



Cuyamaca College
Child Development Center

A place for
Exploration, Education, Enrichment

Parent Handbook

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Pending Governing Board Approval

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Facility # 376600770

Welcome

Welcome to the Cuyamaca Child Development Center! The Cuyamaca Child Development Center (CCDC) provides a unique educational environment for young children and their families. The Center staff work hand-in-hand with the Child Development faculty to develop and promote the highest standards and practices in early childhood education. The faculty serves as a support and resource to parents, teachers, and students working in the Child Development Center. The CCDC provides a rich and dynamic setting for supervised Child Development students to observe children's development and to implement developmentally appropriate curriculum and activities. The faculty and Center teaching staff are also available as resources for parents who may have questions or concerns about their child, parenting situations, educational ideas, or any other areas.

It is not uncommon for students and parents to have questions about the Center and the philosophical framework that guides our educational program for children. How does a "play-based program" meet the needs of the children and prepare them for future educational and academic experiences? Current research on brain development and the role of learning experiences support a curriculum built on play and hands-on activities. The California Department of Education Preschool Program Guidelines and Preschool Foundations, in addition to the California Center for Social Emotional Foundation for Early Learning, specify that the "readiness to learn includes physical, mental, social, emotional and developmental well-being." Accordingly, we in the Child Development Academic Program and the Child Development Center, provide the richest possible play-based curriculum and practices.

Questions also arise about staffing, training, and requirements. There is no more valuable component of the educational picture than the adults who work with your children. It is the teacher who creates the setting in which the children learn and thrive, a setting in which each child shines. Our teachers and assistants have a solid foundation in child development and early childhood education therefore incredibly well prepared. The contracted teachers have Teacher level or higher permits and many of the assistants have their Associate Teacher level permit, which are issued by the California Commission on Teacher Credentialing, the same agency which gives credentials to elementary and secondary credentialed teachers. Teachers and assistants must also complete professional growth hours in order to maintain their permit.

In fact, their education never stops! Your children's teachers and assistants are constantly reading current research and journals, attending workshops, and conferences, and participating in professional seminars and groups, the CD faculty and the CCDC teachers meet regularly to explore and refine attitudes, policies, and practices related to philosophy, curriculum, guidance, and all other aspects of the highest quality early childhood education. The Cuyamaca College Child Development

Center and the Child Development Academic Program are working hand in hand to make good things happen for your children.

All families are welcomed and not discriminated on the basis of their ethnic group identification, age, national origin, religion, color, medical condition, ancestry, sex, sexual orientation, race, gender, mental or physical disability, economic status and marital or family status. Our Center will also make reasonable accommodations for children with disabilities and any special needs in order for their participation in our program. The Center will provide, if available on staff, persons to interpret for English language learners.

As we begin this educational experience together, We invite you to be involved in our “Center community”. You are welcome at the Center at any time. Take time to enjoy and support your child’s fundamental needs. Together we will help your child develop strong bonds, dig in the soil, race with the wind, and gaze at the stars. The Center is a place for Exploration, Education, and Enrichment.

Welcome and **thank you** for being a part of our program.

Sincerely,

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Cuyamaca College Mission Statement and Values

Vision

Learning for the Future

Mission

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- • Instructional programs that meet student needs for transfer education, career technical education, general education, and basic skills courses.
- • Community education programs and services.
- • Programs that promote economic, civic, and cultural development.

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multi-cultural and co-curricular activities.

In support of its mission, Cuyamaca College structures its planning processes and engages the college community by pursuing the following areas of focus, which form the foundation of the 2010-2016 Strategic Plan:

- Student Access
- Learning and Student Success
- Value and Support of Employees
- Economic and Community Development
- Fiscal and Physical Resources

Values

Cuyamaca College is committed to providing opportunities and excellence in higher education to San Diego's large East County region. Our vision, "Learning for the Future," is reflected in our six core values listed below. These values help shape the unique experience that is Cuyamaca College.

- **Equitable Access:** We value equitable access that facilitates participation in academic programs and support services needed to meet student's educational goals.
- **Individual Student Success:** We offer courses and programs leading to degrees, certificates, transfer, employment, personal enhancement, and lifelong learning.
- **Academic Excellence:** We employ a variety of methodologies and technologies responsive to student's needs and conducive to students' varied and experiential backgrounds and learning styles.
- **Innovation and Creativity:** We value innovation and creativity in order to encourage our students to question and to expand their thinking.
- **Diversity and Social Harmony:** We value and embrace diversity and create opportunities for our college community to work together to meet the challenges of a complex global society.
- **Environmental Stewardship and Sustainability:** We take pride in our campus and its resources, and we strive to be on the forefront of sustainability and green technology.
- **Strong Community Relations:** We recognize our role in the cultural, educational, technological, and economic/workforce development of the communities we serve.

Cuyamaca College Child Development Center

Mission

Provide quality care and education to children, families, students, staff and the Cuyamaca College community, serve as an observation and participation lab for college students, and provide a model for other community childcare centers to use as a resource.

Philosophy

The Cuyamaca Child Development Center's (CCDC) philosophy is built on a partnership of children, families, and staff, with respect and value for each participant. Together we create a caring and nurturing environment to foster the children's self-esteem, competence, cooperation, and life-long love of learning.

We collaborate to integrate the widest spectrum of best teaching practices and curriculum. We provide an inclusive environment, which embraces and frames the unique qualities of each child. Teachers observe and support children's individual learning styles in early literacy development, art, science, math, music, social, and motor skills.

The CCDC serves as a critical component of Cuyamaca College Child Development Academic Program and thus is committed to its role as a dynamic and evolving model teaching facility. As professionals we have an ongoing commitment to incorporate proven child development theories and the best of emerging research in brain development and early experiences.

The Cuyamaca Child Development Center:

“Families, children, and teachers working together to create an environment for Exploration, Education, and Enrichment!”

Program Goals

1. Every family is included in the program and is supported in their role as their child's first teacher.
2. A play-based curriculum that is child-initiated and project based in order to capitalize on the child's individual needs and interests, while encouraging growth across all of the domains of learning.
3. Teachers who will make informed decisions in their daily practice by using formal and informal tools to guide curriculum and instruction. These include:
 - Input by families regarding their child's development and needs.
 - Anecdotal observations
 - Reflection and documentation of past experiences
 - The California Preschool Learning Foundations and Frameworks
 - The California Department of Education Early Education and Support Division Desired Results for Children and Families assessment tool
4. A commitment to continuity of care, where children move together from one classroom to another, often staying with the same teacher.
5. To function as a quality lab school where college students can integrate educational theory and practice through hands-on experiences and observation.

Program Expectations

We Are Safe, We Are Kind, We Are Respectful

The Cuyamaca College Child Development Center is:

- Licensed by the California Department of Social Services, Community Care Licensing Division (Facility # 376600770).
- Responsible to the California Department of Education, Child Development Division, for funds received to provide free or reduced cost services to student parent families who meet income eligibility requirements.
- Adheres to the California Department of Education's Title 5 regulations.
- Participates in the First 5 San Diego Quality Preschool Initiative.

History of the Program

The Grossmont-Cuyamaca Community College District (GCCCD) is located in southeastern San Diego County, California. Encompassing 1,138 square miles, the service area is larger than the state of Rhode Island. The two colleges in the district, Grossmont and Cuyamaca, serve as the primary point of access to higher education for many low income and first generation students in this wide geographic area. Current combined enrollment is over 26,000 students.

The mission of the Grossmont-Cuyamaca Community College District is to be a responsive leader in developing effective and efficient, quality educational programs, classes, and services; to meet the needs of students for transfer to baccalaureate institutions, job entry and re-entry skills; and for life long and cultural enrichment necessary to lead productive and socially responsible lives. The two colleges provide academic and vocational education training and an array of student support services.

The district's mission is reflected in the educational philosophy of the two Child Development (CD) Programs at Grossmont and Cuyamaca. The educational philosophy is based on a set of strongly held beliefs centered on three key areas: (1) high quality care of young children in a model program; (2) the school as an extension of and support to the family; and (3) the infusion of child development knowledge and principles throughout all aspects of the program. Faculty and staff believe that a child's development is enhanced through partnerships with the home, school and community. Faculty and staff also believe in the uniqueness of each child and they strive to model and promote understanding, tolerance and respect for each child's cultural and family heritage.

The Child Development Center at Cuyamaca College opened in August 2001. The Center serves families of students attending the college as well as other families working and living in the community. The Child Development Center at Cuyamaca College will serve as a placement site for the Early Intervention Assistant Training Program.

Child Development, faculty are a comprehensive resource for the Child Development Centers in terms of community involvement and collaboration through local planning councils, resource and referral agencies, funded child care programs, child abuse, children with differences in ability, Infant/Toddler programs, curriculum models, and private and funded preschool programs. Our Child Development Program participates in the California Early Childhood Mentor Program and two of our Center staff are trained Early Childhood Mentor Teachers.

In summary, the Grossmont-Cuyamaca Community College District translates integral beliefs, practices and knowledge into compassionate and high quality childcare for low-income student families, district staff and the community in the southeast San Diego county area.

Part 1

Policies and Procedures

The Cuyamaca Child Development Center (CCDC) abides by all state and local licensing regulations (Title 22 – California Department of Social Services Community Care Licensing Division and Title 5 – California Department of Education). Applications for enrollment are accepted without regard to race, gender, sexual orientation, religion, ancestry, marital or family status, mental or physical disability, ethnic group identification, color, or national origin.

Due to the nature of the program, the information in this handbook is subject to change. Parents will be notified of any changes to Center's policy(s). In addition, we respect each individual's right to confidentiality; therefore all information given to the Cuyamaca Child Development Center will be confidential and kept in locked cabinets.

Open Door Policy

The Center has an open door policy and we urge you to visit the classrooms and volunteer in whatever capacity you feel is appropriate for you. A positive early educational experience requires parents, children, and teachers to share together and we hope that you find a comfortable way to become an active participant at our Center. Volunteer possibilities include: helping with the daily classroom routines, sharing a special activity (art, music, cooking) and/or collecting classroom resources. Some children find it difficult for parents to drop in and leave, so discuss with your child's teacher the best time for you to volunteer. You are welcome to observe at any time your child is in our care. We have observation windows here at our Center. Ask a staff member to direct you to the best place to view your child in action.

Parental Access

As per Health and Safety Code Section 1596.857, parents (upon providing identification), have the right to enter and inspect our Center without advance notice, during our normal operating hours. When visiting the classroom, parents should be respectful of the children's routines and activities. The Coordinator, and/or staff member in charge, may deny access to any adult whose behavior presents a risk to children present in the Center. As per Health and Safety Code Section 1596.857, non-custodial parents may not be allowed to visit a child or take a child from the Center provided that the custodial parent has provided a certified copy of a court order.

Inspection Authority of the Department

As per Health and Safety Code Sections 1596.852, 1596.853 and 1596.8535, the Department of Social Services, Community Care Licensing Division, has the inspection authority to, upon providing proper identification, enter and inspect, any place providing personal care, supervision, and services at any time, with or without advance notice, to secure compliance with, or to prevent a violation of, this act or the regulations adopted by the department pursuant to the act. The Department has the authority to interview children or staff without prior consent (Title 22 Section 101200). The Department also has the authority to observe the physical condition of the children, including conditions that could indicate abuse, neglect, or inappropriate placement.

Prohibition against Religious Instruction or Worship

As per the California Department of Education, Title 5 regulations, Section 18017, the Center refrains from religious instruction, practices, or worship.

Hours/Days of Operation

The Cuyamaca Child Development Center is open Monday through Friday.

- The full day program is 7:30 a.m. to 5:30 p.m.
- The toddler program ends at 4:30 PM. Extended care is available until 5:30 for an additional monthly fee upon request.
- The AM half-day program begins at 8:00 a.m. and ends at 12:30 p.m.

Parents will contract for a set of hours within a half or full day schedule. For example, the total half day schedule is 8:00 a.m. to 12:30 p.m. The contracted time does not necessarily need to be for the whole time of a particular program, but the parent must stay within the contracted schedule. For funded families only, if you contract for longer hours and are not utilizing those hours, you will be contacted and your schedule may be adjusted.

For all families, these set schedules are to determine the staffing needs of the Center. The CCDC does not provide “drop in” care. Please adhere to your contracted schedule. If you need to change your schedule, please speak with the Coordinator or the Technician. Our program begins at 8:00. Please have your child at the center no later than 8:30AM. Please see the “Adherence to Contract hours” section for additional information about late drop offs.

The CCDC follows the academic calendar of Cuyamaca College. The Center is closed for all college holidays and closes for up to five extra days a year for Staff Development Days. The purpose of staff development is for the teaching staff to participate in on-going training and education which directly benefits our students and children. A list of the scheduled days the Center is closed may be obtained at the front desk.

