CHILD DEVELOPMENT CENTER & ECE LAB PROGRAM
FAMILY HANDBOOK

A Center for Quality Care and Early Education, Laboratory Research and Professional Development for the Tri-Valley Community and beyond.

OUR CENTER EXPECTATIONS

We will be SAFE
We will be FRIENDLY
We will be RESPECTFUL
We will be RESPONSIBLE

3000 Campus Hill Drive, Bldg. 2300
Livermore, CA 94551 – 7623
925 424 1560 Main Office
925 424 1575 Director
License # 013420889
Today your child’s journey will begin...

...new adventures waiting to happen
...lifelong friendships waiting to be made
...newfound skills waiting to be developed

This Handbook is your guide to our program, people and operational procedures. We want you to feel 100% comfortable with your decision to enroll your child in our Center.
**WELCOME.** Las Positas College is proud to offer one of the best early education and lab school programs in the Tri-Valley for children ages 18 months to entry into first grade. Families are the heart of our program. We strive to develop strong relationships and partner with you to support and nurture your child’s individual needs, interests, abilities and culture.

Through a strong collaboration between the LPC faculty and Las Positas College Child Development Center and Lab Program (Center) staff, children will benefit from teachers who understand and practice the most innovative methods to prepare your child for current and future success. The teachers your child will be spending a significant amount of time with are among the most highly skilled and educated in the area and will create a rich and nurturing experience.

Staying in line with our core belief that children learn through play, academic instruction is embedded in the activities your child will participate in daily. This is a place where your child will thrive.

The Center has small group sizes, low teacher to child ratios, and a state-of-the-art learning environment. Children benefit from innovative projects based on their interests.

The guidelines in this Handbook will answer many of your questions. Please become familiar with the information and store it in a place where you will have easy access. Please don’t hesitate to ask for clarification.

We are looking forward to getting to know you and your child. We are honored that you have chosen us for your child’s early education journey.
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ABOUT US

Mission
The Center develops and enriches each child to their fullest potential through meaningful teacher-child relationships and engaging learning experiences.

Vision
Every staff member nurtures the development of inquisitive, creative, well-grounded children while providing support to families to be the best they can be for their children. Students enrolled in ECE classes and/or work at the Center will be prepared to enter the work force with an understanding of best practices and appropriate interactions with children.

Philosophy
We believe that all children learn through play and have an innate curiosity and healthy desire to learn. They construct their understanding of the world through interactions with peers, adults, and the environment. It is through meaningful experiences with others that fosters a love for learning.

Our program is designed to enhance the development of the physical, mental, social, and emotional self. We see children as inherently competent and unique. Every child is encouraged to participate in all aspects of our program while enjoying interactions with teachers and peers.

We offer a balanced approach to social development by providing an anti-bias environment which creates a climate of positive self and group identity, through which every child can achieve their fullest potential.

We create a safe and healthy environment that inspires learning, encourages involvement, celebrates success, and cultivates a positive attitude towards oneself and others.

Core Values
INTEGRITY: We find great strength and value in honesty, accountability, commitment, trust, dedication, enthusiasm, and self-reflections.

RESPECT: We value respect for diversity, acceptance, equal access, cooperation, and teamwork.

EMPOWERMENT: We promote equality, advocacy, individuality, and self-sufficiency.

EXCELLENCE: We continually strive toward providing the highest quality programs to children and families.

COMMITMENT: We are committed to making each experience with us fun, rewarding, and educational.
Purpose

The Center offers families a secure, diverse, and inviting early care and education experience for their child. Through the collaboration between the Center staff and the ECE faculty at Las Positas College, your child will benefit from teachers who understand and use the most up-to-date methods to prepare your child for Kindergarten and beyond.

The Center serves as a model demonstration program that illustrates the theory and practice of the Early Care and Education Department (ECE) at LPC. Working closely with the faculty we understand and implement child development best practices using cutting-edge research in the field. Together, we will work hand-in-hand to ensure respectful and responsive services to you and your child.

The Center employs LPC students interested in pursuing a career in Early Care and Education. We offer them opportunities to gain experience in a licensed facility with expectations that they will continue to take ECE classes and become an essential part of our Center team. They will be involved in all aspects of our program with the support of the Specialists. Our goal is to prepare LPC students to work outside our Center and continue to make a difference in the lives of children.

The Center provides academic instruction to students enrolled in ECE courses. Many of the ECE classes require students to participate in lab hours at the Center and/or observe children in our toddler and preschool classrooms. The Center offers a model of “best practice” in early education while at the same time, the children benefit from the innovative projects and personal interactions provided by the college students in the application of their coursework.

We are also proud to have a collaborative relationship with other departments in the college, such as the psychology department, the paramedic academy, the library, music and art departments, and various college clubs. Having other departments and clubs come into the Center offers diverse and exciting new experiences for the children.

Center History

Las Positas College (LPC) began serving the Tri-Valley community as an extension of Chabot College in 1963. In 1975 LPC started to offer Early Childhood Development (ECD) courses for students interested in a career with children, ages new born to entry into Kindergarten. By 1978,
LPC was granted accreditation and the ECD Department began offering all the major courses for an AA Degree in ECD. College students became “student teachers working with young children under the guidance of the course professor and classroom Lead Teachers (Specialists).

In fall, 2011 the Child Development Center and ECE Lab Program (CDCLP) began offering services to the community and providing lab experiences to college students. Before the Center, the Lawrence Livermore Lab’s Child Development Program supervised the college students. Having an off-site Center for students to practice what they were learning was an integral part of the ECD curriculum. The ability to have an on-campus child study lab was essential for LPC students, faculty, staff, and Tri-Valley families. The

The development of the Center was a community collaborative of the ECD Advisory Board, Tri-Valley Regional Occupation Program (ROP), current and former faculty, LPC administration, Chabot Las Positas Community College District (CLPCCD), and nearby Tri-Valley Directors. The reality of having a Center built became real in 2004 when Measure B was put on the ballot and passed.

We believe the Center is a “village;” a supportive community of learners who have and will continue to provide high quality, age appropriate programs.

Goals

Our teachers don’t teach a subject; they teach a child. Research suggests that whole child development, not routine or standardized classroom-based learning, empowers children to nurture their creative abilities to express themselves, understand others, learn self-regulation, and confidently problem solve conflicts. Social-emotional, physical, creative, language and cognitive abilities are strongly linked and equally important in ensuring a child’s wellbeing, learning and growth. In our play-based program, we will integrate academic learning and skill development in the activities your child participates in. Whether it is during small or large group, free choice, outdoors or at lunch time, our goal is to develop the following in every child:

- Trusting Relationships
- Physical maturity
- Lifelong friendships
- Problem-solving skills
- Self-help skills
- Cognitive learning
- Positive self-esteem
- Social skills

Pro-diversity and Anti-bias Education

Pro-diversity classrooms give children the most confidence in themselves and their ability to learn when they see themselves as valued and respected members of their classroom community. Cultural, ethnic, and religious beliefs inform how we see ourselves. Some children may be able to articulate this while others may not yet have acquired the vocabulary to do so. Our teachers
are prepared to help all children feel proud and confident about their family culture. We will also help them recognize that another classmate’s cultural practices may be different from their own. At their young age they may not be fully able to understand these differences. What they will see is that everyone is welcome, respected, and treated warmly and their family culture is reflected and celebrated in their classroom. To support our pro-diversity belief, we will:

- Encourage families to support their child’s development in their first language.
- Display photos of the children and families that reflect their cultural backgrounds.
- Avoid stereotypical representations.
- View cultural difference as potential resources and learning opportunities.
- Add labels, dictations, and signs that reflect the child’s first language.
- Discuss cultural differences in a positive and respectful way.
- Appreciate the value that diversity brings to our classroom community.

