



SAN DIEGO
COMMUNITY COLLEGE DISTRICT

Child Development Centers Parent Handbook

San Diego City College, San Diego Mesa College,
San Diego Miramar College

Child Development Centers Parent Handbook

Revised January 2017

Parents participating in the San Diego Community College District Child Development Centers are required to adhere to all regulations, policies, and guidelines included in this handbook.

San Diego Community College District

3375 Camino del Rio South
San Diego, CA 92108-6913

Board of Trustees

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The San Diego Community College District includes San Diego City College, San Diego Mesa College, San Diego Miramar College and San Diego Continuing Education. The San Diego Community College District (SDCCD) is governed by its Board of Trustees. No oral or written agreement is binding on the San Diego Community College District without the express approval of the Board of Trustees.

The Child Development Centers operate under the guidelines of the District's catalogs, policies and procedures, California Department of Education, Community Care Licensing and funding regulations.

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Welcome to the San Diego Community College District Child Development Centers

The Child Development Centers are an integral part of the College Community. The Centers operate as instructional programs for our students and offers quality educational programming for children. The Centers are 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 V. San Diego City College Child Development Center and San Diego Mesa College Child Development Center are in a collaborative partnership with Neighborhood House Association, Head Start. The staff meets the educational qualifications for Child Development Permits issued by the California Commission on Teacher Credentialing.

The Faculty and Center teaching staff provide learning environments that support the instructional laboratory experience through observation, practical application, and directed guidance.

We look forward to working with you and hope your experiences are enjoyable and rewarding.

Child Development Centers

San Diego City College

Child Development Center

Lori Erreca, Dean, School of Behavioral & Social Sciences, and Consumer & Family Studies

Berta Harris, Director of San Diego City College Child Development Center, Faculty

Building F

1313 Park Blvd.

San Diego, CA 92101-4787

Office: (619)388-3205, Fax: (619)388-3689

Infant/Toddler Program (CCL: 370806172)

Ages served: 6 weeks-36months

Open Monday – Friday, 7:30am -4:00pm

Preschool Program (CCL: 370805154)

Ages served: 3-5 years of age

Open Monday-Friday, 7:30am – 4:30pm

San Diego Mesa College

Child Development Center

Tina Recalde, Interim Dean, Health Sciences and Public Service

Ida Cross, Director of San Diego Mesa College Child Development Center, Faculty

Building R-100

7250 Mesa College Drive

San Diego, CA 92111-4998

Office: (619)388-2812, Fax: (619)388-2840

Preschool Program (CCL: 372005155)

Ages served: 2-5 years of age

Open Monday – Thursday, 7:30am – 4:00pm; Friday, 7:30am – 12noon

San Diego Miramar College

Child Development Center

Lynne Ornelas, Dean, Business, Technical Careers and Workforce Initiatives

Dawn DiMarzo, Director of San Diego Miramar College Child Development Center, Faculty

Building F-200

10440 Black Mountain Road

San Diego, CA 92126-7678

Office: (619)388-7388 Fax: (619)388-7388

Preschool Program (CCL: 372005156)

Ages served: 2-5 years of age

Open Monday – Thursday, 7:30am – 4:00pm; Friday, 7:30am – 12noon



Calendar

The centers operate primarily during the fall and spring semesters. Contact the individual centers for sessions. When the District is officially closed, all units of the District must also be closed.

Mission Statement

The Child Development Centers of the San Diego Community College district are committed to meeting the individual needs of children, their parents and college students, preparing them to become contributing members in a diverse society.

Program Philosophy

The children's program is planned and implemented to nurture the whole child, socially, emotionally, cognitively, linguistically and physically through an integrated curriculum. Children are guided through learning experiences appropriate to their individual capabilities and readiness.

The program provides children opportunities for challenge and mastery, peer interactions and expressions and individual needs and interests. An 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 explore and consider choices. This approach leads to self-direction, independence, and responsibility. Children are encouraged to think, reason, recall 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 is important to the quality of our total program.

The Child Development Centers are laboratory schools that serve as training facilities that provide an environment for college students to observe, interact, and implement the ideas and theories that are presented as part of the college program. Every semester parents are encouraged to 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 in the program with other parents, students and staff promotes integral relationships and continuity. Parents also have the opportunity to use their lab classes as part of a child development career ladder.

Program Goals and Objectives

The Child Development Centers provide a collaborative learning environment for students to develop skills for working with families and children. It provides opportunities for children to achieve optimal growth and to develop in a high quality learning environment.

The child will have an opportunity to:

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

The family will have the opportunity to:

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

The student will:

- Demonstrate and gain an understanding of developmental stages and growth processes of young children.
- Develop an understanding of parenting styles and family relationships.
- Develop observational and documentation skills.
- Develop and demonstrate communication skills and guidance techniques for working with children and adults in the Center.
- Demonstrate skills in planning and implementing developmentally appropriate activities with young children.
- Describe the policies and procedures of the Center.
- Develop an understanding of contemporary Child Development issues.
- Develop an appreciation of diverse cultures, ethnic customs, and life styles.

The staff will:

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

Admission Regulations and Enrollment Procedures

The San Diego Community College District (SDCCD) Child Development Centers (CDC) are required by the California Department of Education (CDE), Early Education and Support Division (EESD) to adhere to its Funding Terms and Conditions in addition to all other applicable laws and regulations. To receive state subsidized child care and developmental services, families must meet eligibility and need criteria as specified below. Families are responsible for submitting all requested information to determine eligibility and need prior to child's first day of enrollment. The SDCCD Child Development Centers reserve the right to request additional documentation to establish need and eligibility.

Admission Priorities

1. Income eligible families have priority for enrollment in subsidized spaces, with lowest adjusted gross income admitted first (children who are referred by Child Protective Services (CPS) within this category will be admitted before all others in this category).
2. Second priority will be given to siblings of enrolled children provided that there exists an age appropriate program opening.
3. All other families who are not in the first or second priority for admission shall be admitted based on income eligibility guidelines.
4. Families who do not meet the income eligibility requirements will only be admitted after centers have met enrollment requirements to meet state funding.

Eligibility Criteria

Eligibility is based on documentation and verification of at least one of the following:

1. Child has an open case with Child Protective Services (CPS), or is identified as "at risk".
2. Family receives public assistance/CalWORKs.
3. Family is income eligible. Family income is the "total countable income" of all individuals in the family size. "Total countable income" may include but is not limited to; gross wages or salary, tips, overtime, bonuses, public cash assistance, gross income from self-employment, disability or unemployment compensation, workers compensation, spousal support, survivor and retirement benefits, child support, foster care grants, or other as specified in Title 5, section 18078, subsection q. *The Child Development Centers of the SDCCD reserve the right to ask for additional documentation to verify income.* Income documentation is for the month preceding certification and recertification.
4. Family is homeless.