Center Tours

As part of the enrollment process, all families are required to take a tour of the Center along with their child. The enrollment process is not complete without the tour. To schedule a tour, please call the Center at 619-660-4600.

Age Requirements

The Cuyamaca Child Development Center serves children ages 18 months to five years old (prior to entering kindergarten). Children are placed in an appropriate age group according to chronological age and developmental level. Children are not necessarily placed in the next age group on their birthday. Placement is determined by available space, individual developmental level and/or when the group is moving as a whole.

Classrooms are divided as follows:

- The Evergreens ~ 18 months to 2.9 years old*
- The Sunbeams ~ 2.9 years to 5 years old (before kindergarten).
- The Morning Glories ~ 2.9 years to 5 year olds (before kindergarten).

Children who turn five before June 1st, will be able to attend through June 30th of that school year.

Children who will be turning five from September 2 to December 2 are eligible for Transitional Kindergarten and therefore, wouldn't qualify for our preschool program.

During the times that enrollment is low at the Center, groups of children will be combined for drop off and nap. Children are also combined at the end of the day as our enrollment numbers decline.

***Toddler Option**

This program is for children 18 months to 30 months. As per our license, children will not be placed in the preschool program before the age of 30 months without written permission from the child's authorized representative. It is permissible for a child whose developmental needs require continuation in a toddler component to remain in the toddler component up to a maximum age of three years. The Center Coordinator and classroom teacher will work with the family to determine when the child will move up. Children are moved in the summer and between semesters. If the Center determines the child is not developmentally ready, the child will be moved during the next opportunity.

Community/Full Pay Families

In order to allow access to our program by the campus or surrounding community, we reserve some enrollment opportunities for families whose income is over the state income eligibility requirements. Community families pay full fee and the rate is determined by the state of California reimbursement schedule and local market rate. Parents will be notified of changes in the tuition rate.

Enrollment/Fee Information

Community/Full Pay Families are admitted to the program on a first come, first served basis, based on the date of application and availability in the appropriate age grouping. We do give priority to siblings of children already enrolled in the program and to staff and faculty here on campus. Community families are enrolled on a continual basis until the family or the Center gives a 2-week written notice of termination of services. We combine our state funded and fee-based program, so tuition fees may not be lower than the state reimbursement rates.

Community families contract for a set schedule of days and times of attendance. Parents are required to leave and pick up their children in accordance with these contracted times.

Tuition for Community Families

Fees are payable in advance on a monthly basis. Fees are due on the **1st** of each month. Fees may be paid by the month or in two half-payments each month, through an arrangement with the Center Coordinator. Parents are given an invoice and payment is made with the Technician at the front desk. If paying by credit or debit card, payments are accepted at the campus Cashier's Office, located in the Student Services Center. If payment is made at the Cashier's Office, please bring a copy of your receipt to the Child Development Center, so that the Technician can update your account with current payment information. If paying by check, please write out the check to The **Cuyamaca Child Development Center**. An account becomes delinquent when it is **ten (10)** calendar days late from the due date. A **\$25.00** late fee will be added to your account. If your account becomes delinquent, you will be notified in writing that your childcare may be terminated unless fees are brought current within **fourteen (14)** calendar days. There is also a **\$25.00** returned check fee.

Toddler Tuition

Children that move to the preschool component of the program who are not fully potty trained will continue to be billed at the toddler tuition rate. Fully potty trained means that the child wears underwear and consistency uses the bathroom throughout the day.

Funded and Partial Pay Family Enrollment

California Department of Education Early Education and Support Division Child Care Funding

The California Department of Education Early Education and Support Division (CDE/EES), funds the majority of our program through State General childcare Funds. According to the State Funding terms and Conditions for Child Development Programs, fees are assessed based upon the family's adjusted gross monthly income, family size, need and contract for service provided.

If a student applies for the State funding, the family must be certified for eligibility, which is the formal process to collect information and documentation to determine that the family and/or child meets the criteria for receiving subsidized childcare funds. **A pre-enrollment interview is required.** When all the documentation is collected, paperwork complete and the authorized representative for the Center has signed an application for services, the childcare can begin.

Families must notify the Center within five (5) calendar days of any change in status. This means any increase or decrease in family income, family size, or need for care. If you do not notify the Center and it is determined there is a change in status, you will be responsible for back paying any fees and your childcare will be terminated.

Cuyamaca College Student Funded Families

The Cuyamaca College Child Development Center serves students of Cuyamaca College. In order to receive childcare services as a **student**, you must meet the State criteria and:

- Have one parent/guardian enrolled in at least **twelve units** for the Spring and Fall semester (Winter session you may enroll in a full load of three units and Summer session is three units for part time and six units for full time). You must stay enrolled each semester to receive funding.
- Present an annual academic plan signed by a college counselor and a vocational goal form stating the goal of the vocational training. The vocational goal must lead to a recognized trade, paraprofession or profession.

- Continue to progress toward an academic goal with at least a 2.0 G.P.A. You must provide transcripts each semester and summer within ten days to verify your grade of 2.0 or better for each class. Childcare services are limited to six years from the initiation of services or twenty four semester units, or its equivalent, after the attainment of a Bachelor's Degree, or whichever expires first.
- Enroll in a parent education or parent participation class for the first two semesters of your child's enrollment at the Center (See Cuyamaca Course Schedule of classes for details). If parent refused to enroll and participate in the parenting class, childcare for the parent school schedule will not be guaranteed for the following ter. Child care would be on availability basis.
- Sign a *Mutual Responsibility Agreement*, provided by the Center, outlining your agreement to these policies.
- A child's continued participation in the Center is contingent on the parent's enrollment. Services will terminate if the student drops classes and does not notify the Center.

Students who fall below twelve units or earn lower than a 2.0 G.P.A. **may** be allowed one semester on probation under specific guidelines arranged between the student and the Center Coordinator.

Any exceptions to the above rules must be requested in writing through a petition process. The petition committee will consist of the Center Coordinator, the Chair of the Child Development Instructional Program, and the Division Dean. A parent may request that a member of the Parent Advisory Committee serve on the petition committee.

Students: The California Education Code 72237 and Title 5 54640 states that grades, transcripts, diplomas, and registration privileges, or any combination thereof, shall be withheld from any student or former student who has been provided with written notice that he/she has failed to pay a proper financial obligation. Any item(s) withheld shall be released when the student satisfactorily meets the financial obligation.

To determine eligibility the family must meet income and need criteria as stated in the following paragraphs.

Eligibility Regulations

Documentation and Determination of Family Size (Article 3, 18100): Family Size-a parent shall provide the names of the parents and the names, gender, and birthdates

of the children identified in the family. The number of children shall be documented by providing at least one of the following: birth certificates, court orders regarding child custody, adoption documents, records of foster care placements, school or medical records, county welfare department records or other reliable documents indicating the relationship of the child to the parent.

When only one parent has signed the application and the other parent's name does not appear on the application, then the presence or absence of that parent shall be documented by providing any of the following documents: records of marriage, divorce, domestic partnership or legal separation, court-ordered child custody arrangements, evidence the parent signing is receiving child support payments from that person, rental receipts or agreement, contract, utility bills or other documents (in just that parent's name) for the residence of the family indicating that the parent is the responsible party. If there is no documentation or there is a recent separation, a self-declaration may be used for six months and then the parent must provide the documentation. If the information provided by the parent is insufficient, the Center will request additional documentation to determine family size and composition.

Definition of Family

"Family" means the parents and the children for whom the parents are responsible; who comprise the household in which the child receiving services is living.

Definition of Parent

"Parent" means a biological parent, adoptive parent, stepparent, foster parent, caretaker relative, legal guardian, legally registered domestic partner, or any other adult with a child who has responsibility for the care and welfare of the child.

Residency Requirements (Article 3, 18107):

To be eligible for childcare and development services, the child must be living in the state of California while services are being received. Children residing outside of the Grossmont Cuyamaca Community College District may be accommodated. The determination of eligibility for childcare and development services shall be without regard to the immigration status of the child or the child's parent.

Documentation of Child's Exceptional Needs

The family data file shall contain documentation of the child's exceptional needs. The parent shall provide a copy of the portion of the active Individual Family Service plan (IFSP) or the Individualized Education Plan (IEP)

Income Eligible

“Income eligible” means for the purpose of childcare and development services that a family’s adjusted monthly income is at or below 70 percent of the state median income, adjusted for family size.

Adjusted Monthly Income (Article 1, 18078)

“Adjusted monthly income” means the total countable income as defined below, minus verified child support payments paid by the parent whose child is receiving child development services.

“Total countable income”

- Gross wages, salary, advances, commissions, overtime, tips, bonuses, gambling or lottery winnings
- Wages for migrant, agricultural, or seasonal work
- Public cash assistance
- Gross income from self-employment less business expenses with the exception of wage draws
- Disability or unemployment compensation
- Workers compensation
- Spousal support, child support received from the former spouse or absent parent, financial assistance for housing costs or car payments paid as part of or in addition to spousal or child support
- Survivor or retirement benefits
- Dividends, interest on bonds, income from estates or trusts, net rental income or royalties
- Rent for room within the family’s residence
- Foster care grants, payments or clothing allowance for children placed through child welfare services
- Financial assistance received for the care of child living with an adult who is not the child’s biological or adoptive parent
- Veteran’s pensions, pensions or annuities, inheritance, allowances for housing or automobiles provided as part of compensation
- Portion of student grants or scholarships not identified for education purposes, such as tuition, books, or supplies
- Insurance or court settlements for lost wages or punitive damages
- Net proceeds from the sale of real property, stocks, or inherited properties
- Other enterprise for gain.

Excluded Income

- Earnings of a child under age 18 years
- Loans
- Grants or scholarships for educational purposes
- Food stamps or other food assistance
- Earned Income Tax Credit or tax refund

- GI bill entitlements and other pay included in Article 1-18078 (6)
- Adoption assistance payments
- Non-cash assistance or gifts
- Supplemental Security Income or State Supplemental Program Benefits
- Reimbursements for work-required expenses as listed in Article 1-18078
- Business expenses for self-employed family members
- Portion of medical and/or dental insurance documented as paid by the employer and included gross pay
- Disaster relief grants or payments, except any portion for rental assistance or unemployment

Calculation of Income

The Center shall calculate total countable income based on income information reflecting the family's current, on-going income using an income calculation worksheet.

Documentation of Income Eligibility (Article 2, 18084)

The parent is responsible for providing documentation of family's total countable income and the Center is required to verify the information. The parent shall document total countable income for all the individuals counted in the family size as follows:

1. A release authorizing the Center to contact the employer that includes the employer's name, address, telephone number and usual business hours
2. All payroll check stubs for the most current month
3. If self-employed, provide a combination of documentation necessary to establish current income eligibility for at least one month. A self-declaration may be used as documentation a "declaration" means a written statement signed by a parent under penalty of perjury attesting that the contents of the statement are true and correct to the best of his/her knowledge.
4. A letter from the source of the income
5. A copy of the most recently signed and completed tax returns with a statement of current estimated income for tax purposes
6. Verification of child support payments
7. Documentation of all non-wage income
8. If the basis of eligibility is a current aide recipient, the parent shall provide documentation of public cash assistance.

Need Regulations

Families who are eligible for subsidized childcare and development services based on income, public assistance must document that each parent in the family meets a need criterion. The need criterion is: vocational training leading directly to a recognized

trade*, paraprofession, or profession, employment or seeking employment, or incapacitation. (Article 2, 18085.5)

*A student participating in vocation training must earn a 2.0 grade point average; The student must provide a copy of the academic progress within ten calendar days after the college officially posts grades.

The Center shall determine the days and hours needed per week on a case-by-case basis and whether the parent is making progress, based on documentation. Need is determined by the class schedule and hours required in class, travel to and from the Center and the raining institute or work, study time which may include up to 2 hours per academic unit and, including study time for online courses.

Sleep Time

Sleep time would be appropriate when the parent has a child to care for during the time needed for sleep. Sleep time would not be appropriate if both the parent and the child would be sleeping at the same time. This would be a student that works the night shift between 10:00 pm and 6:00 am, and needs sleep time during the hours the Center is open.

Documentation of Employment, Attendance in College, Incapacity, or Seeking Employment (Article 2, 18086)

1. Work verification, signed by employer and includes work hours, days, phone number/address of employer along with pay stubs
2. Class schedule for current semester or summer session. For vocational training the student is limited to six years from the initiation of service, twenty-four semester units, or its equivalent after the attainment of a Bachelor's Degree to receive subsidized services. Upon completion of a semester, an unofficial transcript must be submitted for verification of grades and the parent is making progress toward the attainment of the vocational goal. A parent shall report any change in class schedule related to days, time, or withdrawal for a class within five calendar days of requesting the change from the college.
3. The documentation of incapacitation provided by the legally qualified health professional shall include a statement that the parent is incapacitated, the parent is incapable of providing care and supervision, the days and hours per week that services are recommended to accommodate in the incapacitation, the probable duration, and the name, business address, phone number, professional license number and signature of the legally qualified health professional.
4. Self-employed parents needs to provide sufficient information to assess the time needed along with the income verification. A declaration of need under penalty of perjury that includes a description of employment and an estimate of the days and hours worked per week (see regulations for details).