Every child has a dream to be what they want to be. At the Child Development Center Lab Program we want every child to meet their full potential and achieve social and academic success. According to Teaching for Change (Teachingforchange.org), anti-bias curriculum is an approach to early childhood education that sets forth values-based principles and methodology in support of respecting and embracing differences and acting against bias and unfairness. Critical-thinking and problem-solving are integral in anti-bias teaching. Taking an anti-bias approach is an opportunity to teach, not a potential problem and is an important part of our program. We are committed to making anti-bias curriculum a priority focus. It is important for children to learn how they are the same and how they are different. Children’s developing identities and their questions, observations and ideas about diversity and bias are an integral part of our daily curriculum. We will teach our children to respect themselves and others by addressing the following topics in our daily interactions and as they arise in our classrooms:

- Culture and language
- Different abilities
- Gender identity
- Racial identity
- Economic class
- Family structure

Regulatory Agencies

Las Positas College Child Development Lab Program is licensed by the State of California, Community Care Licensing. This Center is subject to inspection by state and local health, fire, licensing, and building agencies. Regulations and inspections pertain to staff qualifications, facility and playground safety, nutrition, health and safety matters, record-keeping and child/staff ratios.

American’s with Disabilities Act

We will accept children in compliance with the Americans with Disabilities Act (ADA), its regulations, and any other local, state or federal laws pertaining to the provision of services to individuals with disabilities. Each child’s needs are reviewed on a case-by-case basis and reasonable accommodations will be made for any child who can safely participate in a group care environment.
If you have additional information or documentation of your child’s needs, please let us know. Having it will help us provide the best care for your child and give us strategies and goals we can work on with your child.

EDUCATIONAL PROGRAMS

Curriculum

Our program is designed to meet the individual needs of every child while providing quality care and learning opportunities in a group setting. Your child’s experiences will prepare them for success in Kindergarten and beyond. Play is essential to a young child’s brain development so a large portion of the day consists of unstructured activities. Basic learning of shapes, colors, numbers, and letters is embedded into everyday learning.

The Center is a play-based program that integrates academics into the day to day activities that your child will participate in. Emergent curriculum bases the facilitation of learning on the interests of the children. Along with emergent curriculum, the children will participate in project approach studies. A project is defined as an in-depth, intentional investigation of a real world topic valuable of children’s attention and effort. Children of all ages will play, explore and engage in the studies which will be carried out by a class or a small or large group of children. Some studies can incorporate multiple classrooms. Studies can last anywhere from 4-6 weeks or longer. New ideas emerge from the children’s active engagement in the current study as well as situations they may experience outside of the classroom.

Children will construct their knowledge by expressing interests, having hands-on experiences, engaging their senses, discovering new concepts and ideas all within a safe, healthy, supportive and nurturing environment. Children are given real choices and are encouraged to strengthen their understanding of the world through a variety of materials and activities.

Teachers will use a range of teaching strategies to interact with individual children and the whole group. Teachers will offer a balance of child-initiated learning and teacher-directed activities. They will motivate children to learn by creating opportunities for children to make discoveries, be creative, and initiate learning on their own. Children will develop a love of learning that will prepare them for Kindergarten and beyond.

Play

Play is a child’s work and the foundation of all learning for young children. Research has shown that children learn best during times of play. Play is how children begin to understand their world. Children develop socialization skills by playing with other children. Play helps children learn to solve problems in an environment that is supportive of this process. Children also develop the critical thinking skills necessary to ask question and figure out how things work. Through these activities, children continue to strengthen their language development.
The Benefits of Play:

✓ Play is essential for healthy brain development
✓ Play sparks creativity and curiosity
✓ Play is critical for expanding cognitive, language, social-emotional and motor skills
✓ Play facilitates productive and appropriate social interactions with peers and adults
✓ Play is relevant and meaningful to the child
✓ Play fosters spontaneity and independence
✓ Play allows young children the opportunity to practice new skills
✓ Play experiences provide learning opportunities
✓ Play helps children gain a better understanding of the world around them
✓ Play provides children with opportunities to make choices, problem solve, and exercise control over their actions
✓ Play fosters self-esteem
✓ Play is fun!

Being a Reggio Emilia inspired Center, we see each child as a unique, strong and competent individual capable of constructing their own thoughts and ideas. Our teachers are seen as facilitators and education is viewed as an ever-developing process that cannot be predetermined because it emerges little by little.

We believe that families are the expert in their child’s world. We encourage our families to participate in the development of study topics and share what and how they would like their children to learn about a topic. Children’s interests, their motivation for exploration and discovery, and parent collaborations are our primary focus. Having you involved is beneficial to your child’s learning.

Assessments

There may be times that a family would like to have an assessment done on their child to determine their level of cognitive and social/emotional development. Parents may request an assessment at any time. Teachers look at and listen to children to find out what is unique and special about every child. Through observation they are able to plan for experiences that will enable every child to grow and flourish. By knowing about each child, teachers can develop a special relationship with them. As our teachers get to know your child they may conduct an assessment as a means to develop individual instruction to help your child with their learning and behavior. The types of assessments that may be used are described below.

The Desired Result Developmental Profile - DRDP (2015) is a formative assessment tool used by the teacher to ensure that your child has every opportunity to demonstrate their knowledge and skills in a variety of ways. The assessment is completed at 60 days of enrollment and then every 6 months thereafter. Teachers will observe and assess your child at your request. The DRDP (2015) is used to plan and conduct age-and developmentally-appropriate activities for your child. Teachers use the information from their observations to plan individualized goals and objectives for your child. They will prepare a Developmental Program Form that will be shared with you at a parent conference.
The Ages and Stages Questionnaire (ASQ) is a developmental screening tool that may be used by our program to assess the developmental progress of your child. This tool captures your in-depth knowledge of your child and will highlight your child’s strengths and your concerns. You will be asked to complete the questionnaire (provided by us) and return to your child’s teacher within 30 days. It will take approximately 10-15 minutes to complete. Your child’s teacher will review the results and set up a time to review and explain them to you. If there are concerns, your child’s teacher will recommend meeting to discuss the results and come up with some strategies to assist in your child’s development.

The Ages and Stages Questionnaire: Social Emotional (ASQ:SE) focuses on the social and emotional behavior of your child. It is used in conjunction with the ASQ. This is a highly reliable system that uses the knowledge you have of your child. The results of this questionnaire allows you and your teacher to determine if next steps are needed, such as further assessment, specialized intervention, or ongoing monitoring. Early identification of a social-emotional challenge can be a key factor in your child reaching their full potential in life.

**Preschool**

Our preschool program is designed for three- to five -year olds and encourages a balance of child-initiated play and teacher-facilitated learning in a caring environment. Children are offered a variety of choices provided in an intentionally prepared indoor and outdoor learning environment. Interest areas (blocks, manipulatives, dramatic play, science, art and literacy) are set up in the classroom where children can begin their explorations. Language and literacy are built in to the hands-on curriculum. Sensory experiences help children understand concepts as we support reading, writing, and math skills. Small and large group activities, free play, and outdoor times are offered every day. Children go through the learning process, one step at a time. Children are encouraged to explore and are challenged to learn while developing life-long friendships and a sense of self. Our entire preschool program is designed to support each child’s love of learning that will prepare them for Kindergarten and beyond.

The teacher-child ratio for our preschool program is an adaptable ratio of 1 teacher to 8 children and/or 1 teacher to 12 children with a maximum capacity of 24 children. Each classroom will have 1 Specialists (lead teacher) and student assistants as part of the staffing model.

**Toddler**

Our toddler program is considered a toddler option with Community Care Licensing. This means we can provide care for children eighteen- to thirty six -months under our preschool license. At this young age, a new world opens for them. They walk, talk and begin to develop relationships with one another. Our toddler program is filled with sensory experiences that emphasize the importance of a safe environment and trusting relationships. We place a lot of emphasis on the social/emotional development of each child so they have the confidence to try new things.

The teacher-child ratio for our toddler program is an adaptable ratio of 1 teacher to 4 children and/or 1 teacher to 6 children with a maximum capacity of 12 children. Each classroom will have one Specialists (lead teacher) and student assistants as part of the staffing model.
Toddlers are typically in a small group with 4-6 other toddlers within the entire group of 12 children. Each group will be assigned to a primary caregiver who will get to know the child’s cues, patterns and preferences of care. Your toddler will remain with the same teacher until they turn three. On or before their 3rd birthday, they will begin a transition to our preschool program. Your teacher will work with you to develop a transition plan that will help make this change smooth.