Need Criteria

Need for services is based on documentation and verification of at least one of the following criteria; Note: Income eligible State Preschool children attending less than four hours a day do not require a "need":

1. The child is a recipient of protective services or is at risk of abuse, neglect, or exploitation. Documentation must include a written referral specifying need.
2. The parent(s) and any other adult counted in the family size are any of the following:
 - a. Employed or self-employed.
 - Documentation is required to certify employment or self-employment.
 - b. Seeking employment.
 - Eligibility for child care and development services is limited to sixty (60) working days for the program year and child care services may not exceed thirty (30) hours per week.
 - c. Participating in vocational training leading directly to a recognized trade, paraprofession or profession.
 - Limited to six (6) years from the initiation of services or twenty-four (24) units after the attainment of a Bachelor's Degree.
 - Parents must submit a current student education plan.
 - Training Agreements must show statement of specific vocational goals, dates of when semester starts and ends, and anticipated completion dates of all education/vocational activities completed each semester.
 - Parents must submit class schedules.
 - d. Seeking permanent housing for family stability.
 - Eligibility for child care and development services is limited to sixty (60) working days during the program year and child care services may not exceed thirty (30) hours per week.
 - e. Incapacitated.
 - Child care and development services shall not exceed fifty (50) hours per week.
 - Statement of incapacity (form CD 9606) must be completed and signed by a legally qualified health professional.

Family Size

The parent must provide supporting documentation regarding the number of children, parents and adults in the family.

1. Supporting documentation for the number of children shall be at least **one** of the following:
 - Birth certificate (*primary source*).
 - Child custody court order.
 - Adoption documents.
 - Foster Care placement records.
 - School or medical records.
 - County welfare department records.
 - Other reliable documentation indicating the relationship of the child to the parent.

2. When only one parent has signed the application and the information indicates the child in the family has another parent whose name does not appear on the application, the presence or absence of that parent must be documented.
3. Support documentation of the presence or absence of the other parent must be **one** of the following:
 - Records of marriage, divorce, domestic partnership or legal separation.
 - Court-ordered child custody arrangements.
 - Evidence that the parent signing the application is receiving child support payment from that person, has filed for child support with the appropriate local agency, or has executed documentation with that agency declining to file for child support.
 - Rental receipts or agreements, contracts, utility bills or other documents for the residence of the family indicating the parent is the responsible party.
 - Any other documentation, **excluding a self-declaration**, to confirm the presence or absence of the child in the family.
4. If due to the **recent** departure of a parent from the family, the other parent may submit a self-declaration signed under penalty of perjury explaining the absence of the parent from the family. Within six months of applying or reporting this change in family size, the parent must provide documentation of the presence or absence of the other parent.

Wait List

A primary waitlist will be maintained in accordance with the admission priorities mentioned above. The primary waitlist will be reestablished each semester. The primary waitlist is established during a two-week period each semester. Parents will need to contact the individual centers for specific times, dates and necessary documents needed before the Primary Wait List Application can be completed. The wait list is not first come first served, but is based on admission priorities, eligibility criteria and need criteria.

After the primary waitlist period closes each semester, the Centers continue to accept applications via the Secondary Wait List Application. These families are on the secondary tier of the enrollment process, receiving spaces only after the eligible families from the Primary Wait List have been offered spaces.

Applications for the Primary Wait List and the Secondary Waitlist are ranked according to the California Department of Education, Early Education and Support Division's Child Care and Development Income Rankings. The "ranking" of families establishes the order in which children receive available spaces.

Parents are offered space/spaces based on the number of openings in the designated age group for which spaces and staffing are available. Families not offered a space are kept on the waitlist until two weeks before the next primary waitlist period begins.

Those applicants not offered a space for their child will receive a Notice of Action advising them of Denial of Services. Those applicants that are denied services will be informed of the termination of the current waitlist period and the next primary waitlist period. Letters are included to clarify process.

Enrollment

Applicants who are offered a space will be contacted by letter and/or phone. If the applicant does not respond within the specified time period, the space will be offered to another applicant. A Notice of Action will be issued for Denial of Services based on the applicant's non-responsive action.

Applicants offered a space will be notified of the Center's mandatory parent orientation, documents needed, and other pertinent information deemed necessary by Center staff.

During the enrollment process, the family is certified. All required paperwork is reviewed and signed by parent and enrollment staff. A Notice of Action (NOA) is issued after certification.

Parent(s)/legal guardian(s) are responsible for completing and returning all paperwork, information and documents on time as requested by Center staff. Failure to comply will result in loss of space/enrollment at the Center.

A child's assigned classroom is based on the child's age, developmental appropriateness, and space availability.

Neighborhood House Association-Head Start Enrollment

Applicants who qualify for services at San Diego City College Child Development Center and San Diego Mesa College Child Development Center will also be notified of the requirement to complete enrollment into Neighborhood House Association, Head Start program. Those applicants will be informed of required documents and process.

Notification of Changes to Eligibility and Need

Parent(s) must notify the center of changes in family income, family size or the need for services within **5 calendar days of the change.**

1. Examples of reportable changes include but are not limited to:
 - Changes in employment.
 - Changes to school schedule.
 - Changes in education focus.
 - Withdrawal from classes.
 - Housing.
 - Incapacity changes.

Changes in home address, phone numbers, emergency contact information and immunizations should be reported to the center office within one (1) working day.

Recertification

All families shall be recertified at intervals not to exceed twelve (12) months. For recertification, families are required to provide documentation to support continued eligibility and need for services. Families shall be notified in **advance of recertification date**.

For eligibility or need based on “At Risk”, recertification shall be within three (3) months and need shall be on any other need criterion that is “At Risk”.

Program Policies

NON-DISCRIMINATION POLICY (Board of Trustees Policy-BP 3410)

San Diego Community College District Board of Trustees Policy BP 3410 prohibits discrimination in accordance with state and federal laws. The San Diego Community College District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military or veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. No qualified student with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the district or be subjected to discrimination by it.

Additional information and procedures pertaining to the District's Discrimination Policy can be found online at <http://hr.sdccd.edu/eo/eositecomp.cfm>.

Open Door Policy

Parents have the right to enter and inspect the child care center without advance notice whenever children are in care (Parents' Rights, LIC 995, California Department of Social Services, Community Care Licensing Division).

Religious Instruction

The Child Development Centers refrain from religious instruction or worship.

Equal Access

The Child Development Centers welcome 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.

Confidentiality

Individual Site Directors maintain responsibility for confidentiality of children and family records. Disclosure of information is restricted to purposes directly connected with the administration of the program. Documents in children and family files are subject to review

by authorized representatives from Community Care Licensing and the California Department of Education.

Access to children and family records is permitted by the parent(s) or authorized representative. An appointment with the Site Director is required to review the requested information.

Reporting Policies

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 of 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 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.

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.

Child Protective Services determines the need for any follow up action.

Child Development Center laboratory participants and students should discuss any concerns to the Site Director or designee.

Family Custody and Court Orders

Child Development Center staff **cannot** write letters for parents pertaining to custody, parenting, and/or divorce issues unless it is court ordered.

Parents are responsible for providing copies of court orders pertaining to custody, visitation and/or restraining orders to the center the child attends. Parents must provide current and updated documents to the centers. The Child Development Centers will not accept verbal changes regarding the validity of Orders.

All provided documents will be filed with campus police.

Title IX. Prohibiting Gender Discrimination and Sexual Harassment

San Diego City, Mesa and Miramar College are committed to support all regulations under Title IX. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

-20 USC 1681

The sexual harassment of students, including the crime of sexual violence, is a form of sex discrimination and interferes with students' right to receive an education free from discrimination and harassment.