5. If seeking employment, see Article 2, 18086.5 for details on necessary documentation.

Limited Term Service Leave Requirements- For Funded Families

If the family will temporarily not have a need for subsidized childcare and development services, the Center may grant the family a limited term service leave. Reasons for a limited term service leave shall include medical leave and family leave, and may include, but not limited to, a break in employment, school break, or the child's visit with the non-custodial parent that is not court ordered or family vacation in excess of Best Interest Days. The family is not disenrolled from the Center, no services will be provided during the limited term service leave. The leave shall not exceed 12 consecutive weeks in duration.

Please note this document does not include Title 5 Need and Eligibility Regulations in their entirety.

Subsidized child development services are not entitlements: families must meet eligibility requirements. Ultimately, the burden of proof of eligibility is on the parent, not the agency. If the parent cannot prove eligibility, the agency has no obligation to serve the family. We are required to report any suspicion of fraud. Any information that you provide may be investigated by State Agencies at any time during the year and deliberate misinformation may be subject to prosecution under State and Federal laws.

Waiting List for Funded Families

A waiting list will be maintained in accordance with the enrollment priorities above, **not** a first come-first served basis (State Funding Terms and Conditions for Child Development Programs). As vacancies occur in the appropriate classroom, applicants will be contacted via phone call in order of priority from the waiting list. At the end of a semester, inform the Technician if you intend to enroll the following semester.

The family is placed on the waiting list according to the priority number. Funded families are enrolled according to the following priorities:

1. Children receiving child protective services through the local county welfare department
2. Children identified by a legal, medical, and/or social service agency as at risk for abuse, neglect or exploitation
3. Except for situations where not all of the children in a family are certified based on child protective services, a family that has a child or children enrolled in the program shall be allowed to enroll additional children provided there exists an appropriate program opening

4. Income eligible students attending Cuyamaca College, the lowest per capita income would be the first priority
5. All other income eligible families, the lowest per capita income would be the first priority, including students attending other colleges or universities.

Tuition for Partial Pay Families

Fees are payable in advance on the first (1) of each month. For example, August fees are due August 1. If the 1st falls on a weekend, (Saturday or Sunday), then the fees are due that following Monday. Parents are given an invoice and personal checks are accepted at the front desk of the CCDC. Please make checks payable to *Cuyamaca College Child Development Center*. If paying by **cash** or **credit card**, payment must be made at the campus Cashier's Office. If paying at the Cashier's Office, please bring your receipt to the front desk of the Center so your account can be updated with the payment information.

An account becomes delinquent if payment is not received after seven (7) calendar days from the date the fees were due. A Notice of Action, 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
4. Services shall be terminated two (2) weeks from the date of the Notice unless all delinquent fees are paid before the end of the two week period or a reasonable payment schedule is arranged and approved by the Center Coordinator.

We may continue to provide services to the child, provided the parent pays current fees when due and complies with the provisions of the repayment plan. As stated in the General Funding Terms and Conditions and Program Requirements for Child Development Programs.

Required Forms for Enrollment

As per the Title 22 California Code of Regulations, and Title 5, the following forms are due prior to enrollment:

- Application for Services
- Identification and Emergency Information (LIC 700)
- Child's Pre-Admission Health History-Parent's Report (LIC 702)
- Physician's Report (LIC 701)
- Consent for Medical Treatment (LIC 627)
- Immunization Record and TB Test
- Notification of Parents' Rights (LIC 995)
- Personal Rights-Childcare Facilities (LIC 613A)

- Parent Handbook Policy Agreement
- Birth Certificate for each child listed in the family size (or other documentation as stated in Article 3, 18100)
- Marriage Certificate (if applicable)
- Documentation of the absent parent (if applicable)
- College academic plan signed by a counselor
- Policy for Funded Families
- Student Mutual Responsibility Contract
- College Enrollment Verification and Class Schedule
- Verification of Employment
- Current copies of income statement
- CD/EES 9600 form
- Verification of enrollment in the parenting class
- Proof of residency
- Family Interview Form
- Meal Benefit Form or Non-Participation Form

Funded families are re-certified on a yearly basis or when circumstances, such as income, family size or needs have changed. These changes must be reported within five (5) calendar days of the change to the Center Technician or Coordinator.

Before acceptance into the program, you must complete the necessary enrollment forms including a verification of income.

Additional forms may also be requested, for example:

- Copies of current utility bills to verify the father's or mother's name at a different address
- Verification of tax information (marital status, sources on income, additional children's birth certificates, etc.)
- Copy of support checks (SSI, foster care, child support, etc.)
- Job search forms (self-employment, looking for work, etc.)
- CCDC administration has the right to ask for any additional information

Parent Orientation

A two hour Parent Orientation is scheduled each August, prior to the beginning of the fall semester. The first hour, the CCDC Coordinator and Technician will go over paperwork, policies and procedures. The second hour will spent getting to know your child's teacher in the classroom. We strongly encourage you to attend this meeting. *Families enrolling throughout the year will attend an individual orientation to complete the necessary forms and become acquainted with the Center's policies and procedures.*

Visiting Days for Parents and Children

Both newly enrolling families and returning families are encouraged to visit the Center over the summer, between semesters, or for a period of time before a new child begins in the classroom. All children are asked to visit their classroom a minimum of two days prior to beginning school. Visiting days can be arranged with the lead teacher.

Attendance Policy

If your child is going to be absent, please call the Center at **619-660-4600** by **8:30AM** to notify the Technician of the reason for his/her absence. If a child is absent for more than five (5) consecutive days and there is no contact by the parent/caregiver, a Notice of Action to propose to terminate childcare will be issued. **If you need to adjust your contract hours to better meet your needs, please see the Technician or the Coordinator.**

Please keep in mind that our financial responsibilities continue whether or not your child is in school. Therefore, if your child is absent due to illness, vacation, or any other reason, your tuition amount due will remain the same. Also, your tuition amount remains the same each month, even if the Center is closed.

Excused Absences-Funded Families Only

Please call the Center by 8:30 AM if your child is going to be absent. When your child returns to school, please document the reason for the absence on the Absence Notification Form, available at the front desk. The following are considered **excused** absences:

- Illness of enrolled child, and/or illness of his/her parent/caregiver
- Medical and/or dental appointment of enrolled child, and/or his/her parent/caregiver
- Court ordered visitation (must have court order on file)
- Quarantine of enrolled child and/or his/her parent/caregiver
- Family Emergency: death of a relative (mother, father, sibling, grandmother, grandfather, aunt, or uncle), illness of a sibling, medical and/or dental appointment of a sibling, car accident on the way to school, home eviction (verification required), evacuation of your home due to fire, flood, or earthquake (documentation required).

Best Interest of the Child Day- Funded Families

A child is allowed ten (10) Best Interest of the Child Days per school year (July 1-June 30), and are not to be carried over. An excused absence that is considered to be in the

“best interest of the child” is when the time is spent with the child’s parent/caregiver or other relative that the parent/caregiver deems fit. Best Interest of the Child Days may include for example:

- Visit to non-custodial parent or family member
- Visit to relatives
- Illness of relative
- Religious observance
- Citizen ceremony

Unexcused Absences-Funded Families

Any absence due to a reason other than the above, or without verification, shall be considered an unexcused absence. A child who has five (5) or more unexcused absences during the school year (July 1-June 30) will be sent a Notice of Action to propose to terminate childcare.

Signing In and Out

Sign in sheets are on a clipboard located in each classroom. The state of California, Department of Education, Early Education and Support Division, requires **full, legal signatures** when signing children in and out each day. According to our state auditor, if full signatures are not used, the program will be out of compliance. The teachers will be reviewing the sign in/out sheets to monitor the completeness of signatures and the accuracy of times.

Please walk your child to a teacher at drop off so staff are aware your child has arrived. **Never leave your child in an empty classroom or at the front of the center.**

When a parent fails to sign child/children in upon arrival and sign child/children out upon departure with accurate times and full, legal signatures, or leaves a child unattended in front of or inside the center, the following steps will be taken:

- After the first occurrence, the parent will be told that by failing to sign in or out, they are out of compliance.
- After the second occurrence, the parent will be notified in writing that they are out of compliance and that failure to sign in/out may result in the termination of childcare services.
- A third occurrence may result in termination of childcare services.

Establishing Authorization for the Pick Up of Children

No child will be released from the Center's care unless the adult (age 18 or older), is listed on the child's emergency form and can establish identity with a proper photo Identification (driver's license or passport). Center staff will question the identification of anyone unfamiliar and will check their authorization to pick up the child (photo ID required).

Either parent (with proper identification) may visit or pick up the child at any time unless court documents are on file prohibiting this. A parent must present a copy of the court document stating when the other parent may not be in contact with the child or children. Center staff will **not** refuse a parent from picking up his/her child, due to a prior request from the other parent, without proper legal documentation.

Children will not be released to anyone that appears to be intoxicated or under the influence, putting the child at risk of injury. The GCCCD Sheriff's Department will be notified.

Adherence to Contract Hours- Community and Funded Families

The CCDC must be administered in the most cost-effective, efficient, and safest manner possible. When children remain over their allotted time, or are dropped off before their contract time, it is necessary to keep staff on duty, which incurs additional expense. To help alleviate those costs, a fee of **\$25.00**, per every 15 minutes (or part thereof) outside of your contracted time will be charged. For example, your contracted start time is 8:30, and you drop your child off at 7:45, a fee of \$50 could occur. If your contracted pick up time is 2:30 and you pick up at 3:30, a fee of \$100 could occur. Please drop your child off no later than 8:30AM. Late drop offs will result in a late drop off fee.

A contract hours notification slip will be issued to families who pick up after, or drop off before their contract times. You will be asked to sign the slip and fees will be added to your account. Funded families are responsible for paying any late fees; state funding does not cover late fees. **Consistently failing to drop off/pick up your child/children according to your contracted time will result in the termination of services.**

If a child hasn't been picked up within an hour of their contracted time, and the parents haven't contacted the Center, the police will be notified and they will take the child/children to the Polinsky Children's Center. The following steps will be taken:

- The staff member will attempt to contact the parents (15 minutes)
- Persons on the child's emergency list (furnished by the parents) will be contacted in order to locate someone to pick up the child (30 minutes)
- If no one can be reached or no one has arrived to pick up the child, the police department will be contacted (1 hour)
- When the police assume responsibility for a child, he/she is taken to the Polinsky Children's Center.

Change of Schedule Request

All changes in schedule must be requested in writing. Changes in schedule are granted based on availability and proven need for childcare.

Suspension Policy

Suspension of a child from the Center is an action that provides immediate removal of the child from the classroom environment. This policy will be implemented when a child's behavior is deemed a threat to the health, safety and/or welfare of others. The purpose of suspension is to provide immediate closure to a threatening situation and provides the opportunity for formal conferencing with the Coordinator, teachers, parents and additional professionals as needed.

Suspension may be immediate with the length of time determined by the Coordinator. The length of the suspension is contingent on the time needed to coordinate an agreed upon plan of action for the successful return of the child to the classroom.

The suspension procedure will be as follows:

- An Incident Report will be written documenting the child's behavior and/or needs which pose a threat to the health, safety and/or welfare of the staff and/or children.
- Suspension is to be determined by the Coordinator and/or Center Technician in consultation with teaching staff.
- Parents are notified immediately of need for removal from the classroom and Center.
- A conference is arranged as soon as possible. At this time a Behavioral Plan may be put in place.
- During the conference, a plan of action, date, and conditions of the child's return to the program will be determined.
- A single incident of suspension may result in termination of enrollment. Repeated incidents of suspension shall result in termination.

Termination of Services

Parents must notify the Center when a child will no longer attend. The Center will provide the parent with a Notice of Action for Termination of Services. Families who have partial pay for tuition are still responsible for any balance on their account. Failure to pay could result in grades, transcripts, diplomas, and registration privileges, or any combination thereof being withheld from any student or former student who has been provided with written notice that he/she has failed to pay a proper financial obligation. Any item(s) withheld shall be released when the student satisfactorily meets the financial obligation.

