show sensitivity to breastfeeding mothers and their babies. We will provide ongoing support to breastfeeding mothers, such as an opportunity to breastfeed their baby when possible including but not limited to drop off, lunch time/breaks or at pick up. Staff will hold off giving a bottle, if possible, when mom is due to arrive.

All breastfeeding families are able to properly store and label their milk. Breastfeeding mothers may store their expressed breast milk in the center's refrigerator. Parents should provide their own properly sealed containers, clearly labeled with their child's name and date.

We develop an individual feeding plan with each family that supports best feeding practices. We will work with each family to develop a feeding plan for their child, including feeding practices to help maintain breastfeeding success. Artificial baby milk (formula) and solid foods will only be provided if the parent requests, and/or it is appropriate for the child's age. Babies will be held closely when feeding and bottles will never be propped. Feeding plans will be coordinated with the mother's schedule and updated every 3 months or as needed and at also at the request from the parents.

We ensure that all breastfeeding families are able to properly store and label their milk. Breastfeeding mothers may store their expressed breast milk in the center's refrigerator. Parents should provide their own properly sealed containers, clearly labeled with their child's name and date.

We train our staff to support and promote optimal infant feeding. Staff will be trained how to store and handle human milk. **Grossmont College Child Development Center** will follow human milk storage guidelines published by the Department of Labor Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control and Prevention (CDC) to avoid waste and prevent foodborne illness. Staff will use breastmilk within 48 hours and return any to the parent.

We will never deny children entry into the facility because they are breastfeeding.

Program Evaluation

The Child Development Center goes through numerous evaluation processes including California Department of Education Desired Results, Contract Monitor Review, Program for Infant/Toddler Caregiving assessment and College Program Review. Each of these requires multiple methods of evaluating our program. In some years you may see one parent survey, in other three or four. Please be honest in providing feedback to our program. In addition we hold meetings of the Parent Advisory Committee to provide input to our policies and procedures.

Enrollment Eligibility Policy and Procedures

The Grossmont College Child Development Center provides childcare services for eligible Grossmont College students and employees.

For all families:

Age Requirements

The Center serves children who are at least at least 4-6 months of age by the first day of the fall semester and have not yet entered Kindergarten.

Equal Opportunity

The Center program refrains from any religious instruction or worship. The Child Development Center is an equal opportunity provider. Applications for enrollment are accepted without regard to race, gender, sexual orientation, religion, disability, ethnicity or national origin.

Children with Disabilities and Other Special Needs

We openly welcome children with special needs and will make every attempt to accommodate those needs. The center will make an individualized assessment about whether we can meet your child's particular needs without fundamentally altering our program. We are not required to accept children who pose a direct threat to the health and safety of others.

Parent Engagement Requirement

All parents are expected to attend at least 2 center functions yearly as well as 2 parent teacher conferences. Each semester we hold a family night with classroom activities and refreshments. We welcome extended family such as grandmas, grandpas, aunts, uncles and other special family connections at these events. Sign-up sheets for these events will be posted in your child's classroom. The center cherishes these times together as they deepen the connection between home and school.

Custody Requirements

When a child's residence alternates between the homes of separated or divorced parents, eligibility, need, and fees will be determined separately for each household in which the child resides. We will make provisions for the care of a child already enrolled under one of the eligibility criteria during the time they are in the care of the non-eligible parent. Fees for the non-eligible parent will be determined based on their income.

For Faculty/Staff:

Grossmont College Employees

Faculty and staff, who are parents or legal guardians of the children they are enrolling, must present proof of employment for a minimum of 15 hours a week on the Grossmont College campus.

For Students:

CDE/ELCD General Child Care Funding-Subsidized Families

The California Department of Education/Early Learning and Care Division (CDE/ELCD) subsidizes the tuition for approximately 90% of our families.

