



Participant Handbook
For
Child Development Centers

SAN DIEGO CITY COLLEGE

SAN DIEGO MESA COLLEGE

SAN DIEGO MIRAMAR COLLEGE

2009-2010



PARTICIPANT HANDBOOK

FOR

CHILD DEVELOPMENT CENTERS

**SAN DIEGO COMMUNITY COLLEGE
DISTRICT**

SAN DIEGO CITY COLLEGE

SAN DIEGO MESA COLLEGE

SAN DIEGO MIRAMAR COLLEGE

2009-2010

**Students and parents participating in the Child Development Centers
are responsible for all the information included in this handbook.**

San Diego Community College District

3375 Camino del Rio South
San Diego, CA 92108
Workforce Development
(619) 388-6965

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Chancellor

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(619) 388-6957

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The San Diego Community College District is governed by its Board of Trustees. No oral or written representation by any employee of the College District is binding on the San Diego Community College District without the express approval of the District Board of Trustees/designee. The Child Development Centers operate under the guidelines of the District's catalogs, policies and procedures, State Department of Education, Community Care Licensing and funding regulations.

All educational programs and services are made available to all qualified persons without regard to sex, sexual orientation, race, ancestry, national origin, religion, color, or mental or physical disability. The Child Development Center welcomes the enrollment of children with disabilities and other special needs as allowed by facility/program limitations and complies with requirements of Americans with Disabilities Act. The Center refrains from religious instruction or worship.

College students with disabilities who may need special physical or academic accommodations should discuss options with the Center staff during the first two weeks of the semester.

In accordance with State law, this is to advise you of your rights to file a written complaint as provided by Title 5, California Code of Regulations, Section 4600-4687, in the event that you believe the agency has unlawfully discriminated. Uniform Complaint Procedures (UCP) has been developed to respond to complaints against agencies involving educational programs operated with State or Federal funds. Contact person for equity and compliance with Title IX: Shawn P. Larry, J.D., PHR, Equal Employment and Diversity Officer, 3375 Camino del Rio South, San Diego, CA 92108, 619-388-6591.

This institution is an equal opportunity provider

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San Diego Community College District

3375 Camino del Rio South
San Diego, CA 92108

San Diego City College
Child Development Center
Building F
1313 Park Blvd
San Diego, CA 92101-4787
(619) 388-3205
FAX (619) 388-3689
Facility #370806172--Infant
#370805154—Preschool
Director: Gloria Lyon

San Diego Mesa College
Child Development Center
Building R-100
7250 Mesa College Drive
San Diego, CA 92111-4998
(619) 388-2812
FAX (619) 388-2840
Facility #372005155
Director: Ida Cross

San Diego Miramar College
Child Development Center
Building F-200
10440 Black Mountain Road
San Diego, CA 92126-2999
(619) 388-7851
FAX (619) 388-7388
Facility #372005156
Director: Sally Nalven

Contract individual centers for sessions, days and hours of operation

Welcome to the Child Development Center

The Child Development Center is an integral part of our College community. The Center operates as an instructional program and child development service for students and parents. The Center is accredited by the National Association for the Education of Young Children (NAEYC), licensed by the California Department of Social Services, Community Care Licensing, Title 22 (Division 12) and meets guidelines of the California Department of Education, Title 5. The Center staff meets the educational qualifications for Child Development Permits issued by the California Commission on Teacher Credentialing.

Parents and students are welcome to come to the Center at any time during the Center's operating hours. You are a valuable part of our program and we welcome your participation, suggestions and ideas.

As you observe, assist the teachers/staff and children or complete assignments, we invite you share your skills, talents and cultural backgrounds. The Child Development Center staff looks forward to working with you and hopes your experiences are enjoyable and rewarding.

MISSION STATEMENT

The Child Development Center has a commitment to meet the diverse needs of children, parents and students, preparing them to become contributing members in a global society.

PROGRAM GOALS

The Center provides 1) a collaborative learning environment for students to develop skills for working with families and children, and 2) an opportunity for children to achieve optimal growth and to develop in a high quality learning environment.

PROGRAM PHILOSOPHY

Our children's program is planned to nurture the whole child (social/emotional, cognitive, language, and physical development) through an integrated curriculum. Children are guided through learning experiences appropriate to their individual capabilities and readiness.

The program provides opportunities for challenge and mastery, peer interactions and expression of the children's individual needs and interests. The integrated curriculum provides opportunities for exploration of the environment through language and literacy, creative activities, science, math, sensory experiences, and motor activities. The program provides active and quiet activities, child-directed and teacher-directed activities, and group and individual activities throughout the day.

Children learn best in an environment with consistent limits where they are allowed to make choices. This approach leads to self-direction, independence, and responsibility. Children are encouraged to think, reason, remember and experiment as they work. Meeting the needs and interests of children and their families includes consideration of the diverse values and cultures of individual children. Active participation from students and parents are important to the quality of our total program.

The Child Development Center lab school is a training facility that provides an environment for college students to observe, interact, and implement the ideas and theories that are presented as part of the college program. As a parent participation program, parents enroll in a specially designed child development course that includes a lab component. During lab participation, parents have an opportunity to observe children and gain an understanding of children's readiness and interaction skills. Interaction with other parents and students in the program provides them with a support group. Parents also have the opportunity to use their lab classes as part of a child development career ladder.

PROGRAM OBJECTIVES

The child will have an opportunity to:

1. Develop a positive attitude toward school and learning and to prepare children for kindergarten.
2. Develop self-help skills through routines of washing, dressing, eating, resting, and toileting.
3. Develop a healthy self-image.
4. Develop respect and acceptance for people.
5. Develop their social/emotional, cognitive, language, and physical abilities.
6. Develop self-discipline, self-direction, and independence.
7. Develop self-expression and creativity.
8. Develop an appreciation of diverse cultures, ethnic customs, and life styles.

The family will have the opportunity to:

1. Communicate to the program their child's interests, abilities, needs and temperaments.
2. Participate with the staff in the implementation of curriculum and program activities and goals.
3. Share family customs and traditions.

The participants will:

1. Demonstrate and gain an understanding of the normal range of developmental stages and growth processes of young children.
2. Develop an understanding of parenting styles and recognize the important aspects of alternative family situations.
3. Develop and demonstrate communication skills and guidance techniques for working with children and adults in the Center.
4. Demonstrate skills in planning and implementing developmentally appropriate activities with young children.
5. Describe the daily schedules and procedures of the Center.
6. Develop an understanding of contemporary Child Development issues.
7. Develop an appreciation of diverse cultures, ethnic customs and life styles.

The staff will:

1. Plan a program that meets the individual needs of each child.
2. Encourage and support the professional growth of students.
3. Maintain and update their professional skills.
4. Maintain a safe, healthy, and nurturing environment.
5. Create an environment that supports children's development and respects diversity.
6. Encourage the development of a healthy self-image for all individuals.
7. Confer with parents to discuss assessments, progress and their child's individual needs.

PROGRAM POLICIES

REGISTRATION AND ENROLLMENT INFORMATION FOR PARENTS OF CHILDREN PARTICIPATING IN THE CENTER:

1. The registration period for children will be a two-week period each semester. Applications will be accepted beyond that time if space is available. Requests to enroll will be accepted (in order of priority and date registered) according to space available for each age group, family needs (documented employment and training verification for all adults counted in family size) and class schedule. Contact your campus center for additional details.

Need: Basis for a family's need for services is: recipient of child protective services; child(ren) identified as at risk of being abused, neglected or exploited; engaged in vocational training/education; employed; seeking employment; seeking permanent housing or incapacitation of a parent.

First priority: Families whose children are receiving child protective services or families whose children are at risk of being neglected, abused, or exploited.

Second priority: All children and families who are not within the first priority for admission shall be admitted according to gross family income and family size. For purposes of determining the order of admission, public assistance grants are counted as income. (State of California, Department of Education, Child Development Division, Funding Terms and Conditions for Child Development Programs) Children of families enrolled in the program will be admitted when they meet the age requirement of the specific Center.

Campus Child Care: Children of students enrolled at City, Mesa or Miramar colleges shall be admitted first, in the order above. In addition, once a family has been officially accepted and enrolled in the Center, other eligible children in that family have the first (highest) priority after children in protective services.

Waiting list: A waiting list will be maintained in accordance with the enrollment priorities above. As vacancies occur, applicants will be contacted in order of priority from the waiting list (State of California, Department of Education, Child Development Division, Funding Terms and Conditions for Child Development Programs). The waiting list will be reestablished each semester. Parents should contact the Center during each registration period to re-apply.

Parents must submit all required documentation of eligibility/need prior to child's initial enrollment.

Parents must attend an orientation as part of the enrollment process.

PROGRAM POLICIES

REGISTRATION AND ENROLLMENT INFORMATION FOR PARENTS OF CHILDREN PARTICIPATING IN THE CENTER: (continued)

Parents must be enrolled in college or continuing education courses with declared majors leading to a vocational goal. (State of California, Department of Education, Child Development Division, Funding Terms and Conditions for Child Development Programs)

Parents must submit a current student education plan not to exceed three (3) changes in major during their enrollment at the Center.

Parents must remain in good academic standing, which is a 2.0 grade point average or higher and have completed at least 60% of units they have attempted. Academic probation of parent will result in child's termination. (San Diego Community College District Catalog, Standards of Academic Progress)

Parents must pass the required child development lab course each semester for their child to remain enrolled in the program.

- 3. Parents are required to be enrolled in a minimum of six (6) units plus the required parent education course. The required course is part of a specific child development course series that supports the operation of the children's program. The courses have a lab participation requirement, which is completed by working in the Child Development Center. Program requirements vary according to the Center in which the child is enrolled.**

Within 7 days of the semester, parents must submit a current (no more than one year) tuberculin skin test (Intradermal Mantoux 5 TB PPU skin test). (Campus Health Services or San Diego County Department of Health Services) or family health care provider.

- 4. A child's assigned classroom is based on the child's age, developmental appropriateness, space availability and program needs. Parents will be notified of any changes in their children's classroom assignment.**

Child's days and time of attendance are based on the parents' class schedule and work schedule. Limited child care may be provided for online courses. Study time may be available and is based on space availability, parent's class load, and program restrictions. Request study time from the Center director. (San Diego Community College Catalog, Study Load Limit).

- 5. Any parent accumulating absences that exceed 6% of the total hours that a class is scheduled to meet during its full term may be dropped by the instructor. All rosters shall be cleared of inactive enrollment as of the census dates. Inactive enrollment results when any student has accumulated unexcused absences in excess of 12% of the total class hours prior to the census date. (San Diego Community College Catalog, Class Attendance)**

PROGRAM POLICIES

REGISTRATION AND ENROLLMENT INFORMATION FOR PARENTS OF CHILDREN PARTICIPATING IN THE CENTER: (continued)

Limited Term Service Leaves: Parents may request, in writing, a limited term service leave from the program, not to exceed 12 consecutive weeks for the school year. The Center Director must grant approval for the leave based on individual requests.