**Daily Schedule (Sample)**

Each classroom will develop a daily schedule and routines. The daily schedules with times on it are for the parents and will be posted on the parent board. Within each classroom will be a daily schedule posted at eye level of the children. This is the schedule the children will use to know what comes next throughout the day. This schedule will not display times and will include pictures of the children participating in that particular activity. Below is a sample of what a daily schedule for parents may look like.

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open – 9:00</td>
<td>Arrival &amp; Breakfast</td>
<td>Children participate in quiet activities and eat breakfast, which is provided. As children finish breakfast, they can choose an open interest area until most children have arrived and finished breakfast.</td>
</tr>
<tr>
<td>9:00 – 9:20</td>
<td>Large Group</td>
<td>Children gather together in a designated area where they may do exercises, the activities relating to the study are shared, a book read, the weather discussed and other conversations take place.</td>
</tr>
<tr>
<td>9:20 – 10:30</td>
<td>Interest Areas/Small Group</td>
<td>Children choose what area they would like to be in (blocks, creative arts, science &amp; sensory, dramatic play, math &amp; manipulatives, library, writing). A small group activity will be set up and facilitated learning will take place.</td>
</tr>
<tr>
<td>10:30 – 11:45</td>
<td>Outdoor Time</td>
<td>Children will enjoy structured &amp; unstructured activities outdoors.</td>
</tr>
<tr>
<td>11:45 – 12:30</td>
<td>Lunch</td>
<td>Children will sit together &amp; eat the nutritious lunch that was packed for them.</td>
</tr>
<tr>
<td>12:30 – 2:30</td>
<td>Rest Time</td>
<td>Most children nap or rest quietly. As children wake up, they can choose from a variety of quiet activities to do while the other children continue to rest.</td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>Snack</td>
<td>Children that wish to have the provided snack will put their rest time materials away and join others at the table. Children that do not want snack will continue to do quiet activities.</td>
</tr>
<tr>
<td>3:00 – 4:00</td>
<td>Indoor/Outdoor Activities</td>
<td>Children will participate in indoor and/or outdoor structured and unstructured activities.</td>
</tr>
<tr>
<td>4:00 – 5:00</td>
<td>Interest Areas</td>
<td>Children choose what area they would like to be in (blocks, creative arts, science &amp; sensory, dramatic play, math &amp; manipulatives, library, writing).</td>
</tr>
<tr>
<td>5:00 - Closing</td>
<td>Quiet Activities</td>
<td>Children will choose from a variety of activities that are easy to clean up so they can be ready to go when picked up.</td>
</tr>
</tbody>
</table>
Photos

Pictures of the children and their families are essential to our program and one way we document the great things happening in the classrooms. You will see photos of your child engaging with other classmates and doing activities. We invite you to share photos of your family with us. Your child will enjoy sharing these photos with others. Familiar photos are also a source of comfort, especially when they are missing you. Occasionally, we will get a picture that we would like to use in our marketing materials. A photo release form is included in your enrollment packet giving us permission to use photos for this purpose.

Diverse Abilities

The Center has a strong commitment to including children with diverse developmental abilities in our program. This commitment is based on several beliefs and grounded in legislation accounting for the educational rights of children with special needs and their families. It is our policy to accept children in compliance with the Americans with Disabilities Act (ADA), its regulations, and any other applicable local, state or federal laws pertaining to the provision of services to those with disabilities.

Children vary widely in developmental pace and style during the early years. It is not unusual to have quite a range of developmental levels in the same early childhood classroom. Children have much to learn from one another, and accounting for differences is an important part of their early experiences.

Early childhood teachers are uniquely prepared to plan for such diversity and to work effectively with children at various places in their development. Positive, personal experiences shared by children of differing backgrounds and skills can be of great long-term value to children. When these experiences occur in natural and familiar surroundings, messages of belonging and individual worth are conveyed to all the children.

The Center Director, Specialist and family will work closely together to ensure the needs of the child can be met. We will review each child’s situation on a case-by-case basis and may require a copy of the child’s Individual Education Plan or Individual Family Service Plan before they can begin.

Model Demonstration Lab Program

The Center serves as a campus-based child development demonstration lab program providing academic, observational and hands-on instruction to students enrolled in early childhood education, paramedic, psychology and other courses where there is a relationship to child development. Parents should be aware of the teacher training and community service components of the program when enrolling their child.

Our program offers a model of best practice in early childhood education while providing students learning opportunities through observation and on-floor interactions with young
children and their families. The Center is a carefully modeled learning environment for both children and students. Students enrolled in child development courses will serve and work weekly in a specific classroom. These students are under the supervision of the LPC Early Childhood Education faculty and the CENTER Specialists.

ROP

The Center partners with Tri-Valley Regional Occupational Program. Each school year, the Center will host 2-4 ROP students from local high schools. Developmental Psychology of Children (DPOC) is a course that combines classroom instruction and off-campus internships. Students learn about the development of children, while they actually get to work with them. Internships take place during the scheduled class time at local elementary schools, child care Centers, preschools and lab schools. Throughout the school year, students study a variety of child growth and development topics and learn how to work with children ages birth to adolescence. In addition, they receive training in CPR. After successfully completing the course, they are eligible to receive transferable college credits from Las Positas College.

CHILDREN AND HEALTH

Clothing

Your child will be having fun while playing and learning in our Center. Daily activities can include activities such as painting, drawing, singing, sand, dirt, dancing, reading, and eating. We recommend easy fitting, comfortable and washable clothes that can get dirty.

Shoes should be rubber-soled and must be closed-toe with a closed heel or heel strap. Flip flops, open toed sandals, shoes with heels or wheels are not safe in our environment. Water shoes will be required for water activities. Your child will not be allowed to stay if they do not have appropriate shoes.

- Please provide two complete sets of extra clothes, including socks. If possible, provide an extra pair of shoes and a sweater or sweatshirt that can be kept at the Center. Clothing should be labeled with your child’s first and last name. When an extra set of clothing is used, remember to replace the items.
- When the weather is hot, apply sunscreen/block to your child before arriving at the Center. Dress them in clothing that will prevent a sunburn during outdoor play. A written authorization (in enrollment packet) is required before we can apply sunscreen/block to your child.
- In colder weather, please provide clothing that can be layered. This may include a sweatshirt, jacket, or long sleeve shirt. Since we will play in puddles, please bring in an extra pair of shoes on rainy days.
- Children will not be permitted to wear any shirts, jackets, sweatshirts, jewelry or articles of clothing that tie around their necks or waists.
- We cannot assume responsibility for lost, stained, soiled, or torn clothing. Please make sure you label all extra clothing with your child’s first and last name.
Personal Belongings

Please leave valuable items at home. The Center offers everything your child will need to have a fun and educational time while they are with us. Please do not let your child bring other toys or belongings from home. Items brought from home can create tension with other children and distress for your child. Storage space is limited. It can also be upsetting for children and staff members when things get lost or misplaced.

If your child finds comfort in a special item, such as a blanket, a soft toy or stuffed animal, they may bring it for rest time. They will need to keep these items in their cubby until it is time to lie down.

Toy guns, water pistols, cell phones and other electronic devices are not allowed at the Center.

If the teaching staff finds an unlabeled item, they will put it in a “Lost and Found” basket. These items will be kept in the classroom for one month then moved to the lobby. Items not retrieved by the end of December and the end of May will be considered the property of the Center and will be donated to a local charity.

The Center does not assume responsibility for any lost or damaged personal belongings.

Food and Nutrition

We provide a foundation for developing positive attitudes towards food, an understanding of proper nutrition, and healthy eating experiences. The Center has the unique opportunity to model and provide good nutrition and healthy food choices for your child.

Your children will receive a well-balanced breakfast and afternoon snack that is low in sugars, salts, and fats. We offer more items such as grains, fruits, and vegetables. Please do not have your child arrive with breakfast. Have them finish any food items before bringing them into the Center. Each morning snack will consist of milk, a serving of fruit, and bread, grain, or cereal product. Additional protein such as cheese, yogurt, or eggs may be served once or twice a week. The afternoon snack will consist of a serving from two or more of the four major food groups (grains, fruit/vegetable, dairy, protein).