To be eligible for subsidized care you must:

1. Be enrolled at Grossmont College in at least 6 units a semester leading towards a vocational goal. Summer session requires enrollment in at least one class that is part of your educational plan.
2. Meet state income guidelines based on family size and income. You must present proof of income.
3. Demonstrate a need for care. Your hours will require documentation that parents are in class, studying and/or working.
 - a. Care is allocated on an hour for hour basis while the student parent is in class during the Center's regular hours of operation.
 - b. For each unit, two hours of study time per week is allowed. In some situations, we may allow up to three hours per week. This must be arranged on a case by case basis with the center coordinator.
 - c. For work hours or internships, care is allocated on an hour for hour basis during the Center's regular hours of operation. In some cases, we may provide childcare based on the nature and time of the course work. If you are seeking employment, you may have childcare to attend interviews or physically visit job sites. Time will not be allotted for home or computer job seeking.
 - d. Travel time to and from work or to a community placement is allocated on an hour for hour basis.
 - e. In a two parent family, child care hours are based on the schedule of both parents.
4. In certain cases other criteria such as child abuse referral, job search, parental incapacity and homelessness may be taken into consideration in determining need for care.

Academic Progress Requirements

The child development center serves students of Grossmont College. In order to receive childcare services as a student you must state a vocational goal and demonstrate continued progress toward your vocational goal. To demonstrate progress you must:

- Stay enrolled in at least 6 units a semester.
- Maintain a grade point average (GPA) of 2.0 or higher each semester.
- Give permission for your progress to be checked by the center during the semester.
- Provide a College Study plan signed by a counselor within the first 8 weeks of enrollment.
- Sign a mutual responsibility agreement outlining your agreement to these policies.
- If you are a full pay student parent, academic progress requirements do not apply.

Waiting List for CDE/ELCD subsidized care

The waiting list for subsidized care is not first come first served, but based on priorities established by CDE/ELCD. These priorities are:

1. Children at risk of abuse or neglect and referred by a legally qualified CPS professional (Title 5 18092)
2. Children identified as At-Risk of Abuse, Neglect or Exploitation (Title 5 18092.5)
3. Siblings of currently enrolled income eligible families
4. New families of Grossmont students or employees who meet gross monthly income and family size criteria established by CDE/ELCD. Priority is awarded to families who have the lowest income ranking based on the most recent income ranking adopted by the State Superintendent of Public Schools (Title 518131).

As space becomes available, we call families based on the priority number. Before acceptance into the program you must complete the necessary enrollment forms including a verification of income and documentation of need for childcare. The cost of childcare is based on the state guidelines and for most subsidized families there is no charge, for others—based on family size and income—there will be a charge based on a sliding scale. Families will need to be recertified annually to continue enrollment and information updated every semester. In cases of referral for risk of child abuse, we recertify every six months.

Waiting list for Non-subsidized Families

In order to allow access to our program representative of the full campus community, Grossmont student and staff who exceed state income guidelines are eligible for care. Because we combine our state funded program with fee based, fees may not be lower than state reimbursement rates. The waiting list for these spaces is as follows:

1. Currently enrolled families
2. Siblings of currently enrolled families
3. Waiting list applicants based on date of application and availability in the appropriate age grouping

Required Forms and Documentation for Enrollment

For all families:

- Registration/Enrollment Form
- Immunization Record
- Emergency Information and Medical Release
- Family Survey (includes Child's Pre-admission Health History - Parent's Report)
- Physician's Report
- Parent's Schedule Form
- Handbook Policy Agreement: This verifies that you have received the handbook including policies and procedures, parents and personal rights forms.

For student families

- College Study plan signed by a counselor and verification of enrollment in the approved courses or verification of employment at Grossmont College.
- Current class schedule

For CDE/ELCD subsidized families

- Child Care Data Collection Privacy Notice and consent Form (CSD-9600A)
 - Verification of income
 - Verification of need for services
 - Additional forms may be required. A *Notice of Action* will be sent to parents enrolled in the state-funded program to verify their child's enrollment, when any changes are made, and at the end of the semester (termination)
- Child Care food program application

For families paying fees:

- All of the above documentation and payment for the first month of childcare services.

Tuition for Full and Partial Pay Families

Fees are payable in advance and on the first class day of each month. They can be paid by the month or in two half payments each month. Parents are given an invoice and make their payments at the Campus Cashier's office. Make checks payable to: Grossmont College Child Development Center.

In accordance with state guidelines, fees are required in advance of providing services and shall be considered delinquent after seven (7) calendar days from the date the fees were due. A Notice of Action, Recipient of Services shall be used to inform the family of the following: (1) the total amount of unpaid fees; (2) the fee rate; (3) the period of delinquency; and (4) that services shall

be terminated two (2) weeks from the date of the Notice unless all delinquent fees are paid before the end of the two-week period. The center coordinator may accept a reasonable plan from the parent(s) for payment of delinquent fees and we may continue to provide services to the child, provided the parent(s) pays current fees when due and complies with the provisions of the repayment plan.