6. A child's continued participation in the Center is contingent on the parent's SDCCD enrollment, completion of required paperwork and successful completion of requirements in the campus child development lab class.

When it is deemed in the best interest of the child, parents can continue enrollment in the Center while working or attending other training programs.

When a child has not been picked up and remains beyond their scheduled contract, it is necessary to keep staff on duty to meet adult-child ratios according to Title 5 and Title 22. Additional expense is incurred by the program that is not reimbursable and cannot be an added charge to the parent. We will be forced to terminate services when a parent is late a third time (See Appendix C: Procedures for Late Pick Up).

7. Children not enrolled in the Center program may not remain on site.
8. Services may be discontinued if the child poses a health or safety risk to self or others. (See Appendix E: Procedures for Aggressive Behavior).
9. Child Development Center staff cannot write letters for parents pertaining to custody and divorce issues unless it is court ordered.

DUE PROCESS REQUIREMENTS: (State of California, Department of Education, Child Development Division, Funding Terms and Conditions for Child Development Programs)

- A. Notice of Action, Application for Services; Notice of Approval or Denial
The contractor's (Child Development Centers) 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 with thirty (30) calendar days from the date the

PROGRAM POLICIES

DUE PROCESS REQUIREMENTS: (continued)

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 the 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 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 decisions 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.

PROGRAM POLICIES

DUE PROCESS REQUIREMENTS: (continued)

D. Parents 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 parents(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 CDD.

E. Appeal Procedure for CDD 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 CDD. If the parent(s) do(es) not submit an appeal request to the CDD within fourteen (14) calendar days, the parents' appeal process shall be deemed abandoned and the contractor may implement the intended action.

The parent(s) shall specify in the appeal request the reason(s) why he/she believes the contractor's decision was incorrect. A copy of the contractor's notice of intended action and written decision shall be submitted by the parent(s) with the appeal request.

PROGRAM POLICIES

DUE PROCESS REQUIREMENTS: (continued)

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

The decision of the CDD 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 CDD Decision; Reimbursement for Services during the Appeal Process

The contractor shall comply with the decision of the CDD 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 ineligible is upheld by the CDD, services to the family shall cease upon receipt of the CDD's decision by the contractor.

CHILD HEALTH /SAFETY POLICIES AND PROCEDURES:

The children's health is of major importance in the overall operation of our Center. Our program is not equipped to care for even mildly ill children who are irritable and cannot fully participate in the day's events. The Center encourages safeguarding the health of all the children in our program by requiring that every parent:

1. Submit within 30 days of enrollment the child's health form signed by a physician. An official record of up-to-date immunizations (shot record) is required as part of the application process unless a personal belief statement is on file.
2. Children who require special diets for medical reasons can only be accommodated by providing written documentation signed by the child's primary physician identifying foods and substitutions, which meet comparable nutrient values. Within 30 days accommodations will be made according to USDA and CACFP guidelines.
3. Children are released only to persons who are specially authorized and can prove their identity (picture ID required).
4. Parents must notify the teacher upon the child's arrival to and departure from the classroom. Parents are required to sign in upon arrival and sign child out upon departure with actual time in/out.
5. Parents should direct their children to wash their hands upon arrival and departure.
6. Inform the Center staff when the child will be absent and the specific reason for the absence.

PROGRAM POLICIES

CHILD'S HEALTH /SAFETY POLICIES AND PROCEDURES: (continued)

7. Communicable disease information will be posted when outbreaks occur. Notify the Center staff whenever your child has been exposed to a contagious disease.
8. Decide whether a child is well enough to attend school. Keep the child home if the child:
 - a. is taking medication to control fever, diarrhea, vomiting or other illnesses.
 - b. has a fever.
 - c. has had diarrhea or loose stools.
 - d. has vomited.
 - e. has a continuous runny nose.
 - f. has a persistent cough.
 - g. has red, watery, or mucous-filled eyes.
 - h. has an undiagnosed skin rash on any part of the body.
 - i. has pus-filled or infected sores on the body.
 - j. has mouth sores, impetigo or ringworm (see Center staff for handout for treatment and required waiting period).
 - k. has scabies, head lice or pin worms (see Center staff for handout for treatment and required waiting period).
 - l. has strep or other infectious diseases
 - m. is fussy, cranky, and generally not himself/herself.
9. The Center staff is not authorized to administer medication, prescription or over the counter drugs, to any child. Make arrangements to give your child medication. Medication(s) may not be stored in the child's backpack or cubbies.
10. Minor injury reports are logged immediately following treatment.
11. Parents are called for injuries requiring medical attention, contagious conditions, or when illness occurs. Incident Reports (LIC624) are documented and filed with Community Care Licensing for injuries requiring medical attention.
12. In case of natural disaster, emergency supplies are available at each site. The District has emergency disaster plans in place for each campus. Parents **must** return to the Child Development Center to pick up their child as soon as possible.

CHILD'S CLOTHING AND PERSONAL NEEDS:

1. Children should wear comfortable play clothes, which they can easily remove. Children **must** wear closed-toed shoes that protect their feet and are appropriate for active play (i.e., tennis shoes). Sandals will not be allowed.
2. All children shall have a complete change of labeled clothing, including jackets and shoes in their cubby. If it becomes necessary to change a child's clothes and extra clothes are not available; the parent will be called to pick up the child.

PROGRAM POLICIES

CHILD'S CLOTHING AND PERSONAL NEEDS: (continued)

3. Children who are not toilet-trained will use disposable diapers in the Center. Parents will furnish disposable diapers.
4. Children may bring a special blanket, pillow or other attachment object for rest time. Parents are responsible for cleaning personal items.
5. Children may not bring personal toys or food to the Center unless they are requested as part of the program.
6. The Center does not assume responsibility for lost or stolen items.

ATTENDANCE AND ABSENCES:

Parents are required to use full legal signatures when signing child in and out. Failure to comply with the State mandate of using full signature to sign children in/out and for reported absences will result in termination of child care services. (See Appendix D: Procedures for Failure to Comply with State Mandated Sign In/Out and Absence Policy)

1. Children shall be signed in and out at the beginning and ending of their day at the Center. Exact time and **parent's full signature** are required by State regulations.
2. Absences of a child shall be recorded by the parent on the sign-in sheet. Specific reasons and full signatures are required by State regulations.

Excused Absences: Illness (specify illness) or quarantine of the child, siblings, or parent; cancelled classes (parent signs child in, goes to class and class is cancelled); family emergency; visitations with a parent or other relative; or which is clearly in the best interest of the child. Family emergencies shall include absences due to extreme weather, natural disasters, transportation problems or incidents that disrupt normal family life. Absences in the best interest of the child (10 days maximum per school year) include staying home with family member, visits with relatives, vacations, medical appointments, court appearances or other business deemed necessary by the parent.

Unexcused Absences: Each child will be allowed **no more than ten** (10) unexcused absences during a school year. Examples of unexcused absences may include extended vacation, missed bus or over slept. Additional absences will result in termination from the program. (San Diego Community College District policy)

3. Meals are ordered according to your child's contract hours. The Center is charged for all meals ordered. Adhering to contract hours on file assures the program's compliance with funding level.

PROGRAM POLICIES

ATTENDANCE AND ABSENCES: (continued)

4. The Center staff must be notified when parents participate in off-campus activities. Specify time, place, or phone number on sign-in sheet.
5. Parents must notify the Center when another adult who is not the emergency form will be picking up their child. Authorized person must show picture ID and know the child's first and last name. Teachers will question anyone that is unfamiliar to them and check their authorization to pick up a child (picture ID will be required).
6. Parents must notify the Center staff by telephone, no later than 8:00 a.m., when a child is absent or will not be attending their regularly scheduled hours. Children who are **absent for five (5) consecutive days**, without parental notification to the Center staff, will be terminated from the program.
7. **Parents must notify Center staff immediately of any changes in class or work schedules. Failure to notify the Center of changes violates State regulations and may result in loss of child care services. Parents may also be billed for child care at the State's prevailing rate.**
 1. Children who have not been picked up one hour after their contracted pick up time will be taken by police to Polinsky Children's Center. (See Appendix C: Procedures for Late Pick Up)

FEES:

1. The Center accepts children who qualify for the various State payment plans such as Alternative Payment Certificate Plan, CalWORKs or etc. If you qualify for any of these programs, please contact the Director to arrange for the fee payments if any.
2. Fees are assessed based upon family's adjusted gross monthly income, family size, and contract for service provided. Length of day for infant/toddler and preschool programs is defined as part time, less than 6 1/2 hours and full time, 6 1/2 hours or more. (Family Fee Schedule, California Department of Education, Child Development Division)
3. Fees are based on the child's enrollment in the program, not their attendance. There are **NO** refunds for absences, drops, or changes in class and work schedules.
4. Fees are payable in advance on a monthly basis, and are due the first of each month. Fees are delinquent when they are seven (7) calendar days in arrears. Should your fees become delinquent, you will be notified in writing that your child will be terminated from service unless fees are brought current within fourteen (14) calendar days.

PROGRAM POLICIES

FEES: (continued)

Delinquent Fees: California Education Code 72237 and Title 5-54640 states that grades, transcripts, diplomas, 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. (San Diego Community College Catalog, Debt Owed to the College)

5. A copy of the current month's fee receipt must be given to the Center staff.
6. Parent must inform the Center **within ten (10) days of any change in status**. This means any increase or decrease in family income, family size, or need for child care. Fee adjustments will be made the following calendar month.
7. Income-eligible families with a gross monthly income below 75% of the state median income and who pay for other child care should inform the Center staff. Parents must provide the Center with written receipts at the beginning of each month showing the amount paid and payments for other child care. The payment amounts will be deducted from the fee assessed by the Center for the following month.

SPECIAL ACTIVITIES:

1. Field trips are a part of the children's curriculum and permission slips will be required. Fees may be charged for these activities. Parents and students may be asked to participate. The cost of field trips is not included in the assessed daily fees. The charges may not exceed \$25.00 in a school year. (State of California, Department of Education, Child Development Division, Funding Terms and Conditions for Child Development Programs)
2. Parents who would like to celebrate their children's birthdays at the Center should contact the classroom teacher.