Sexual violence, as the term is used in this section, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of acts fall under the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

For further information or procedures for filing a formal complaint of discrimination on the basis of sex or sexual harassment are found online at <http://www.sdccd.edu/titleix>.

Workplace Violence

The San Diego Community College District Board of Trustees is committed to providing a work and learning environment that is free of violence and the threat of violence. The Board's priority is the effective handling of critical workplace violence incidents, including those dealing with actual or potential violence.

The Chancellor has established administrative procedures assuring that employees are informed regarding what actions will be considered violent acts, and requiring any employee who is the victim of any violent conduct in the workplace, or is a witness to violent conduct to report the incident, and that employees are informed that there will be no retaliation for such reporting.

Drug and Alcohol Use

The San Diego Community College District is committed to providing a drug free environment. Any type of drug use, including alcohol, is dangerous and potentially life threatening. Drugs and alcohol adversely affect the body, mind and behavior. The effects vary from person to person and from usage to usage. Even low doses of drugs and alcohol can impair judgement and coordination. If you use drugs or alcohol, you risk overdose, accidents, dependence, ill health, as well as legal financial and personal problems. The federal laws against drugs are divided into two categories: possession and distribution. The penalties are severe depending upon the type of drug, quantity of the drug, and any prior offenses. Possession will earn up to one year in prison and a \$5,000.00 fine. Distribution will earn up to a life in prison and an \$8 million fine. State laws vary and may be more severe.

District BP 3100-Code of Conduct states that use, possession, or distribution of narcotics or other controlled substances is prohibited while on the college premises or at college sponsored events. A student may be suspended or expelled for violation of this policy. A

complete list of legal sanctions is available in the Vice president, Student Services Office. The colleges provide information on drug and alcohol treatment and prevention through seminars, courses, and the Student Health Services. Contact Student Health Services for additional information.

Family Fees, Program Regulations, and Guidelines

Family Fees

All families receiving child care services are required to provide proof of income at the time of enrollment and recertification. We specifically serve low-income families and we hope that families improve their economic circumstances once they begin receiving child care. The California Department of Education, who provides a bulk of the funding for child care services, requires that we collect a family fee from eligible families who are moving beyond the state determined poverty level.

Families may be required to pay a fee for child care based on their gross income (before taxes) and the number of people in the family. Families will be notified with a Notice of Action and a family fee letter if a family fee is applied to a family. Just like paying rent or other bills, family fees are due on the first of each month for the services of the following month.

Check or money order can pay fees, cash will not be accepted. Checks and money orders must include your child's name and be paid at the office; payments will not be accepted at the centers. Receipt for payment will be mailed to you once every three months. You may be eligible for a tax credit for the amount you pay in family fees so please keep your receipts and speak with a tax professional for more details.

Family fees are charged on a daily rate and are based on the days of operation of the center. As a result, the monthly fee may change because the days of operation at each center changes monthly due to monthly calendar days, holidays and center closures. Fees are due regardless of absences, excused or other. The money received from family fee payments is used to support the cost of care for your children.

Failure to pay a family fee may result in termination within two weeks of missing a payment. Payment of family fees does not entitle a family to extra service hours or special privileges beyond the regular services provided and you are not allowed to pay more to get additional hours of service.

Fees for Certified Families

Fees for certified families are based on a fee schedule prepared and issued by the California Department of Education, Early Education and Support Division.

1. Fees are determined using:
 - Monthly family income.

- Family size (Families having fewer than three (3) members shall be regarded as a family of three (3).
2. There are no adjustments of fees for excused or unexcused absences.
 3. Fees are payable in advance on a monthly basis. Fees are due the first of each month.
 4. Fees will be paid to campus Cashier's Office.
 5. Exceptions to fee assessment:
 - California Protective Services (CPS) or At Risk if waived in a written referral by a legally qualified professional or the CPS worker for a maximum of twelve (12) months.
 - Families receiving CalWORKSs cash aid.
 - Part-day preschool.

Delinquent Fees for Certified Families

1. Fees are delinquent after seven (7) calendar days of due date.
2. Fees that are delinquent will be notified using a Notice of Action, Recipient of Services with the following information:
 - The total amount of unpaid fees.
 - The fee rate.
 - The period of delinquency
 - Services shall be terminated two (2) weeks from the date of the Notice unless all delinquent fees are paid before the end of the two-week period.
3. A reasonable repayment plan will be accepted and the parent must comply with the repayment plan for continued services. Parents must meet with Site Directors to determine payment plans.
4. Consequence of Nonpayment of Delinquent Fees will result in all of the following:
 - Upon termination of services for delinquent fees, the family shall be ineligible for child care and development services until all delinquent fees are paid.
 - In alignment with California Education Code Section 76225, grades, transcripts, diplomas, and registration privileges, or any combination thereof, shall be withheld from any student or former student who has been provided with written notice that he or she has failed to pay a proper financial obligation. Any item(s) withheld shall be released when the student satisfactorily meets the financial obligation. A service fee may be charged for all delinquent loans; any service fee would be determined by the total cost required to collect the delinquent loans.

Fees for Non-Certified Families

If during the eligibility process it is determined that a family exceeds the income ceiling for certification, centers may choose to allow those families to enroll based on available slots as a non-certified family.

For those parents/guardians who are seeking care to attend classes provided by the San Diego Community College District, there will be a per day charge based on the hours of

attendance of the enrolled child. Fees will continue to be charged in accordance with the Child Development Fees Schedule located in SDCCD Board Policy 3300 as long as the parent/guardian is enrolled in the SDCCD; however, the daily fees are subject to change by action of the San Diego Community College District's Board of Trustees.

Families who are determined to be non-certified and are not enrolled in the SDCCD, shall be charged for services based on the CDE, EESD standard reimbursement rate (SRR) and will include applicable adjustment factors.

The following information applies to all non-certified families paying fees:

1. Fees are based on the child's enrollment, not their actual attendance.
2. There are no adjustments of fees for excused or unexcused absences.
3. Fees are payable in advance on a monthly basis. Fees are due the first of each month.
4. Fees will be paid to campus Cashier's Office.

Delinquent Fees for Non-Certified Families

1. Fees are delinquent after seven (7) calendar days of due date.
2. Fees that are delinquent will be notified using email and written notice from the Site Director with the following information:
 - The total amount of unpaid fees.
 - The fee rate.
 - The period of delinquency
 - Services shall be terminated two (2) weeks from the date of written notification unless all delinquent fees are paid before the end of the two-week period.
3. A reasonable repayment plan will be accepted and the parent must comply with the repayment plan for continued services. Parents must meet with Site Directors to determine payment plans.
4. Consequence of Nonpayment of Delinquent Fees will result in all of the following:
 - Upon termination of services for delinquent fees, the family shall be ineligible for child care and development services until all delinquent fees are paid.
 - In alignment with California Education Code Section 76225 grades, transcripts, diplomas, and registration privileges, or any combination thereof, shall be withheld from any student or former student who has been provided with written notice that he or she has failed to pay a proper financial obligation. Any item(s) withheld shall be released when the student satisfactorily meets the financial obligation. A service fee may be charged for all delinquent loans; any service fee would be determined by the total cost required to collect the delinquent loans.

Attendance and Attendance Policies

The San Diego Community College District Child Development Centers provide high quality child development services. Providing children with experiences helps them to gain skills and confidence necessary to become successful and responsible in school and in life. Routine and regular attendance is critical in helping with these goals. Routine and regular attendance is also critical in allowing children to take full advantage of the educational services provided at the Centers.