You will need to provide your child with a nutritious lunch. The Center will provide milk and water for your child. We do not allow fruit juice, fast food, cookies, chips, or other products high in carbohydrates and sugar to be eaten at the Center.

Children will play an active role in meal times by setting the table, passing around the food, and cleaning up their area. We practice family-style dining where children sit together at the table with the teacher and engage in meaningful conversation.
Menus will be posted on the parent information board in the front lobby and in the classrooms. Minor substitutions of equivalent food items may be made from time to time, as costs and supply are difficult to predict a month in advance.

If your child has food allergies, nutritionally equivalent foods will be substituted. All food allergies must be accompanied by a doctor’s note or documented on the physician’s report. Food preferences will be honored and substitutions offered, if possible.

Please check with your child’s teacher for the planned times when breakfast, lunch and afternoon snack will be served.

We do not allow outside food in the Center, with the exception of a healthy lunch. Following the California Health Code, food may not be taken from the Center.

WE ARE A NUT FREE FACILITY. Please check ingredient labels when packing your child’s lunch to ensure that there are no nuts or nut by-products in the food. You can google nut-free lunches for school on the internet to get ideas on food to pack for a healthy and nutritious meal.

Celebrations and Birthday

The families at the Center are wonderfully diverse, bringing richness to everyone’s experiences. Children and families from any background can feel welcomed, comfortable and respected. We promote a sense of belonging. Traditions from a variety of cultures are a valuable way to recognize and acknowledge the uniqueness of diverse backgrounds while also appreciating the individual’s rich history and identity.

Families are encouraged to share their traditions and customs while respecting the views and beliefs of other families participating in the program. Cultural events, celebrations, and birthdays are presented from an educational, multicultural, anti-bias, and non-spiritual perspective. Activities will be age and developmentally appropriate and follow our policy. We encourage all children to participate in the activities to gain the full learning experience of the events, however, if there are cultural or religious reasons why you would prefer your child not to participate, please notify your child’s teacher and other activities will be provided.

The Center does not teach religion or participate in holidays or celebrations with a religious context.

If you wish to share traditions and customs in the form of food, all items must be purchased and come to the Center entirely wrapped. If you would like to donate items for a cooking experience for the children, please speak to your child’s teacher.

Due to food allergies and our nutrition policy, we do not allow outside food for birthday celebrations. If you would like to celebrate your child’s birthday, we recommend that you donate
an approved book to your child’s class. A sticker will be placed in the book acknowledging that it was donated by your child and read during group time on your child’s birthday.

**Diapering and Potty Training**

Successful toilet training works best when there is collaboration between you, your child and your child’s teacher. Children learn toileting skills through consistent, positive encouragement. When your child shows an interest, your child’s teacher will discuss how to work together on toileting guidance at home and at the Center. We are committed to working with your child so that toilet training can be accomplished in a developmentally appropriate manner with minimal stress to you and your child.

Every child begins toilet training at a different age and progresses at a different rate. Although we encourage all our preschool children to be toilet trained, we understand that they may not quite be ready. Please keep several changes of clothes and two pairs of shoes at the Center during toilet training.

You will need to provide diapers for toddlers and pull-ups for preschoolers until your child is fully toilet trained. We will change diapers on an as-needed basis for younger children. When toilet training begins, we will have a schedule set up to help remind your child to use the bathroom. You will also need to provide the Center with wipes and ointment (if necessary). You will be required to sign an authorization form before we can administer a topical ointment.

**Rest Time**

Your child will rest in the afternoons for one to two hours, or longer, depending on their needs. State Licensing Regulations do not allow us to wake a child that is sleeping. Children who do not sleep will be asked to lie on their mat for a short period of time while the other children fall asleep. They will then be given a quiet activity to do during this time. We will provide cots for toddlers and mats for preschoolers. You will need to provide a crib-sized sheet and blanket for your child. Due to our limited space, we ask that you do not bring large blankets, pillows, or sleeping bags. We ask that you take these items home at the end of the week to be washed. Please label all personal rest items with your child’s first and last name.

**Hand Washing**

Upon entering the classroom, we ask that you and your child wash their hands immediately after putting items in their cubby. Instilling handwashing at an early age helps your child maintain their health and assists in their ability to take an active role in staying healthy. Keeping your child’s health in mind, they will be required to wash their hands before eating, when returning from outside, after using the bathroom and at other appropriate times.

**Behavior Guidance**

The Center uses positive reinforcement as the main form of behavior guidance, such as Positive Descriptive Acknowledgement (PDA) and re-direction. We believe that acknowledging positive
behavior allows children to build self-esteem and develop appropriate social skills. The goal of this guidance is not to punish but to help children learn to accept responsibility for their actions and find different ways for their needs to be met.

To assist in the social development of your child, we rely on good communication between home and school. We encourage parents to talk with us whenever there are questions, concerns or comments. Please let us know how your child is doing at home and if there is anything we can do to support the transition from home to school and school to home. Together we can develop strategies to follow through with at home and at school in order to provide consistency to your child. We believe that when parents and teachers use similar methods for guiding behavior, the child will be more successful.

We only use positive discipline strategies and will not tolerate any type of discipline that physically or emotionally harms a child. We will always honor your child’s personal rights.

The behavior management strategies that you may see used in the classroom are:

- Positive Descriptive Acknowledgment
- Modeling appropriate behavior
- Clearly stating expectations
- Using simple, clear language and expressions
- Re-directing the child’s activity
- Allowing choices
- Asking questions
- Thinking moments
- Encouraging communication
- Facilitating problem-solving and conflict resolution techniques
- Self-calming techniques
- Individualized intervention
- Developing classroom agreements
- Following a consistent schedule and routine

When challenging behaviors persist or are dangerous to other children, staff, themselves, or property, additional intervention may be needed. Behavior management is based on an understanding of each child’s individual needs and level of development. When addressing a child’s behavior, the teacher’s response is individualized and consistent for each child, appropriate to the child’s level of understanding, and directed toward teaching the child acceptable behavior and self-control.

The following steps will occur in these types of situations:
- The child will be removed from the immediate situation (not placed in a time-out) allowing time for the child to calm down.
- Teachers will problem solve with the child and develop a plan for the child to re-join the activity.
- Communication with the parent regarding the situation (can occur immediately and/or when the child is picked up, verbally and/or in writing).
A behavioral support plan will be developed in collaboration with the parent, teacher(s), and Director.

In extreme cases, parents may be contacted to pick up their child immediately and/or a modified schedule will be implemented and/or suspension or termination from the program.

**Biting**

Children at a young age do not have fully developed language skills or impulse control. They are sensory learners and often explore orally. This can sometimes lead them to bite or use other physical means as a way of making their needs known.

We understand that biting can be a big concern and we strive to minimize this behavior. Our teachers have training in recognizing the triggers that proceed biting. Extra attention will be placed on a child that has biting tendencies. The child will be given other items/toys that will be used as a distraction. We will help the child with language development as a way to prevent and/or decrease incidents.

If your child bites or is bitten, both parents will receive an incident report that details the circumstances. These reports will keep the identity of the other child confidential. If you have concerns regarding a biting incident involving your child, please speak to your child’s teacher or the Center Director.

**Allergies/Asthma**

If your child has allergies or asthma they must be documented on several enrollment forms and the physician’s report. Additional paperwork is required for allergies or asthma managed by medication. If your child requires medication, they cannot attend until the medication and appropriate forms are returned and present at the Center.

Due to the increasing number of children allergic to nuts, we are a nut-free facility. Please help keep all our children safe by abiding by this restriction.

**Illnesses**

We value the health and safety of all children. We have implemented several policies and procedures to support the well-being of each child and to create a healthy and nurturing environment for children, staff, and parents. In a group setting such as ours, it is not uncommon for children to show signs or symptoms of illness. If your child becomes ill at home and they will not be attending, please let your child’s teacher know by 9am each day they will be absent. Please remember to make note of the illness on your child’s sign in and out sheet. You are not required to let us know the reason they are absent unless their illness could potentially put other children at risk.
If your child becomes ill while at the Center, we will contact you to discuss the symptoms. Any child with a fever and/or other contagious symptoms will be required to be picked up within a half hour.