PROGRAM MONITORING AND REVIEW:

1. As part of our accreditation, an Annual Report is filed each year with the National Association for the Education of Young Children. A self study and on-site validation is completed every five years. For additional information: www.naeyc.org
2. As part of our California Department of funding, the Center completes an Annual Summary of Program Findings that includes an assessment of the program by parents (Parent Survey), assessment of the children's program by staff (Early Childhood Environment Rating Scale- Revised—ECERS-R or Infant/Toddler Environment Rating Scale—ITERS) and a Program Quality Review. The findings

PROGRAM POLICIES

PROGRAM MONITORING AND REVIEW: (continued)

are used to evaluate the program and make changes to enhance the program. The State makes an on site visit to the program every three years. For additional information: www.cde.ca.gov/sp/cd/

3. As part of the State of California, Child and Adult Care Food Program, the State makes an on site visit to the program every three years to review family applications, reporting records and fiscal accountability records. For additional information: www.cde.ca.gov/Ls/nu/cc/ccs.asp
4. The State of California, Department of Social Services, Community Care Licensing, issues child care facility licenses and reviews programs based on State guidelines through unannounced visits. The fire department makes annual visits to inspect facilities for fire code compliance. For additional information: www.cclcd.ca.gov/PG411.htm

CHILD CARE FOOD PROGRAM

The San Diego Community College District participates in the Child and Adult Care Food Program (CACFP) offered by the United States Department of Agriculture (USDA) and serves meals at no separate charge to all enrolled children. The reimbursement received from the CACFP helps with our feed costs, and therefore, enables us to keep our fees for care as low as possible.

Please help us comply with the requirements of the U.S. Department of Agriculture's (USDA) Child and Adult Care Food Program (CACFP). Please complete, sign, and return the Meal Benefit Form to the center as soon as possible. All children enrolled our center receive their meals at no separate charge, but the determination of eligibility category affects the amount of funding received by our center. This information is necessary to receive the reimbursement for the meals we served to children in our program. If your first language is not English, you have a right to ask us for written or oral translation of these materials free of charge in your native language.

If your household currently receives benefits under the Food Stamp Program; the California Work Opportunity and Responsibility for Kids (CalWORKs); the Kinship Guardian Assistance Payment (Kin-GAP); or the Food Distribution Program on Indian Reservations (FDPIR), you only need to list your current Food Stamp, CalWORKs, Kin-GAP, or FDPIR case number on the Meal Benefit Form. You must also have an adult sign and date the Meal Benefit Form.

However, if your household does not receive benefits under Food Stamp, CalWORKs, Kin-GAP, or FDPIR, please complete the Meal Benefit Form and make sure you:

- provide the names of all household members and their income by source; and
- have an adult sign, date, and provide his or her social security number, or check the box "Check here is not Social Security Number" if the adult does not have a social security number.

FOR ALL HOUSEHOLDS:

The USDA defines a household as group of related unrelated individuals (not residents of a boarding house or an institution) who are living as one economic unit (i.e., sharing living expenses). Therefore, the income reported on the Meal Benefit Form must include the gross income of all members of your household, by source.

The **income** you report must be the total gross income received last month, listed by source for each household member. If last month's income does not accurately reflect your circumstances, you may provide a projection of your monthly income. If no significant change has occurred, you may use last year's income as basis to make this projection. If your household's income is equal to or less than the amounts indicated for your household's size on the income Chart, the center receives a higher level of reimbursement for meals served to your child(ren).

Once properly approved for free or reduced-price benefits, whether through income or proof of benefits as supported by a current Food Stamp, CalWORKs, Kin-GAP, or FDPIR case number, your child(ren) will remain eligible for those benefits for 12 months.

CONFIDENTIALITY OF INFORMATION ON MEAL BENEFIT FORM:

We will use the information on the form to decide the level of reimbursement our center is eligible to receive. We will place the Meal Benefit Form in our food program files and keep the information confidential. Only upon your request, will we share the information on your form with officials of other child nutrition, health, and education programs so they can use it to determine benefits for those programs.

NONDISCRIMINATION STATEMENT:

This explains what to do if you believe you have been treated unfairly. In accordance with Federal law and U.S. Department of Agriculture policy, this agency is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington DC 20250-9410, or call 202-720-5974 (voice and TDD). USDA is an equal opportunity provider and employer. (California Department of Education, Nutrition Services Division, CACFR, NSD 3104, rev. 03-07)

GUIDELINES FOR LAB PARTICIPANTS

GENERAL INFORMATION:

These guidelines are based on San Diego Community College District policies and procedures, California Department of Education, Child Development Division, Community Care Licensing and Child Development Center Program policies.

The Child Development Center is a training facility. Students are in the process of gaining knowledge and developing skills necessary for working with children, and families, and communities. Please be respectful of students and remember they are in training.

A parent/student advisory board is part of each Center's program. Attendance and participation is encouraged. Flyers and announcements are posted at the Center for times and location of meetings. Contact Center Director for additional information.

1. The Center refrains from religious instruction or worship.
2. The Center discourages the use of food in the children's curriculum.
3. Dress in comfortable and appropriate clothing and shoes that allow you to move about easily.
4. Within 7 days of the semester, students must submit a current (no more than one year) tuberculin skin test (Intradermal Mantoux 5 TB PPU skin test). (Contact Campus Health Services, San Diego County Department of Health Services or personal physician.)
5. Check with classroom teacher upon arrival and departure.
6. No smoking is permitted in the Center, on the Center grounds or within 20 feet of the building.
7. Food, candy, gum or drinks of any kind may not be brought into the children's classroom. We are teaching and practicing good nutrition with the children and your cooperation is crucial to our success.
8. Cell phones and other electronic devices are not permitted in the children's classrooms.
9. Observation windows and classroom microphones are accessible to viewers in Centers so equipped.
10. Posted Campus Emergency Procedures will be followed when necessary.
11. Emergency procedures (fire and earthquake drills) are practiced each semester.
12. Corporal punishment or threat of its use is forbidden.

GUIDELINES FOR LAB PARTICIPANTS

GENERAL INFORMATION: (continued)

13. Classroom doors remain unlocked at all times.
14. Bathroom doors remain open at all times in the children's classroom. Diapering areas are not enclosed. Adult bathrooms are located in the hallway and may not be used by children.
15. Disposable gloves are to be worn when preparing food, administering first aid, and diapering.

PROFESSIONAL ETHICS:

1. Students need to maintain professional confidentiality at all times: **do not discuss the children with others, including the parent. This includes positive and negative statements.**
2. **Report** any accidents, injuries, or behavioral problems to the Center director or teacher immediately. It is the responsibility of the director or teacher to discuss any problem with the parent, as they consider necessary.
3. **Never discuss children in their presence.** Telling an adult in front of a child that "Betsy is so shy or so hard to manage" only perpetuates the problem.
4. **Students shall not harm children.** Students shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children. (See Appendix M: NAEYC Code of Ethical Conduct)
5. **Students shall support the NAEYC "Statement of Commitment".** (See Appendix N: Statement of Commitment)
6. **Honesty and integrity are integral components of the academic process.** Students are expected to be honest and ethical at all times in their pursuit of academic goals in accordance with Policy 3100. The Center will notify college administration of infractions and appropriate action will be taken. (San Diego Community College District Catalog, Honest Academic Conduct)

REQUIREMENTS TO REPORT SUSPECTED CHILD ABUSE:

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 reasonably 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

GUIDELINES FOR LAB PARTICIPANTS

REQUIREMENTS TO REPORT SUSPECTED CHILD ABUSE: (continued)

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.

1. Employees of the San Diego Community College District Child Development Centers are mandated to comply with the child abuse reporting requirements of the State of California.
2. Child Protective Services determines the need for any follow up action.
3. Students should report incidents/concerns related to child abuse to Center director or designee.

DUTIES:

1. Students must wear name tags at all times when participating in the Center.
2. Students need to arrive on time and stay the full time. Since we plan our daily program with you in mind, we are counting on you to be there. If you are sick, you are responsible for calling the Center and making up your assignments. The scheduled Center participation time is an integral part of the child development lab classes, and attendance is critical to your grade.
3. As you come in each time, be sure to follow the procedure for checking in and out. You are responsible for keeping track of your hours.
4. Student's belongings (i.e. purses and backpacks) can be stored in a designated area. The Center is not responsible for lost or stolen items.
5. Students must wash hands upon arrival and before departure, before all meals with children, after personal care of children and self including nose wiping, coughing, diapering, toileting, first aid, etc. (See Appendix G: Procedures for Hand Washing, G: Procedures for Gloving, & H: Procedures for Diapering).
6. Students must be under direct supervision of a Center staff member any time children are present.
7. Look over the lesson plan for the day and see what is planned. Follow directions according to instructions given. Feel free to ask the Center staff for help or for explanations when needed.

GUIDELINES FOR LAB PARTICIPANTS

DUTIES: (continued)

8. Learn where materials are kept and be sure to put them back where they belong.
9. Children's names are important to their self-identity. The names are posted in the children's classroom. Please learn and use them! Avoid saying names such as "sweetie", "honey", or "you guys" when referring to the children.
10. Be aware of the emergency procedures to be used in the Center. These are posted by the exits in the children's classroom. Learn them!
11. Check the children's roster periodically during your Center time. This will help you know which children are present that day. Do a "head count" from time to time.
12. Find out which children have allergies. Allergy information is posted in the children's classroom. Be conscientious about food allergies at snack and meal times.
13. Due to possible choking hazards, nuts and popcorn are not permitted in the Center. Foods such as grapes and hot dogs must be cut lengthwise before serving.
14. When you are assigned an activity, please remain there for the allotted time. Check with the teacher if you are unsure.
15. Do not visit with other students while working at the Center. Your responsibility is to observe, supervise, and interact with the children. Accidents only take a moment to happen!
16. When preparing meals or assisting children at meals, be sure to follow good sanitary practices. All adults need to wash their hands and follow the procedures for preparation, handling, clean up, and storage of food. **Meals are for children; students may not eat the leftovers.**
17. For role-modeling purposes, the teacher **may invite** you to eat with the children. Talk to them about what they are eating, what they have been doing that morning, etc. This encourages good table manners. Have children help with set-up and clean up. All children must sit and eat at the tables. **Food may not be removed from the Center.**

GUIDELINES FOR LAB PARTICIPANTS

GUIDANCE USED IN THE CENTER:

- 1. REDIRECTING** (more effective with younger children)
It will be more successful in changing a child's behavior if you turn his/her attention to something else, which is equally as interesting as what he/she has been doing. For example: Susan has been playing in the sandbox for some time. She begins throwing the sand toys. The teacher assumes that she has lost interest and needs to do something more active. She says, "Susan, let's find the beanbags and set up a place to throw." Together they locate the beanbags and create a fun target.
- 2. POSITIVE, NON-JUDGMENTAL STATEMENTS**
Teach children a healthy attitude about mistakes. Avoid labels (even complimentary labels such as "talented, "smart", etc.), commenting on specific actions instead ("You put the puzzle pieces together perfectly!"). State requests in a positive form ("Walk around the puddle", rather than, "Don't..."). Remember that while all acts cannot be approved, all feelings can be. (It is important for a child to know what he/she feels even if he does not know why.) Try to be friendly and undisturbed by a logical consequence which serves as it's own discipline (avoid saying, "I told you so"). Use impersonal statements where appropriate ("Rest time is at noon" rather than "You must rest on your cot at noon"). Compliment a child's effort, even if the child is unable to complete the task.
- 3. VERBALIZING FEELINGS**
Helping children to verbalize their feelings is an important part of our work at school. Children will argue and fight over toys, which chair to sit on at snack time, or their place in line. Discourage fighting by encouraging children to "use their words" and say what they feel. For example, "Don't do that. I don't like you to push me," rather than acting out their feelings physically.