Upon termination of services for nonpayment of delinquent fees, the family shall be ineligible for child care and development services until all delinquent fees are paid. Delinquent accounts will be noted by the campus cashier's office. Your grades will be held and re-enrollment at Grossmont blocked until your tuition for childcare is paid.

Fee Assessment and Payment

- A. Fees will be determined by the documented adjusted gross household income ("pre-tax") and family size according to the fee schedule issued by the California Department of Education and Early Learning Care Division. Fees are due and payable in advance of services rendered. Fees are delinquent seven days after the due date.
- B. If the family has more than one child enrolled in the center, the fee will be based on the child who is enrolled for the longest period.
- C. No adjustment shall be made for excused or unexcused absences.
- D. Exclusion from Fee Assessment (*EC 8263(g) (1) and 8447(g); 5CCR18110*): No fees shall be collected from families:
 1. With an income level that, in relation to family size, is less than the first entry in the fee schedule.
 2. In which any individual counted in the family size is receiving CalWORKs cash aid, or
 3. Families receiving services because the child is at risk of abuse, neglect, or exploitation, may be exempt from paying fees for up to three (3) months if the referral prepared by a legally qualified professional from a legal, medical, or social services agency, or emergency shelter specifies that it is necessary to exempt the family from paying a fee.
 4. Families receiving services because the child is receiving protective services may be exempt from paying fees for up to twelve (12) months if the referral prepared by the county welfare department, child welfare services worker specifies that it is necessary to exempt the family from paying a fee.
 5. The cumulative period of time of fee exemption for families receiving services because the child is at risk of abuse, neglect, or exploitation or for families receiving child care services because the child is receiving protective services shall not exceed twelve (12) months

Minimum Enrollment at the Center

Hours and days of attendance:

Minimum of Two Days Attendance per week

- Monday, Wednesday, Friday
- Tuesday, Thursday
- Monday through Friday

Minimum of **4** Hours of Attendance Each Day

- Part Time
 - 7:45 AM – 11:45 AM
 - 12:00 PM – 4:00 PM (these hours are available Monday through Thursday only)
- Full Time
 - 7:45 AM – 4:00 PM Monday through Thursday and 7:45 AM – 12:30 PM on Friday

Schedule and Schedule Changes

Children may attend only the hours scheduled in their contract and we must have verification on file of where you are during these hours.

Please notify the Center office of any changes you would like to make in your program. **THE CENTER OFFICE STAFF OR COORDINATOR MUST APPROVE CHANGES IN WRITING.** If you need to decrease the days of enrollment, you need to notify the office so that other parents on the waiting list can be contacted. If you need additional time **IT MUST BE APPROVED IN WRITING** based on the availability of openings.

Limited Term Service Leave

If a family will temporarily not have a need for child care, but wish to retain their space in the center, they may request a limited term service leave. If approved by the coordinator, the service leave shall not exceed twelve (12) weeks except when the parent is on maternity leave or a medically related leave of absence from school or work. Maternity or medical leave shall not exceed sixteen (16) consecutive weeks.

Criteria for a limited term service leave include family or personal emergency, extended illness or other medically related, maternity leave. The coordinator must approve the leave.

Termination

The school has a two-week mutual notice period to terminate enrollment. Please give the coordinator two weeks' notice prior to canceling enrollment. You are still responsible for unpaid fees. Child care services to a family and/or child shall be terminated by the administration for the following reasons:

1. Failure to provide necessary documentation and paperwork in a timely fashion. If paperwork is outstanding you will receive a written notification. You will have one week to provide the forms or to establish a plan with the center coordinator (i.e. Doctor's appointment is scheduled for two weeks from date.)
2. Failure to meet academic progress requirements (See Academic Progress Requirements).
3. Failure to pay fees. (See Tuition for Full and Partial Pay Families)

4. Inappropriate behaviors as outlined in this handbook and the District's Student Discipline Procedures Publication which includes a description of the Student Code of Conduct. (See also Adult Conduct)
5. Pick-ups after the contract time OR more than **five** unexcused absences per academic year. Three times of tardiness (according to your contract hours) equals one unexcused absence. These will be cumulative for each academic year beginning with the first day of the first semester of enrollment.
6. Failure to inform the center within prescribed time of changes in circumstances that would affect status at the Child Development Center including, but not limited to: marriage, separation, divorce, change in employment, schedule, financial status, change of address or phone number.
7. A child is having emotional or behavior problems which harm other children or interfere with others being able to participate in the program (See When a Child Requires Special Support)
8. Failure to meet contractual agreements and follow policies as outlined in the parent handbook.