Cooperation and Cause for Service Termination

The Center reserves the right to terminate childcare when one or a combination of the following occurs:

- The child's parent/legal guardian fails to cooperate and abide by the Center's policies and procedures.
- The Center will make an individualized assessment about whether we can meet your child's individual needs without fundamentally altering our program. It may be determined that we are unable to meet those needs and child care will be terminated. We are not required to serve children who pose a direct threat to the health and safety of others.
- Any false statement made by a parent/legal guardian on any document filled out for a child's admission or retention at the Center.
- Failure of a parent/legal guardian to notify the center of any pertinent change in family size, marital status, income, or place of employment.
- Failure to submit re-enrollment paperwork or other required forms by established deadlines.
- Repeated late payment or non-payment of child care fees.
- Failure of child and/or family to work within program philosophy and/or guidelines set forth by the Center, and/or the state of California.
- The parent fails to drop off and pick up their child according to their contracted times.
- The child has excessive unexcused absences.
- Parents do not abide by the Education Code, Parent Handbook, or rules and regulations of Cuyamaca College.

The Center Coordinator will meet with parents to discuss problems that may lead to termination of enrollment.

Termination and Appeal Procedure

In the above cases, you will receive two (2) verbal warnings, followed by a written reminder. When termination is imminent, you will receive a written notice from the Coordinator. In most cases, you will have two weeks to correct or appeal the action before formal termination. However, administration has the right to impose immediate termination if the health or safety of any child or adult in the program is compromised.

Due Process Requirements

State of California, Department of Education, Early Education Support Division, Funding Terms and Conditions for Child Development Programs.

A. Notice of Action, Application for Services; Notice of Approval or Denial.

The contractor's (Cuyamaca Child Development Center) decision to approve or deny services shall be communicated to the applicant through a written statement referred to as a Notice of Action, Application for Services. The contractor shall maintain copies of the Notice of Action, Application for Services, in the family data file. The Notice of Action, Application for Services shall include: (1) The applicant's name and address; (2) the contractor's name and address; (3) the name and telephone number of the contractor's authorized representative who made the decision; (4) the date of the notice; (5) the method of distribution of the notice.

The contractor shall inform the parent(s) of their approval or denial of child care and development services by mailing or delivering a completed Notice of Action, Application for Services to the parents within thirty (30) calendar days from the date the application is signed by the parent(s). If services are approved, the notice shall also contain: (1) basis of eligibility; (2) daily/hourly fee, if applicable; (3) duration of eligibility; (4) names of children approved to receive services; and (5) hours of service approved for each day.

If the services are denied, the notice shall contain: (1) the basis of denial and (2) instructions for the parent(s) on how to request a hearing if they do not agree with the contractor's decision in accordance with procedures specified in sections D and e below.

B. Notice of Action, Recipient of Services

If upon recertification or update of the application, the contractor determines that the need or eligibility requirements are no longer being met, or the fee or amount of service needs to be modified, the contractor shall notify the family through a written Notice of Action, Recipients of Services in accordance with Section D below. The contractor shall maintain copies of all Notices of Action, Recipient of Services in the family's basic data file. The Notice of Action, Recipient of Services shall include: (1) the type of action being taken; (2) the effective date of the action; (3) the name and address of the recipient; (4) the name and address of the contractor; (5) the name and telephone number of the contractor's authorized representative who is taking the action; (6) the date of the notice is mailed or given to the recipient; (7) the method of distribution to the recipient; (8) a description of the action; (9) a statement of the reason(s) for the changes; (10) a statement of the reason(s) for termination, if applicable; and (11) instructions for the parent(s) on how to request a hearing if they do not agree with the contractor's decision in accordance with procedures specified in E below.

C. Changes to the Service Agreement

The contractor shall complete a Notice of Action, Recipient of Services when changes are made to the service agreement. Such changes may include, but are not limited to,

an increase or decrease in parent fees, an increase or decrease in the amount of services, or termination of service. The contractor shall mail or deliver the Notice of Action to the parents at least fourteen (14) calendar days before the effective date of the intended action. (If the Notice of Action is mailed, the 14 calendar day period is extended by five (5) calendar days, which establishes a presumption that the parent received the Notice of Action.)

To promote the continuity of child care and development services, a family that no longer meets a particular program's income, eligibility or need criteria may have their services continued if the contractor is able to transfer that family's enrollment to another program for which the family continues to be eligible prior to the date of termination of services. The transfer of enrollment may be to another program within the same administrative agency or to another agency that administers state or federally funded child care and development programs.

D. Parent Request for a Hearing and Procedures

If the parent disagrees with an action, the parent(s) may file a request for a hearing with the contractor within fourteen (14) calendar days of the date the Notice of action was received. Upon the filing of a request for hearings, the intended action shall be suspended until the review process has been completed. The review process is complete when the appeal process has been exhausted or when the parent(s) abandons the appeal process.

Within ten (10) calendar days following the receipt of the request for a hearing, the contractor shall notify the parent(s) of the time and place of the hearing. The time and place of the hearing shall, to the extent possible, be convenient for the parent(s)

The hearing shall be conducted by an administrative staff person who shall be referred to as "the hearing officer". The hearing officer shall be at a staff level higher in authority than the staff person who made the contested decision.

The parent(s) or parent's authorized representative is required to attend the hearing. If the parent or the parent's authorized representative fails to appear at the hearing, the parent will be deemed to have abandoned his or her appeal. Only persons directly affected by the hearing shall be allowed to attend.

The contractor shall arrange for the presence of an interpreter at the hearing, if one is requested by the parent(s).

The hearing officer shall explain to the parent(s) the legal, regulatory, or policy basis for the intended action.

During the hearing, the parent(s) shall have an opportunity to explain the reason(s) they believe the contractor's decision was incorrect. The contractor's staff shall present

any material facts omitted by the parent(s). The hearing officer shall mail or deliver to the parent(s) a written decision within ten (10) calendar days after the hearing. The written decision shall contain procedures for submitting an appeal to the EES.

E. Appeal Procedure for EES Review

If the parent disagrees with the written decision from the contractor, the parent has fourteen (14) calendar days in which to appeal to the EED. If the parent(s) do(es) not submit an appeal request to the EED within fourteen (14) calendar days, the parent's appeal process shall be deemed abandoned and the contractor may implement the intended action.

Upon receipt of an appeal request, the EES may request copies of the family data file and other relevant materials from the contractor. The EES may also conduct any investigations, interviews, or mediation necessary to resolve the appeal.

The decision of the EES shall be mailed or delivered to the parent(s) and to the contractor within thirty (30) calendar days after receipt of the appeal request.

F. Contractor Compliance with EED Division; Reimbursement for Services During the Appeals Process

The contractor shall comply with the decision of the EED immediately upon receipt thereof. The contractor shall be reimbursed for child care and development services delivered to the family which is appealing during the appeal process. If a contractor's determination that a family is illegible is upheld by the EED, services to the family shall cease upon receipt of the EED's decision by the contractor.

Complaints

At times, misunderstanding or incomplete information causes too much or not enough concern. Immediately clarifying the situation with the people involved is efficient and creates opportunities to develop successful solutions. A team approach to resolution helps everyone. To resolve questions, concerns or problems as successfully as possible, Cuyamaca Child Development Center asks:

1. Meet with the person(s) involved
2. State the facts as you know them and what you think the problem is
3. If you need further help, contact the Center Coordinator or the Dean of Career Technical Education.

Every attempt will be made to help problem solve any concerns. We strive to encourage respect for all individuals and peaceful ways to handle conflicts.

Uniform Complaint Procedure

This procedure is designed to provide a single and consistent process for the filing of complaints alleging a violation of federal and state statutes pertaining to the Cuyamaca College Child Development Center.

In accordance with our procedure, any individual, public agency, or organization may file a written complaint if it is felt there has been a violation of federal or state law or regulation by the Cuyamaca College Child Development Center. Discrimination complaints must be filed within six (6) months of the alleged violation. The first step in all complaints will be to try to resolve the concern among the parties involved. The following are the contacts for specific allegations:

1. If the complainant is alleging a violation of federal or state statutes or regulations, deficient materials, or mis-assigned teachers, the complainant needs to write to the California Department of Education, 1430 N Street., Sacramento, CA 95814 or call (916)323-1306.
2. If the complainant is alleging a violation of employment discrimination, the complainant needs to go to Fair Employment Practices at California DFEH-San Diego (FEPA), 350 West Ash St., Suite 950, San Diego, CA 92101 or call 619-645-2681.
3. If the complainant is alleging a licensing violation, the complainant needs to go to Community Care Licensing, 7575 Metropolitan Drive, Suite 110, San Diego, CA 92108 or call 619-767-2203.

Generally the procedure must be completed within sixty (60) days from the receipt of the complaint. Complaints are confidential and retaliation against a complainant is prohibited.

Health Policies and Procedures

Our goal is to maintain a healthy environment for the children and staff. CCDC staff will conduct a daily health check of each child before the child is admitted for the day. Children who are ill will not be able to remain at school. Our program is not equipped to care for even mildly ill children who are unable to fully participate in the day's activities. Please do not put the staff in the position of refusing to admit your child. You must have an alternate solution for child care when your child is sick. Infections and diseases are not uncommon and spread easily among children in childcare.

The following illnesses **will require exclusion** from our program for the following period of time:

CHICKEN POX	Until all lesions are crusted.
GIARDIA	Medical release required. Children having diarrhea should not return until it has completely dissipated for at least 24 hours.
MEASLES	Medical release required. Immediately advise other parents to consult their physicians. Immune serum globulin may be required.
MENINGITIS	Medical release required. Immediately advise other parents

	to contact their physician.
MUMPS	Medical release required.
PERTUSIS (Whooping Cough)	Exclude for three (3) weeks. Notify other parents to contact their physician.
PIN WORMS	Until 24 hours after treatment by a physician has begun.
SCABIES	Until 24 hours after treatment has begun. Itching may persist for several days after treatment but should not be regarded as a sign of re infestation. A second treatment may be required.
STAPHYLOCOCCAL SKIN INFECTIONS	Medical release required. All lesions must be covered.
STREPTOCOCCAL (Strep Throat)	Medical release required at least until 24 hours after antibiotic has begun.
SALMONELLA & SHIGELLA	Medical release required. Children in diapers having diarrhea should not return until diarrhea is completely gone for at least 24 hours.
GASTROENTERITIS	
VIRAL	Until all symptoms have disappeared.
GASTROENTERITIS	

A fever is defined as 100.7 degrees or higher. If the child has been diagnosed with an infection, they may not return to school until they are fever-free for 24 hours, feel well enough to return, and are on an antibiotic for 24 hours.

Any child who has vomited in the past 24 hours may not return to school until the vomiting has stopped for 24 hours.

If your child becomes ill at school, you will be contacted immediately and expected to pick up your child **within one hour**. If we are unable to reach you, we will call the people listed on your emergency contact form. It is the responsibility of each parent to ensure that there are alternate arrangements available in the event that you cannot pick up an ill child and all of your emergency phone numbers are up to date.

We will call you **to pick up your child** if staff recognizes one or more of the following symptoms:

- The child is not feeling well enough to participate in routine activities.
- Uncontrolled diarrhea
- Trouble breathing
- Yellowish skin or eyes
- Unusual spots or rash
- Reddish, inflamed eyes
- Infected skin patches
- Severe coughing or cough producing sputum
- Elevated temperature (100.7 degrees or higher)
- Bleeding sores which cannot be completely covered
- Sore throat or difficulty swallowing
- Headache, and/or earache

- A change in the child's behavior (unusual crying, tiredness or irritability)
- Vomiting and/or loss of appetite
- Dark yellow or green discharge from the eyes, nose, ears, throat

We will inform you at pick up time if we have observed any of the following symptoms:

- Conjunctivitis without fever (consult physician)
- Impetigo (child may return with treatment and if sores are covered)
- Crawling head lice (child may return with treatment)
- Ringworm (child may return with treatment and if all sores are covered)
- Thrush (consult physician)

These recommendations are taken from the San Diego Health Department, Child Health and Disability Prevention Program, as well as, *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Education Programs* by the American Academy of Pediatricians.

The teacher, Technician, or Coordinator at her/his discretion, may exclude a child if there is a concern that they are exhibiting symptoms of a possible illness that is communicable to others. We will strictly adhere to this policy in order to protect children, families, and staff. We ask that you use your best judgment when determining whether your child is truly well enough to be in school. Please let us know if your child should develop anything that your physician deems contagious so that we can notify the other parents. Your child's name will remain anonymous.

Asthma and Allergies

Please inform staff of any allergies your child may have. This includes allergies to foods, bee stings, medications, animals and seasonal hay fever. 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 and provide appropriate training for staff.

Hand Washing

Hand washing is the best strategy for the control of communicable illness. We ask that you wash your child's hands as well as your own when you arrive each day. Your child will wash their hands periodically throughout the day, including after toileting, and before and after eating, as they return from being outside, and after any art or sensory activities. Our routine includes using liquid soap and running water, washing the fronts and backs of hands, between fingers and under fingernails, rinsing well, drying hands with a paper towel, and avoiding touching the faucet with clean hands by using a paper towel to turn off the water. Proper hand washing should take at least twenty seconds.