A child having a difficult time with separation, sharing, or just growing up may be helped by the adult stating: "It's okay to feel...
...sad when your mother/father leaves."
...hurt when someone won't share with you."
...frustrated when you can't tie your shoe laces by yourself."
- 4. RENEWAL TIME**
Time out is a widely used term but it tends to be over-used, as it can be applied to many different kinds of situations. It often characterizes punitive isolation. Although the term may be new to you, renewal time is one of the oldest and most common forms of discipline. Renewal time is a chance for the inner self to become renewed, as opposed to the whole self-being "out". It is a special kind of time when a child is given a chance to renew his feelings away from the group. It is a time that will probably give the teacher and the other children, who may be involved, a chance to renew their feelings, too. After renewal time, everyone just starts over.

GUIDELINES FOR LAB PARTICIPANTS

STUDENT/CHILD INTERACTION IN THE CENTER:

Adapted from: Cook, Tessier & Armbruster

1. **Create a pleasant atmosphere.** Try and help a child feel comfortable by being warm and enthusiastic. By relaxing and enjoying yourself, the child will feel and follow your example thus being able to become more effectively involved.
2. **Your voice is your assistant.** Use a soft, confident voice when trying to get a child's attention. You will be more effective if you gain eye contact with the child and then speak directly and softly to the child.
3. **Be positive.** Make statements to children in the positive form instead of the negative form. "Remember to use your walking feet inside" is a better statement than "Don't run in the classroom."
4. **Labels are for jelly jars, not for children.** Labeling a child as "naughty" or "bad" makes a child feel ashamed and unworthy. A child who feels this way cannot learn.
5. **Keep competition out of the classroom.** Competition among young children has no value. It is important to build the self-esteem of a child through cooperative and individual play.
6. **Choices are for choosing.** Give a child a choice only when there is a choice to be given. If "no" is not an answer that is acceptable, do not give the child a choice. "You may put on your sweater. I can button it for you, you may button it yourself, or you may find someone else to button it for you," is a statement that offers choices.
7. **Sharing is not simple.** Young children are learning about sharing. Encourage children to ask if they can have a turn and to wait until the other child is finished. "You need to wait until they are finished," is a statement that reinforces the concept of sharing.
8. **Keep your eyes on the children.** Children need and deserve alert supervision. It is the supervising adult's responsibility to be able to visually observe the children. This is not possible when the adults are engaged in adult conversation.
9. **Be a facilitator for children's activities.** Children need to use their imaginations as they experiment with ideas and materials. It is the role of the student to be supportive of the child's play, and not to dominate the child's play.
10. **Avoid making models.** Encourage children's creativity and confidence by not making models at the art table, play dough table, or block area.
11. **Prevention is perfect.** Children should not be allowed to hurt themselves or others. It is the adult's responsibility to redirect behavior that can become a problem.

GUIDELINES FOR LAB PARTICIPANTS

WORDS THAT HELP, The Professional Way to Talk to Children:

Children respond best to courtesy, tact and diplomacy, just as adults do. By using the words, "let's" and "we" often, we develop a sense of togetherness. Phrasing a sentence in the positive instead of the negative produces much better results: "Please close the door" instead of "Don't leave the door open."

Use few words with children; make them count when you do use them. Tell the child what to do, rather than what not to do. Avoid saying "no, no" "don't" or threatening children. Do not tell a child he is naughty or bad, or tell him "to be a good boy." Do not use extravagant phrases such as, "I'll just die if you do that." The child may take you seriously and worry.

Make eye contact with children. You will be more effective. Get down to the child's level when supervising by sitting in a small chair or by kneeling.

Try Saying:	Instead of:
"We all sit down to juice."	"Sit down Johnny."
"It's time to clean up now; Let's all help."	"Pick up the block; hurry."
"I'll bet you had fun making the picture."	"You should put windows in your house"
"Would you like to tell me about your picture?"	"What is it?"
"Brooms are for sweeping; we keep them on the floor."	"Don't hit with that broom."
"Paint brushes are for painting."	"Don't poke Mary with the brush."
"We keep our clay on the table."	"Don't put it in your hair."
"Balls are for throwing."	"Don't throw blocks."
"Would you like to hold the books for me?"	"What! A big girl sucking her thumb?"
"Can you do it by yourself or shall I help you?"	"You have to do it now."
"Keep the sand low; it hurts when it gets in the sand."	"You naughty boy, stop throwing eyes."
"If we put our jackets on quickly we'll have more time outside."	"Hurry up and get over here."
"It hurts to be hit; see, your friend is crying. people."	"You bad boy, you mustn't hit people."

GUIDELINES FOR LAB PARTICIPANTS

CHILD DEVELOPMENT TERMINOLOGY:

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

CURRICULUM APPROACH

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

Creative Curriculum approach—The program is a scientifically based comprehensive curriculum for preschool children. Using the assessment system to determine where children are on the continuum enable educators to decide which educational experiences will support children's progress. The Teaching Strategies Inc. web site supports the Creative Curriculum materials.

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

Documentation—Keeping a careful record of the children's involvement in projects, using photographs, samples of children's work, and a record of their words, and arranging these in a aesthetic and informative manner to illustrate the process of learning.

Emergent Curriculum--Refers to the idea that curriculum is a continuous revision process, an honest response to what is actually happening, in which there is a logical sequence of study using interconnected activities and experiences. 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.

Head Start--The goal of Head Start is to help break the poverty cycle by providing children and their families with a comprehensive program that will help meet some of their needs. It is the largest publicly supported early childhood program, providing educational, nutritional, health and parent support to enrolled children and their families.

High Scope—Children in High Scope settings are encouraged to make choices about materials and activities throughout the day. As they pursue their choices and plans, children explore, ask and answer questions, solve problems and interact with classmates and adults. The key experiences are groups into 10 categories: creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space and time.

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. It is believed to promote children's problem solving and aid the children's ability to see relationships among a variety of ideas or events.

Literacy--Literacy builds a child's understanding of books and stories as well as enriches vocabulary and promotes dialogue between children.

GUIDELINES FOR LAB PARTICIPANTS

CHILD DEVELOPMENT TERMINOLOGY: (continued)

CURRICULUM APPROACH (continued)

Manipulatives--Small toys that are easily handled by children and used for the development of their small muscle coordination. Puzzles, Legos, and small blocks are good examples of manipulatives.

Montessori Programs--Maria Montessori believed that in the early years there are specific moments when a child is ready to develop certain language abilities, mathematical skills or patterns of physical movements. These programs use special equipment and arrange the classroom into centers that are somewhat different from conventional early childhood areas.

Portfolio—A collection of artifacts and anecdotes that document a child's efforts and achievements the child can be involved in selecting and evaluating these materials.

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

Product Art--Refers to activities where children assemble pre-cut pieces or follow an example (model). The outcome of the process is specific and the finished products look the same.

Project Approach--A method of presenting curriculum that expands children's learning through in-depth exploration of topics that are of interest to the children and teachers. A small group, whole class, or an individual child can undertake the project. A key feature of the project is using research to find answers to questions.

Reggio Emilia--Named for the town in Italy where this educational approach was developed under the guidance and vision of Louis Malaguzzi. These schools are parent-teacher cooperatives, and one of their distinguishing features is the care that is taken to create a beautiful and warm environment. Children choose the direction of their learning and teachers serve as guides and documenters.

Reggio Inspired—The Americanization of the educational approach that was developed under the guidance and vision of Louis Malaguzzi in the town of Reggio Emilia located in Northern Italy. The main focus is parent-teacher cooperation, staff planning groups and creating warm, inviting environments. Children choose the direction of their learning and teachers serve as guides and documenters of the activities that take place.

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

Self-Help Skills--These are all the necessary tasks that children learn to assist them in becoming independent and self-reliant. One of the first big skills is feeding oneself, followed by all the component parts of dressing such as buttoning, zipping, and lacing.

GUIDELINES FOR LAB PARTICIPANTS

CHILD DEVELOPMENT TERMINOLOGY: (continued)

CURRICULUM APPROACH (continued)

Teacher-Directed--Scheduled time during which the teacher facilitates or leads an activity with a group of children.

Theme Based Curriculum—A planning approach that involves a course of study with identified child activities focused on one subject, idea or skill.

Waldorf Schools--These programs are based on the idea that from birth on, humans develop in a predictable pattern. The curriculum, at each stage of a child's development, must appeal to the special capacities that are emerging and developing. It is based on the importance of movement, play and fantasy for the young child. The environments use all natural products such as cotton and wood.

DEVELOPMENT

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

Emotional Development--The development of the full range of feelings and the ability to learn to express with these feelings in appropriate ways.

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 activities such as catching, throwing, jumping, running, climbing and building with blocks.

Language Development--The development of oral language through activities such as conversational activities, storytelling, and dramatic play.

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.

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.

Social Development--The development of social skills and adaptability that is necessary to grow up to be socially adept, well-functioning people.

OBSERVATION/ASSESSMENT

Anecdotal Observation—The focus is on exactly what occurs in a classroom or on what a child does or says in a specific situation over a limited period of time.

GUIDELINES FOR LAB PARTICIPANTS

CHILD DEVELOPMENT TERMINOLOGY: (continued)

OBSERVATION/ASSESSMENT (continued)

Desired Results—This is a system by which educators can document the progress made by children and families. The California Department of Education, Child Development Division, has implemented this approach to be compatible with the accountability system for elementary and secondary education. At the program level, the desired result system assists programs so that quality improvement activities may be effectively targeted to directly benefit participants. It is culturally sensitive and linguistically responsive to the diverse population of children and families served.

Event Sampling—This is a method of observation where an individual observes one child for a specified period of time over several observations and record specific behavior, times of day it occurs and surrounding circumstances.

Narrative—A description of a child's behavior as it occurs. The observer sits to one side and records what they see the child doing.

Raw Data—Hand written notes of the observation.

Time sampling—A quantitative measure or count of how often a specific behavior occurs within a given amount of time.