Appeal Process

Parent/Legal Guardian eligibility will be evaluated prior to enrollment and periodically throughout each semester of attendance. If eligibility requirements, including academic progress, or no longer met, the parent/guardian will receive a "Notice of Action" which will explain the reasons for the termination and instructions for petition with the Center Coordinator. If the petition is approved by the Coordinator, services will immediately be restored.

If this occurs a second time during the same period of enrollment, the parent/guardian will receive another Notice of Action. Again, this will explain the reasons for the termination along with instructions for how to request an appeal hearing with a designated Hearing Officer. Depending on the reason for the noncompliance, the Hearing Officer will be the Dean of Career and Technical Education/Workforce Development, the Vice President of Academic Affairs, the Dean of Admissions and Records, or the Dean of Student Services.

Requests for this hearing must be made by the parent/guardian within 14 (19 if by mail) calendar days of the issuance of the Notice of Action. Within 10 days of the request, a hearing will be set up at a time mutually convenient for the parent/guardian and Hearing Officer. If the parent/guardian or the authorized representative does not show up for the hearing without previous notification, the parent/guardian will be deemed to have abandoned the appeal. If the parent/guardian disagrees with the written decision of the Hearing Officer, the student/guardian has 14 calendar days to appeal to the State of California, Early Learning Care Division (ELCD). If they do not do so, their appeal is considered abandoned. The decision of the ELCD shall be mailed or delivered within 30 calendar days after the receipt of the appeal request.

Adult Conduct

The center is a safe environment, not just physically safe but also one where children and adults can feel secure and where the adults coming to our center treat others with respect and consideration.

The child development center, community room and parking lot are considered authorized areas of the campus. Adults are expected to maintain attitudes and behavior as well as topics of discussion that are appropriate to the campus and the child development center. All adults must remember that they are in a child care facility as well as an authorized area of the campus and are subject to Student Conduct rules as outlined in the Grossmont College catalog. The Student Code of Conduct in the catalog states that use of slander, libel or verbal abuse in any way or disorderly, lewd, indecent, or obscene conduct, expression, or language on district-owned property is considered misconduct.

Most important to remember is that we are all role models for all of the children here. Please abide by the following guidelines when in any area of the Child Development Center:

- Speak in a friendly and calm voice, never shout or yell.
- Use positive language when speaking with children and adults. No threats, swearing, profanity, name calling or slurs.
- Corporal punishment, even of your own children is forbidden at the center, even if it is used at home.
- No smoking is allowed on campus.
- Do not enter the center under the influence of drugs or alcohol.

General Policies

Days of Operation

The center follows the Grossmont College Academic calendar, listed in the college catalog. We are open for all regular days during the fall and spring semester that classes are in session including finals. The center is closed for professional development weeks and college holidays including winter and spring recess. Please be aware that the college holidays may differ from those of other school districts and check the calendar as outlined in the current Grossmont College class schedule or catalog.

Hours of Operations

The center is open Monday through Thursday from 7:45am to 4 p.m. We close at 12:30 pm on Fridays. When funding permits, Summer school and intercession care may be offered. Summer schedule varies and will be posted with summer registration materials when available.

A regular predictable schedule helps children build friendships with adults and children. To better support their intellectual development children need uninterrupted and predictable time to participate with the learning materials as well as with peers in large and small group activities planned by the teachers. **It is essential to maintain your contract hours, as excessive absences or tardiness will lead to termination of services.**

Security

In order to insure your child's safety, it is required that an adult brings each child into the building. The adult must sign-in the child with their full legal signature. A child will not be allowed to leave with anyone except a parent or someone designated by the parents on the Identification and Emergency Form.