Plan of Operations for Administration of Incidental Medications

The Cuyamaca Child Development Center will provide incidental medical services for children needing inhaled medications, Epi Pens, prescription medications and doctor-prescribed over-the-counter medications. When a child must take prescribed medication, or topical ointments, during the school day, complete a Parent Consent For Administration of Medications and Medication Chart form and leave the medication with the Technician at the front desk. Do not leave medications in your child's cubby or backpack. Sunscreen is considered a medication and should be SPF 15 or higher and a separate form must be completed. It is the responsibility of parents to inform the Coordinator in writing concerning allergies, hypersensitivity to drugs, antibiotics, physical limitations (hearing, vision), or chronic illness. These factors will be recorded and kept in the child's file and the Coordinator will communicate this information to the other staff members.

The following is our Plan of Operation:

- All records to be obtained and maintained in the child's file, such as parent/guardian permission to provide the incidental medical serves, written instructions from the child's physician, verification of staff training, and records of medication/service provided.
- Only staff meeting the following requirements may administer medication: CPR/First Aid training that includes how to administer medication/service, and training provided by the parent on the administration of medication.
- Staffing requirements: One (1) trained staff person will be available on site at all times when children needing specified incidental medical services are in care.
- Staff member administering medical procedures must wear gloves during any procedure that involves potential exposure to blood or body fluids, perform hand hygiene immediately after removal and disposal of gloves, and disposal of used instruments in approved containers.
- Staff member administering medical procedures will document the day and time of procedure on the signed medication form.
- In the event of an emergency that requires relocation of children from the facility, the Coordinator will be responsible for transporting medication, equipment, and supplies with child/children to ensure incidental medical services are not interrupted.
- Parents/guardians will be informed on the day of each occurrence of incidental medical service to their child
- Immediate notification will be sent to the Department of Social Services in the event of: use of an Epi Pen, any unusual accident or incident, any changes in the Plan of Operation that affect children and the timeframes for reporting to the Licensing Office.
- All medication will be stored in a secured cabinet.

Plan of Operations for Administering Prescription Medications

A qualified staff member may administer prescription medication to a child as prescribed by a physician only when the following requirements are met.

- Written authorization form the minor’s parent or legal guardian must be provided. The written authorization will include:
 - Name of the child
 - Name of the medication
 - Dose and time(s) to be given
 - Signature of minor’s parent or legal guardian
- Used in accordance with the directions and as prescribed by a physician
- Medication is in the original pharmacy container labeled with the child’s name, dosage, instructions, expiration date, physician’s name and name of medication
- Parent or legal guardian has provided an accurate, clean dosing cup or oral syringe for liquid medication.

Plan of Operation for Administering Non-Prescription Medications

A qualified staff member may administer non-prescription medication to a child as requested by a parent or legal guardian only when the following requirements are met:

- Written authorization form the child’s parent or legal guardian must be provided. The written authorization will include:
 - Name of the child
 - Name of medication
 - Dose and time(s) to be given
 - Signature of child’s parent or legal guardian
- Used in accordance with the directions and as described on the container.
- Parent or legal guardian has provided an accurate, clean dosing cup or oral syringe for liquid medication.

Plan of Operations for Administering Inhaled Medication

A qualified staff member may administer inhaled medication to a child when all of the following requirements are met:

1. Written authorization from the child’s parent or legal guardian on form LIC 9166 (Nebulizer Care Consent/Verification—Child Care Facilities) must be provided to administer inhaled medication.

The written authorization must include:

- Telephone number and address of the child's parent or legal guardian
 - Authorization to contact the child's health care provider
2. Specific written instructions from the child's physician which shall contain all of the following information:
 - Specific indications for administering the medication pursuant to the physician's prescription
 - Potential side effects and expected response
 - Dose-form and amount to be administered pursuant to the physician's prescription
 - Actions to be taken in the event of side effects or incomplete treatment response pursuant to the physician's prescription
 - Instructions for proper storage of the medication
 - The telephone number and address of the child's physician
 - These instructions shall be updated annually
 3. The qualified staff member that administers the inhaled medication to the child shall record each instance and provide a record to the child's parent or legal guardian on the day of occurrence
 4. A qualified staff person who obtains or renews a Pediatric First Aide Certificate shall complete formal training designed to provide instruction in administering inhaled medication to children with respiratory needs. This training shall include, but not be limited to, training in the general use of nebulizer equipment and inhalers, how to clean the equipment, proper storage of inhaled medication, how a child should respond to inhaled medication, what to do in case of emergency, how to identify side effects of the medication, and when to notify a parent or legal guardian or physician. This training shall be a component in the Pediatric First Aid Certificate requirement.
 5. For a specified child, the qualified staff member who administers inhaled medication has been instructed to administer inhaled medication by the child's parent or legal guardian
 6. Any training materials pertaining to nebulizer care that staff receives in the process of obtaining or renewing a Pediatric First Aide Certificate shall be kept on file at the child care facility. The materials shall be made available to a licensee or staff person who administers inhaled medication. Inhaled medication shall refer to medication prescribed for the child to control lung-related illness, including, but not limited to, local held nebulizers.

Plan of Operations for Administering Epi Pen

A qualified staff member may administer an Epi Pen or Epi Pen Jr. to a child as prescribed by a physician, in emergencies only, and when the following requirements are met:

- Written authorization from the child's parent or legal guardian must be provided. The written authorization will include:

Telephone number and address of the child's parent or legal guardian
Authorization to contact the child's health care provider

- Used in accordance with the directions and as prescribed by a physician:
Qualified staff persons received training in Pediatric CPR/First Aid (that included training on administering the Epi Pen) and received instructions from the child's parent

In addition to the above, the following must be adhered to:

- Must be kept ready for use at all times
- Protected from exposure to light and extreme heat
- Not the expiration date on the unit and replace the unit prior to that date
- Replace any auto-injector if the solution is discolored or contains a precipitate (both the Epi Pen Jr. and the Epi Pen have a see-through window to allow periodic examination of its contents. The physician may recommend emergency use of an auto-injector with discolored contents rather than postponing treatment).
- Call 911 and the child's parent or legal guardian immediately after administering the Epi Pen or the Epi Pen Jr.

Immunization Requirements for Child Care

California Health and Safety Code, Sections 120325-120375

Under these statutes, children in California are required to receive certain immunizations in order to attend public and private elementary and secondary schools, child care centers, family day care homes, nursery schools, day nurseries, and developmental centers. Schools, child care centers, and family child care homes are required to enforce immunization requirements, maintain immunization records of all children enrolled, and submit reports.

California Code of Regulations Title 17 Division 1, Chapter 4, Subchapter 8.

These regulations specify California school immunization requirements and provide additional clarifications of the law. Also available at www.oal.ca.gov

Parents must present their child's immunization record prior to enrollment and the following immunizations are required to begin child care and preschool:

Age When Enrolling
2-3 months

Immunization Required
1 each of Polio, DTaT, Hib, Hep B

4-5 months	2 each of Polio, DTaP, Hib, Hep B
6-14 months	3 DTaP, 2 each of Polio, Hib, Hep B
15-17 months	3 each of Polio, DTaP, 2 Hep B, 1 MMR on or before first birthday, 1 Hib at any age
18 months-5 years	3 Polio, 4 DTaP, 3 Hep B, 1 MMR on or before first birthday, 1 Hib at any age, 1 Varicella

Vaccines:

- DTaP: Diphtheria, tetanus, and pertussis combined vaccine
- Hib: Haemophilus influenza type B vaccine
- MMR: Measles, mumps and rubella combined vaccine
- Hep B: Hepatitis B
- Varicella: chicken pox vaccine

New Immunization Law (Effective 2016)

Governor Brown signed Senate Bill (SB) 277 on June 30, 2015. Starting in 2016, SB 277 will:

- No longer permits immunization exemptions based on personal beliefs for children in child care and public and private schools.
- Permit personal belief exemptions submitted before January 1, 2016 to remain valid until a pupil reaches kindergarten or 7th grade.
- Removes immunization requirements for:
 - students in home-based private schools
 - students enrolled in an independent study program who do not receive classroom-based instruction
 - access to special education and related services specified in an individualized education program.

Students in the above categories will still need to provide immunization records to their schools before entry, and schools will still need to report to the California Department of Public Health (CDPH) the immunization status of all students at the existing checkpoints of child care, kindergarten and 7th grade.

- Allow medical and personal beliefs exemptions from any new immunization requirement initiated by CDPH for attendance at school or child care.

Procedures for Child Injury/Medical Treatment

When a child requires treatment for a minor injury, the following procedure will be followed:

1. Teacher or qualified person evaluates injury and directs first aid treatment.
2. Teacher completes and signs the Ouch Report form.
3. Teacher has parent or other authorized person sign the Ouch Report and gives a copy to the parent or authorized person and a copy is submitted to the Coordinator for review and placed in the child's file.

When a child requires medical treatment, the following procedure will be followed:

1. Teacher or qualified person evaluates injury and directs immediate first aid treatment.
2. Teacher/designee calls 911 if it's a life threatening emergency. If not, then teacher/designee calls GCCCD Sheriff's Department at 619-644-7800 to report the situation. The parent is contacted. If parent cannot be located, then the staff member will contact other authorized persons on the child's emergency form or staff will act on the child's behalf.
3. GCCCD Sheriff's Department may evaluate injury and contacts outside medical services if needed.
4. Teacher completes the Ouch Report.
5. Teacher has parent or other authorized person sign the Ouch Report and gives the original copy to the parent and the duplicate copy is submitted to the Coordinator and placed in the child's file.
6. CCC staff will notify Community Care Licensing within 24 hours at 619-767-2200 and will complete an Unusual Incident/Injury Report (LIC 624) and send the report within seven (7) days of occurrence. A copy of the report will be placed in the child's file.

The CCDC does not employ a nurse and the Campus Nurse is not available to the CCDC. 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.

Emergency Information

In event of an injury or emergency, parents and/or emergency contact numbers will be called. Please keep all phone numbers up to date. It is imperative that you provide the Center with at least two alternative people to notify in case of an emergency. The Center will release your child only to the individuals authorized on the emergency release form.

Campus Safety/Security

Police services at the Grossmont-Cuyamaca Community College District are provided by the San Diego County Sheriff's Department.

A sheriff's sergeant and seven deputies are assigned to the Grossmont and Cuyamaca college campuses. If necessary, the District also has access to Sheriff's Department specialized units that investigate crimes such as illegal drug sales, domestic violence, auto theft or gang-related crime.

In addition, a team of Campus and Parking Services specialists provides services such as safety escorts, vehicle battery jumps, lost and found, room unlocks, and parking enforcement.

Earthquakes/Disasters

In the event of a major earthquake or disaster in this area, Campus and Parking Services will close the campus entrance to incoming traffic (except emergency vehicles). Parents will need to park off campus and walk to the CCDC to pick up their children. Center personnel will release your child to you at the front door. If the campus is evacuated, you will be contacted and told the pick-up location.

Requirements to Report Suspected Child Abuse

Employees of the Cuyamaca College Child Development Center are mandated to comply with the child abuse reporting requirements of the state of California. The Penal Code, Section 11166, requires any child care custodian, medical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonable suspects has been the victim of child abuse, to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. "Child Care Custodian" includes teachers, licensed day care workers, administrators of community care facilities licensed to care for children, foster parents, and group home personnel.

Part II

What to Expect in the Cuyamaca Child Development Center

Staffing

Our full time Training Specialists have earned their degrees in Child Development and hold Child Development Permits issued by the California Commission on Teacher Credentialing. Many of our Center Aides have also completed their education and also hold permits.

General Staff Responsibilities

Dean of Career and Technical Education: In charge of overseeing the Child Development Program and the Child Development Center.

Center Coordinator: Organizes, coordinates, and oversees the day-to-day operation and supervision of the CCDC, including planning, marketing, funding, budget, expenditures, grant development, personnel, facilities, and serves as a liaison between the Center, the Child Development Program, the College, and the surrounding community.

Child Development Center Technician: Under the supervision of the Center Coordinator, provides support to the administration, planning, and organization of the program, supervision of staff, students and volunteers.

Child Development Center Training Specialist (Teacher): Under the supervision of the Center Coordinator, performs a variety of specialized duties related to the care and education of young children and provides direction to the Child Development students.

Center Aide: Under the direction of the Training Specialist, assists in performing a variety of duties to support the Center staff relating to the care and education of young children.

Embedded Tutors: Embedded tutors are to assist Child Development students in the center with mentoring best practice, and support students in classroom activities.