Parents are informed of the importance of regular attendance during the parent orientation. They are advised of the absence policy and how loss of attendance days might affect the child's enrollment in the Center. If you are consistently late on arrival or pick up, or if your child is absent without justified cause, you will be asked to meet with the Site Director. A parent's continued inability to comply with attendance policies will be in jeopardy of losing childcare services.

Drop-off and Pick-up are very important parts of the day. Allow time to drop the child off and get him/her settled. Each **parent and child must wash her/his hands for 20 seconds** upon arriving and leaving the classroom.

Parents of infants and toddlers will need to make sure their child starts the school day with a clean diaper. There are diaper changing tables in the classrooms for your convenience.

Parents are informed of the importance of regular attendance at the parent orientation. **Chronic absenteeism or irregular attendance may result in loss of services regardless of the reason for the absence.** Chronic absenteeism is defined as being out of the program 15% or more during any given month of service.

Sign In/Out Policies

Children attending the Child Development Centers **must be signed in and out on** the classroom attendance sheet. Sign In/Out sheets are necessary for accurate attendance records and meal count reports which are required for our funding and licensing. The sign in/out sheets will be used to accurately account for children during any emergency situation.

Authorized adults agree to make sure the teacher(s) in the child's assigned classroom know(s) the child has arrived or is leaving. If everyone is outside, it is the responsibility of the authorized adult to bring the child to the teacher. Authorized adults are responsible for the supervision of the child/children prior to signing in and after signing out.

The following policies will be followed by all adults responsible for dropping off or picking up an enrolled child:

1. Only adults (18) eighteen years or older may drop off or pick up enrolled children.

2. As required by law and Community Care Licensing, the parent or authorized adult must enter the time of arrival and departure on the Sign In/Out sheet using their **full legal signature**. Initials will not be accepted.
3. Children must be signed in and out each day of attendance.
4. Only persons authorized by the parents, who are listed on the emergency card, may pick up a child.
5. Authorized adults on the emergency card must present a photo ID to office staff and classroom teacher before child will be released.

Failure to comply with Sign In/ Out Policies will result in the following:

1. At first occurrence, parent will receive a verbal warning of their failure to comply with policy.
2. If there is a second occurrence, parents will be notified in writing of failure to comply with sign in/out policy and must meet with the Site Director.
3. A third occurrence may result in termination of child care services.

Absences

Parents are responsible for reporting all absences to the centers on a daily basis. Absences must be reported before 8:30am daily. For your convenience, each center has a telephone voice mail available 24 hours a day, 7 days a week. After three (3) days without notifying the center, a child's enrollment may be terminated.

Absences must be recorded on the sign in/out sheet. All absences must be validated on the sign in/out sheets before the child can enter the program. Reasons for absences must be recorded on the child's sign in/out sheet and must be signed by the parent or center staff after a phone call is received.

In accordance with the Funding Terms and Conditions under the contract with the California Department of Education, Child Development Division, and the San Diego Community College Child Development Policy, absences are defined as follows:

Emergency Leave

If you have a family emergency that impacts a child's attendance, parents must contact the Center Manager immediately. While every effort will be made to accommodate documented family emergencies, we cannot guarantee continued child care. If terminated, families will need to reapply for services.

Excused Absences

Only the following will be considered excused absences:

1. Illness and/or quarantine of enrolled child's parent; parent medical, dental and/or therapy appointment (*After three days of absences for illness, parent will need to provide the center with a doctor's note.*)
2. Illness and/or quarantine of enrolled child; child medical, dental, and/or therapy appointment (*After three days of absences for illness, parent will need to provide the center with a doctor's note.*)

3. Court ordered visitation – Court Order must be on file at CDC office and show requirement for child attendance.
4. Family Emergency. A family emergency is a sudden event that makes it difficult for the child to attend: Family emergencies shall include:
 - Absences due to the death of a child’s immediate family; father, mother, sibling, grandparent, or family member that lives with child. Documentation must be provided.
 - Illness/quarantine of sibling or relative within the child’s home.
 - Incarceration of parent/guardian.
 - Eviction of family from housing where enrolled child lives.
 - Disaster (such as, flooding, fire, an event that makes child’s home uninhabitable). Documentation must be provided.
 - Court ordered appearances/visits. Court document must be provided.
 - Transportation: automobile accident or breakdown on the way to the program, bus/trolley breakdown. Limited to no more than (3) three excused absences in a program year.

Best Interest Days

Best Interest Days are excused absences are absences in support of the emotional well-being of the child. Best interest days are limited to **ten (10) days per program year**. Families must inform the Center Manager in advance if they plan to use Best Interest Days. Any best days interest days taken after the ten (10) allowed days will be recorded as unexcused absences. Best interest days may be the following:

1. Family vacations.
2. Time spent with visiting family members.
3. Cultural/Religious celebration.
4. Religious Belief.
5. Time spent with non-custodial parent that is not court ordered.
6. Reasons not revealed by parent.
7. Reasons deemed justifiable by the Site Director.

Best interest days are not limited to ten (10) days for children who are recipients of protective services or “at risk”.

Unexcused Absences

Unexcused absences are **limited to five (5) days per program year**. Unexcused absences include but are not limited to the following:

1. Parent/child did not feel like coming to school.
2. Child is too tired.
3. No transportation (excludes reasons outlined above).
4. Over slept.
5. Missed bus/trolley/ride.
6. Extended vacation.

7. Any Best Interest Days taken after the ten (10) allowed days.
8. Reasons not revealed by parent if not declared best interest day.
9. Any type of absence that does not fall under Excused or Best Interest Days.

Unexcused absences that exceed ten (5) days within the program year will result in termination from the program.

Emergency Leave

If there is a family emergency that impacts a child's attendance, parents must contact the Center Manager immediately. While every effort will be made to accommodate documented family emergencies, the Centers cannot guarantee continued child care. If terminated, families will need to reapply for services.

Limited Term Service Leave

Limited term service leaves may be granted by the Site Director. Parents will need to meet with the Site Director in advance. Leave is limited to a maximum number of weeks. Site Directors will evaluate each request on a case by case basis. Limited term service leave may be denied after the Site Director evaluates request and considers the length of the requested leave, and the existence of a waiting list for the site.

Reasons for limited term service leave may include, but are not limited to:

1. Family leave:
 - Birth and care of the newborn child of the parent.
 - Placement with the parent of a child for adoption or foster care.
 - Care for the Parent's child, spouse or parent who has a health condition.
2. Medical leave.
3. Break in employment.
4. School break.
5. Child's visit with non-custodial parent that is not ordered by the court.
6. Family vacation in excess of best interest day.

Late Pick-up of Enrolled Child

Staffing at the centers is based on contracted days and hours of attendance. It is important that your child is dropped off and picked up at the times specified on your contract. Parents who habitually drop off their child early (or late) and/or pick up their child late (or early) will be asked to meet with the Site Director to modify contract hours. Failure to adhere to contracted hours may result in termination of childcare services.

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

1. The staff will try and contact the parent(s)/guardian(s).
2. If parent(s)/guardian(s) cannot be reached, staff will begin to call individuals listed as child's emergency contact.

