

Parent Handbook  
Los Angeles Community College  
District  
Child Development Centers

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

# Welcome

Dear Parents and Families,

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

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

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

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

Sincerely,

District Child Development Centers Coordinating Committee

## Table of Contents

Pages

4

### **I. Administration and Organization**

Board of Trustees  
District Administration  
College Presidents  
Organizational Chart  
Regulatory Agencies

6

### **II. Introduction to Centers' Programs**

Vision Statement  
Centers' History  
Mission Statement  
Philosophy Statement

8

### **III. Policies and Procedures**

Program Services  
Open Door Policy  
Non Religious Policy  
American with Disabilities Act Policy  
Non-Discrimination Policy  
Assessments, Goals and Objectives  
    DRDP  
    ASQ  
    Program Self Evaluation  
    Parent Surveys  
    Environment Rating Scales  
    Parent Teacher Conferences  
    Health and Social Services  
    Community Involvement  
    Nutrition  
    Parent Involvement and Education  
    Staff Development

12

### **IV. How to Qualify for the CDC Program**

Application/Enrollment  
Admission Priorities  
Application Process  
Notification and Enrollment Process  
Documentation of Total Countable Income  
Documentation of College or Training  
Documentation of Parental Incapacity  
Documentation of Homelessness  
Documentation of Seeking Permanent Housing  
Documentation of Child Protective Services  
Documentation of Hours/Needs of Services  
Family Fees  
Family Fee Adjustments and Refunds  
Notice of Action

Changes in Certification  
Recertification for Families  
Grounds for Immediate Termination  
Fraud Policy

<b>V. <u>General Program Information</u></b>	<b>17</b>
Hours and Days	
Daily Schedules	
Arrivals	
Signing In and Out	
Authorized Representative	
Late Pick Up Policy and Fee	
Absences	
Non Smoking	
Confidentiality	
Documentation of Special Needs	
Photo Release	
Child Abuse Reporting Responsibilities	
Questions, Concerns and Compliments	
Emergencies	
Health	
Medication	
Injury/Accident Reports	
Nutrition and Meals	
Clothing	
Activities and Napping	
Discipline and Guidance	
Fieldtrips	

<b>VI. <u>Acknowledgement of Receipt</u></b>	<b>24</b>
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## **I. ADMINISTRATION AND ORGANIZATION**

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

The District Child Development Centers Coordinating Committee is composed of each campus Center Director. This committee meets regularly to coordinate, formulate and recommend policies concerning the Centers. The committee also acts as the district academic senate discipline committee for the Child Development Centers.

Guidelines and policies contained in this manual are subject to change with the approval of the Child Development Centers Directors Coordinating Committee, the Council of Vice Presidents of Student Services and Academic Affairs, and the Los Angeles Community College Board of Trustees.

### **Los Angeles Community College District**

#### **Board of Trustees**

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Mike Fong  
Andra Hoffman  
Sydney K. Kamlager  
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Scott J. Svonkin  
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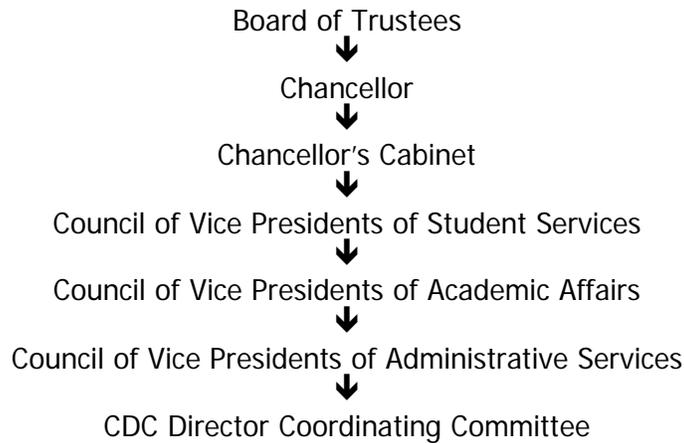
#### **District Administration**