Stop in the Center office if a new person is authorized. Leave the name and let the person know that we will request a picture ID. When a child is picked up, the adult must sign-out using their full name. The Child Development Center abides by all legally served court orders. If your family circumstances require a court order, please have a notarized court order on file regarding parental custody matters. Staff is required to report suspected child abuse to the proper authorities.

Arrival and Departure

At drop off, be sure to enter the classroom and sign your child in. Be sure that an adult knows your child is here. Say goodbye to your child and let him or her know when you will return. If you need help with separation, please work with your child's teacher.

At pick up time, allow your child adequate time to finish what her or she is doing and separate from friends. The work your child accomplishes during the day at our center is important to your child, please let your child know you will be leaving in a few minutes and give the time to adjust their actions and thinking.

Please enter and exit the classroom respectfully. Arrivals and departures are times for briefly exchanging information in regard to your child's day with the teacher and for engaging with your child spending time talking about their daily experiences and discoveries. For some children these times of the day are extremely sensitive. We ask that you use a calm voice and enter and exit the classroom being respectful of **ALL** of the children, families, and teachers who are in classroom environment. You also have a contract stating your scheduled time. If you are going to be late dropping off or picking up your child you need to inform the center. If a pattern of noncompliance occurs, you will receive a written warning. **Three** written warnings is cause for termination.

Late Fees

Late fees may be charged at a rate of \$1 per minute beginning 5 minutes after closing time. The office staff will bill you for any late fees.

Health Policies

A physical and dental exam is required of each child. All children must be current in their immunizations prior to enrollment. A parent may no longer request exemption from childhood immunizations due to religious reasons. A child can only be exempt from the scheduled immunizations with a signed statement from a medical doctor stating that the harm done to the child from receiving the immunization is greater than the need for the immunization.

As you sign your child in each day, wait until a teacher has greeted your child and checked for good health. Childhood illnesses start with signs and symptoms similar to a cold. Children with obvious colds or illness will not be admitted. Please do not put staff in the position of refusing your child. Colds and flu spread quickly among children and staff. Ill children need the time to rest and recover in a less stimulating environment.

Parents are asked to keep a child home if

- The child does not feel well enough to participate comfortably in the program's activities.
- The staff cannot adequately care for the sick child without compromising the care of other children.
- The spread of germs cannot be reasonably controlled.
- The child has any of the following symptoms, until a health provider determines the child is well enough to attend or the symptoms are no longer present:
 - **Diarrhea or vomiting.** Children with intestinal disturbance accompanied by diarrhea or vomiting more than once in the past 24 hours should stay at home until free from symptoms for 24 hours.
 - **Fever.** Children with a fever of over 100° (armpit) or 101° oral, accompanied by behavior change or other symptoms of illness must stay at home for 24 hours after symptoms subside.
 - **Head lice, scabies or any undiagnosed rash.**
 - **Sore or discharging eyes or ears or profuse nasal discharge.**

If your child develops any of these symptoms while at the center, he/she will be isolated from the other children. You will be called and asked to take him/her home as soon as possible.

IT IS THE RESPONSIBILITY OF EACH PARENT TO BE SURE THAT THERE ARE ALTERNATIVE ARRANGEMENTS AVAILABLE IN THE EVENT THAT YOU CANNOT PICK UP AN ILL CHILD.

If the child has any contagious disease he/she must be kept home. Contact the center immediately so that we may let other parents know their children have been exposed. If your child is exposed to a contagious disease while at the center, we will post a flyer with date of exposure, symptoms and actions to be taken. A doctor's note is required clearing your child to return to school.

Chickenpox
Coxsackie Virus (Hand, Foot & Mouth
Diphtheria
Mumps
Pinkeye (Conjunctivitis)
Pinworm
Rubeola (Measles)
Scarlet Fever
Whooping Cough

If your child is absent for more than **3 days for illness**, you are required to bring a doctor's note to verify the illness.

Asthma and Allergies

Please inform staff of any allergies your child may have. This includes allergies to foods, bee stings, medications, animals as well as seasonal hay fever. Please let us know if your child is prone to asthma and any triggers that we need to be aware of. We may administer a nebulizer if you fill out the permission slip in the office and follow licensing procedures.

Medication

If your child has been prescribed medication by their doctor to be given during school hours, an Authorization to Administer Medication form must be completed by the doctor and the parent. Please see the front office staff for the form when dropping off the medication.