3. If no one can be reached or no has come for the child within one hour of center closing, the San Diego Community College Police and San Diego Police Department will be contacted. When police assume responsibility for a child, he/she is taken to Polinsky Children's Center.
4. A pattern of noncompliance with the contract hours on file will result in the following:
 - Parent will receive a verbal warning of their failure to comply with policy.
 - If there is a second occurrence, parents will be notified in writing of failure to comply with Pick-up Policy and must meet with the Site Director.
 - A third occurrence may result in termination of child care services.
5. **Failure to pick up your child/children according to your contracted hours may result in termination of services.**

Personal Items

Clothing

Children should wear comfortable sturdy play clothes suitable for the day's weather and temperature. Children should wear clothing that can be soiled without it being a source of anxiety for you or your child. Staff will make every effort to have children wear smocks and aprons, but will not force them or restrict them from an activity. **Clothing may get stains that cannot be removed.** If there is certain clothing you do not want stained, please do not send your child to school wearing that clothing. All clothing worn to school should be labeled with child's name. We cannot be responsible for lost or stolen clothing. Occasionally your teacher may request you to send a swimsuit and towel for water play. All items for water play must be labeled with child's name.

Extra Clothing

Every child will need at least one extra change of clothing that will be left at school. Clothing should include; socks, underwear, pants/shorts and shirt. All clothing left at school should be labeled with your child's name. If it becomes necessary to change your child's clothing and extra clothes are not provided, the parent(s) will be called to pick up their child. Occasionally centers have extra clothing that can be borrowed. It is the responsibility of the parent to wash and returned all borrowed clothing. Some children will not wear borrowed clothing. If there is no change of clothing provided by the parent and the child refuses to wear borrowed clothing, the parent will be called to pick up their child.

Infants and Toddlers

Children who are not toilet-trained will use disposable diapers in the Center. Parents will need to furnish disposable diapers.

Shoes

Children **must** wear closed-toed shoes that protect their feet and are appropriate for active play. Sandals, open-toed shoes, and flip flops are not allowed.

Toys at School

Children are eager to share and bring toys from home to the center. Unless the teacher has requested children share items from home, please refrain from allowing your child to bring toys from home. The risk of damage, lost parts, or misplacing the toy is great. Toys from home can distract children from activities that are planned for the day. The Center staff cannot be responsible for toys brought from home. Cell phones and other digital Devices are never allowed.

If your child is eager to share a special item with his/her class, please make arrangements with the classroom teacher.

Attachment Items

Children who find it easier to rest with a familiar item may bring the attachment object for rest time. All items must be labeled with the child's name. Parents should discuss these items with the classroom teacher before bringing them to the center. Parents are responsible for cleaning personal items. The Center staff does not assume responsibility if these items are lost or stolen.

Special Events

Centers do plan field trips during the program year. Parents will be notified in advance of times, place, location, and supervision. Parents are strongly encouraged to participate. Parents must sign any required permission slips before child can participate.

Fees may be charged for field trips. The cost of field trips is not included in assessed childcare fees. The charges for field trips may not exceed \$25.00 per program year.

Termination Policy

Causes for termination include, but are not limited to, the following:

1. The child's parent(s)/legal guardian(s) fail to cooperate and abide by the San Diego Community College District (SDCCD) policies and/or procedures.
2. The child's parent(s)/legal guardian(s) fail to cooperate and abide by the policies and/or procedures contained within this handbook.
3. It is the responsibility of the parent(s)/legal guardian(s) to convey the SDCCD Centers' policies to the authorized person(s) dropping off and/or picking up person(s). Any person associated with the parent(s)/legal guardian(s) that violate the SDCCD and/or Centers' policies in any way, will jeopardize your child's space.
4. Any false statement made by a parent(s)/legal guardian(s) on any document filled out for a child's admission or retention at the Centers.
5. Knowingly misrepresenting eligibility, using incorrect or inaccurate information to obtain a benefit that the parent would otherwise not be entitled to receive.
6. Failure of parent(s)/legal guardian(s) to notify the Centers of any pertinent change in family size, marital status, income, school schedule hours, training hours, work hours, place of employment, changes to address, and failure to keep Emergency contact information up to date.

7. Failure to provide the Centers with requested and necessary documents.
8. Failure to pay required childcare fees in a timely manner.
9. Failure to sign child in and/or out.
10. Failure to sign child in and/or out using full legal signature.
11. Failure to pick up and drop off child according to contracted/scheduled hours.
12. Any verbal or physical threats of any nature toward staff, children, other parents, students, or any individual.
13. Rude, malicious or disruptive actions towards staff, parents, students, children or any individual by the parent(s)/legal guardian(s) or designated representative (profane language, unwarranted use of social media, threats, destruction of property, possession of firearms, possession of illegal substances, etc).
14. Leave or break in services without prior permission from Director.
15. Failure to escort child to a teacher upon arrival and/or leaving child unattended in center before sign in or after sign out.
16. Unexcused/Best Interest absences in excess of Absence policy.

Due Process

Notice of Action, Application for Services

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 within thirty (30) calendar days from the date the application is signed by the parent(s). The Notice of Action, Application for Services shall include:

- The applicant's name and address.
- The contractor's name and address.
- The name and telephone number of the contractor's authorized representative who made the decision.
- The date of the notice.
- The method of distribution of the notice.

If services are approved, the notice shall also contain:

- Basis of eligibility.
- Monthly/Daily/hourly fee, if applicable.
- Duration of the eligibility.
- Names of children approved to receive services.
- Hours of service approved for each day.

If services are denied, the notice shall contain:

- The basis of denial.
- 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 below.

Notice of Action, Recipient of Services

If upon recertification or update of the application, the contractor (Child Development Centers) 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, Recipient of Services in accordance with procedures specified below. The contractor shall retain maintain copies of all Notices of Action, Recipient of Services in the family's date file. The Notice of Action, Recipient of Services shall include:

- The type of action being taken.
- The effective date of the action.
- The name and address of the recipient.
- The name and address of the contractor.
- The name and telephone number of the contractor's authorized representative who is taking the action.
- The date the notice is mailed or given to the recipient.
- A description of the action.

- A statement of the reason(s) for the changes.
- A statement of the reason(s) for termination, if applicable.
- 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 below.

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.
- 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 fourteen (14) calendar period is extended by five (5) calendar days, which establishes a presumption that the parent received the notice of action.)

Parent(s) 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.
- The Dean of Workforce Development serves as the initial contact and can be reached at (619) 388-6856.

To file an appeal, contact:

Lorraine C. Collins, Ed.D.
Dean of Workforce & Economic Development
Child Development Program Administrator
San Diego Community College District
3375 Camino del Rio, South
San Diego, CA 92108

Phone: (619) 388-6856

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

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

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

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

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

During the hearing, the parent(s) shall have an opportunity to explain the reason(s) they believe the contractor’s decision was incorrect. The contractor’s staff shall present any material facts omitted by the parent(s).

The hearing officer shall mail or deliver to the parent(s) a written decision within ten (10) calendar days after the hearing. The written decision shall contain procedures for submitting an appeal to the California Department of Education (CDE).

Appeal Procedure for California Department of Education (CDE) Review

If the parent(s) disagree(s) with the written decision from the contractor, the parent has fourteen (14) calendar days in which to appeal to the CDE. If the parent(s) do(es) not submit an appeal request 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.