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Dr. Adriana D. Barrera, Deputy Chancellor  
Dr. Felicito Cajayon, Vice Chancellor for Economic & Workforce Development  
Dr. Ryan M. Cornner, Vice Chancellor for Educational Programs & Institutional Effectiveness  
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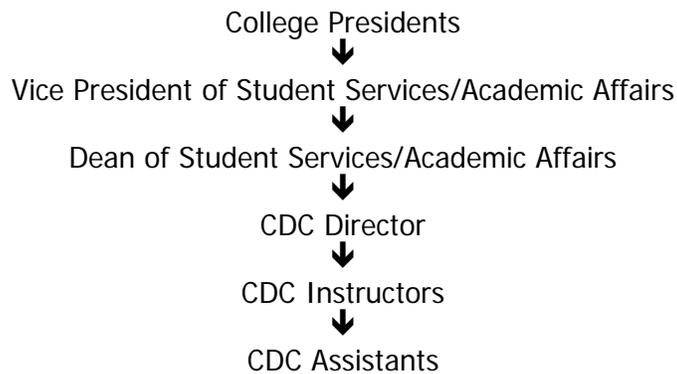
#### **College Presidents**

Ms. Renee D. Martinez, Los Angeles City College  
Mr. Marvin Martinez, East Los Angeles College  
Dr. Otto Lee, Los Angeles Harbor College  
Dr. Monte E. Perez, Los Angeles Mission College  
Dr. Kathleen F. Burke, Los Angeles Pierce College  
Dr. Howard Irvin, Interim Los Angeles Southwest College  
Mr. Laurence B. Frank, Los Angeles Trade-Technical College  
Ms. Erika Endrijonas, Los Angeles Valley College  
Mr. Robert Sprague, Interim West Los Angeles College

## District Organizational Chart



## College Organizational Chart



## Regulatory Agencies

The Centers are licensed facilities by the Department of Social Services, Community Care Licensing Division. Community Care Licensing follows the policies and procedures found in the California Administrative Code of Regulations, Title 22, Division 12, and Chapter 1. The Centers also adhere to California Administrative Code of Regulations, Title 5. Additionally, the centers are guided by and implement the terms and conditions of current funding sources. These funding sources are the California State Department of Early Education and Support Division, State Childcare Contract, CalWorks, Child and Adult Care Food Program (CACFP). The Department of Social Services Community Care Licensing, Fire Department and Health Department have authority and right to unscheduled visitation of each facility and to view children's records, and/or to interview the children or staff without prior consent.

The Center is responsible to the following Agencies:

California Department of Education  
Early Education and Support Division  
1430 N Street, Suite 3410  
Sacramento, CA 95814-5901

Department of Social Services  
Community Care Licensing Division

6167 Bristol Park Way, Suite 400  
Culver City, CA 90230-6548  
(310) 337-4333

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

1000 Corporate Center Dr. #200  
Monterey Park, CA 91754  
(323) 981-3350

City	Preschool 198014700	
East	Preschool 191570644	
Trade	Infant 198015033	Preschool 198015031

1605 E. Palmdale Blvd. Suite A, MS 29-29  
Palmdale, CA 93550  
(661) 789-6944 FAX (661) 789-6950

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

### **Vision Statement**

The Child Development Centers' vision is to provide exemplary child development services and make higher education accessible to the student-parents of the Los Angeles Community College District. In addition, the Child Development Centers provide hands-on training and modeling of best practices in a lab school setting based on the National Association for the Education of Young Children standards.

### **Centers' History**

On February 6, 1974, in response to a childcare needs assessment survey and requests from students and faculty, the Board of Trustees of the Los Angeles Community College District authorized the establishment of a Child Development Center at each of its nine colleges. The Centers' mandate was to provide early education and support services thereby making higher education accessible to student-parents within the District. The Centers opened in February 1975 at eight of the nine campuses. In February 1976 Los Angeles Mission College became the ninth campus within the district to open a Child Development Center.

## **Mission/Why We Serve**

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

## **Philosophy Statement**

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

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

We believe that a positive experience in a quality early childhood education program will prepare children for later life experiences. This will be best accomplished in an environment that promotes self-expression and creativity, but also supports the development of self-control and mutual respect. Our programs are developmentally, linguistically, and culturally appropriate. Meaningful play experiences must maintain a balance between structure and spontaneity, present developmentally appropriate expectations and limits for the child, and help children master developmental tasks through a better understanding of the world that surrounds them.