Support Staff:

To clarify the responsibilities of the non-contracted support staff, the following levels have been created to designate the education/experience and the assignments/duties for each level. Advancement to the next level is determined by the Center Coordinator.

Level 1: 0-6 units and 0-1 semesters working at the Center, or comparable experience

Level 2: 6-12 units and 1-2 semesters working at the Center, or comparable experience

Level 3: 12-24 units and 2+ semesters working at the Center, or comparable experience

Level 4: 24+ units or Associate Teacher Permit 3+ semesters working at the Center, or comparable experience

Level 5: AS degree, Teacher Permit, 4+ semesters working at the Center, or comparable experience

The level will be designated on the person's name tag, which must be worn while working at the Center. All support staff are required to have a recent negative TB test, pass a criminal background check, and be fingerprinted before they may work with children, in addition, all district and licensing paperwork must be completed.

The responsibility for each level is as follows:

Level 1

- Light housekeeping, to include, but not limited to, sweeping, windows, laundry, wiping tables, assisting with lunch, cleaning up the classroom, kitchen, lounge, and work room, helping during nap, completing safety checks and assisting outside as needed.
- Interacting with the children in the classroom and outside in a developmentally appropriate manner
- Supervising individuals or groups of children under the direction of the Training Specialist or Level 5 staff member.
- Attend required meetings
- Reading, understanding, and following guidelines

Level 2

- All of the Level 1 responsibilities
- Assisting with toileting, diapering, and/or changing children

Level 3

- All of the Level 1 and Level 2 responsibilities
- Supervising the nap room
- Implementing a group activity

Level 4

- All of the Level 1, 2, and 3 responsibilities
- Supervising a small group of children within the Center during an activity
- Planning and implementing activities under the approval of the Training Specialist or Level 5 staff member.

Level 5

- All of the Level 1-4 responsibilities
- Mentor lower level staff
- Share concerns with families after discussing with the Training Specialist or Center Coordinator
- Assist with Desired Results assessments
- Maintain program requirements in the absence of the Training Specialist
- Supervise groups of children and other support staff within the Center and while on campus
- Provide written evaluation for Child Development students
- Assist students and other support staff with activities
- Direct lower level support staff to assist with classroom tasks
- Write Daily Reflections
- Take photos under the supervision of the Training Specialist

As a campus lab school, we often have many adults in the classrooms. Under the supervision of the Training Specialist, students from the Child Development Department, as well as, other disciplines, are often observing and interacting with the children. We are a model teaching facility and other observers may include parents, students, and community members.

All employees, students, and volunteers will perform functions as described by the Center Coordinator within the guidelines of class requirements, Center philosophy, and Community Care licensing standards and practices.

Standards of Conduct Regarding Parents/Guardians/Students and Other Campus Participants

Reference: Education Code Section 66300

The Cuyamaca Child Development Center establishes the following board procedures for the imposition of discipline of parents, adults, guardians, students and other campus participants in accordance with the requirements for due process of the federal and state law 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 parent, guardian, student or other campus participant.

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

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 must have written permission to possess the object from a district employee, which is concurred by the college president.
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of any controlled substance.
4. Commit to attempt robbery or extortion.
5. Causing or attempting to cause damage to district property or to private property on campus.
6. Stealing or attempting to steal district property or private property on campus, or knowingly receiving stolen district 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 or the District.
8. Committing sexual harassment (which includes children) as defined by law or by District policies and procedures. District policies available on the website.
9. Engaging in harassing or discriminatory behavior based on race, sex, (i.e. gender), religion, age, national origin, disability, or any other status protected by law.
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 District or on campus.
11. Verbal/Physical disruptive behavior, harassing, willful disobedience, gossiping, habitual profanity or vulgarity, or the open and persistent defiance of the authority of or persistent abuse of, college personnel.

12. Engaging in academic dishonesty.
13. Dishonesty, forgery, alteration or misuse of college documents, records, or identification; or knowingly furnishing false information to the District.
14. Unauthorized entry upon or use of college facilities.
15. Lewd, indecent or obscene conduct on District-owned or controlled property.
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 District administrative procedures, or the substantial disruption of the orderly operation of the District.
17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

Any misconduct is a violation and parents engaging in such conduct will be asked to leave the Center and the Campus Sherriff's Department will be contacted.

Parent Advisory Committee (P.A.C)

At the Cuyamaca Child Development Center, we believe a child's development is influenced by the partnership between the parent(s) and the Center staff. Therefore, we encourage parents to become actively involved and participate in the many areas of the program. One way to become involved is to attend the Parent Advisory Committee meetings, by serving as an officer on the Committee, or by volunteering at events.

P.A.C. meetings are held once a month on a weekday for about an hour after the Center closes. These meetings are an avenue for parents to present ideas, suggestions or any other feedback or changes you would like to see at the Center. Educational topics and guest speakers for additional parent's nights are selected to provide important parenting and family information. Parents are encouraged to work with the staff on special projects and events at the Center. P.A.C. also does fundraising for the Center. The committee also advises the Coordinator on how these funds should be used.

Teachers attend the meetings only in an advisory position. The committee is run by parent volunteers who offer to hold the position of the President, Secretary and Treasurer for the Spring-Fall school year. Childcare is provided for these meetings. Light refreshments are provided by the Center.

Intergenerational Garden

Each week, seniors from the community with a passion for gardening and nutrition, spend time with the preschool children of the CCDC, planting and harvesting the Intergenerational Garden to provide locally grown snacks.

At just under a half-acre, the Intergenerational Garden project, located next to the CCDC, is a place where fruit trees reside in the orchard, pumpkins, melons, and squash grow on the hill and a variety of interesting vegetables are harvested in raised boxes that produce organic snacks for the children and seniors to prepare and taste.

The seniors, our “Garden Volunteers”, use the Farm to Preschool Harvest of the Month curriculum to teach the children where their food comes from and why gardening and eating locally grown food is good for them.

The mission of the Intergenerational Garden is to have an outdoor space where activities occur that help prevent early childhood obesity through the Five and Fit program sponsored by the County of San Diego.

Your Child’s First Center Experience

Arriving at the Center

- When arriving, please allow a teacher the time to greet you and your child.
- Sign in on the sign in sheet located in your child’s classroom. Please make sure you use your full legal signature and write in the accurate arrival time.
- Assist your child in finding his/her cubby and place any personal belongings inside.
- Connect with the classroom teacher, who will perform the daily health check.
- Please wash your child’s hands and your hands upon arrival.
- Assist your child in getting connected with a caregiver and settled into an activity.

Suggestions to Make Separation Easier

1. Visit our Center several times and stay for an hour or so with your child before leaving her/him with us.
2. Before you go, tell your child that you will be leaving soon, and that you will be back.
3. Never sneak out! Always say goodbye directly to your child. Leaving without saying goodbye may leave children feeling like they cannot trust adults. Always say goodbye!

4. Don't try to discourage tears or your child's sad feelings. Let him/her express feelings for as long as he/she needs to and at whatever intensity he/she needs to. Time and consistency will help your child know you will return, and that you are happy to have him/her enrolled at our Center.
5. Remain calm, reassuring, and stable yourself, whatever happens. Express sympathy for your child's feelings, but don't allow his/her tears to change your mind about leaving. Once you say goodbye, you must follow through and leave.
6. Always tell your child that you will return. Saying "I will come back later" as you leave, and "I came back" when you return teaches your child that you will not abandon them.

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 these options with your child's Training Specialist.

Items to Bring to School

- A complete change of clothing (pants, shirt, underwear, socks), extra underwear and pants or shorts if your child is toilet training
- A special stuffed animal, "lovey", or blanket if your child uses one. The Center has "previously loved" blankets, so it isn't necessary to provide one unless your child is attached to a special one
- Sunscreen (labeled) and a completed medication form.

PLEASE LABEL ALL OF YOUR CHILD'S BELONGINGS

Items NOT to Bring to School

- Any food or drinks
- Toys from home (except sleepy toy)
- Candy, gum, money, small objects (choking hazard)

At The End of the Day

- Sign your child out on the sign in/out sheet in the classroom
- Check your child's cubby for dirty/soiled clothes
- Check your child's art folder
- Check the classroom windows for Planned Possibilities and Daily Reflections
- Check the parent information board and your family mailbox

Parking

Parking is extremely limited and parents may park in the 30 minute parking spaces facing the Center. These spaces are for dropping off and picking up only. The remaining parking spaces are for staff and require a permit. Double parking or blocking another car may result in a parking citation. Please do not leave children unattended in your vehicle. If you need assistance, please call the Center.

Sources of Communication

Daily Communication

We will be using bulletin boards near the entrance of your child's classroom for announcements. Information can also be found on the white boards inside each classroom, and when necessary, by the sign in/out sheets. Administrative paperwork will be placed in your family's mailbox, in the lobby. We also communicate via email, so please be sure we have an updated email address on file.

If something in your child's life changes suddenly, please let us know. We appreciate every family's right to privacy, but our hope is that you trust us enough to let us know if your child is under an unusual amount of stress due to family illness, living arrangements, or any other circumstance that might interfere with your child's experience at school.

Monthly Communication

Please check the bulletin boards in the lobby monthly for topics of interest. The staff also writes a monthly newsletter that is available to parents.

Parent/Teacher Conferences

Formal family-teacher conferences are offered twice a year, but you are welcome to request a conference or update at any time. Children are formally assessed using a developmental profile and this information is shared with parents during the parent/teacher conference. Conferences provide an in-depth opportunity for an exchange of ideas, the sharing of information, and problem solving when needed. Conferences also provide you with a better understanding of the program's goals and objectives and how your child is progressing.

Outside Childcare

We discourage staff working at the Center from providing care to families outside of the Center.

Clothing and Personal Needs

- Children should feel free to explore the environment so please send your child to school in washable “play clothes” in which the child will feel comfortable participating in all program activities. Many experiences we have planned for your child are messy (clay, paint, glue, water play, cooking, etc.) Smocks are used whenever possible, but are not always effective and many times children refuse to wear them. We encourage children to wear smocks, but it is always their choice. Restricting a child from an activity because it is messy goes against our philosophy.
- **For safety reasons, shoes should cover the toe and heel and flip flops or sandals are prohibited.** Tennis shoes/sneakers with tread and a non-slip sole are the best choice to prevent injuries.
- All children shall have a complete change of labeled clothing, including jackets, sweaters, socks, underwear, pants/shorts, shirt, and shoes in their cubby. The Center may not always have extra clothes that will fit your child. If it becomes necessary to change a child’s clothes and extra clothes are not available, the parent will be called to bring the child clothes.
- Generic wipes are provided by the Center. If your child has a special need for a certain brand of wipes, you may bring those in for your child.
- Please provide diapers for your child. Bring in enough diapers for a few days. When you are low on diapers, we will leave you a reminder to bring in more. If we need to supply diapers for your child, you will be required to bring in additional diapers to replace the ones we used or you will be charged **\$3.00 per diaper**. If we do not have any diapers for your child when you arrive, we will ask that you provide the diapers before your child can attend that day. Children have a diaper check a minimum of every two hours at school. If your child has a bowel movement, they will be changed within a few minutes. It is the parent’s responsibility to make sure his/her child enters the program with a clean diaper so the child doesn’t have a prolonged exposure to urine or feces. When your child is ready to begin toilet training, please partner with your child’s Training Specialist to develop an appropriate toilet training plan.
- For children in the toilet training process, parents will need to bring in enough pull-ups or underwear for the children to be changed as often as needed.
- Children may bring in a **labeled** special blanket, pillow, or attachment object for rest time. The Center does not assume responsibility for lost or stolen items.

Child Care Food Program

We receive reimbursement from the child nutrition programs offered by the United States Department of Agriculture (USDA). With the information provided on the Meal Benefit Form, we will determine the correct eligibility category of your children. Those children not qualifying for the free or reduced program will still participate in the meal provided. **The information that you provide is confidential and will be used only for eligibility determinations and verification of data.** To determine your eligibility for meal reimbursement, you may provide information regarding both household size and income OR the documentation of receipt of food stamps, TANF, or FDPIR. If you have foster children, please contact us for special instructions. The form is provided in English. If you need help with these forms, please see the Technician at the front desk.

You must notify our agency if there is a change in your household size or an increase in income, which exceeds \$50 per month or \$600 per year. If you have submitted a food stamp or TANF case number, or FDPIR identification number to establish your child's eligibility, you must notify our agency when you no longer receive these benefits. Similarly, you must notify our agency if a household member becomes unemployed or there is a loss of income during the period of unemployment.

The information on the application may be verified by the State Agency at any time during the year and deliberate misrepresentation of information may be subject to prosecution under application of State and Federal laws.