Mail appeal to the following address:
California State Department of Education
Early Education and Support Division
1430 N Street, Suite 3410
Sacramento, CA 95814
Attention: Appeals Coordinator

Upon receipt of an appeal request, the California Department of Education (CDE) may request copies of the family data file and other relevant materials from the contractor. The

CDE may also conduct any investigations, interviews or mediation necessary to resolve the appeal.

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

Compliance with the California Department of Education Decision

The contract shall comply with the decision of the CDE immediately upon receipt thereof. If a contractor's determination that a family is ineligible is upheld by the CDE, services to the family shall cease upon receipt of the CDE's decision by the contractor.

Program Integrity

The Child Development Centers conducts many different levels of evaluation to ensure that the needs of the children, families, students, staff and community are being met. Different components require input from parents, students, community members, and staff. There will be opportunities throughout the program year for you to provide information and feedback. Through these processes we can identify areas of concern and work in identifying and closing gaps. Your participation is imperative to help make the program successful.

Program Self-Evaluation Process

The Program Self-Evaluation (PSE) process includes an assessment by parents (Parent Survey), assessment of the children's program using the Environmental Rating Scale (ERS), and the Desired Results Developmental Profile (DRDP). The process is conducted by staff, parents, students, and community members.

Parent Survey

The Desired Results Parent Survey is distributed annually to parents. Staff uses the results of the survey to plan and conduct activities to help parents support their child's learning and development and to meet the family's needs.

Environmental Rating Scale

The Environmental Rating Scale (ERS) is a tool used to evaluate the quality of child development programs. The centers use the Early Childhood Environmental Rating Scale-Revised (ECERS-R) or the Infant/Toddler Environmental Rating Scale (ITERS). These scales help to measure the quality of interactions, supervision, and language that occurs in the classroom. The ERS also measures:

- Indoor and outdoor space.
- Materials and activities available to the children.
- Routines and Activities.

Desired Results Developmental Profile

The goal of the San Diego Community College District Child Development Centers is to ensure that all children are making progress in the domains of physical, cognitive, and social-emotional development.

- We use the Desired Results Developmental Profile (DRDP), a tool developed by the California Department of Education, Early Education and Support Division, to assess the development of children.
- Children are assessed within 60 days of enrollment and every six months thereafter.
- Parents' input is a necessary component of this assessment.
- The assessment is also used to plan and conduct age and developmentally appropriate activities for the children.

Community Involvement

The San Diego Community College District Child Development Centers have strong ties with the community and participates in community sponsored events. Community involvement also includes invited participation to the Child Development Advisory Board.

NAEYC Family Questionnaire Survey

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.

Staff Development and Qualifications

The San Diego Community College District Child Development Centers are committed to quality early childhood education. We hire qualified staff. All staff holds the appropriate credential/permit required by the State of California.

- New employees are provided an orientation to guide them to understand how agency policies relate to their respective job description.
- We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth.
- Our staff members are evaluated annually.
- We have sound internal communication mechanisms which include email, phone, and newsletter to provide staff with information necessary to carry out their respective duties.

Health and Safety Policies and Procedures

The children's health is of major importance in the overall operation of our Centers. 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 Centers encourages safeguarding the health of all the children in our program by requiring that every parent follow all health and safety policies and procedures.

Forms

The following forms must be submitted within the designated time period:

- Within thirty (30) days of enrollment the child's health form signed by a physician.
- An official record of up-to-date immunizations is required as part of the application process. Effective September 1, 2016, students must submit a current (no more than one year) tuberculin skin test (Intradermal Mantoux 5 TB PPU skin test) in addition to verification of measles, pertussis and flu vaccinations. (Contact San Diego County Department of Health Services or personal physician).
- Children who require special diets for medical reasons only can be accommodated by providing written documentation signed by the child's primary physician identifying foods and substitutions, which meet comparable nutrient values. Within thirty (30) days accommodations will be made according to USDA and CACFP guidelines.
- Emergency cards must be kept up to date. Children are released only to persons who are authorized on the emergency card and can prove their identity by required photo ID.

Daily Health Check and Ill Child Policy

- Parents must notify the teacher upon the child's arrival to and departure from the classroom. Children will not be accepted without contact between center staff and the parent/guardian bringing the child to the Center. The parent/guardian bringing the child to the Center must remain until the child is accepted.
- After child has been determined to be without obvious signs of illness and has been accepted, the Center will require the parent/guardian to sign child in. Parents are required to sign in upon arrival and sign child out upon departure with actual time in/out and full legal signature.
- Parents should direct their child to wash their hands upon arrival and departure.
- Parents will be notified if their child becomes ill at school. Staff will use phone numbers listed on the emergency card. If parent(s)/guardian(s) are not responding to staff, those listed as emergency contacts will be called. Staff will monitor child until child is picked up.

- All or exposure to communicable diseases must be reported to Center Director. A Doctor's note may be required before child can return to center.
- Communicable disease information will be posted when outbreaks occur.
- Keep the child home if the child:
 1. Is taking medication to control fever, diarrhea, vomiting or other illnesses.
 2. Has a fever of a 100 degrees or higher.
 3. Has had diarrhea or loose stools within the last twenty-four (24) hours.
 4. Has vomited within the last twenty-four (24) hours.
 5. Has a continuous runny nose (that is not allergy related).
 6. Has a persistent cough.
 7. Has red, watery, or mucous-filled eyes (pink eye or conjunctivitis)
 8. Has an undiagnosed skin rash on any part of the body.
 9. Has impetigo, ringworm, scabies, head lice, pin worms, strep throat, hand, foot and mouth or other infectious diseases.
 10. Is fussy, cranky, and generally not himself/herself.
 11. If you feel that child cannot fully participate in the program.

Medication

The Center staff are 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, cubbies or in the child's classroom. Medications and medical equipment should be given to the Site Manager or office staff.

Contact the Center Director for special arrangements involving Epi-pens, Inhalers and other life-saving medications.

Injuries and Medical Treatment

Parents will be called for all minor/major head injuries.

Minor Injuries

Minor injury reports are logged immediately following treatment. Parents are given copies of all minor injury reports. When a child requires treatment for a minor injury:

- Teacher or qualified staff evaluates injury and directs first aid treatment.
- Teacher completes and signs the Ouch Report Form.
- Teacher has parent or 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.

Medical Treatment

Parents are called for injuries requiring medical attention, contagious conditions, or when illness occurs. When a child may require medical treatment, the following procedure will be followed:

- Teacher or qualified staff evaluates injury and directs immediate first aid treatment.
- Teacher/qualified staff will call College Police, (619)388-6405 to report situation. If it is a life threatening medical emergency, 911 will be called and then College Police. Parent is contacted. If parent cannot be located, Child Development Center staff contacts other authorized person on child's emergency form or staff will act on the child's behalf.
- Campus Police evaluates injury and contacts outside medical services if needed.
- Campus Police completes an injury report.
- Child Development Center staff notifies Community Care Licensing (CCL) by next working day and completes an Unusual Incident/Injury Report (LIC 624) and sends report within seven (7) days of occurrence. A copy of the report is placed in child's file.
- Teacher completes and signs the Ouch Report Form
- Teacher has parent or 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.