Our staff can administer **only** prescription medicine. It must be in the original container labeled with your child's name and written instructions from the doctor. Over-the-counter medicines will not be administered.

Do not leave medicine in your child's cubby or backpack.

If your child has asthma, we may administer nebulae's, but only with a consent form signed by the parent and the parent training the appropriate caregivers.

Attendance Policy and Absences

If you are on the Early Learning Care Division funding we must document all absences and the reason. When the child or the parent of the enrolled child is absent due to illness, there are no limits on “sick” days. However, **each absence must be documented by the parents, in writing, by signing and noting on the attendance sheet the reason for the absence. You must still call the front office at 619-644-7716 to report your child’s absence. If your child misses 3 or more days due to illness, a doctor’s note will be required stating why the child was ill and that the child is well enough to return to school.** An excused absence may also be granted in the case of a family emergency. Family emergencies, including but not limited to such things as parent’s illness, that prohibits a child from arriving at the center safely, sibling illness that prohibits parent from leaving one child to bring another to the center, deaths in the family, family health and safety issues (threats of domestic violence, home evictions) natural and man-made disasters (fire evacuations, earthquake disaster, and rain floods). Documentation will be required for absences regarding deaths, family health and safety issues, or critically ill family members. An excused absence can also be based on time spent with a parent as required by a court of law. A copy of the court ordered visitation must be on file with the front office (this does not cover custody arrangements, only court ordered visitations). Transportation emergencies, (i.e. Car breakdown/trouble) can also be an excused absence but are limited to 5 absences per contract year.

Your child may be dropped from the program for excessive absence. As a student, your success depends on your regular attendance in class. The same is true for young children. Excessive absence is hard on children. Please make the same commitment to your child’s school experience that you need to make to your school experience.

Best Interest Days

There is an additional 10 best interest days allowed for each child on the CDE subsidized contract that includes vacation. Best interest days from the center can be for any reason the family deems appropriate or that meets the family’s needs for the child. Families should request the use of these days in advance to the Grossmont College CDC Tech or Coordinator.

GCCDC loses funding for each absence that is “unexcused”, so your compliance with signing the attendance sheet with the complete and proper information is crucial. The attendance sheet will be returned to you for the completion of necessary information. This information is a requirement of the California Department of Education and Early Learning Care Division childcare subsidy contract.

Accidents

The Coordinator will endeavor to reach parents in case their children are involved in an accident. **Notify the center immediately of any change of address or telephone number.** In case parents cannot be reached, they give the Coordinator the authority to call a doctor or hospitalize the child at the parent’s expense. If the situation is an emergency, the Coordinator will call 911 immediately. The parents will assume fees for emergency transportation. You will be asked to sign the following medical release at registration:

“Administrative procedures vary among medical personnel and medical facilities with regard to provision of medical care for a child in the absence of the parent. The exact procedure required by the physician or hospital to be used in emergencies should be verified in advance.

In case of an accident or an emergency, I authorize a staff member of the GCCDC to take my child to the physician noted on the emergency form or to the nearest emergency hospital for such emergency treatment and measures that are deemed necessary for the safety and protection of the child, at my expense.

This authorization is given pursuant to the provisions of Section 25.8 of the Civil Code of California.”

Earthquakes, Disasters

In the event of a major earthquake or disaster in this area, Grossmont College Security will close the campus entrance to incoming traffic (except emergency vehicles). Parents will need to park off campus and walk to the Child Development Center to pick up their children. Come to the front door of the center. Center personnel who will release your children to you or your designate will meet you.

Parking

Parents while bringing their child into the center or picking them up may use the thirty-minute parking spaces. Please do not park here while attending classes. Campus Police will give tickets to cars parked over the thirty-minute limit.

Please be very careful when in the parking lot. Hold your child’s hand at all times.

Dress Your Child for Play

Please dress your child in comfortable play clothes with shoes suitable for active play. Select clothing that enables your child to easily use the toilet or be diapered. Sandals must strap across the foot and behind the heel. Please label all clothing. The Center has laundry markers available. Please understand children will get paint and other assorted spots on their clothing! Please DO NOT send your child in party or dress-up clothes.

We ask that children be sent with at least one complete change of clothing including socks and underwear. Younger children may need several changes of clothing. Diapers and wipes will be provided for children needing them.