To ensure your child’s safety, your emergency contact form provides a list of names and phone numbers of those people authorized to pick up your child. It is very important that this information, along with your child’s doctor and dentist, is kept current.

Physicals and Immunizations - The State of California requires that current immunizations be in your child’s file prior to the first day of attendance. Please provide us a copy of any updated immunizations that your child receives at their annual check-up. A health/physical exam is required within 15 days of enrollment. A form will be provided in your enrollment packet or you can request one from your child’s doctor. If the physical exam paperwork is not received within 15 days or immunizations are not kept up to date, services will be suspended and/or terminated. A health/physical exam is due every year in August.

Standard Precautions - Standard precautions is the term used for an expansion of universal precautions, recognizing that body fluids may hold contagious germs. They are still primarily designed to prevent the spread of blood-borne disease (a disease carried by blood or other body fluids), but are also excellent measures to prevent the spread of infectious disease in group care settings such as child care facilities. Standard precautions are designed to reduce the risk of spreading infectious disease from both recognized and unrecognized sources of infections. Germs that are spread through blood and body fluids can come at any time from any person. We may not know if someone is infected with a virus such as hepatitis B or HIV. This is why we must take precautions as if every individual might be infected with any germ in all situations that place us in contact with blood or body fluids.

Daily Health Check - All children will receive a daily health check when arriving at school. Prior to leaving your child, the teacher will ensure they are healthy enough to participate in all aspects of our daily schedule, including outdoor time. Children will not be excluded from activities for health reasons at the request of a parent. Do not leave your children without making contact with their teacher. A child that does not pass the health check will not be allowed to stay.

The teacher will speak to you at this time if they have any concerns or questions about your child (i.e. a child feels warm, they have a runny nose, there is a noticeable scratch or bruise, etc.).

Should Your Child Come to School? - Since full participation is essential to the success of your child, they must be healthy enough to participate in all aspects of the program, including outdoor time. If your child becomes ill while they are at school, you will receive a call and be asked to make arrangements for them to be picked up within 30 minutes. If we are unable to get ahold of a parent, we will call other individuals listed on the emergency pick up form.

Please keep your child at home if they exhibit any of the following:
  o Temperature (100 degrees or above)
  o Diarrhea
  o Vomiting
  o Rash
Communicable Disease
- Infection
- Conjunctivitis (pink eye)

Children need to be free of a contagious illness before returning to the Center.

Children must be free of a fever, without medication, for 24 hours before returning.

It is very important that you notify your child’s teacher first thing in the morning if your child will be absent from school.

There are times when a doctor’s note is required before your child can return to school. These and other procedures are listed below. The Center reserves the right to request a physician’s release for any medical or health condition at any time.

**Exclusion**

In an effort to maintain the health of all children, teachers, staff, parents and lab students, and reduce the spread of illness, we may temporarily exclude your child from attending the Center. You will be asked to keep your child at home for the following reasons:

- They have an illness or symptoms that prevent participation in all aspects of our daily schedule, including outdoor activities.
- They have an illness that requires more individualized attention than we are able to provide.
- Your child has not been immunized against certain childhood illnesses and another child who attends the Center has been diagnosed.
- Your child has an illness that local regulations require us to exclude from a group setting.

We will keep you informed of occurrences of contagious diseases affecting children who may have had direct exposure at the Center. If required by law, we will report such diseases to the local health authorities in our county. Written clearance from your health care provider will be required where noted in the list below. We may require a provider clearance for other illnesses at our discretion.

**Exclusion List**

Please refer to the following list for information on the types of illnesses that may require exclusion from our program, as well as the criteria required for your child to return to the Center.

<table>
<thead>
<tr>
<th>ILLNESS</th>
<th>CRITERIA TO RETURN TO CENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdominal pain which is persistent and continues two or more hours</td>
<td>When symptoms are no longer present</td>
</tr>
<tr>
<td>Boil, abscess or cellulitis</td>
<td>When lesion(s) are covered and drainage is contained in covering/bandage</td>
</tr>
<tr>
<td>Chicken Pox/Varicella</td>
<td>When all sores have dried and crusted, usually after six days</td>
</tr>
<tr>
<td>Cold</td>
<td>When contagious symptoms are gone and medication is</td>
</tr>
<tr>
<td>Condition</td>
<td>Duration/Condition</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Conjunctivitis (Pink Eye)*</td>
<td>When symptoms are no longer present</td>
</tr>
<tr>
<td>Coughing (severe) including Croup</td>
<td>When symptoms are no longer present</td>
</tr>
<tr>
<td>Cytomegalovirus accompanied by fever</td>
<td>When fever is gone</td>
</tr>
<tr>
<td>Diarrhea — including conditions with diarrhea symptoms</td>
<td>When the stool of diapered children is contained by the diaper, even if the stools remain loose, and when toilet trained children do not have toileting accidents OR when stool frequency has reduced to fewer than two stools above normal for that child, even if stools remain loose</td>
</tr>
<tr>
<td>Diarrhea if bloody or caused by Cryptosporidium</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>E-coli (0157:H7)</td>
<td>Health Care Provider and Public Health Authority clearance required</td>
</tr>
<tr>
<td>Fever</td>
<td>When there is no fever for 24 hours without the use of medication</td>
</tr>
<tr>
<td>Fifth Disease (Human Parvovirus)</td>
<td>When symptoms are no longer present</td>
</tr>
<tr>
<td>Hand-Foot-and-Mouth Disease (Coxsackievirus)</td>
<td>When there are no exposed sores</td>
</tr>
<tr>
<td>Head Lice/Nits</td>
<td>When all signs of lice/nits or other infestations are absent for a period of 24 hours. Repeated lice may require a doctor’s note to return</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Herpes Simplex</td>
<td>When there are no exposed open sores</td>
</tr>
<tr>
<td>Human Immunodeficiency Virus (HIV/AIDS)</td>
<td>Health Care Provider clearance required, and skin lesions, if any, are dry or able to be completely covered by a bandage</td>
</tr>
<tr>
<td>Impetigo</td>
<td>When lesions have healed or until 48 hours of internal antibiotic treatment</td>
</tr>
<tr>
<td>Influenza</td>
<td>Excluded for a minimum of 3 days plus an additional 24 hours after the fever is gone, without medication.</td>
</tr>
<tr>
<td>Lyme Disease (or other tick-borne diseases) accompanied by fever</td>
<td>When fever is gone</td>
</tr>
<tr>
<td>Measles</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Meningitis (bacterial or viral)</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Mouth Sores</td>
<td>Excluded until sores are gone and/or until a doctor’s note is received stating that the child’s condition is not contagious</td>
</tr>
<tr>
<td>Mononucleosis accompanied by fever and/or behavior change</td>
<td>When fever is gone</td>
</tr>
<tr>
<td>MRSA (Methicillin-Resistant Staphylococcus Aureus)</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Mumps</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Pinworm</td>
<td>After treatment has started and child’s condition is not contagious.</td>
</tr>
<tr>
<td>Ringworm (Tinea)</td>
<td>After treatment has been started. The infected area</td>
</tr>
<tr>
<td>Condition</td>
<td>Instructions</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Roseola (Human Herpesvirus 6) accompanied by fever</td>
<td>Must be kept covered. When fever is no longer present</td>
</tr>
<tr>
<td>Rubella</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Salmonella</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Scabies</td>
<td>After treatment has been completed</td>
</tr>
<tr>
<td>Scarlet Fever</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Shigella</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Strep Throat or other streptococcal infection</td>
<td>24 hours after initial antibiotic treatment and when fever is gone</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Health Care Provider clearance required</td>
</tr>
<tr>
<td>Unidentified Rash accompanied by fever or discharge</td>
<td>Excluded until sores are gone and/or until a doctor’s note is received stating that the child’s condition is not contagious</td>
</tr>
<tr>
<td>Vomiting</td>
<td>Until vomiting has not occurred for 24 hours, without medication.</td>
</tr>
</tbody>
</table>

**Medication**

A doctor’s note is required for all medications (prescribed and over-the-counter) that need to be administered while the child is at school. Over-the-counter medication will not be accepted without a doctor's authorization.