PLAY

Associative Play--Playing together but not subordinating their individual interests to a common goal, often witnessed in the play of 3 1/2- to 4 1/2-year old children.

Cooperative Play--Playing together for a common purpose, often apparent in the play of 4- to 5-year old children who organize themselves into a group.

Onlooker Play—Standing on the side of a room or play yard and observing the action of others but not taking part. This type of play is common among 2- and 3-1/2-year old children.

Parallel Play--Playing beside but not with a companion child with toys that are similar, often seen in the play of 2- to 3-year old children.

Practice Play—Performing the same task over and over again until a sense of mastery is achieved. This type of play is observed among 3- to 5-year old children.

Solitary Play--Playing alone, with little reference to what other children nearby are doing, characteristic of 18 months to 2 1/2-year old children.

Symbolic Play—Using materials in play for a different purpose than it's usual purpose, for example pretending that a block is a truck. This type of play is observed among 2- to 5 year old children.

COMMUNITY RESOURCES

EMERGENCY/CRISIS NUMBERS:

Police, Fire, Paramedics	911
Poison Center www.poison.org/act.fast	(800) 222-1222
Child Abuse Hotline	(858) 560-2191 (800) 344-6000
Women's Resource Center	(760) 757-3500
San Diego County Emergency Psychiatric Hospital	(619) 692-8200
Suicide Intervention	(800) 479-3339 TDD (619) 641-6992

HELP FOR PARENTS AND CHILDREN:

2-1-1 San Diego. Information and referrals for health and human care agencies	. 211 or (858) 300-1211
AIDS Related Counseling Program AIDS counseling and support groups	(800) 367-2437 TDD (888) 225-2437
Alcoholics Anonymous North County	(619) 265-8762 (760) 758-2514
Adult Children of Alcoholics	(619) 287-7782 or (619) 276-6232
Al-Anon Support groups for alcoholics and their families	(619) 296-2666
California Children Services Services/referrals to low cost medical and dental care	(619) 528-4000
Catholic Charities. Emergency food, clothing, shelter referral, transportation, utility and housing assistance	(619) 231-2828
Center for Community Solutions Studies and Services. Support groups for sexual abuse, rape, battery survivors and intervention Counseling for men, women, children and families	(858) 272-5777
Child care Resource Service Child care referrals for San Diego County, under contract to CA Dept. of ED. Heath Services—answer questions related to child's health.	(800) 481-2151 (800) 908-8883
Empty Cradle Support for parents experiencing infant death	(619) 595-3887

COMMUNITY RESOURCES

HELP FOR PARENTS AND CHILDREN: (continued)

- Exceptional Family Resource Center (619) 594-7416
Resources for families with special needs children and a lending library for all parents
- Family Stress Counseling Center (619) 515-2355
Help for families experiencing physical or sexual violence
Parents United--Support for sexual abusers and their families
- Food Bank (858) 527-1419
Food assistance—www.sandiegofoodbank.org
- Healthy Families (858) 565-8888
Health care for children and pregnant moms of low income families
- Gambler Anonymous. (619) 239-2911
Support groups for compulsive gamblers
- Marijuana Anonymous. (619) 685-2808
- Narcotics Anonymous (619) 584-1007
Support groups for addicts
- Overeaters Anonymous (619) 521-2538
Support groups for compulsive Eaters
- Parent Care Family Recover Center (619) 426-6410
Drug and alcohol treatment groups for pregnant women and mothers of children under seven
- Parents, Families & Friends of Lesbians & Gays (619) 579-7640
- Planned Parenthood (619) 881-4500
Information on family planning and parent education
- San Diego County Department of Health Services (619) 515-6583
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 Health & Human Services. (866) 262-9881
The County has a wide array of resources to help residents become self-sufficient member of their
community.
- San Diego County Mental Health Child and Youth Services (619) 563-2750
Classes for parents and children in child development, anger control, and problem management
- San Diego Regional Center (619) 472-5916 or (858) 576-2996
Assessments and services for families and children

COMMUNITY RESOURCES

HELP FOR PARENTS AND CHILDREN: (continued)

- Special Education Early Childhood (SEEC). (858) 490-8515
San Diego Unified School District's program for assessment & services of special need children
(birth through preschool). Must live in district to be eligible for services.
- Survivors of Suicide (619) 482-0297
- WIC--Women, Infants & Children (800) 500-6411
Supplemental food nutrition education for pregnant, lactating mothers, and children (0-5 years)
www.fns.usda.gov/wc

MULTI-CULTURAL HELP PROGRAMS:

- American Indian Human Resource Center (619) 281-5964
Employment training for American Indians
- American Indian Health Services (619) 234-2158
Outpatient medical and dental treatment, HIV counseling
- Barrio Station (619) 238-0314
At risk counseling for community and youth
- Black Infant Health Program (619) 266-7466
www.bihsandiego.org
- Chicano Federation (619) 285-5600
www.chicanofederation.org
- International Rescue Committee. (619) 641-7510
Employment, social services, immigration, resettlement and referrals for refugees
- Jewish Family Services of San Diego. (858) 637-3000
- Urban League (619) 266-6251
Services provided include employment training, youth/family services, and housing
- Samahan Health Clinic (619) 474-2284
- Union of Pan Asian Communities (619) 229-2999
www.upacsd.com

COMMUNITY RESOURCES

WEB SITE RESOURCES:

The Campus LRC's provide access for research. Student should contact the LRC for more information and to get a password.

www.meganslaw.ca.gov

California's database for registered sex offenders

www.positive-discipline.com

Information on Jane Nelson's books and videos on discipline

www.kidshealth.org

Nemours Foundation has expert information for families about children's health

www.nal.usda.gov/fnic

Food and Nutrition Information Center's web site for resource lists and databases

www.pueblo.gsa.gov/food.htm

Consumer Information Center's web site for listing of free and low cost publication

www.healthfinder.gov

Healthfinder Web Site is has information on consumer and health and human services information from the U.S. government

www.childdevelopment.org

Information on the Child Development Permit Stipend Program and other training institutes

www.ecementor.org

Information on the Mentor Program, program for training preschool teachers

www.ymcacrs.org

Information on the San Diego CARES program, a stipend award for teachers and administrators of preschool programs

www.bhsi.org

Information from the Bicycle Helmet Safety Institute on laws related to bicycle safety and helmets laws

www.actsofkindness.org

Whether you're an individual who wishes to make kindness a daily practice, or someone who wants to promote kindness in your community or work place, we have free ideas and materials for you.

www.NAEYC.org

Information on the National Association for the Education of Young Children. The California Association for the Education of Young Children is the State organization and the local organization is the San Diego Association for the Education Young Children. The organizations plan national, state and local workshops and conferences for teachers and administrators of preschool age children. The national association is also the agency that administers the accreditation program for preschools and after school programs.

www.smalltalkspeech.com

Small Talk provides speech therapy for children throughout San Diego County.

COMMUNITY RESOURCES

TB SKIN TESTING:

TB Skin Testing requires 2 visits, results are read 48 hours after test is given. Test may be given by family doctor, college health services or San Diego Department of Health Services. Call programs listed for additional information:

County of San Diego Department of Health Services (619) 692-5565
Main Test Facility located at 3851 Rosecrans St. San Diego
Test given Tuesday & Wednesday 7:30 a.m.-11:30a.m. & 1:00 p.m. - 4:30 p.m.
Results read 2 to 3 days later

City College-must be student at City (619) 388-3450
Test given on Mondays, Tuesdays, Wednesdays & Friday s
Results read on Thursdays, Fridays & Mondays
Health Services is located in A-116
Fee for test is \$8.00 for students and \$10.00 for employees.

Mesa College-must be student at Mesa (619) 388-2774
Test given on Mondays and Tuesdays from 9:00-11:00 a.m. & 1:00 p.m.-4:00 p.m.
Results read on Wednesdays and Thursdays
Health Services is located in L-504
Fee for test is \$8.00 for students and \$12.00 for employees.

Miramar College-must be student at Miramar (619) 388-7881
Test given on Mondays, Tuesday & Wednesday
Results read on Monday through Friday
Hours subject to changes—Close 2:00 p.m. on Fridays
Health Services is located in S-103.
Fee for test is \$8.00 for students and \$12.00 for employees.

GENERAL INFORMATION:

San Diego Automobile Club (877) 483-4960
Provides literature on many areas of childhood injury prevention, particularly bicycle helmets,
Bicycling rules of the road, car safety and seat belts

American Red Cross (619) 309-1200
Provides home safety checklist, information on a variety of childhood injuries, and courses
in first aid and CPR

Burn Institute. (858) 874-5870
Provides literature and information on preventing burns

Medical Billing Advocates of America (540) 387-5870
Refer you to an analyst who, for an hourly fee or on contingency, will check for double billing,
overcharges and under payments

National Program for Playground Safety (800) 554-7529

National Resource Center for Health & Safety in Child Care (800) 598-5437

COMMUNITY RESOURCES

GENERAL INFORMATION: (continued)

The Patient Advocate Foundation (800) 532-5274
A non-profit group, assists for fees, anyone with chronic or life-threatening diseases who needs help navigating the medical insurance system

I LOVE A CLEAN SAN DIEGO—REDUCE, REUSE, RECYCLE:

website for local program: ilacsd.org/recycle/

Disposal of old computers--someone who needs it gets your old equipment
National Cristina Foundation—www.cristina.org
World Computer Exchange—www.worldcomputerexchange.org

Materials from remodeling and construct
Habitat for Humanity will either use the materials in one of their projects or sell it in one of the ReStores.
www.habitat.org

Disposal of old cell phones--Wireless Foundation distributes phones to victims of violence
Wireless Foundation—www.calltoprotect.org
Cell phone stores collect phones

Recycle eyeglasses—someone can use your old glasses
Contact healthcare agencies or charities
Volunteer Optometric Service of Humanity—www.vosh.org—(763) 537-3213

Used sneakers
Nike will grind up old sneakers and use them to resurface ball courts, tracks and athletic fields—www.nikereuseashoe.com

Used athletic equipment
Check with youth sports organizations to see if they have a program for donating old equipment so children will be able to play sports.