Things from Home

Please do not bring toys to school. The Center has many excellent materials for the children to use at school. If your child has a special attachment to a “lovey” such as a blanket or stuffed animal, and it will make your child’s day easier, your child is welcome to bring it. Please let the teacher know, so that we can look out for it.

Birthdays

You may provide special snack for your child’s birthday. Please talk with your child’s teacher to determine what is appropriate. Please don’t bring extras such as balloons or favors.

Other Holidays

Celebrations of religious and historical holidays are unique to each family and should be celebrated according to the beliefs of that family. Attempts to celebrate religious holidays in a public setting such as ours can trivialize the spiritual significance of the occasion. Major holidays are usually accompanied by commercial stimulation that is difficult for young children to process. After much discussion and thought based on personal experience and respect for the diversity of the families in our program, as well as our understanding of the needs and developmental levels of young children, the Child Development Program has chosen not to celebrate holidays at our center. We may focus on related values such as family in the fall, or caring and sharing during the winter holidays. We do encourage children to discuss important events in their lives, including holidays and church, mosque, temple or synagogue experiences, but do not plan for it formally. Please communicate with your child's teacher if there is any way we can support your family's beliefs.

Your Child's First School Experience

First Day of School

- Sign-in on the appropriate Sign-In sheet. Please be sure to sign your full name. If you do not see a sign in sheet for your child, please let the teacher know.
- Help your child find his/her cubby to put personal belongings in
- Help your find a bag to hang up his/her jacket in
- Inform us of any allergies
- Help your child get settled in an activity

Things to Bring to School

PLEASE LABEL ALL OF YOUR CHILD'S THINGS CLEARLY

- A complete change of clothing (pants, shirt, underwear, socks), more underwear and pants or shorts if your child is learning to use the toilet. Infants and toddlers may need 2 or 3 changes.
- A special stuffed animal or "lovey" if your child uses one. The center has plenty of "previously loved" blankets. Don't bring one unless your child is particularly attached to a special one.

Separation

Your child may cry or be worried about you leaving them the first day. The following may help.

- Try to attend the orientation with your child the week before school starts.
- If you can work it into your schedule, you are welcome to spend all or part of the first few days with your child.

When it is time for you to leave:

- Help your child get settled in an activity.
- Let your child know you are leaving, where you will be and when you will return. Use times children understand such as before lunch, after nap etc.
- Give a hug and a kiss and leave quickly.

- Some children benefit from a transition item. A small photo of the family, a special stuffed animal from home, or even a sweater with your scent on it may help a child to remember that you will come back. Discuss this with your child's teacher.
- Call the center at 644-7715 to check on your child so you don't worry needlessly. Usually they recover very quickly.
- If you are on campus check the center office between your classes to see how your child is doing.
- Please feel free to ask any questions.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with ridicule, he learns to be shy.

If a child lives with shame, he learns to feel guilty.

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns confidence.

If a child lives with praise, he learns to appreciate.

If a child lives with fairness, he learns justice.

If a child lives with security, he learns to have faith.

If a child lives with approval, he learns to like himself.

If a child lives with acceptance and friendship, he learns to find love in the world.

Dorothy Law Nolte

CHILD CARE CENTER

NOTIFICATION OF PARENTS' RIGHTS

PARENTS' RIGHTS

As a Parent/Authorized Representative, you have the right to:

1. Enter and inspect the child care center without advance notice whenever children are in care
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address and telephone number of the local licensing office.

Licensing Office Name: **Community Care Licensing**

Licensing Office Address: **7575 Metropolitan Dr. #10**

Licensing Office Telephone #: **(619) 767-2200**

7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.

LIC 995 (9/08) (Detach Here - Give Upper Portion to Parents)

ACKNOWLEDGEMENT OF NOTIFICATION OF PARENTS' R I G H T S

(Parent/Authorized Representative Signature Required)

I, the parent/authorized representative of _____, have received a copy of the "CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS" and the CAREGIVER BACKGROUND CHECK PROCESS form from the licensee.

Grossmont College Child Development Center

Name of Child Care Center

Signature (Parent/Authorized Representative)

Date

NOTE: This Acknowledgement must be kept in child's file and a copy of the Notification given to parent/authorized representative.

LIC 995 (9/08)

For the Department of Justice "Registered Sex Offender" database, go to www.meganslaw.ca.gov

PERSONAL RIGHTS

Child Care Centers

Personal Rights, See Section 101223 for waiver conditions applicable to Child Care Centers.