Our teachers 'facilitate' each child's learning by creating a comfortable environment in which children feel safe to explore, experiment, ask questions and make mistakes along their path of new experiences which foster the growth of positive self-esteem, assist in developing each child's ability to make choices and decisions, offer opportunities which encourage children to think, analyze problems and arrive at different possible solutions, help children sharpen their listening and observation skills, and support children in learning to become cooperative members of a larger group.

We believe each child is capable of constructing his/her own knowledge when given the time, an enriching environment, and capable and supporting adults to help expand and extend the child's understandings.

### **III. Policies and Procedures**

#### **Program Services**

The Child Development Centers offer morning, afternoon, and evening programs. Programs are available to parents with infants and toddlers (6 wks to 36 mos.) preschoolers (3-5 years) and school-age children (5-12 years). Programs and ages served vary per location-see specific campus schedules for times and days. All Centers offer fall and spring sessions and some centers may provide winter and summer sessions. All Centers participate in the Child and Adult Care Food Program.

Supervised observation and applied child development field training (i.e. practicum) is offered to students in child development coursework. Students come from Child Development, Nursing, and other disciplines to observe and put into practice quality early education techniques. Occasionally, other colleges and universities request student placement within the Centers for observations, internships, research and data collection for studies.

An important aspect of the Child Development Center program is the involvement of the parents. Child Development Center faculty encourages parents to observe and participate in order to better understand child development and the Center's curricula. Parent involvement and engagement is an integral part of the program. Some activities include parent meetings and trainings, special events, newsletters, parent conferences, etc. Parent Advisory Committees are implemented at each Center in order to gain additional input into program planning/implementation and also to help foster leadership skills with parents.

Parents are offered supportive services and referrals for on-and-off-campus resources. A needs assessment is first established at the time of intake/orientation and then is an on-going process through parent teacher conferences and daily exchanges.

The Centers acknowledge and recognize the importance of and strive to maintain the Code of Ethical Standards set by the National Association of the Education of Young Children (NAEYC). This NAEYC document recognizes the ethical responsibilities in the four areas of professional relationships- children, family, colleagues/employees and community/society (see [www.naeyc.org/about/positions/pdf/psetho5.pdf](http://www.naeyc.org/about/positions/pdf/psetho5.pdf)).

### **Open Door Policy**

We strive to maintain an 'Open Door' Policy which means parents may visit the Center and their child's classroom at any time. 'Open Door' also means we welcome comments, concerns and compliments in written form or in person.

### **Non-Religious Policy**

Religious instruction or worship is prohibited in all California Department of Education, Early Education and Support Division programs.

### **Americans with Disabilities Act Policy**

This policy offers children with special needs the same opportunities to be involved in all aspects of a program that are available to children without disabilities. Experts in the field of child development believe that all children benefit in inclusive early childhood environments that include children with disabilities. The Child Development Centers follows the Americans with Disabilities Act and welcomes families and children with special needs and will make any reasonable accommodations to meet a child's specific needs. If the program is not able to meet a child's needs, the Center will work closely with the family and link them to appropriate services.

### **Non-Discrimination Policy**

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

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

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

- (1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or

(3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

LACCD is an equal opportunity provider.

All programs and activities of the Los Angeles Community College District shall be operated in a manner which is free of discrimination on the basis of race, color, national origin, ancestry, religion, sex, creed, pregnancy, age, disability, marital status, medical condition (cancer related), sexual orientation, or veteran status. (See- LACCD board rule 1201, <https://www.laccd.edu>).

### **Assessments, Goals and Objectives**

#### **Ongoing Assessment: Desired Results Developmental Profile (DRDP)**

The Child Development Centers utilize the Desired Results Developmental Profile (DRDP), which was developed by the California Department of Education. The DRDP is a measurement tool based on authentic observations of young children and is used to track children's development over time to ensure that all children are making progress in all developmental domains. CDC teachers compile a portfolio for each child which includes samples of their work and pictures of children accomplishing developmental tasks that highlight their developmental progress. The Desired Results are compatible with our mission statement. This tool supports the college/district SLOs and program review process. The children will be assessed twice annually. The first assessment will take place within the first 60 days of enrollment. The second assessment will take place in the spring semester. Both DRDP assessments will be followed with a personal Parent-Teacher Conference appointment arranged by your child's teacher.

#### **The following are objectives for Desired Results for Children:**

##### **Children are personally and socially competent**

- Each child will develop a sense of self as a valued and responsible member of the group.
- Children will demonstrate and maintain satisfying relationships with others.
- Children will be able to express their emotions in socially acceptable ways with the ability to make choices or find resolution in difficult conflict situations.