Aggressive Behavior Concerns

Behaviors that are determined by the classroom teacher and Site Director to be a threat to the health and safety of the child or others may cause the removal of a child from the classroom.

The following procedure will be followed:

- The teacher will complete observations on the child, documenting behavioral concerns
- When necessary the teacher will inform the parents of behavioral concerns and make suggestions for strategies to correct the behavior in school and at home.
- If the behavior continues/persists, the teacher, Site Director and parents will meet to discuss additional solutions including referrals.
- After the third incident within a four (4) week period, the parent will be notified that another incident may result in the removal of the child from the center for a day or longer.
- **Any form of discipline or punishment that violates a child's personal rights shall not be permitted regardless of authorized representative consent or authorization.**

Emergency Preparedness

All centers conduct monthly emergency drills. 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.

Earthquake Preparedness and Disaster Plan

Before an Earthquake/Disaster

Good planning in advance of earthquakes and other emergencies will help to ensure safety and avoid confusion should these situations occur. Parents are asked to help prepare for emergencies by:

1. Providing updated information on emergency cards (**remember to update emergency cards as soon as information changes**).
2. Keeping child's box/cubby replenished with spare clothing and an extra jacket even during warm weather.
3. Staying informed of the Center's disaster plan and relocation centers and creating a family plan for communication and reunification in the event of an emergency.

Program Options Preparation

- All staff are trained in emergency procedures (Emergency First Aid and CPR).
- On a regular basis, Center Managers and Family Child Care Providers check the centers/sites for hazards.
- Children participate in earthquake/disaster drills on a regular basis.
- Children learn the proper drop and cover position.

During an Earthquake/Disaster

If an earthquake/disaster occurs before you and your child arrive at the center/site:

- SDCCD child development centers/sites will be closed if the public schools in the San Francisco Unified School Districts are closed.
- If parents are not certain, they should call their child's center to find out.

If an earthquake/disaster occurs when children are at the center/site:

- Children are guided to the safest location for protection.
- Teachers will be responsible for keeping children safe in the event of an emergency.
- If the building is unsafe in the event of an emergency, staff and children will be relocated to the places listed below. Also listed are the emergency treatment centers

where children might be taken to if they are hurt and need treatment. Parents should keep this information with them, as well as the center emergency number.

After an Earthquake/Disaster

- The Center Manager or Family Child Care Providers will account for and remain with all children.
- Another teacher will check for the safest evacuation route and check all utilities and building safety. Children will return to building ONLY when instructed to do so by Emergency Services personnel.
- If the Center is safe, teachers will remain with the children at the site until all children have been released to a parent or authorized person specified on the child's contact/emergency form.
- Teachers and children will relocate upon instruction of Emergency Services personnel. A note will be posted at the site to notify parents where the class has relocated when possible.

California Car Seat Safety Law

Children cannot be released to an adult who does not have the appropriate care seat.

Effective January 1, 2017:

- Children under 2 years of age shall ride in a rear-facing car seat unless the child weighs 40 or more pounds, OR is 40 or more inches tall. The child shall be secured in a manner that complies with height and weight limits specified by the manufacturer of the car seat.
- Children under the age of 8 must be secured in a car seat or booster seat in the back seat.
- Children who are 8 years of age OR have reached 4'9" in height must be secured by a safety belt
- Passengers who are 16 years of age and over are subject to California's Mandatory Seat Belt law.
- Additional details available at: <https://www.chp.ca.gov/programs/child-safety-seats>

No Smoking Policy

All campuses and facilities of the San Diego Community College District, City College, Mesa College, Miramar College, and Continuing Education operate in compliance with the provisions of Government Code 7597 and San Diego Municipal Code section 43.1003(a) regulating smoking in a public place or place of employment. In accordance with Board Policy (BP 0505) Smoke and Tobacco Free District Property smoking and the use of any tobacco product are prohibited on all properties owned or controlled by the District.

Additional information is available in the Campus Police Office. For complete SDCCD Policy 0505 and Procedure 0505.2 information, please visit:
<http://www.sdccd.edu/public/district/policies>.

Health and Social Services

The Child Development Center Directors and designated staff have access to a list of community health and social services in addition to individual campus resources. Contact the individual Center Directors for guidance or refer to the list provided at the end of this document.

Child 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 food program costs.

Please help us comply with the requirements of the USDA's CACFP. Please complete, sign, and return the Meal Benefit Form to the center as soon as possible. All children enrolled in 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 serve 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 Cal Fresh 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 Cal Fresh, 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 Cal Fresh, 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 the last four digits of 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 (family) as a group of related or nonrelated 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 Cal Fresh, CalWORKs, Kin-GAP, or FDPIR case number, your child(ren) will remain eligible for those benefits for 12 months.

Foster Children

For households with foster children, please contact us for additional information.

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

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

“USDA is an equal opportunity provider and employer.”

If you need assistance, you may also contact:

Lorraine C. Collins, Ed.D.
Dean of Workforce & Economic Development
Child Development Program Administrator
San Diego Community College District
3375 Camino del Rio, South
San Diego, CA 92108

Phone: (619) 388-6856

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 practical 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.

- 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.
- Child Protective Services determines the need for any follow up action.
- Students should report incidents/concerns related to child abuse to Center director or designee only.

Behavior Guidance Used in Centers

Redirecting

(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.

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.

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.”

Self-Regulation Support

- When a child is unable to regulate their behavior the teacher will move to the child and state what they see happening with emotions and/or behaviors and offer support. For example, the adult may say “Johnathon took the block you were using and you were angry so you threw the basket. I will stay with you if you like. It can be scary to feel so angry. To calm yourself you could take some deep breathes like this.” The adult might suggest a calming activity such as “Would you like to blow some bubbles or play with the squishy ball?” or, “Would you like to sit on the pillows and read a book with me?”

Conflict Resolution

- HighScope has developed a conflict resolution approach designed for young children age eighteen months to six years of age. The approach is based on six simple mediation steps that that teachers use with children during emotionally charged conflict situations. The steps are:
 1. Approach calmly, stopping any hurtful actions
 2. Acknowledge children’s feelings.
 3. Gather information.

4. Restate the problem.
5. Ask for ideas for solutions and choose one together.
6. Be prepared to give follow-up support.

Student/Child Interaction

(Adapted from: Cook, Tessier & Armbruster)

- **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. The child will be to become more effectively involved.
- **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.
- **Be positive.** Make statements to children in the positive form instead of the negative form. "Remember to use your walk inside so you don't run into anyone or hurt yourself." is a better statement than "Don't run in the classroom".
- **Avoid labeling.** Labeling a child as "naughty" or "bad" makes a child feel ashamed and unworthy. A child who feels this way cannot learn.
- **Keep competition out to 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.
- **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. Rather than, "Are you ready to outside?" Say, "Are you walking out with your friend or by yourself?" Or you can say something similar that offers a choice. This supports the child in understanding they can self-regulate.
- **Sharing is not simple.** Young children are learning about sharing. Encourage children to take turns as a way to start learning to share. Use the conflict resolution process rather than solving the problem for them. For example, avoid telling children that they can use materials for a set amount of time and then give them to another child. You could provide scaffolding by saying "It looks like Mohamed still wants to use the puzzle. If you want a turn ask him if he is done. You could say, 'Are you done Mohamed?'"
- **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. Position yourself with your back to the wall or fence so you can scan the room or play yard for areas that may need your assistance.