- (a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:
 - (1) To be accorded dignity in his/her personal relationships with staff and other persons.
 - (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
 - (3) 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, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
 - (4) To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
 - (5) To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.
 - (6) Not to be locked in any room, building, or facility premises by day or night.
 - (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

THE REPRESENTATIVE/PARENT/GUARDIAN HAS THE RIGHT TO BE INFORMED OF THE APPROPRIATE LICENSING AGENCY TO CONTACT REGARDING COMPLAINTS, WHICH IS:

Grossmont College Child Development Center

Name

Print the name of the child

Signature of the representative/parent/guardian

Date

LIC 613A (8/08)

CAREGIVER BACKGROUND CHECK PROCESS CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY
CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

The California Department of Social Services works to protect the safety of children in child care by licensing child care centers and family child care homes. Our highest priority is to be sure that children are in safe and healthy child care settings. California law requires a background check for any adult who owns, lives in, or works in a licensed child care home or center. Each of these adults must submit fingerprints so that a background check can be done to see if they have any history of crime. If we find that a person has been convicted of a crime other than a minor traffic violation or a marijuana-related offense covered by the marijuana reform legislation codified at Health and Safety Code sections 11361.5 and 11361.7, he/she cannot work or live in the licensed child care home or center unless approved by the Department. This approval is called an exemption.

A person convicted of a crime such as murder, rape, torture, kidnapping, crimes of sexual violence or molestation against children **cannot by law be given an exemption that would allow them to own, live in or work in** a licensed child care home or center. If the crime was a felony or a serious misdemeanor, the person must leave the facility while the request is being reviewed. If the crime is less serious, he/she may be allowed to remain in the licensed child care home or center while the exemption request is being reviewed.

How the Exemption Request is Reviewed

We request information from police departments, the FBI and the courts about the person's record. We consider the type of crime, how many crimes there were, how long ago the crime happened and whether the person has been honest in what they told us.

The person who needs the exemption must provide information about:

- (b) The crime
- (c) What they have done to change their life and obey the law
- (d) Whether they are working, going to school, or receiving training
- (e) Whether they have successfully completed a counseling or rehabilitation program

The person also gives us reference letters from people who aren't related to them who know about their history and their life now.

We look at all these things very carefully in making our decision on exemptions. By law this information cannot be shared with the public.

How to Obtain More Information

As a parent or authorized representative of a child in licensed child care, you have the right to ask the licensed child care home or center whether anyone working or living there has an exemption. If you request this information, and there is a person with an exemption, the child care home or center must tell you the person's name and how he or she is involved with the home or center and give you the name, address, and telephone number of the local licensing office. You may also get the person's name by contacting the local licensing office. You may find the address and phone number on our website. The website address is <http://ccld.ca.gov/contact.htm>.

Releases

You will also be asked to sign a release for the following policies. If you have any questions, please bring them up with the coordinator at your orientation interview.

- I agree to inform the Child Development Center of any and all personal changes in circumstances which would affect my status in the Center, i.e. marriage, separation, divorce, change in employment or enrollment status, change in address or phone number.
- I hereby grant permission for my child(ren) to use all of the play equipment and participate in all of the activities of the school.
- I hereby grant permission for my child to leave the school premises under the supervision of a staff member for campus walks.
- I understand that this is a laboratory school and that staff and students will be doing written observations, tape and video recordings and photographs of my child as part of class assignments and state required documentation.
- I have no objection to my child being included in photographs, slides, audio or video recordings of my child taken at the Center or on Center walks, which might be used for purposes of interpreting the school program. I understand that any recording or observation will be done only with the consent of the coordinator and under the supervision of the classroom teacher.
- I understand that I must notify the center of my whereabouts when I am not at the locations listed in the center office.
- I understand that children left after the contract time without permission from the Center Office will be subject to termination of child care services.
- I understand the termination policies as outlined in the parent handbook.
- I agree to abide by the standards for adult conduct as outlined in the parent handbook.
- I acknowledge that I have received the Parents Rights form (LIC995) and the Personal Rights Form (LIC613A) from Community Care Licensing.
- I have received a copy of the Parent Handbook (adopted December 2002) and agree to follow the center policies listed in the handbook including those listed above.