##### **Children are effective learners:**

- Children demonstrate growing abilities to process information through emerging multiple intelligences and through divergent thinking patterns.
- Children will demonstrate rate growing abilities in mathematics, science, the arts, communication, and emergent literacy skills that prepare them for success in their future education.
- Children demonstrate growing abilities in investigation, observation, and deductive reasoning skills.

##### **Children show physical and motor competence:**

- Children develop a strong sense of body image in relationship to space.
- Children will demonstrate an increased proficiency in perceptual skills, eye hand coordination, fine and gross motor movements.
- Children will demonstrate growing abilities toward self-expression in physical tasks and play.

**Children are safe and healthy:**

- Children demonstrate growing abilities of awareness and respect in their role in the environment.
- Children show an emerging awareness and practice of safe and healthy behavior.
- Children show a growing ability in maintaining health habits and to meet personal needs independently.

**Families support their child's learning and development:**

- Families have access to information that will help them support their child's development and school success.
- Parents gain knowledge regarding child development and quality care through various parent participation opportunities.

**Families achieve their goal:**

- Families have opportunities to develop personal and economic reliance by removing childcare as a barrier to access higher education, training, and employment.
- Families gain information on a variety of college and community resources with support and assistance utilizing needed services.

**ASQ**

Ages and Stages Questionnaires (ASQ-3 and ASQ: SE): The ASQ Questionnaires provide a general overview of the child's developmental progress.

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

The information is used to help individualize activities to support the child's development. The results of the screening may also identify potential areas of concern where the child may benefit from a more intensive evaluation. Families are asked to fill this questionnaire out at a minimum of every 6 months.

**Program Self Evaluation**

Annually, the Child Development Centers complete a self-assessment using Environment Rating Scales, Desired Results Developmental Profiles (DRDP) summary reports of children's assessments and parent surveys. The program evaluates the findings from each assessment and develops an action plan for each category.

**Parent Surveys**

The Child Development Centers administer a parent survey to obtain feedback from parents regarding the quality of services. The results from the survey are used to develop program goals and training plans. Additional survey questions are combined with the DRDP survey to obtain LACCD data.

### **Environment Rating Scales**

The Environment Rating Scales ensures that the Child Development Centers are meeting all health and safety regulations, providing enriching language skills, and offering a variety of educational activities in a warm and supportive environment. The center creates action plans for each classroom and is used to develop annual program goals/actions plans.

**\*Other Assessment tools may be used at individual sites to further assist the needs of individual children and their families.**

### **Parent and Teacher Conferences**

Parent and Teacher conferences occur two times per year. Parents and Teachers work together where children's strengths are documented and new goals are set.

### **Health and Social Services**

A needs assessment form is complete during the enrollment process. A resource list will be available to guide families for health and social services in the community.

### **Community Involvement**

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

### **Nutrition**

Requirements and regulations of Title 22, Child and Adult Care Food Program, State Department of Education/Early Education and Support Division mandate all food shall be safe and of the quality and quantity necessary to meet the needs of the children. Each meal shall include, at a minimum, the amount of food components as specified by Title 7, Code of Federal Regulations. The Center provides breakfast, lunch, snacks, and dinner in accordance to the hours of attendance. All food shall be selected, stored, prepared, and served in a safe and healthful manner.

The CDC participates in a Child and Adult Care Food Program (CACFP) offered by the United States Department of Agriculture (USDA). The food program ensures that children are being fed nutritious meals and snacks. Meals and snacks are served family style to help children learn self-help skills and to foster independence. Meals and snack times are also a time for children to learn social skills and expand their vocabularies through informal conversations with teachers and peers.

If your child has a special dietary need due to a medical condition or religious belief, a physicians' statement or statement declaring religious beliefs must be on file in the center office. No food exceptions or substitutions can be made without this documentation. A family with preferred dietary practices (i.e., vegetarian, etc.) is not a request that must be accommodated; however, the program will attempt to meet the dietary needs of your child.

### **Parent Involvement and Education**

We acknowledge and respect that the parent is the most important teacher in the child's life. We strive to develop and maintain a positive link between the home and school. Children, parents, and staff all benefit from supported parent/school communication.