- **Be a facilitator for children’s activities.** Children need to use their imaginations and critical thinking as they experiment with ideas, materials, equipment, furnishings, room and yard features. It is the role of the adult to be support the child’s play and suggest materials that may allow the child to engage in more complex play. Avoid dominating the play. You may provide ideas or ask open-ended questions to promote play and add rich language that the child may model.
- **Avoid making models.** Encourage children’s creativity and confidence by not making models at the art table, play dough table, or block area. Use rich language to describe what you see or hear. Ask if the child would like to write a story. Describe or make a sign for the child’s creation.
- **Make eye contact with children.** You will be more effective. Get down to the child’s level when supervising by sitting on a small chair, sitting on the ground, or kneeling.

Words That Help

Phrasing a sentence in the positive instead of the negative produces much better results.

The Positive Way to Talk to Children	
Instead of:	Try saying:
“Stop running in the classroom.”	“We all sit down to juice.”
“You don’t get to play with this again if you don’t clean up.”	“It’s time to clean up now. Let’s all help.”
“You should put windows in your house”	“I’ll see you had fun making the picture.”
“What is it?”	“Would you like to tell me about your picture?”
“Don’t hit with that broom.”	“Brooms are for sweeping. We keep them on the floor.”
“Don’t poke Marie with the brush.”	“Paint brushes are for painting.”
“Don’t put it in your hair.”	“Keep the clay on the table.”
“Don’t throw blocks.”	“Blocks are for building with.”
“What! A big girl sucking her thumb?”	“Would you like to hold the books for me?”
“You have to do it now.”	“Can you do it by yourself or shall I help you?”
“I told you to stop throwing sand!”	“Keep the sand low; it hurts when it gets in the eyes.”
“Hurry up and get over here.”	“If we put our jackets on quickly we’ll have

	more time outside.”
“Stop being mean.”	“It hurts to be hit. See, your friend is crying.”

Child Development Terminology

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

Curriculum

- **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 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.
- **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.
- **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 and 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.
- **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 its usual purpose, for example pretending that a block is a truck. This type of play is observed among 2- to 5 year old children.

Statement of Commitment

National Association for the Education of Young Children

- 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 judgement.
- 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.

Community Resources

EMERGENCY/CRISIS NUMBERS

Police, Fire, Paramedics	911
Poison Center	(800) 222-1222
http://www.poison.org/act.fast	
American Red Cross	(858) 309-1200
Child Abuse Hotline	(858) 560-2191
	(800) 344-6000
CA Missing Children's Hotline	(800) 222-3463
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.	211 or (858) 300-1211
Information and referrals for health and human care agencies	
AIDS Related Counseling Program	(800) 367-2437
AIDS counseling and support groups	TDD (888) 225-2437
Alcoholics Anonymous	(619) 265-8762
North County.	(760) 758-2514
Adult Children of Alcoholics	(619) 287-7782 or (619) 276-6232
Al-Anon	(619) 296-2666
Support groups for alcoholics and their families	(619) 296-2667
California Children Services	(619) 528-4000
Services/referrals to low cost medical and dental care	

- Catholic Charities. (619) 231-2828
 Emergency food, clothing, shelter referral, transportation, immigration, utility and housing assistance
- Center for Community Solutions Studies and Services (858) 272-5777
 Support groups for sexual abuse, rape, battery survivors and intervention
 Counseling for men, women, children and families
- Child Care Resource Service:
 Child care referrals for San Diego County, under contract to CA Dept. of ED(800) 481-2151
 Health Services—answer questions related to a child’s health. . . (800) 908-8883
- Community Care Licensing (619) 767-2200
 Licensing agency for child care programs
- Empty Cradle. (619) 595-3887
 Support for parents experiencing infant death
- 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—<http://www.sandiegofoodbank.org>
 Federal supplemental nutritional program for families and individuals that meet certain income and asset guidelines
- Healthy Families (866) 861-3443
 Health care for children and pregnant moms of low income families
- International Rescue Committee (619) 641-7510
 Provides child care, parent education, immigration and legal assistance

- Gambler Anonymous. (866) 239-2911
 Support groups for compulsive gamblers
- Narcotics Anonymous (800) 766-6779
 Support groups for addicts
- Overeaters Anonymous (619) 521-2538
 Support groups for compulsive Eaters
- Parent Care Family Recover Center. (619) 668-4200
 Drug and alcohol treatment groups for pregnant women and mothers of children under seven
- Parents, Families & Friends of Lesbians & Gays (888) 398-0006
- Planned Parenthood (888) 743-7526
 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 Housing Commission (800) 479-3339
 Assists low-income individuals and/or families find affordable housing
- San Diego Regional Center (619) 472-5916 or (858) 576-2996
 Assessments and services for families and children

S.H.A.R.E. (619) 590-1692

Self-Help And Resource Exchange is simple: for 2 hours of volunteer service, anyone is eligible to stretch their food dollars and purchase a good nutritious food package.

<http://www.goldensharefoods.com>

Special Education Early Childhood (SEEC). (858) 490-8515

San Diego Unified School District's program for assessment & services of special need children (birth to preschool). Must live in district to be eligible for services.

St Vincent de Paul Village/Joan Kroc Center (619) 233-8500

Assists families with housing, medical, meals and jobs

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) <http://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

Alliance for African Assistance. (619) 286-9052

Barrio Station. (619) 238-0314

At risk counseling for youth

Black Infant Health Program (619) 266-7466

<http://www.bihsandiego.org>

Chicano Federation (619) 285-5600

<http://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

Somali Family SVS (619) 265-5821

Union of Pan Asian Communities (619) 229-2999

<http://www.upacsd.com/>

WEB SITE RESOURCES:

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

<http://www.meganslaw.ca.gov>

California's database for registered sex offenders

<http://www.positivediscipline.com>

Information on Jane Nelson's books and videos on discipline

<http://www.kidshealth.org>

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

<http://fns.usda.gov/snap>

A program offered by the Food and Nutrition Service which provides benefits to low-income people that they can use to buy food to improve nutrition

<http://www.nal.usda.gov/fnic>

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

<http://www.pueblo.gsa.gov/food.htm>

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

<http://www.healthfinder.gov>

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

<http://www.childdevelopment.org>

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

<http://www.ecementor.org>

Information on the Mentor Program, program for training preschool teachers

<http://www.ymcacrs.org>

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

<http://www.bhsi.org>

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

<http://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.

<http://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.

<http://www.smalltalkspeech.com>

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

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

Tuberculosis Control Program for San Diego

City College: Must be student at City (619) 388-3450

Health Services is located in A-116

Mesa College: Must be student at Mesa (619) 388-2774

Health Services is located in L-504

Miramar College: Must be student at Miramar (619) 388-7881

Health Services is located in S-103.

GENERAL INFORMATION

San Diego Automobile Club. (858) 486-0786

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 (858) 309-1200

Provides home safety checklist, information on a variety of childhood injuries, and courses in first aid and CPR.

Burn Institute of San Diego.. . . . (858) 541-2777

Provides literature and information on preventing burns

Immunization Hotline (866) 358-2966

Medical Billing Advocates of America (540) 387-5870

Refers 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

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.