CAMPUS RESOURCES

	City www.sdcity.org	Mesa www.sdmesa.edu	Miramar www.miramar
Accounting	A-114 (619)388-3458	I-412 (619)388-2704	C-303 (619)388-7326
Admissions	A-112 (619)388-3475	I-410 (619)388-2682	C-303 (619)388-7844
Bookstore	A-12 (619)388-3548	H-110 (619)388-2714	D-301 (619)388-7866
College Police	(619)388-2749	(619)388-2749	(619)388-2749
Counseling	A-110 (619)388-3540	I-430 (619)388-2672	C-302 (619)388-7840
Disabled Students Programs and Services TDD	A-115 (619)388-3513 (619)388-3313	H-202 (619)388-2780 (619)388-2974	C-304 (619)388-7312 (619)388-7301
EOPS	A-113 (619)388-3209	I3-101 (619)33-2706	C-301 (619)388-7869
Evaluations	A-110 (619)388-3210	I3-201 (619)388-2680	C-304 (619)388-7371
Financial Aid	A-113 (619)388-3501	I3-100 (619)388-2817	B-205 (619)388-7864
Gradesline TDD Website:	(619)624-2121 studentweb.sdccd.edu	(619)624-2121 studentweb.sdccd.edu	(619)624-2121 studentweb.sdccd.edu
Health Services	A-116 (619)388-3450	L-504 (619)388-2774	S-103 (619)388-7881
Student Affairs	D-106 (619)388-3498	H-500 (619)388-2699	S-101 (619)388-7313

APPENDIX A

WAITING LIST PROCEDURES:

The San Diego Community College Child Development Centers establishes a waiting list based on the guidelines set forth by the California Department of Education, Child Division (CDD). The waiting list is established during a two-week period each semester period. Contact the individual centers for specific dates and times. Families requesting space during the official open enrollment period are prioritized to receive spaces for their children using the current CDD required Admissions Priority Chart. This "ranking" of families establishes the order in which children receive available spaces.

CDD has established the following priority system by which children/families receive spaces in the Center, listed in priority order:

- Children receiving protective services
- Lowest per capita income

Campus Child Care: children of students shall be admitted first, in the order above. In addition, once a family has been officially accepted and enrolled in the Center, other eligible children in that family has the first (highest) priority after children in protective services.

Families are offered spaces based on the number of spaces available in the designated age group for which spaces and staffing exist, family needs (documented employment and training verification for all adults counted in family size), date application submitted and class schedule (enrolled in a minimum of 6 units plus the required Child Development course). Other families are kept on the waiting list pending additional availability.

The waiting list is officially discontinued approximately one month prior to the start of the upcoming open enrollment period. After the official waiting list closes each semester, the Center continues to accept applications via an "Interest List". The Interest List follows the same criteria as the waiting list criteria.

Once a family is offered a space(s), they are required to attend a mandatory parent orientation. If families do not attend the orientation or if the Center does not hear from them by a date established in their acceptance letters, spaces are offered to the next eligible family on the waiting list. Families accepted after the official orientation are given two days to come to the Center to receive the application packet. After the two days or correspondence from the family, spaces are offered to other families on the list.

The waiting list will be reestablished each semester. Notification is given to all families on the list advising them of their options for future care, i. e. they must reapply once the existing list has been terminated.

APPENDIX B

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 Ouch Report Form and gives a copy to the parent or authorized person and a copy is submitted to the Director for review and placed in 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 College Police, (619) 388-6405 to report situation. If it is a life threatening medical emergency call 911. Parent is contacted.
If parent cannot be located Child Development Center staff contacts other authorized persons on child's emergency form or staff acts on the child's behalf.
3. Campus Police evaluates injury and contacts outside medical services, if needed.
4. Campus Police completes an injury report.
5. Teacher completes an Ouch Report Form.
6. Teacher has parent or other authorized person sign Ouch Report Form and gives the original copy to the parent or authorized person and the duplicate copy is submitted to the Director and filed in child's file.
7. Child Development Center staff notifies Community Care Licensing by next working day, (619) 767-2200 and completes Unusual Incident/Injury Report (LIC624) and sends report within seven (7) days of occurrence. A copy of the report is placed in child's file.

PROCEDURES FOR COLLEGE STUDENT INJURY/MEDICAL TREATMENT:

When a college student 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 College Police to report situation.

APPENDIX C

PROCEDURES FOR LATE PICK UP:

When a child has not been picked up and remains beyond his/her scheduled contract hours and the parent has not contacted the Center, the following steps will be taken:

The staff member tries to contact the parent (15 min.).

Persons on the emergency list (furnished by each parent) are contacted in order to locate someone to pick up the child (30 min.).

If no one can be reached or has come for the child, the San Diego Police Department is contacted (1 hour).

When police assume responsibility for a child, he/she is taken to Polinsky Children's Center.

The Child Development Centers must be administered in the best possible manner. When children remain over their allotted time, it is necessary to keep staff on duty. Additional expense is incurred by the program in keeping the Center open. The cost is not reimbursable and cannot be charged to the parent.

A third failure to pick up your child/children according to your contracted pick up time will result in termination of services.

APPENDIX D

PROCEDURES FOR FAILURE TO COMPLY WITH STATE MANADATED SIGN/IN AND ABSENCE POLICY:

The State of California, Department of Education, Child Development Division, requires full signatures when signing children in/out daily. According to the Auditor, if full signatures are not used, the program will be out of compliance.

Classroom teachers will be reviewing sign-in/out sheets to monitor the completeness of signatures and times.

When a parent fails to sign child(ren) in upon arrival and sign child out upon departure with actual in/out times using full legal signatures, the following steps will be taken:

A first occurrence, parent will be notified in writing of their failure to use full signature when signing in/out. (1st warning)

A second occurrence, parents will be notified in writing of their failure to use full signature when signing in/out. They will be informed that if there are continued occurrences, child care services may be terminated. (2nd warning)

A third failure to sign child(ren) in/out may result in termination of child care services.

APPENDIX E

PROCEDURES FOR AGGRESSIVE BEHAVIOR:

Behaviors that are determined by the teacher and Director to be a safety threat will result in the following action:

The teacher completes an incident report, discusses the behavior with the parent and has the parent sign the incident report. The teacher then submits the incident report to the Director.

The teacher will encourage the child to develop problem solving and social skills and will access environmental influences.

After the second incident report, the parent meets with the Director to discuss the child's behavior and possible solutions. The parent is notified at the meeting that a third incident report may result in the removal of the child from the Center for a day or longer.

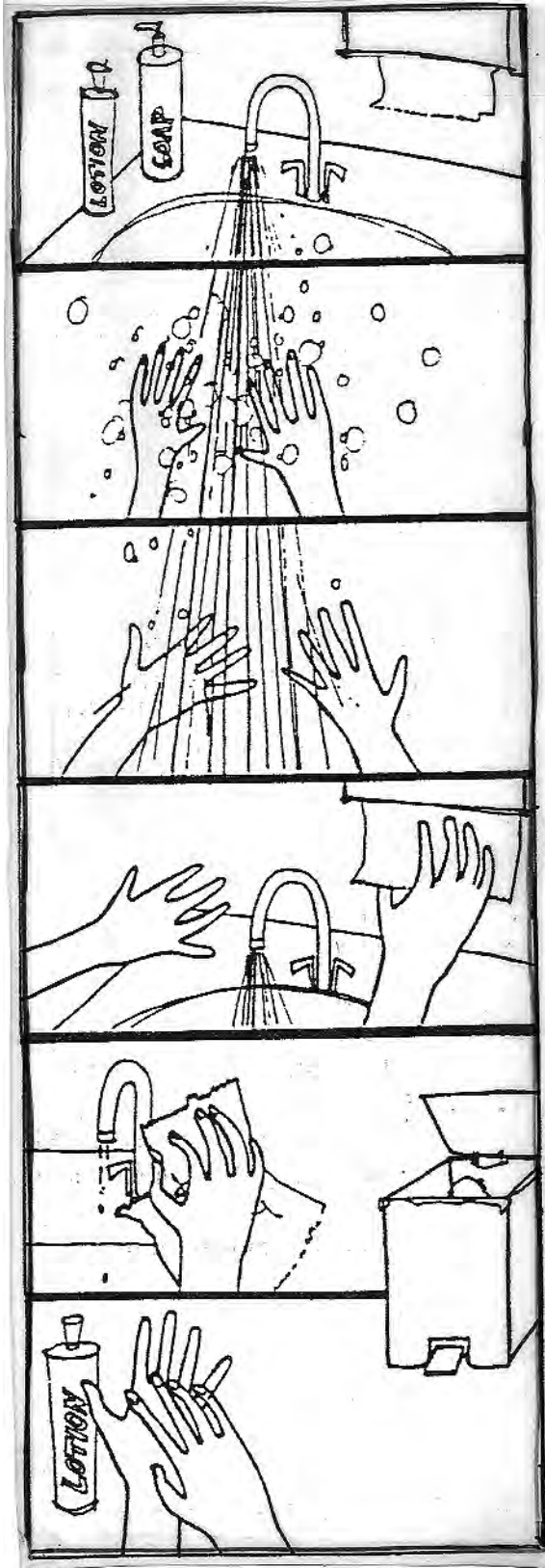
After the third incident report within a four week period, the child may be removed from the Center for a day or longer, depending on the severity of the incident.

The teacher and the parent will continue working together on strategies to help the child develop appropriate conduct at the Center.

Behaviors that are determined by the teacher and Director to constitute an immediate safety threat may result in the immediate notification to the parent and removal of the child for a day or longer.

APPENDIX F

PROCEDURES FOR HAND WASHING:



Have the necessary supplies on hand.

Scrub hands with soap and water for at least 20 seconds. Wash all surfaces including back of hands, wrists, between fingers and under nails.

Rinse hands well under running water.

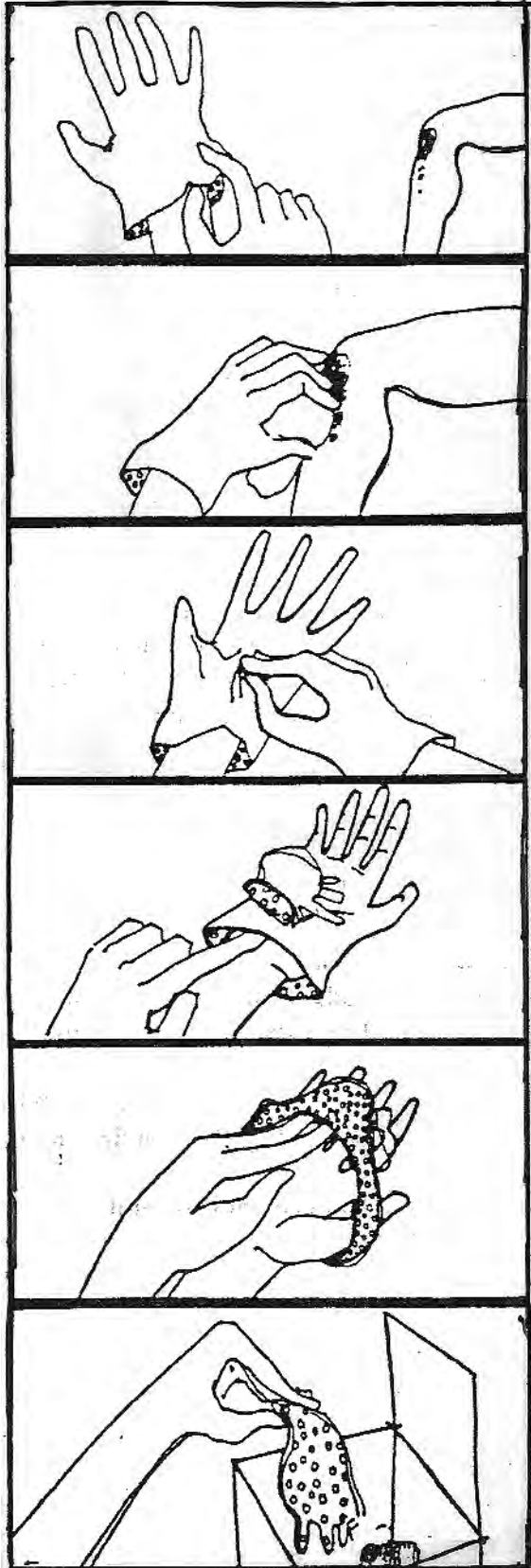
Dry hands with a paper towel.