There is medication administration paperwork that must be signed by the parent giving Center staff permission to administer the medication.

Topical medication such as diaper rash ointment, lip treatment, lotion, and creams do not need a doctor’s note. There is an authorization form that needs to be signed prior to topical medication being applied.

Medication must be in its original container with a pharmacy label. The medication must have the child’s name and dosage amount. The dosage amount on the prescription label must match the dosage amount on the medication administration paperwork from the doctor.

**Parent/Guardian Responsibilities:**

- Our preference is that you administer medications prior to arriving or after leaving the Center. Ask your physician for prescriptions with 12-hour dosages.
- You must complete a medication administration form or topical ointment authorization form giving teachers permission to administer the medication.
- Provide the Center with all printed information about the possible side effects.
- Bring medication in its original container.
- Do not store medication in diaper bags, lunch bags, backpacks, or any other personal belongings.
- We will not mix medication with food, milk, or juice.
- We will not dispense medication in a bottle or cup.
SAFETY AND SECURITY

Arrival and Departure

Keeping your child safe is our first priority. We have a close partnership with Campus Safety and communicate with them on a regular basis. We have security cameras around the perimeter of the buildings and our lobby entrance is locked except during drop off and pick up times. Every effort is made to have someone scheduled at the front desk. We have strict arrival and departure procedures that will be followed to ensure the safety of your child.

Arrival to Center:
- All children must be signed in by 9am unless other arrangements have been made with your child’s teacher.
- Children must be accompanied into the classroom by a parent/guardian or authorized individual, 18 years and older.
- Make contact with the classroom teacher to complete a Daily Health Check.
- Sign your child in recording the current time and using a full legal signature.
- Help your child put any items in their cubbies, use the restroom (if needed), and wash their hands.
- Let your child and the teacher know you are leaving.

Departure from Center:
- Parents are to arrive at least 15 minutes prior to the Center closing time.
- Children must leave the Center with a parent/guardian or authorized individual listed on the emergency card that is 18 years or older. Unfamiliar adults should be prepared to show picture identification.
- Sign your child out recording the current time and using a full legal signature.
- Be sure to check your child’s cubby for any artwork or Center information.
- Let the classroom teacher know that you are leaving with your child.
- Do not allow your child to leave the building without you.
- Please make sure all doors and gates securely close behind you.

Sign In & Out - Children must be signed in and out daily using a full, legal signature (same signature as on the enrollment paperwork). The time the child is dropped off and picked up must accurately be recorded on the sign in and out sheet. If you forget to sign your child in, you will be called to come back to the Center. Not having full signatures is the number 1 violation of Community Care Licensing Regulation. The Center can receive a violation and a fine for incomplete sign in and out sheets.

For the protection of your child, only those persons listed on the emergency card will be permitted to pick up a child from the Center. Unfamiliar adults picking up a child will be asked to show a picture identification before the child will be released. Phone authorizations will not be allowed at any time.
Only authorized persons age 18 and over are allowed to pick up a child from the Center. Once a child is signed out, they become the full responsibility of that person.

**Late Pick-Up**

You are required to pick up your child according to the hours on the enrollment agreement form. You must physically be out of the Center before closing time to avoid late pick up fees. You will be required to sign a late-pick up form and fees will be applied to your account. If someone other than yourself will be picking up your child, please let their teacher(s) know in advance. Please call the Center if you are going to be picking up your child late. If your child has not been picked up by close of business and we have not been contacted, the following steps will be taken:

1. We will try to reach you and the individuals listed on the emergency and identification form and ask them to pick up your child. It is important that these individuals are aware that they may be called to pick up your child.
   a. The Center Director or other staff will never transport your child from the Center under any circumstances.
2. Campus Security, the Livermore Police Department and/or Child Protective Services (CPS) will be called in the event a child is not picked up within 30 minutes after closing by an individual listed on the emergency card. Every effort will be made to contact the parents and/or someone listed on the emergency card.
   a. If authorities are contacted, a note in a sealed envelope will be posted on the Center door with specific information regarding your child’s location.
3. It is extremely important that the information on the emergency care be kept up to date. Please inform us if you have a change in address, phone number, or emergency pick up authorization.
4. Please note that after the third late pick-up, services may be terminated.

**Confidentiality and Children’s Records**

The use or disclosure of all information pertaining to the child and his/her family shall be restricted to purposes directly connected with the administration of the program. The Center will permit the review of the basic data file by the enrolling parent/guardian and/or authorized representative upon request and at a reasonable time. If necessary, court orders will be required prior to the review of information when one parent is not listed on the enrollment application. Subpoenas may be required before certain documentation is copied and released. Community Care Licensing, Child Protective Services, and/or Local Law Enforcement have the authority to review staff, child, and family records without prior consent and to the physical conditions of the children, including conditions which indicate abuse or neglect.

The enrolling parent may request access to their child’s file. You have the right to add and update information at any time. You can review any information in the file that has your signature. If you wish to review your child’s file, please contact the Center Director to arrange a time. We will keep your child’s file for a minimum of five years once you withdrawal from the program.
Mandated Reporters

Employees of the Las Positas College Child Development Center Lab Program are mandated to report any and all suspected child abuse and/or neglect with Child Protective Services (CPS) and/or local law enforcement and Community Care Licensing. Parents/guardians will not be notified prior and staff will not engage in discussion with parents/guardians regarding any reports that have been made. Parents are asked to refrain from any physical or emotional discipline with their child while at the Center. Center staff receive mandated reporter training every two years.

Child Custody

Families may have legal custodial orders that address whether an individual is permitted to pick up and/or visit a child. If a custody order exists, a court stamped copy must be provided to the Center for placement in your child’s file. This information is confidential and used only for the safety and well-being of your child. The document must be updated when the custody order changes or expires.

Staff cannot be responsible for supervising visitation and is not permitted while a child is at the Center.

Emergency Situations

We make every attempt to be prepared for potential emergency situations. We will schedule and practice emergency situation drills on a monthly basis, such as evacuation, shelter-in-place, intruder, fire, and earthquake. Evacuation routes are posted in every classroom and building.

If an actual emergency occurs we will notify you as soon as possible through brightwheel. Please do not come to the Center until cleared to do so by Campus Safety. Las Positas College has an emergency text system that you can sign up for through the following web link: https://member.everbridge.net/453003085615426/login - Once you are signed up, you will receive messages regarding emergency situations at the college. This text system is not specific to the Center. Specific communication about the Center will come via brightwheel.

Accidents

Despite all efforts and precautions to make sure your child is safe, accidents will happen. If your child is injured at the Center, you will receive an incident report when you pick up your child. A call will be made for any injury involving the head, face, neck, or mouth. If an injury appears to need medical treatment we will contact you immediately. If we cannot reach you, we will contact one of the individuals on your pick up list. In the event of an emergency, we will call Campus Safety and 911. Children will not be transported in private vehicles.

In the event of a serious illness, Campus Safety & 911 will be contacted immediately.
All of the Specialists and many other staff members are trained in Pediatric CPR and First Aid. We will make every effort to take care of your child’s injuries and keep them comforted.

Field Trips
Teachers and children will take walks across campus and participate in campus events as a way to enhance your child’s experiences and learning. Children must be able to stay with the group and follow directions. Preschoolers will use the buddy system and must be able to walk to and from the event. Toddlers will be put in walking buggies and/or holding hands with a teacher. Teachers will ensure that children are supervised at all times. Lab students may assist with walking field trips. Parents are welcome to join their child at any time. Children that are not able to behave appropriately may not be able to participate and will stay in another classroom.

Adult Conduct
To help keep the children, staff, parents, and visitor’s safe, Center will enforce the following facility rules:
- No smoking, drugs, or alcohol are allowed in or around the Center.
- Weapons of any kind are not allowed.
- Do not litter.
- No physical, verbal, or mental abuse of children or adults.
- Refrain from verbal or physical altercations; sexual advances.
- Do not use inappropriate language.
- Supervise your children at all times; do not allow them to leave the building without you.
- Cars are to park in designated parking areas only (LPC is not responsible for issued tickets).
- Any person of a suspicious nature will be reported to Campus Safety.
- Children are NEVER to be left unattended in a vehicle, in the restroom, or any other location on site.
- No loitering.