Parent education and involvement is an essential part of any quality child development program. Parents can get involved and participate in several ways- some of these are:

- Parent Advisory Committee
- Parent Orientation and Education Meetings
- Volunteering in classroom and/or Special Occasions Activities
- Parent Teacher Conferences

### **Staff Development**

Faculty and staff attend a variety of trainings, workshops and conferences throughout the year to gain professional development which will support the CDC program. All faculty and staff are evaluated according to LACCD position policies.

## **IV. How to Qualify for the CDC Program**

### **Application/Enrollment**

A complete application for enrollment must be submitted to the Child Development Center to be considered for service. Applications that are incomplete cannot be processed.

Factors used to rate applications include, but are not limited to:

- Income
- Current Aid Recipient
- Seeking Permanent Housing
- Child Protective Services
- At Risk of Abuse, Neglect, and/or Exploitation
- Parent Incapacity

**Admission Priorities:** Families will be ranked according to guidelines of the California State Department of Education, Early Education and Support Division and the Los Angeles Community College District.

**Application Process:** The following documents are submitted with the application:

- Proof of income (check stubs, self-declaration form, Cal/WORKS, Social Security, child support)
- Birth Certificate(s) of all children under the age of 18 living in household
- Proof of Residence- Utility Bill or Rental Agreement
- Official Class Schedule

**Notification and Enrollment Process:** Parents are contacted when they become eligible based on the criteria above.

- Forms from California Department of Education, Los Angeles Community College District/Campus and Community Care Licensing will be required for enrollment.
- Community Care Licensing Documentation  
Upon enrollment, parents will be given a packet of forms to read and/or complete specifically required by the Department of Social Services, Community Care Licensing Division. Included in this packet will be the following:
  - Identification and Emergency Information
  - Disaster Emergency
  - Emergency Authorization

- Physician's Report
- Immunization Record
- Child's Preadmission Health History
- Parent's Rights
- Personal Rights
- Parent Handbook Acknowledgment
- Caregiver Background Check Process
- Every year a child is enrolled, each document will be checked for accuracy and current information. However, the Physician's Report and the Identification and Emergency Information must be re-submitted annually.

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

- Gross wages or salaries
- Overtime
- Tips
- Public Assistance- Cal/WORKS- statement of Verification of Benefits.
- Child Support payments
- Portion of student grants or scholarships, not intended for educational purposes such as tuition, books, or supplies

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

- Official Class Schedule
- Name of the school or organization where training is received
- Dates that current training activities will begin and end
- A statement of the parent's vocational goal(s)The anticipated completion date(s) of all required training activities to meet the vocational goal
- Documentation that the parent is making progress toward the attainment of his/her course work and education/vocational goal

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

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

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

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

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

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

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

- For CSPP, over 3.9 hours per day: must provide proof of need. Qualified need would be employment, seeking employment, seeking permanent housing, vocational training or any combination.
- For CSPP, under 3.9 hours per day: unnecessary to provide need verification.
- **Family Fee Calculation and Payment:** Upon finalizing the child's schedule (contracted hours), family fees are calculated for the contracted sessions/hours which is determined by a sliding scale calculation. Fees will be assessed and collected in accordance with California Code of Regulations, Title 5 (CCR) Section 18109.
- **Family Fees are due on the 1st of each month. Family fees are paid in advance of receiving services.** Family Fees are paid directly to the college business office. Once payment has been made, the parent needs to submit a receipt of payment to the Center office. Payments are considered delinquent after 7 calendar days at which time the parent will receive a Notice of Action terminating child's enrollment.
- If a parent is unable to pay the full amount of the family fee by the 1st of the month, the center will accept a reasonable plan from the parent for payment of fees in the form of a Delinquent Payment Agreement (DPA). Once the DPA is established, the parent must pay current fees when due and comply with the provisions of the DPA. **The parent is not eligible for another DPA until the current DPA is paid in full.**
- Unpaid fees will result in a hold placed on Student/Parent's college record, which will prevent from registering in college classes within the Los Angeles Community

College District and receiving copies of college transcripts. CDC services will be denied until payment has been resolved.

### **Progress in Vocational Goals**

Parent attending school/vocational training will be required to regularly submit progress reports and final grades. Showing adequate progress (GPA of 2.0) is part of the continuing eligibility process.