Turn off the faucet with a paper towel.

Discard the paper towel in the trash can. Apply hand lotion, if needed.

APPENDIX G

PROCEDURES FOR GLOVING:



Put on a clean pair of gloves.

Provide the appropriate care.

Remove each glove carefully.
Grab the first glove at the palm and strip the glove off. Touch dirty surfaces only to dirty surfaces.

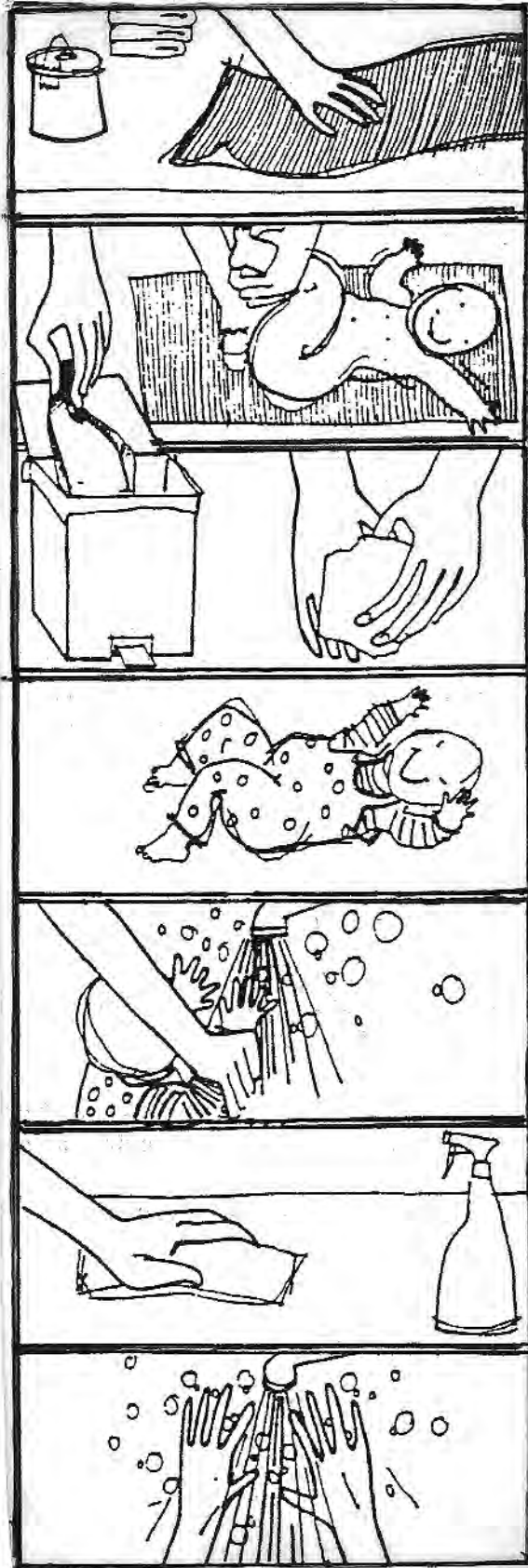
Ball-up the dirty glove in the palm of the other gloved hand.

With the clean hand, strip the glove off from underneath at the wrist, turning the glove inside out. Touch clean surfaces only to clean surfaces.

Discard the dirty gloves immediately in a step can. Wash your hands.

APPENDIX H

PROCEDURES FOR DIAPERING:



Have the necessary supplies on hand—
2 locking-seal plastic bags, clean diaper,
wipes, clothes (if needed).
Put on gloves.

Cover surface with paper. Lay the child
on the paper. Put soiled clothes, if
necessary, in plastic bag #1. Take off the
dirty diaper, put on bag #2. Wipe the
child's bottom from front to back with
wipe.

Discard the dirty diaper and wipes in bag
#2. Remove paper from beneath child.
Pull off gloves while holding paper. Place
in plastic bag with dirty diaper and put in
diaper pail.

Put on a clean diaper and clothes.

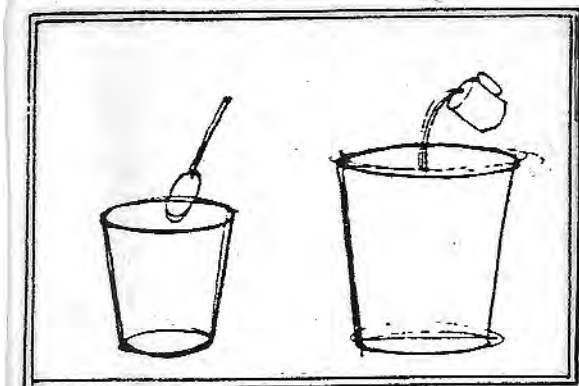
Make sure child washes hand, assist
if necessary.

Disinfect the changing table.

Wash your own hands, following proper
hand washing procedures.
Note diaper change on child's record.
Put soiled clothes bag in child's cubby.

APPENDIX I

PROCEDURES FOR CLEANING AND DISINFECTING:



Make a fresh bleach solution every day using:

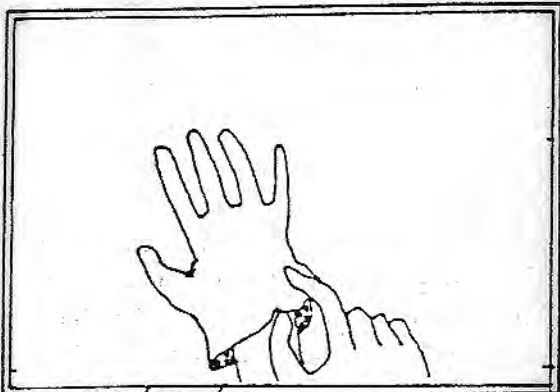
1 tablespoon bleach in 1 quart water

--OR--

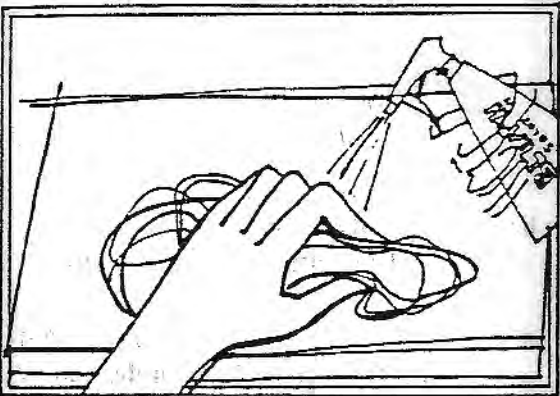
¼ cup bleach in 1 gallon water

--OR--

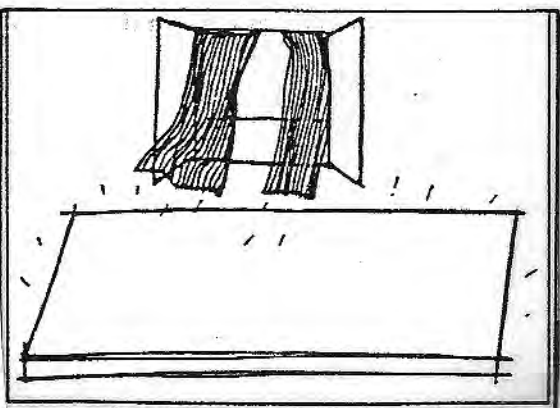
commercial disinfectant



Put on a clean pair of gloves.



Disinfect by spraying with bleach solution.
Wipe disinfectant over the surface with a paper towel.
Leave glistening wet.
Do not dry off.



Allow to air dry for 10 minutes.

APPENDIX J

CHILD CARE FOOD PROGRAM REQUIREMENT: Meal Pattern for Older Children

Child and Adult Care Food Program meal requirements for children ages 1 through 12.

Breakfast

Type	Ages 1 to 2 years	Ages 3 to 5 years	Ages 6 to 12 years
Fluid Milk	1/2 cup	3/4 cup	1 cup
Type	Ages 1 to 2 years	Ages 3 to 5 years	Ages 6 to 12 years
Vegetable, Fruit, or Full-Strength (100%) Juice	1/4 cup	1/2 cup	1/2 cup
Type	Ages 1 to 2 years	Ages 3 to 5 years	Ages 6 to 12 years
Bread	1/2 slice	1/2 slice	1 slice
OR Rolls, Muffins, etc.	1/2 serving	1/2 serving	1 serving
OR Cold Dry Cereal (volume or weight, whichever is less)	1/4 cup or 1/3 oz.	1/3 cup or 1/2 oz.	3/4 cup or 1 oz.
OR Cooked Cereal, Pasta, Noodle Products, or Cereal Grains	1/4 cup	1/4 cup	1/2 cup

Lunch or Supper

Type	Ages 1 to 2 years	Ages 3 to 5 years	Ages 6 to 12 years
Fluid Milk	1/2 cup	3/4 cup	1 cup
Type	Ages 1 to 2 years	Ages 3 to 5 years	Ages 6 to 12 years
Vegetable and/or Fruit (two or more kinds)	1/4 cup total	1/2 cup total	3/4 cup total
Type	Ages 1 to 2 years	Ages 3 to 5 years	Ages 6 to 12 years
Bread	1/2 slice	1/2 slice	1 slice
OR Rolls, Muffins, etc	1/2 serving	1/2 serving	1 serving
OR Cooked Cereal, Pasta, Noodle Products, or Cereal Grains	1/4 cup	1/4 cup	1/2 cup
Type	Ages 1 to 2 years	Ages 3 to 5 years	Ages 6 to 12 years
Lean Meat, Fish, or Poultry (edible portion as served)	1 oz.	1.5 oz.	2 oz.
OR Cheese (natural or processed)	1 oz.	1.5 oz.	2 oz.
OR Cottage Cheese, Cheese Food/Cheese Spread Substitute	1/4 cup or 2 oz.	3/8 cup or 3 oz.	1/2 cup or 4 oz.
OR Egg (large)	1/2 egg	3/4 egg	1 egg
OR Cooked Dried Beans or Dried Peas ¹	1/4 cup	3/8 cup	1/2 cup
OR Peanut Butter, Reduced-Fat Peanut Butter, Soy Nut Butter, or Other Nut or Seed Butters	2 Tbsp.	3 Tbsp.	4 Tbsp.
OR Peanuts, Soy Nuts, Tree Nuts, Roasted Peas, or Seeds ²	1/2 oz. ²	3/4 oz. ²	1 oz. ²
OR yogurt (plain or flavored, unsweetened or sweetened)	1/2 cup	3/4 cup	1 cup
OR An Equivalent Quantity of Any Combination of the Above Meat/Meat Alternatives	N/A	N/A	N/A