This is not an inclusive list. Any behavior or action deemed unsafe, including those listed above may be grounds for immediate termination.

Drug/Alcohol/Tobacco Free Environment
Las Positas College and the Center have a zero-tolerance policy for drug and/or alcohol use. No child will be released to a parent suspected to be on drugs and/or impaired due to alcohol use. Absolutely no smoking is permitted in or around the Center. Violation of this policy may be grounds for immediate termination.

Mandatory Car Seat Law
By law, children are required to be secured in an appropriate car seat when riding in a vehicle. Center staff is mandated to report any individual who does not follow this law. If we are aware that there is no car seat for your child, campus safety will be contacted immediately. We will not allow you to take your child from the facility if you do not have an appropriate car seat. We can provide you with resources to obtain a car seat.
Volunteers

A volunteer is defined as any non-employee who provides care and supervision to children in care (this includes parents/guardians/family members). Following Title 22, California Code of Regulations, care and supervision means any activity that provides basic services to children. “Basic Services” means those services required by applicable laws and regulations to be provided by the licensee in order to obtain and maintain a child care Center license.

Senate Bill 791 (Mendoza) requires that any volunteer at a child care Center be immunized against influenza, pertussis, and measles. Volunteers must establish that they are in good health through a written health screening by a licensed physician that includes a tuberculosis test or provide a certificate indicating that they are free from infectious tuberculosis. In order to qualify for an exemption, the volunteer must submit one of the following to the Site Supervisor:

- A determination by a licensed physician, in writing, that immunization is not safe because of a physical condition or medical circumstances.
- A determination by a licensed physician, in writing, that you have evidence of current immunity.
- For the influenza vaccine only – a signed declaration that you have declined the vaccine.

If you come into the classroom to support only your child (i.e. wash hands, use the restroom, put items in cubby, write name, etc.) you do not need to have the immunizations listed. As soon as another child becomes involved with you in the program (i.e. reading a book, serving lunch, throwing a ball outside, rubbing backs) the immunizations must be on file.

Personal Rights

Your Child’s Rights - At CENTER, your child has the right to…

- Be happy and treated fairly.
  
  No one will make fun of me or hurt my feelings. I will be given the same consideration and respect as others.

- Be safe.
  
  No one will hurt, push, hit, kick, bite, or pinch me. Nor will any type of restraining device ever be placed on me.

- Hear and be heard.
  
  No one will shout or yell at me or make loud noises at inappropriate times.

- Learn and be creative.
  
  No one will keep me from succeeding at what I try.

- Be themselves.
  
  No one will judge me or treat me unfairly because of my color, gender, religious beliefs, culture, physical appearance, or background.
OPERATIONAL PROCEDURES

Registration
A nonrefundable registration fee will be due at the time of enrollment and is charged every August. Your child’s space is not guaranteed until the fee is paid. Until the Center goes to a year-round program, a summer fee will be due every June for those children continuing to attend.

If you withdraw from the program and subsequently reenroll, a new registration fee is due at that time.

Falsification or misrepresentation of any information will result in immediate termination from the program.

Enrollment
It is our goal to make the enrollment process as seamless as possible. To enroll and annually re-enroll your child, you must complete an Enrollment Agreement and update other forms, as requested. We have internal forms and mandated documents from Community Care Licensing. It is important that all information is kept up to date. All forms must be submitted before your child can begin the program. The following enrollment forms will be required:

✓ Admission and Policy Agreement
✓ Child’s Birth Certificate
✓ Child Information Form
✓ Child’s Preadmission Health History
✓ Emergency and Identification Form
✓ Handbook Acknowledgement
✓ Immunization
✓ Notification of Parent’s Rights
✓ Personal Rights
✓ Permission to Apply Sunscreen
✓ Permission to Apply Topical Creams/Ointments
✓ Physician’s Report
✓ Photo Release Form

Other forms that will be collected on as needed basis are:

✓ Asthma Plan
✓ Court Order
✓ Health Information (not on Health History)
✓ IEP/IFSP
✓ Medication Administration

Tuition
Tuition is due in advance of services provided. You are encouraged to pay all tuition and fees through our online portal, brightwheel. You can make recurring or one-time payments using your
ACH debit card. If online payments are not an option, payments can be made at the Center using check, money order or cashier’s check. Due to safety reasons, we will not accept cash for tuition payments. Tuition is due on the 1st of each month and considered late at the close of business on the 10th. Payments received after the due date will be subject to a late fee as noted in the Admissions and Policy Agreement.

Accounts two weeks in arrears and/or repeated failure to pay tuition by the 10th may result in termination of services.

Tuition is due regardless if your child attends. Refunds and substitution of days due to absences and/or Center closures will not be granted.

Tuition rates are reviewed in the spring of each year and a potential increase may be applied in August.

**Returned Checks**

Returned checks are subject to a fee. After two returned checks, payments must be in the form of a money order or cashier’s check. The tuition owed from a returned check must be paid immediately or services will be suspended. Once paid, we may choose to reinstate your child’s enrollment.

**Discounts**

A discount will be applied to families with two or more children enrolled in the program. The family discount applies to siblings only. The child with the lowest tuition charge will receive a discount of 10% off the monthly tuition.

Faculty and staff of Las Positas College, Chabot College, and the Chabot Las Positas Community College District will receive a 10% discount off the total tuition.

Veterans and active military will receive a 10% discount off the total tuition. The Veteran or active military member must be one of the enrolling parents.

Discounts cannot be combined. The discount that offers the family the highest savings will be applied.

**Babysitting**

Teachers and staff are discouraged from providing private babysitting services on their own time as this can present a conflict of interest. If a teacher or staff member provides babysitting services, they are acting in their own capacity and not as a member of the CENTER. Las Positas College and the Child Development Center Lab Program will not be responsible for the performance of babysitting services by members of our staff. Concerns and/or issues that may arise from private babysitting services by our teachers or staff will not be discussed.
Holidays and Center Closures

Barring unpredicted circumstances, the Center will be open during normal operating hours. The Center hours and holiday schedule are posted annually, but could change at any time. The Center calendar does not strictly follow the college closures. The Center will be closed for the following:

- Convocation Day (typically in August)
- Labor Day
- Professional Development (typically in October and March)
- Veteran’s Day
- Thanksgiving (3 days)
- Holiday Break (2 weeks)
- Martin Luther King Day
- Lincoln’s Birthday
- Washington’s Birthday
- Memorial Day (3-5 days)
- Independence Day
- Fall Planning and Preparation (3-5 days)

Absences and Vacations

We strive to maintain a high standard of quality education, a state of the art environment, and dedicated teachers and staff. To cover these expenses, we charge the full month’s tuition once billing has been processed (usually five days before the 1st of the month) regardless of how many days your child attends that month. We will not pro-rate tuition due to absences or vacations.

If your child will be absent, please notify their teacher by 9am on the day of the absence. Please inform their teacher in advance if your child will be out for multiple days. You can communicate your child’s absence to their teacher by email or through brightwheel.

Families going on vacation for a full calendar month may opt to pay 50% of their monthly tuition to hold their child’s space for up to 2 months. Families that choose not to pay the 50% will be terminated from the program and will be responsible for paying the registration fee again once they return. Their child’s space is not guaranteed when they return.

Withdrawal and Termination

We require a two week’s written notification for withdrawal from the program. Refunds will not be given for withdrawals after the 1st of the month.