**Family Fee Adjustments and Refunds:** Family Fee adjustments are made when there is a change in status and this would require an Notice Of Action. A family fee refund shall only be considered if the parent notifies the Center office with written notification at least two weeks prior to the child's withdrawal from the program. For any adjustments or changes in a child's schedule or family fee, the parent will receive written confirmation by the office staff. Children's absences are not credited or deducted from the family fee.

If a parent withdraws his/her child from the center, the parent is financially responsible for the current month's fees unless the center office receives **at least two weeks notification in writing**. Parents who fail to take care of fees will have a hold placed on their college record, which will prevent the student parent from registering in college classes within the Los Angeles Community College District and receiving copies of college transcripts. CDC services will be denied until payment has been resolved.

### **Notice of Action (NOA)**

The NOA is a contract between families and the center stating child care services being provided. This signed document is the end of the certification process which allows the child to start services.

### **Changes in Certification**

A new NOA will be issued reflecting changes that occur such as need, fees, and eligibility. Parents are required to contact the Center office **within 5 calendar days of any changes** to the household information, including but not limited to: changes in income, employment, family size, training status (i.e., school schedule), address, and telephone number. Families may lose their eligibility for services if the information provided by the parent on the enrollment forms or recertification paperwork is determined to be false or no longer consistent with the family's current status. The change is confirmed through a written NOA. **Failure to notify the program of changes that effect program eligibility will result in termination of services for one year.**

### **Recertification for Families**

Recertification is done within each fiscal year. The dates for recertification are based on individual family circumstances and qualifying need. Some families may be asked to provide additional documentation.

The purpose of recertification is to determine whether families are still eligible for services. If the total gross income increases or the family situation changes, parents may be required to pay a fee or the family may no longer be eligible for services. If families are no longer eligible, parents will have 14 days to find alternate services before current services end. The NOA is issued after recertification. NOA's are issued when there is any change.

### **Grounds for Immediate Termination:**

- Fraudulent information submitted on the enrollment application or forms.
- Failure to notify the center of any change in family size, finances, employment, address, phone number, or class schedule **within five days of a change**.
- Failure to provide documentation and mandated forms.
- Any aggressive behavior towards agency faculty/staff, other program parents and/or children including but not limited to yelling, making derogatory or demeaning statements, or any behavior that constitutes harassment in addition to the LACCD Student Code of Conduct 9803, 9804, 9805, and 9806.
- Failure of a parent to follow program policies and guidelines.
- Child whose behavior poses a threat to the physical or emotional well being of other children or staff.
- Child is not benefitting from the program due to social, emotional, or physical immaturity (not identified as a medical condition recognized under the Americans with Disabilities Act (ADA)).
- Failure of parent to make adequate progress in college courses (GPA below 2.0) each semester if enrollment is contingent on student status.
- Failure to meet contractual agreement (i.e. - not keeping scheduled hours).
- Excessive best interest absences.
- Child is picked up late more than three times.

Program termination could be for one year.

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

- To begin receiving child care/early education services
- To increase or continue receiving existing child care/early education services or
- To stop a reduction in child care/early education services

At any step in the completion of the enrollment process or while a child is in attendance of the program, services may be suspended or denied if fraud is substantiated.

Documentation of fraud will be forwarded to the General Legal Council of the Los Angeles Community District (LACCD) for possible criminal action. If a family obtains services through fraud, repayment/payment of all fees is required before any future services are considered. If there is a determination that fraud has been committed, the parent will receive a Notice of Action (NOA) for termination of services.

## **V. General Program Information**

### **Center Hours and Days of Operation**

The centers observe all LACCD recesses and holidays. Hours and days are subject to the needs of each campus center. **Please see your Child's Classroom for a posted Daily Schedule:** Schedules can be flexible with the exception of scheduled meals based on the food program's guidelines.

### **Arrivals**

Parents are expected to have their children in their classrooms on time, based on **contracted hours**. It is important for children to have a consistent schedule/routine and late arrivals are disruptive to the classroom. Parents or authorized representatives are required to pick-up children at the agreed upon contracted scheduled pick up time.