APPENDIX J

CHILD CARE FOOD PROGRAM REQUIREMENT: Meal Pattern for Older Children
 Child and Adult Care Food Program meal requirements for children ages 1 through 12.
 A.M. or P.M. Supplement (select 2 of these 4 components)³

Type	Ages 1 to 2 years	Ages 3 to 5 years	Ages 6 to 12 years
Fluid Milk	1/2 cup	1/2 cup	1 cup
Type	Ages 1 to 2 years	Ages 3 to 5 years	Ages 6 to 12 years
Vegetable, Fruit, or Full-Strength (100%) Juice	1/2 cup	1/2 cup	3/4 cup
Type	Ages 1 to 2 years	Ages 3 to 5 years	Ages 6 to 12 years
Bread	1/2 slice	1/2 slice	1 slice
OR Rolls, Muffins, etc.	1/2 serving	1/2 serving	1 serving
OR Cold Dry Cereal (volume or weight, whichever is less)	1/4 cup or 1/3 oz.	1/3 cup or 1/2 oz.	3/4 cup or 1 oz.
OR Cooked Cereal, Pasta, Noodle Products, or Cereal Grains.	1/4 cup	1/4 cup	1/2 cup
Type	Ages 1 to 2 years	Ages 3 to 5 years	Ages 6 to 12 years
Lean Meat, Fish, or Poultry (edible portion as served)	1/2 oz.	1/2 oz.	1 oz.
OR Cheese (natural or processed)	1/2 oz.	1/2 oz.	1 oz.
OR Cottage Cheese, Cheese Food/Cheese Spread Substitute	1/8 cup or 1 oz.	1/8 cup or 1 oz.	1/4 cup or 2 oz.
OR Egg (large)	1/2 egg	1/2 egg	1/2 egg
OR Yogurt (plain or flavored, unsweetened or sweetened ⁴)	1/4 cup	1/4 cup	1/2 cup
OR Cooked Dried Beans or Dried Peas ¹	1/8 cup	1/8 cup	1/4 cup
OR Peanut Butter, Reduced-Fat Peanut Butter, Soy Nut Butter, or Other Nut or Seed Butters	1 Tbsp.	1 Tbsp.	2 Tbsp.
OR Peanuts, Soy Nuts, Tree Nuts, Roasted Peas, or Seeds	1/2 oz	1/2 oz.	1 oz.
OR An Equivalent Quantity of Any Combination of the Above Meat/Meat Alternatives	N/A	N/A	N/A

1 Dried beans or dried peas may be used as a meat alternate or as a vegetable component; but *cannot* be counted as both components in the same meal.

2 No more than 50 percent of the requirement shall be met with nuts or seeds. Nuts or seeds shall be combined with another meat/meat alternate to fulfill the requirement. to determine combinations, 1 oz. of nuts or seeds is equal to 1 oz. of cooked lean meat, poultry, or fish. Roasted peas can count as a meat alternate or vegetable component, but cannot be counted as both in the same meal.

3 Juice *cannot* be served when milk is served as the only other component.

4 If yogurt is used as the meat component in supplements, milk *cannot* be used to satisfy the second component requirement. Commercially added fruit or nuts in flavored yogurt *cannot* be used to satisfy the second component requirement in supplements.

California Department of Education (<http://www.cde.ca.gov/ls/nu/he/oldchmlpat.asp>)

APPENDIX J

CHILD CARE FOOD PROGRAM REQUIREMENT: Infant Meal Pattern

United States Department of Agriculture requirements (for all Child Nutrition Programs*) for serving reimbursable meals to infants.

Meal	Birth to 3 months	Ages 4 to 7 months	Ages 8 to 11 months
Breakfast	h. 4 to 6 fl oz. breast milk ^{1,2,3} i. or formula ^{1,4}	8. 4 to 8 fl oz. breast milk ^{1,2,3} or formula ^{1,4} 9. 0 to 3 Tbsp. infant cereal ^{4,5}	j. 6 to 8 fl oz. breast milk ^{1,2,3} or formula ^{1,4} k. 2 to 4 Tbsp. infant cereal ⁴ l. 1 to 4 Tbsp. fruit and/or vegetable
Lunch or Supper	1. 4 to 6 fl oz. breast milk ^{1,2,3} or formula ^{1,4}	1. 4 to 8 fl oz. breast milk ^{1,2,3} or formula ^{1,4} 2. 0 to 3 Tbsp. infant cereal ^{4,5} 3. 0 to 3 Tbsp. fruit and/or vegetable ⁵	18. 6 to 8 fl oz. breast milk ^{1,2,3} or formula ^{1,4} 19. 2 to 4 Tbsp. infant cereal ⁴ and/or 1 to 4 Tbsp. lean meat, fish, poultry, egg yolk, cooked dry beans or peas or 0.5 to 2 oz. cheese or 1 to 4 oz. (volume) cottage cheese or 1 to 4 oz. (weight) cheese food or cheese spread 20. 1 to 4 Tbsp. fruit and/or vegetable
AM or PM snack	10. 4 to 6 fl oz. breast milk ^{1,2,3} or formula ^{1,4}	4 to 6 fl oz. breast milk ^{1,2,3} or formula ^{1,4}	2 to 4 fl oz. breast milk ^{1,2,3} , formula ^{1,4} , or fruit juice ⁶ 0 to 1/2 slice of bread ^{5,7} or 0 to 2 crackers ^{5,7}

¹Breast milk or formula, or portions of both, may be served; however, it is recommended that breast milk be served in place of formula from birth through 11 months.

²For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered if the infant is still hungry.

³Only the infant's mother can provide breast milk.

⁴Infant formula and dry infant cereal must be iron fortified.

⁵A serving of this component is required only when the infant is developmentally ready to accept it.

⁶Fruit juice must be full strength (100% juice) and offered from a cup, not a bottle, to prevent tooth decay.

⁷Must be made from whole grain or enriched meal or flour.

California Department of Education (<http://www.cde.ca.gov/ls/nu/he/infantmealpat.asp>)

APPENDIX K

CHILD CAR SEAT LAW:

Protect your child, it's the law!

Effective January 1, 2005, changes to the California CPS Law (VC27360 and 27360.5) will cite the parent/guardian for each child who is not properly restrained in the rear seat unless the child is 6 years old or older, or weighs 60 pounds or more.

Exceptions:

- Your vehicle has no rear seats.
- Rear seats are side-facing jump seats.
- The child restraint system cannot be properly installed in the rear seat.
- Children under age 12 occupy all rear seats.
- Medical reason (written by the pediatrician) requires that child not be restrained in the back seats.

A child may **not** ride in the front seat with an active passenger airbag if:

- Under one year of age.
- Weighs less than 20 pounds.
- Riding in a rear-facing CPRS.

Children who weigh at least 60 pounds or who are at least 6 years old, but less than 16 years old, must be properly secured in appropriate restraint system. (Vehicle Code 27315, requires everyone 16 years and older who is a driver or a passenger be properly restrained by safety belts).

You can be fined for violating the California Child Passenger Safety Law.

1st Offense: \$100 fine. Court may waive or reduce fine, but must refer you to a violator program if fine is reduced.

2nd Offense: \$250 fine. Same conditions as first offense and your auto insurance rates may increase.

For more information about child passenger restraint systems, call Safely on the Move at 866-700-7686 or Safety Belt Safe U.S.A. at 800-745-SAFE (English) or 800-747-SANO (Spanish) or your local health department at 619-515-6505.

For best practice NHTSA recommends booster seats for children until they are at least 8 years old, unless they are 4'9" tall. All children age 12 and under should ride in the back seat. For more information Child Passenger Safety, visit the state health department web site at www.dhs.ca.gov/epic/cps.

(California Department of Social Services, Community Care Licensing Division. PUB 269 - 1/05)

APPENDIX L

IMMUNIZATION REQUIREMENTS FOR CHILD CARE:

Parents must present their child's Immunization Record prior to enrollment, according to the Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325-120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075.*

The following immunizations are required to attend childcare:

<u>Age When Enrolling</u>	<u>Immunizations Required</u>
2-3 months	1 each of Polio, DTaP, 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 after the first birthday
	1 Hib at any age
18 months-5 years	3 Polio
	4 DTaP
	3 Hep B
	1 MMR, on or after the first birthday
	1 Hib at any age
	1 Varicella

Vaccines:

DTaP: Diphtheria, tetanus, and pertussis combined vaccine. Record may show DT or DPT

Hib: Haemophilus influenza type B vaccine

MMR: Measles, mumps, and rubella combined vaccine

Hep B: Hepatitis B

Varicella: Chicken pox vaccine

*The law allows (a) parents/guardians to choose exemptions from immunization requirements based on their personal beliefs, and (b) physicians of children to choose medical exemptions for them. The law does not allow parents/guardians to choose an exemption simply because the "shot" record is lost or incomplete and it is too much trouble to get to a physician or clinic to correct the problem. The back of the blue California School Immunization Record has instructions and an affidavit to be signed by parents/ guardians who want a personal beliefs exemption.

NOTE: Children who are attending school on an exemption will be excluded from attendance if an outbreak occurs.

APPENDIX M

National Association for the Education of Young Children--Statement of Commitment:

Statement of Commitment

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the

NAEYC Code of Ethical Conduct. To the best of my ability I will ensure that programs for young children are based on current knowledge of child development and early childhood education.

Respect and support families in their task of nurturing children.

Respect colleagues in the field of early childhood education and support them in maintaining the NAEYC Code of Ethical Conduct.

Serve as an advocate for children, their families, and their teachers community and society.

Maintain high standards of professional conduct.

Recognize how personal values, opinions, and biases can affect professional judgment.

Be open to new ideas and be willing to learn from the suggestions of others.

Continue to learn, grow, and contribute as a professional.

Honor the ideals and principles of the NAEYC Code of Ethical Conduct.