In accordance with Federal law and United States Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. (Not all prohibited bases apply to all programs). A civil rights complaint can be a written or verbal statement alleging discrimination. The complaint, verbal or written, is given to the civil rights coordinator at the Center. If not resolved, then a formal complaint may be filed with the USDA. Ask the civil rights coordinator for written information on how to file a discrimination complaint. A complaint must be filed within 180 days of the alleged discriminatory action, unless USDA grants a waiver of the filing deadline.

To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call 866-632-9992. Individuals who are hearing impaired or have special speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339, or 800-845-6136 (Spanish). The USDA is equal opportunity providers and employers.

Child Care Food Program/Meal Pattern

The Center serves breakfast, lunch and an afternoon snack. Breakfast is served around 8:00 am and ends at 8:30 am. **If your child's contracted time is 8:30 A.M., he/she will need to have breakfast at home.** We will not save breakfast for your child. If your child is going to be absent, you will need to call the Center to notify us so that a lunch is not ordered for your child.

All meals and snacks meet the nutritional requirements of the Federal Food Program. Children are encouraged to try new foods, to measure, to cut, mix and follow simple recipes. Children who require special diets for medical reason can only be accommodated by providing written documentation signed by the child's physician identifying the foods and substitutions, which meet comparable nutrient values. Please inform the Technician at the front desk of this need and obtain the medical statement form. The site is not obligated to accommodate parent/guardian or participant preferences. No food provided by the food program may be taken from the Center.

Celebrations and Birthdays

Celebrations often play an important role in the lives of children and their families. We welcome the opportunity to collaborate with families in sharing meaningful celebrations that are complementary to our daily programs. This policy is meant to provide opportunities for children and families to share their cultural traditions and celebrations with their peers in the classroom.

Prior Approval

- Prior approval for any in classroom celebration is required. Families are asked to talk directly with their classroom Training Specialist to discuss their interest and collaborate in making a plan for a celebration.
- Families must request at least one week in advance of any planned celebration to be held in the Center. Those who do not get prior approval will be turned away and asked to schedule their celebration at a later date.
- Snacks brought without prior approval will not be served.

Times

Celebrations will typically occur in your child's classroom, generally between 10:00-10:30. Be sure to check with your child's teacher.

Food/Drink

The Center works hard to promote healthy eating for all children and this includes food choices for celebrations and events. Some food choices include: fruit that we serve infrequently during meals such as strawberries, watermelon, cantaloupe, grapes, berries, or a combination; fruit popsicles; yogurt; string-cheese; veggies and dip or any food to dip. All food and drink items must adhere to the CCDC Nut-Free Policy.

Where to Sign-In Food for Special Celebration or Events

Please sign in all food items at the Front Desk and notify them that the item is for a

special event in your child's classroom. If the food is perishable, please let them know that as well. Also notify the classroom teacher that food has been left at the Front Desk for the celebration.

No Homemade Treats

Due to the challenge of ensuring that homemade treats are completely nut free, the Center must insist only items packaged with labels including "no nut exposure" are used within the Center. Cross contamination with utensils, ingredients and cooking surfaces are a potential hazard and hard to control in homemade treats.

Storage

Space is very limited in the CCDC kitchen so please keep this in mind when making food choices. If the food item you bring needs special storage, simply sign it in at the front Desk and notify them that a perishable item has been left. Also notify your child's teacher so that someone will be sure to come to the Front Desk to verify the items and place them in the proper storage area. Be sure to discuss storage of your items when planning for your event with the classroom teacher.

Inclusion

Please keep in mind, that we are aware that some children have certain food allergies. If a treat for snack time is brought in that your child cannot eat, the Center will provide the regularly scheduled snack for that day.

Toys, Presents, Trinkets, Goodie/Gift Bags

The CCDC does not allow any toys, presents, trinkets, or goodie/gift bags to be passed out to children for any celebrations or to be left in cubbies or art folders.

Other Ways to Celebrate

Families are encouraged to enjoy celebrations in ways other than food as well. This may include reading your child's favorite book so their class on a special day, donating a favorite book or providing some other special item that the children in the center would enjoy having in the classroom.

When planning a celebration, please fill out the Celebrate with Me! form and return it to the Center Coordinator for review,

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 and families to come in and 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.

We are Going Green

The Center uses natural, non-chlorine based cleaning products. This is for two reasons; (1) the exposure to chemicals for everyone, which can irritate allergies, (2) the responsibility to take care of our earth and not expose it to all the chemicals. A few products, which are chlorine based, are used by the college custodial crew.

We are moving toward paperless records and communication. Please be sure to provide an email that you will check regularly.

Composting

The Center staff and Garden Volunteers work with the children to compost their food waste. The children scrape their plates into composting buckets and the staff supervising the composting process. The compost is then used to provide nutrient rich soil for our garden.

Curriculum

The curriculum is not child centered or teacher directed. The curriculum is child originated and teacher framed...we have given great care in selecting the term-negotiated curriculum instead of emergent or child centered curriculum. We propose that negotiated curriculum better captures the constructive, continual and reciprocal relation among teachers, children and parents therefore better captures the negotiations among subject matter: representational media and the children's current knowledge.

Our curriculum comes from a developmental approach. We recognize that children develop and grow in many areas. These areas are:

- **Physical:** for healthy development, children need healthy bodies. Nutrition, exercise, rest, and attention to health and safety are all incorporated into our curriculum.
- **Cognitive:** thinking, problem solving, laying the groundwork for later academic success is vital. Young children process the world differently than adults. Exposure to language and the printed word, mathematical problem solving, development of the skills that precede the more concrete learning of elementary school are carefully planned and always available to children.
- **Social:** family, friends, and relationships are important. Children grow up as members of families, cultures, and societies. Problem solving skills and opportunities to practice social skills are integrated throughout the day. We use an anti-bias approach that empowers children to respect themselves and others.

- **Creative:** music, movement, building, storytelling...the essence of life and cultures. Young children express themselves in many ways. We provide opportunities and materials with which to create. Our focus is on the process and joy of creation rather than the product.
- **Emotional:** at the heart of the curriculum is the child's unique personality and sense of self. Young children need to feel respected, competent, valued and worthwhile. They look to the adults in their world to mirror this for them. With you, the family, we work to make every child know they are important human beings.

Curriculum for the Toddler Option

Younger children need a curriculum that is specialized to their unique needs. Our toddler program is based on these three principles:

- **Primary Care:** Staffing in this program is designed so that each child interacts with a primary caregiver throughout the course of the week. This allows children to develop close bonds and allow caregivers to know each child intimately as a unique individual. Children are placed in smaller groups with a primary caregiver.
- **Individualized Curriculum:** Working with the family, and individual plan for routines and learning will be designed for each child.
- **Small Group Size and Low Ratio:** Our adult to child ratio is 1 to 4. This allows for more individualized attention and more effective meeting of their needs.

The Team Approach to Planning

Children in the Center are guided and taught by teams of early childhood professionals who work to form partnerships with the parents, who are the child's primary educators.

Under the leadership of the Center Coordinator, teaching teams will meet regularly to discuss planning for the group and for individual children. Our curriculum is developmentally appropriate; meaning that we focus on the developmental ages and stages of children and design the curriculum to meet their individual and group needs.

Observation is a critical tool used to assess the progress and meet the needs of the whole group, as well as, individual children. Communication regarding observation among professionals provides a more complete view of the needs of the children. Based on observation, assessment and communication with the family, curriculum is constantly modified to meet the developing and changing needs of the children, both as individuals, and as members of the larger group. When staff and families communicate openly and honestly with each other, children benefit from a consistent and well-planned program. As part of this team, we welcome and need your expertise regarding the needs of your child.

Inclusion of Children with Special Needs

In compliance with the American Disabilities Act, we openly welcome children with special needs and practice inclusion to the greatest extent possible, making reasonable accommodations for the child to participate in the program. 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 direct observations 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 are 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. We respect each individual's right to confidentiality; therefore all information given to the Cuyamaca College Child Development Center will be confidential and kept in a locked cabinet.

Individual Assessments

Observations are used to plan curriculum to meet your child's unique learning style. 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. A formal assessment of your child, using the Desired Results Developmental Profile (DRDP), is done twice a year; the information gathered will be shared at a scheduled parent/teacher conference.

Desired Results

Background of Desired Results for Children and Families

The California Department of Education (CDE) Early Education and Support Division (EESD) Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age, who are enrolled in early care and education programs and before-and after-school programs, and their families. Desired Results are defined as conditions of well-being for children and families. Each Desired Result defines an overall outcome. The DR system was developed based on six Desired Results – four for children and two for their families.

The Desired Results for Children and Families

- DR1: Children are personally and socially competent
- DR2: Children are effective learners
- DR3: Children show physical and motor competence
- DR4: Children are safe and healthy
- DR5: Families support their child's learning and development
- DR6: Families achieve their goals

The DR system implemented by the California Department of Education is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes. The system is aligned to both the state's learning and development foundations for early care and education programs and the content standards for kindergarten.

Components of the DR System

The DR system consists of the following components:

1. Desired Results Developmental Profile© (DRDP©) assessment instruments
2. Desired Results Parent Survey
3. Environment Rating Scales (ERS)
4. Program Self Evaluation

Classroom Guidance

By California regulations (Title 5 and Title 22), and because we believe it is best practice, children will not be subjected to any form of corporal punishment including, but not limited to hitting/spanking, slapping, grabbing, shaking, yelling or withholding food, rest or access to the toilet, ridicule, embarrassment or humiliation.

Planning an interesting age appropriate curriculum is the first step in preventing classroom discipline problems. Of equal importance are teachers who are alert and responsive to the whole classroom and who assist children with positive guidance before problems occur.

We do not use “time out”. Children are redirected and given limits for their behavior. A child learns social skills by adult modeling and practicing with friends. When children are having a difficult time they need the support of adults to help them be successful.

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: *“I see you are having a lot of trouble with that shoe. You look pretty frustrated.”*
- Encourage the child to keep trying
- Use simple positive statements
- State clearly the appropriate behavior, *“Chairs are for sitting on”, “We build with blocks”, “The paint goes on the paper.”*
- 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

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. The 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 playdough on the table, let’s put the playdough 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 be successful

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

- Appropriately stop the behavior
- Help the child or children regain control
- You may need to remove the child from the room but stay with the child until they regain control
- Help the child or children to solve the problem
- As a last resort, bring the child out to the front desk. Stay with the child to help resolve the issue.

When a Child Requires Special Support

There will be times where staff or families feel a need for special intervention and/or outside specialists. 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 give the parents contact information for an appropriate professional 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.
6. If necessary, the family may be asked to terminate enrollment at the center.

Biting

Biting is often a frustrating experience for parents and it can be both frightening and painful for the child involved. Children, just like adults, experience times of frustration,

anger, and intimidation. Unlike older preschool children and adults, infants and toddlers do not have the “words” to express their feelings. A very quick and effective way for the young toddler to express anger or fright is through crying or pushing out, and biting. At the Center, we maintain a policy of firmly telling children who have bitten, “Stop! Biting hurts,” and removing them from the conflict situation. We attempt to help children find more appropriate, less harmful ways to express their feelings of anger, frustration, or intimidation. As adults, it is our role to model the type of behavior we expect of our children. Patience, consistency, and alternatives for the biting children are essential in helping children express feelings in a healthy, acceptable manner. By preschool, children should no longer be biting, as they can use verbal communication to express feelings. If a child does begin to use biting as a means of problem-solving, teachers and parents will come together to discuss ways for each person to help the child. In the event that a bite breaks the skin, parents will be notified.

Apologies

Children, in learning to socialize, will encounter peer conflicts. Sometimes the result of these conflicts is the injury of a friend. Usually, the first reaction is to have a child say they are “sorry”. We believe that a child needs to understand other children’s feelings before he or she can use the abstract concept of being “sorry”. Insisting on an apology teaches a child how to please an adult rather than teaching the child an understanding of others. When a conflict arises between non-verbal children, we start the understanding process by modeling appropriate behavior and talking about how the other child feels. As children acquire language, we encourage them to use their words to express their feelings. The adult facilitates the process further by suggesting ways the aggressive child can help the upset child. For example, a child who has pushed another child down will be asked to help that child back up. A child who inflicts an injury on another child may be asked to hold the ice pack on the injury for them. Logical consequences help children learn what is expected of them. There is a point (usually later in preschool) when a child understands being “sorry”. It is then that we encourage apologies to be used.

Labeling Behavior---Not the Child

At the Center, we use objective words to describe children’s behaviors, “Nathan, you carefully put those blocks away” instead of “What a good boy for putting away the blocks.” When judgmental words are used, it creates the notion that children are only as worthy as their actions. This approach is especially important with young children who are developing their self-esteem based on the opinions of others. Commenting directly on the child’s action allows them to focus on the behavior rather than their value as a person. “Be good today” and “bad girl” are overwhelming expectations and generalizations that set children up for failure. No child is always “good” or “bad” during an entire day. For example, when leaving your child instead of saying “Be good

today,” simply say, “Goodbye, I love you and I’ll see you this afternoon.” This type of statement reassures the child of the parent’s unconditional love, acceptance, and promised return.