### **Signing In and Out**

The CDC attendance records are legal documents. The State of California mandates that parents or authorized representative must sign in/out daily with the correct time of arrival and departure only when the child is present. The authorized representative must provide a **full legible signature with first and last name. Times and signatures may not be entered in advance.** It is considered a serious violation of state regulations, college and center policies if attendance records are falsified. **Violation of or non-compliance to the above policy will lead to termination due to state regulations.**

### **Authorized Representative**

Parents may choose an authorized representative to pick up their child from the center by completing the Identification and Emergency Information form. **The authorized representative, designated by the parent, must come to the center office and present a current photo identification to the staff before the child will be released to him/her.**

### **Late Pick Up Policies and Fees**

Parents must notify the center if they will be late to pick up their child. If the center has not received notification from the parent, attempts will be made to contact authorized representatives. After **30 minutes** of unsuccessful attempts to reach parents/authorized representatives, the Campus Sheriff's Office will be contacted. The Sheriff may be required to contact Child Protective Services.

A charge of \$1.00 per a minute will be assessed for late pick-up after the center has closed.

#### **Cause of Action for Late Pick Up:**

- **The first time a child is picked-up late:** A verbal warning is issued and noted.
- **The second late pick-up:** A written notice.
- **The third late pick-ups:** A meeting with the director. It is the parents' responsibility to request a change in contracted hours.
- **The fourth late pick-up: Services will be terminated.**

**Absences:** Parents need to notify the center whenever their child will be late or absent from the program. When a child returns the parent needs to complete the "Absence Record Form" to document the absence. Parents' need to provide a specific reason (i.e., fever, doctor's appointment, visit with father, etc.). **If a child is absent 5 days or more due to illness, a doctor's note is required before being admitted back for services.** A child absent 5 days, without parental notification, may result in termination of services.

#### **Excused Absences:**

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

The following are excused absences:

- Illness of child / parent
- Medical appointment for child / parent
- Court ordered visitation
- Family emergency:
  - Sibling or other family member ill/injured, needs parent's attention
  - Financial crisis which restricts parent from bringing child to school (limit 2 per semester)
  - Death of member of immediate family
  - Legal or official obligation of parent

**Unexcused Absences:**

Unexcused absences are those absences which do not meet the criteria listed above. These could result in termination.

**Best Interest Days:**

Ten "Best Interest" days are allowed within a year and prior notification is required. They are defined below:

- Mental health day
- Religious activities
- Special activity with family
- Early pick up or late arrival

**Non Smoking:** For the protection of the faculty/staff and children's health and safety, smoking is not permitted within 20 feet of main entrances, exits and operable windows. (California Government Code Sections 7596-7598).

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

**Documentation of Special Needs:** If your child has been identified with a special need from a legally qualified professional, provide a copy of the Individualized Family Service Plan (IFSP) or Individualized Educational Plan (IEP).

**Photo Release:** Families give the LACCD/CDC permission to use photographs or other images of children/ adult students for documentation, art projects, displays and school promotional materials. If you are opposed to having your child's image used in any way, please indicate on photo release form.

**Child Abuse Reporting Responsibilities:** The CDC faculty and staff are mandated reporters of suspected or knowledge of sexual, physical, or emotional child abuse or neglect. The purpose of reporting suspected child abuse or neglect is to protect the child and also to provide the family with resources and support to prevent further abuse. The California Penal Code (11165.7) defines a "mandated reporter" to include teachers, instructional aides, teacher aides or assistants of any public school, and administrators of employees whose duties require contact and supervision of children.

**Questions, concerns, and compliments:**

We encourage parents to share their questions, concerns and compliments with our staff. One way to share your thoughts is through the program survey. Parents are also welcome to contact teachers, the director or office staff to help with any issue.

**Steps to take:**

Start by talking with your child's teacher and if necessary include the Director. They will most likely be able to respond to your questions, concerns and be grateful for your compliments. If there are further concerns, you would then seek the appropriate administrator on campus.

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

Complaints must be signed and filed in writing with:

The State of California

Department of Education.

Early Education and Support Division Complaint Coordinator

1430 N. Street, Suite 3410

Sacramento, CA 95814

For parents, changes in program services or family information are documented on a NOA. When a complaint is regarding an NOA, the parent may file a request for a hearing within 14 calendar days of the date the NOA was received. Information regarding the appeal process is located on the back of the NOA.