The Center reserves the right to disenroll any child or terminate services as deemed necessary or appropriate at our sole discretion, with or without notice. Tuition refunds will not be given for the disenrollment of a child unless it is believed to be in the best interest of the child or Center. Tuition refunds will not be given for terminations not directly related to the child. Disenrollment or termination of services may happen for the following reasons:

- Failure to provide necessary documentation and paperwork when requested.
• Failure to pay tuition or other fees.
• Continuous late payments.
• Failure to provide updated information that results in our inability to contact you.
• Late pick up or pick up after closing.
• Inappropriate behaviors by an adult as outlined in this Handbook.
• Violation of the college Code of Conduct (see LPC website).
• Failure to follow policies outlined in this Handbook and on the Admissions and Policy Agreement form.
• A child who exhibits emotional or physical behaviors that may cause harm to themselves, other children, staff and/or the environment or interferes with peers being able to participate in the program.
• Failure to properly sign your child in and out on a daily basis.
• Falsification and/or misrepresentation of information and/or circumstances.

This is not an inclusive list. Any situation that puts the Center at risk of a violation with Community Care Licensing may constitute grounds for termination.

Family Involvement
Families play a very important role in their child’s education. The child’s home and school are the most valuable places for them. It is our goal to make the transition from home to school as seamless as possible. In addition to extending your children’s learning at home, here are a few other things you can do to support your children’s learning:

• Bring your child to school every day unless they are ill.
• Allow extra time when you drop off and pick up your child to speak with their teacher.
• Refrain from being on your cell phone while at the Center.
• Participate in the development of lesson plans by offering your ideas.
• Stop by and observe your child’s classroom.
• Dress your children in comfortable, weather appropriate clothing that they can play and get dirty in.
• Have your child wear closed-toed shoes, not sandals or flip flops.
• Bring an extra change of clothes in case your child gets dirty or has an accident.
• Bring a jacket, sweater, and hat for cold or rainy weather (we go outside every day).

Parent Surveys
We appreciate your feedback. Parent surveys are distributed twice per year (fall and spring). The survey completed in the fall will assist our program in planning and conducting activities to support children’s learning and development as well as meet family needs. It gives us an opportunity to reflect on areas that we are doing well and put together a corrective action plan for areas that need improvement. We do a second survey in the spring to capture those opinions of families that enrolled after the first survey was distributed. We will take a look at the results of
this survey focusing on the areas that needed improvement. The goal is for families to recognize our efforts to implement change based on the fall survey results. The results of the survey will become an integral part of our annual self-evaluation.

Parents/Guardians are invited to participate in the Parent Advisory Committee (PAC). The purpose of the PAC is to advise the Center on issues related to services to families and children. The PAC will meet several times per year to share input, review agency policies, establish goals and objectives, review parent survey results, plan special events, and support the general operations of the program. Please let the Director know if you are interested in being a part of the PAC. The PAC will make recommendations for topics, plan, and assist in facilitating the meeting.

The Center will hold several open houses and events throughout the year. These will be posted on the annual operation calendar. We will ask for parent volunteers to help out at these events.

It is important that we develop mutual goals that are in the best interest of your child. There may be times when outside professional services will be recommended. If you need information or services that the Center Development is unable to provide, we will refer you to local and/or county services.

**Communication**

Our doors are always open. We hope you will have time to briefly talk with us when you drop your child off or pick them up. You are also welcome to schedule an individual meeting with your child’s teacher or the Center Director. It is important to remember that the teacher’s number one priority is the safety and supervision of the children, therefore they may not be able to speak with you for long periods of time if the supervision of the children will be compromised. For conversations that may need more time, please schedule an appointment in advance so another teacher can be available for the supervision of the children.

We encourage communication between you and the teachers on all issues related to your child and their classroom activities. Staff members are expected to keep information about other children and their families confidential.

*Brightwheel* is a real time feed of your child’s school day delivered straight to your mobile device. It is an all-in-one mobile app that allows our teachers to share photos, activities, and communication all in one place! As a parent, you’ll get private, real-time updates and photos delivered to your phone, computer or tablet!

Some features of *brightwheel* we may use at the Center are:

- Daily updates – you can receive a real-time feed of activities throughout the day. All added activities show up as push notifications as they are added.
♥ Photos – you can watch your child’s day unfold with snapshots delivered right to your devices.
♥ Stay connected – Stay in touch with your child’s teacher, receive notifications and alerts.
♥ Digital check in and out – Easily sign your child in and out with your personal check-in code at the sign-in and out kiosk or through the phone app.
♥ Messaging – Receive and leave notes from/for your child’s teacher or the director. Keep up to date on important information.
♥ Calendar – View Center closures, upcoming events, and other important dates.

Nondiscrimination
The Center does not discriminate based on an individual’s color, race, gender, sexual orientation, age, national origin, disability or any other factors protected by law. The families at our Center come with various backgrounds and beliefs, all of which we honor and respect. We do not teach religious doctrine at our Center.

Amendment Policy
The Child Development Center and ECE Lab Program reserves the right to amend the policies and procedures outlined in this Handbook with or without notice. This Handbook is not an all-inclusive manual. Questions regarding school policies or procedures should be directed to the Center Director.

My Notes
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CENTER INFORMATION

Las Positas College
Child Development Center Lab Program
3000 Campus Hill Drive Building 2300
Livermore, CA 94551
www.laspositascollege.edu

License #: 013420889 Tax Id: 94-1670563

DIRECTOR: Angie Lopez, MA
amlopez@laspositascollege.edu
Office: 925-424-1576

General: 925-424-1560
Fax: 925-373-6912

SPECIALISTS:
Carmen Ortiz, MS ~ Room: 2363 ~ Phone: 424-1563 ~ cortiz@laspositascollege.edu

Shannon Wittgen ~ Room: 2365 ~ Phone: 424-1564 ~ swittgen@laspositascollege.edu

Stephany Chavez ~ Room: 2347 ~ Phone: 424-1567 ~ schavez@laspositascollege.edu

Theresa Mailander, MS ~ Room: 2367 ~ Phone: 424-1568 ~ tmailander@laspositascollege.edu

Virginia Tsubamoto ~ Room: 2349 ~ Phone: 424-1569 ~ vtsubamoto@laspositascollege.edu

SPECIALIST ASSISTANT:
Regina Rivas ~ Room: 2367 ~ Phone: 424-1568 ~ rrivas@laspositascollege.edu
I received and reviewed a copy of the LPC Child Development Center & ECE Lab Program Family Handbook on ___________________________ (Date).

As an enrolled family of LPC Child Development Center Lab Program, as stated by this Family Handbook,

✓ I acknowledge that I am responsible for familiarizing myself with the Parent Handbook for LPC CENTER;

✓ I understand that the Parent Handbook has valuable information and I will use it to help answer questions I might have. I will speak with the Center Director if further clarification is needed;

✓ I agree to uphold and follow the regulations and standards of the Center;

✓ I agree to comply with and abide by the policies and procedures in the Handbook;

✓ I agree to attend the family orientations, open house gatherings, family conferences and other meetings required of me to attend by my child’s Head Teacher or the Program Director;

✓ I agree to inform my child’s teacher and staff of any change in our family’s contact information, emergency information, designated pick-up persons, health and nutrition status, and other pertinent information important to my child;

✓ Furthermore, I agree that if I, or a family member/friend, behaves in ways that are in conflict with the Center philosophy, program policies, and/or I am potentially harmful and detrimental to the overall well – being and safety of the children in the Center (including withholding or misrepresenting information), I understand that I will be asked to leave the Center premises and may be terminated from the program.

Child’s Name _____________________________________________________________

Parent/Guardian Name (printed) _____________________________________________

Parent/Guardian Signature ___________________________________ Date __________
RECEIPT AND ACKNOWLEDGEMENT
OF
THE LAS POSITAS COLLEGE
CHILD DEVELOPMENT CENTER & ECE LAB PROGRAM
FAMILY HANDBOOK

I received and reviewed a copy of the LPC Child Development Center & ECE Lab Program Family Handbook on ____________________________ (Date).

As an enrolled family of LPC Child Development Center Lab Program, as stated by this Family Handbook,

✓ I acknowledge that I am responsible for familiarizing myself with the Parent Handbook for LPC CENTER;

✓ I understand that the Parent Handbook has valuable information and I will use it to help answer questions I might have. I will speak with the Center Director if further clarification is needed;

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Child’s Name ______________________________________________________________
Parent/Guardian Name (printed) ________________________________________________
Parent/Guardian Signature _________________________________________ Date ___________