Sharing as a Social Skill

Sharing is appropriate only when children are cognitively and emotionally ready to understand the social benefits of this interaction. Toddlers and young preschoolers, for the most part, are still very egocentric and cannot grasp the concept of sharing something that they want. We believe these children should not be forced to do so. We try to respect children’s needs to have private space, individual time with materials, and some control over their play situations. We will encourage the children to “take a turn” and to give materials to a friend when they are finished. The staff’s responsibility is to provide more than one of any toy or activity. Staff facilitates problem solving while verbalizing children’s feelings and desires; teachers introduce simple language that children can eventually use in future situations. The Center also believes that having adults who model sharing is one of the best ways to expose and demonstrate the different ways to share.

Community Resources

EMERGENCY/CRISIS NUMBERS:

Services Information- Non-Emergency-----	211
Police, Fire, Paramedics -----	911
Poison Control-----	(800) 222-1122
Child Abuse Hotline-----	(858) 560-2191
-----	(800) 344-6000
Alcohol Abuse Hotline & Treatment-----	(800) 923-8722
Burn Institute -----	(858) 385-4657
Rape/Domestic Violence Hotline -----	(888) 272-1767
San Diego County Emergency Psychiatric Hospital -----	(619) 692-8232
Suicide and Crisis Counseling -----	(800) 479-3339
National Certified Crisis Hotline -----	(800) 784-2433
-----	(800) suicide
California Youth Crisis Line -----	(800) 843-5200

HELP FOR PARENTS AND CHILDREN:

AIDS Related Counseling Program-----	(800) 367-2437
AIDS counseling and support groups-----	TCC (888) 225-2437
Alcoholics Anonymous-----	(619) 287-7782
North County -----	(760) 758-2514
Adult Children of Alcoholics -----	(619) 276-6232
Al-Anon-----	(619) 296-2666
Support groups for alcoholics and their families	
Behavior Health Center -----	(619) 563-2750
California Children's Services-----	(619) 528-4000
Center for Community Solutions-----	(858) 272-5777
Support groups for sexual abuse, rape, battery survivors and intervention	
Counseling for men, women, children and families	
Child Care Community Referral Service-YMCA -----	(619)5741454
Information concerning State Licensed Home Day Care Facilities	
Child Care Resource Service – Referrals-----	(800) 481-2151
Coordinates all childcare referral for San Diego County, under contract to the CA	
Dept. of Ed.	
Children's Hospital Child Guidance Clinic -----	(858) 966-5832
Psychiatric clinic for evaluation and treatment	
Children's Hospital Developmental Evaluation Clinic-----	(858) 966-5817
Evaluation and referral for development problems for children (6 months – 15	
years)	

Children’s Hospital Speech and Hearing Clinic----- (858) 966-5838
Evaluation and programs for children with hearing loss and speech difficulties

Children’s Hospital Rady Center Web Site -----www.chsd.org

Children’s Well Child Exam Referral ----- (800)675-2229

Empty Cradle----- (619) 595-3887
Support for parents experiencing infant death

Family Stress Counseling Center----- (619) 543-9850
Help for families experiencing physical or sexual violence
Parents United – Support for sexual abusers and their families

Hope Infant Family Support Program ----- (858) 292-3700
----- Referral (760) 761-5581
Individual educational plan for developmentally disabled children to age 5

Parent Care Family Recover Center----- (619) 668-4200
Drug and alcohol treatment groups for pregnant women and mothers of children
under seven

Parents Without Partners ----- (858) 384-0277
----- www.pwpsandiego.org
Social and educational activities for single parents

Planned Parenthood----- (619) 881-4500
Information on family planning and parent education

San Diego County Department of Health Services----- (619) 515-6770
To obtain a schedule for health clinics and the telephone number of the clinic
nearest you.
Services offered at the clinics: Immunizations and TB testing, Well-baby
checkups, Child health disability prevention, Child health and youth clinic

San Diego County Mental Health Child and Youth Services ----- (619) 421-6900
Classes for parents and children in child development, anger control, and problem
management

San Diego Unified School District, Dana Center----- (619) 225-3897
General information on testing and evaluations of speech, hearing and other
special needs

Survivors of Suicide ----- (619) 482-0297

Victims of Crime----- (800) 777-9229
-----www.vcgcb.ca.gov
Support groups for families, loved ones and witnesses

WIC – Women, Infants & Children ----- (858) 569-1424
----- (888) 942-9675
Supplemental food nutrition education for pregnant, lactating mothers, and children
(0-5 years)

Women’s Resource Center ----- (760)757-3500

MULTI-CULTURAL HELP PROGRAMS:

American Indian Human Resource Center----- (619) 281-5964
Employment training for American Indians

Barrio Station ----- (619) 238-0314
At risk counseling for community and youth

Urban League ----- (619) 263-3115
Services provided include employment training, youth/family services, and housing

GENERAL INFORMATION:

American Red Cross----- (619) 542-7400
Provides home safety checklist, information on a variety of childhood injuries, and courses in first aid and CPR

Bicycle Helmet Safety Institute----- Web site: <http://www.helmets.org>

Buckle up San Diego ----- (619) 692-0178
-----www.usa.safekids.org

Information on car seats and proper installation of car seat

Burn Institute ----- (858) 541-2277
Provides literature and information on preventing burns

Child Development Terminology

This vocabulary list will be useful to you when participating in the Center program:

Child-Centered—Activities, which are planned so that the child takes an active role. The child makes choices and participates in the activity in a way, which encourages the child to explore.

Cognitive Development—The development of the capacity to think, to reason, and to understand.

Developmentally Appropriate—Learning activities planned for the children based on age level, abilities, and interest.

Emergent Curriculum—Refers to the idea that curriculum is a continuous revision process, an honest response to what is actually happening. It encourages children to be an active part of planning and implementation. The teacher takes direction from the children's interest, provides materials that allow the children to discover and documents the process. The process becomes a collaboration between children and teachers.

Fine or Small Motor Development—The development of small muscles in the hand through such activities as writing, cutting, pouring and manipulatives.

Gross or Large Motor Development—The development of the arm and leg muscles through such activities as catching, throwing, jumping, running, climbing and building with blocks.

Integrated Curriculum—Refers to the idea that a curriculum concept can be incorporated into many activities during the day. Presenting concepts in a way that incorporates them into the child's daily activities enhances understanding and encourages children to relate concepts to practical life situations.

Manipulatives—Small toys that are easily handled by children and used to develop small muscle coordination. Puzzles, Legos, and small blocks are good examples of manipulatives.

Physical Development—The physical domain referring to growth, muscle capacity, and skill. Learning in many areas is dependent on the physical development of the child.

Process Art—Refers to activities where children have adequate time and materials to explore and create their own individual piece of artwork. The outcome of the process is that each child's art is unique and an individual expression of their own creative experience, no finished product expected.

Reggio Emilia Approach- an approach adapted from Italy that focuses on “real and meaningful” curriculum for young children.

Self-Select—Time scheduled to provide children an opportunity to choose from a variety of activities and materials.

Self-Discipline—instilling inner self-control in the child in place of teacher-maintained control. Every discipline situation not only should achieve a workable solution to the current crisis, but also should seek to internalize self-control. Acquiring self-discipline is a slow process that involves both maturation and learning.

Self-Esteem—**how you see yourself in relation to others and how you feel about yourself.**

CHILD CARE FOOD PROGRAM REQUIREMENT FOR CHILDREN
CAFP MEAL PATTERN FOR OLDER CHILDREN

BREAKFAST	Ages one through two years	Ages three through five years	Ages six through twelve years
• Milk, fluid	½ cup	¾ cup	1 cup
• Vegetable, fruit, or full-strength (100%) juice	¼ cup	½ cup	½ cup
• Grains/breads (whole grain or enriched): bread or rolls, muffins, etc. or cold dry cereal (volume or weight, whichever is less) or cooked cereal, pasta, noodle products, or cereal grains	½ slice ½ serving ¼ cup or 1/3 oz ¼ cup	½ slice ½ serving 1/3 cup or ½ oz ¼ cup	1 slice 1 serving ¾ cup or 1 oz ½ cup
LUNCH OR SUPPER			
• Milk, fluid	½ cup	¾ cup	1 cup
• Vegetable and/or fruit (two or more kinds)	¼ cup total	½ cup total	¾ cup total
• Grains/breads (whole grain or enriched): bread or rolls, muffins, etc. or cooked pasta, noodle products, or cereal grains	½ slice ½ serving ¼ cup	½ slice ½ serving ¼ cup	1 slice 1 serving ½ cup
• Meat/meat alternates Lean meat, fish, or poultry (edible portion as served) or cheese (natural or processed) or cottage cheese, cheese food/spread substitute or egg (large) or yogurt, plain or flavored, unsweetened or sweetened or cooked dried beans or dried peas* or peanut butter, reduced-fat peanut butter, soy nut butter, or other nut or seed butter or peanuts, soy nuts, tree nuts, roasted peas, or seeds** or an equivalent quantity of any combination of the above meat/meat alternates	1 oz 1 oz ¼ cup or 2 oz ½ egg ½ cup ¼ cup 2 Tbsp ½ oz**	1-1/2 oz 1-1/2 oz 3/8 cup or 3 oz ¾ egg ¾ cup 3/8 cup 3 Tbsp ¾ oz**	2 oz 2 oz ½ cup or 4 oz 1 egg 1 cup ½ cup 4 Tbsp 1 oz**

AM or PM SUPPLEMENT (Select two of these four components)***			
• Milk, fluid	½ cup	½ cup	1 cup
• Vegetable, fruit, or full-strength (100%) juice	½ cup	½ cup	¾ cup
• Grains/breads (whole grain or enriched): bread or rolls, muffins, etc. or cold dry cereal (volume or weight, whichever is less) or cooked cereal, pasta, noodle products, or cereal grains	½ slice ½ serving ¼ cup or 1/3 oz ¼ cup	½ slice ½ serving 1/3 cup or ½ oz ¼ cup	1 slice 1 serving ¾ cup or 1 oz ½ cup
• Meat/meat alternates Lean meat, fish, or poultry (edible portion as served) or cheese (natural or processed) or cottage cheese, cheese food/spread substitute or egg (large) or yogurt, plain or flavored, unsweetened or sweetened or cooked dried beans or dried peas* or peanut butter, reduced-fat peanut butter, soy nut butter, or other nut or seed butter or peanuts, soy nuts, tree nuts, roasted peas, or seeds** or an equivalent quantity of any combination of the above meat/meat alternates	½ oz ½ oz 1/8 cup or 1 oz ½ egg ¼ cup 1/8 cup 2 Tbsp ½ oz	½ oz ½ oz 1/8 cup or 1 oz ½ egg ¼ cup 1/8 cup 3 Tbsp ½ oz	1 oz 1 oz ¼ cup or 2 oz ½ egg ½ cup ¼ cup 4 Tbsp 1 oz**

Releases

By signing this form, you sign a release for the following policies at the Child Development Center. If you have any questions, please bring them up with the Coordinator at your orientation interview.

- 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 Center premises under the supervision of a staff member for campus walks.
- I understand that this is a laboratory school and that CD students may do written observations. Only first names and birthdays will be given to student observers.
- I have no objection to my child being included in photographs, slides, audio or video recording taken at the Center or on Center walks or field trips, 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 taken by the classroom Lead Teacher, Level 5 support staff or student teacher under supervision of the lead 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 contracted time without permission from the Center Office may be cause for termination of child care services.
- 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 have received a copy of the Parent Handbook and agree to follow the Center policies listed in the handbook as well as those listed above.
- I acknowledge that I have received the Parents Rights Form (LIC995) and the Personal Rights Form (LIC613) from Community Care Licensing.

Child's Name: _____

PLEASE READ THE PARENT HANDBOOK IN FULL BEFORE SIGNING THIS FORM. RETURN TO OFFICE WHEN COMPLETE.

1. I have read the Parent Handbook for the Cuyamaca College Child Development Center and agree to abide by the rules, regulations, and requirements of the Center.
2. I have read all the forms and information that are a part of the enrollment application packet.

SIGNED: _____

Parent/Guardian Signature

Date

Cuyamaca Community College

Governing Board Members: Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson,
Mary Kay Rosinski

Student Members: Sebastian Caparelli, Evan Esparza

Chancellor: Cindy L. Miles, Ph.D.

Grossmont College President: Dr. Nabil Abu-Ghazaleh

Cuyamaca College President: Dr. Julianna Barnes