**Emergencies**

**Fire, Earthquake, Community Disturbance, Lockdown**

Fire drills are conducted and documented once a month; and earthquake and lockdown safety drills are conducted and documented regularly. Each center has an emergency /disaster plan and an exit map posted. Fire alarm systems and equipment are professionally inspected annually. Children and staff's personal emergency information is filed for easy access when evacuation is necessary. The center's emergency plan is part of the college's plan. In addition, the campus Sheriff shall be advised of all emergency situations. The Sheriff and Campus Administrator shall advise regarding evacuation and safety procedures. **It is imperative for you to keep your emergency information updated.**

**Health**

A primary goal of the centers is to maintain the health and safety of children, families and staff. Upon greeting the child each morning, the teacher will conduct a brief health check. The purpose of the health check is to determine if the child has any symptoms associated with a communicable illness. Teachers are aware of children's allergic conditions as indicated on the physician's report and will respond appropriately.

A child who becomes ill at the center will be separated from the other children and parents will be called to pick-up their child. Parents need to pick up their child within an hour of notification to reduce the spread of illness. If the parent cannot be reached, individuals listed as emergency contacts will be called. In an emergency, a child will be transported by the Sheriffs or paramedics to the closest hospital.

Centers do not have facilities to care for ill children. Each parent must arrange for emergency care. Children returning to school from an illness must be able to participate in full indoor and outdoor activities unless physically restricted by a physician's written statement. Children absent five or more consecutive days must be required to provide a physician's release to be readmitted to the program.

Children should NOT attend school if they:

- Have had a FEVER within the past 24 hours and not medicated to reduce fever.
- Have VOMITED within the past 24 hours.
- Have had more than one isolated episode of DIARRHEA.
- Are CONTAGIOUS from a communicable disease (i.e., impetigo, chicken pox, conjunctivitis, head lice).
- Have an UNEXPLAINED RASH.
- Are OVERLY TIRED and unable to participate in normal activities, including outdoor play.

### **Medication**

If a child is in need of medication, parents must arrange upon re-entry to the Center for administering medication. Optimally, a parent or authorized person will come to the Center to administer the medication. If this is not possible, the parent will provide a physician's note with instructions for administering the medication as well as the Permission to Administer Medication form filled out by the parent. This policy may vary depending on individual LACCD Center.

### **Yearly Checkups**

Families will be asked each year to submit a yearly physical for each child enrolled. Families may opt out of this by filling out an Opt Out form. Realize that it is to your child's benefit to receive an annual physical to be sure your child is developing for the age they are and if there are any signs which would require assistance your child could receive services to help them strengthen areas of concern. This would include a vision and hearing exam. All of this is to be sure your child is ready to move onto the next learning experience with ease!

The center will contract for free hearing and visual testing each year as an added precaution to assist in further services if needed.

### **Injury/Accident Reports**

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

### **Nutrition and Meals**

The center participates in the Child and Adult Care Food Program (CACFP) offered by the United States Department of Agriculture (USDA). The food program ensures that children are being fed nutritious meals and snacks. Meals and snacks are served family style to help children learn self-help skills and to foster independence. Meals and snack times are also a time for children to learn social skills and expand their vocabularies through informal conversations with teachers and peers. Weekly menus are posted. CACFP has guidelines regarding when and where food is consumed.

If your child has food allergies or other medical conditions, the office will provide a physician verification form for food substitution. Food from home will not be allowed at the center.

### **Clothing**

Children are to be comfortably dressed in clothes that allow freedom in their daily activities. It is advisable to dress a child in clothing which is easy for the child to pull up and take off when toileting. A complete change of clothing needs to be kept at the center. Please remember to replenish the clothes for your child the next day. **Please label all clothing with your child's full name.**

**Toilet Training:** Toilet training is another step in your child's development. Typically, the teacher will review concepts of toileting around the age of two years or older, depending on the child's readiness/development and parent permission. The parent and teacher will work together to plan and implement this process.

### **Activities and Napping**

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

All children shall be given an opportunity to nap or rest without distraction or disturbance from other activities at the center. A napping space and a cot or mat shall be available for each child under the age of five. Centers that serve children in half-day programs are not required to schedule napping periods or have napping equipment for such children. No child shall be forced to stay awake or to stay in the napping area longer than the normal napping period.

### **Discipline and Guidance**

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

### **Diapers**

Parents are responsible to bring diapers needed for their child as needed.

**Fieldtrips**

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

# Center Staff

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

