

# Parent Handbook



1000 East Victoria Street  
Building 120  
Carson, California 90747  
Gate F. Parking Lot 1  
Phone Number (310) 243-1015  
Fax Number (310) 928-7273

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## LETTER FROM THE DIRECTOR

Dear Parents/Guardians,

We thank you for selecting the Associated Students, Inc., California State University Dominguez Hills Child Development Program as the setting to instill a solid foundation for your child's growth and development. As a program, we take pride in providing high-quality early education services to children ages 18 months to 5 years old. The Child Development Center is designed to serve families in the CSUDH community, which include students, staff, faculty, alumni, and other community members.

We strive to be a nurturing and learning environment for both children and adults. We place a high value on positive teacher child interactions, where adults provide materials, guidance, directions, questions, and provocations for children's learning. The staff are trained and certified for each of their positions. They share values in using developmentally appropriate practices in their work with children. Through additional campus partnerships, we serve the mission of ASI and the University by providing a place for teaching, research, and project services to CSUDH students.

The purpose of this handbook is to become familiar with our program, the policies and procedures that help the Child Development Center function efficiently and effectively.

We invite and encourage you to get involved by participating in your child's experience: attend monthly parent meetings, be part of the CDC Standing Committee, take advantage of the educational workshops offered throughout the year, contribute at fundraising events, volunteer in and out of the classroom, attend special events, and work alongside the staff to meet your child's individual needs.

Respectfully,

Candace Manansala, M.Ed.  
CDC Program Director

Rasheedah Shakoor  
ASI, Executive Director

# Program Description and Information

## Mission Statement

The mission of the Child Development Center is to provide quality and affordable childcare for CSUDH students, faculty, staff and the surrounding community.

## General Information

The Child Development Center is a program of Associated Students, Incorporated (ASI) at California State University, Dominguez Hills (CSUDH). It has provided early childhood education services since 1973 for children of CSUDH student parents, staff, faculty, alumni, and the surrounding community. Our comprehensive developmental program provides a nurturing, high quality learning environment for children 18 months to 5-years-old. The Child Development Center is a public, non-profit organization, licensed and regulated by Title 22, State of California, Department of Social Services (CDSS), Community Care Licensing Division (CCLD) and Title 5, State of California Department of Education (CDE), Early Education and Support Division (EESD).

## Location

The Center is North-East of the Birch Knoll Drive entrance to the campus adjacent to Gate F, Parking Lot 1. Parking is available in the designated 30-minute "loading/unloading/visitors" spaces while dropping off or picking up your child. Other spaces in this lot may be used, providing you have a CSUDH parking permit or purchase a daily permit. Please closely supervise your child going to and coming from the parking area. Never leave children unattended in the car.

## Days and Hours of Operation

The Child Development Center is open 211 days per year. We are closed on all legal holidays and CSUDH academic closures outlined in our Annual Center Calendar. We are open Monday through Thursday, 7:30am to 5:30pm and Friday, 7:30am to 3:00pm.

## Equal Access, Non-Discrimination Policy

The ASI CSUDH Child Development Center does not and shall not discriminate based on race, color, religion (creed), gender, gender expression, age,

national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include but are not limited to enrollment of families and children, hiring and termination of staff, selection of volunteers and vendors, and provision of services. As a public agency, we refrain from religious practice or instruction.

### **ADA Statement**

Inclusion is more than the presence of children with disabilities or other special needs at the ASI CSUDH Child Development Center. We are committed to providing an inclusive and welcoming environment for all families and children, whether typically developing or with disabilities. In adherence to the Americans with Disabilities Act (ADA), we strive to offer reasonable accommodations and modifications to enable children to become fully included into our program. We offer a place for children of all abilities and backgrounds to play, grow, and learn together in a developmentally appropriate environment.

### **Open Door Policy**

We maintain an open-door policy with all parents and guardians of currently enrolled children. In addition, we highly encourage parents and guardians to volunteer and visit their child's classroom. Parents and guardians are encouraged to check with their child's teachers to help with certain tasks, special events, or read to a group of children. Parents and guardians will have immediate access without prior notice to the Child Development Center. All visitors, including parents and guardians, are required to check in with the front office, before proceeding to the classroom. In families where custody and/or domestic agreements are in place, we require all current court documents to be on file. Staff always remain responsible for the children's health and safety, when children are signed into our center.

### **Mandated Reporting Responsibilities**

Childcare providers are required by law (11166 of the State Penal Code) to report suspected child abuse or neglect to the Los Angeles Department of Children and Family Services. In the event of reasonable suspicion, both DCS and the parent will be notified, and an investigation may occur. The primary intent of the report is to protect the child and help the parents. Child Development Center staff are provided with ongoing training to recognize the signs of abuse, so that they may function as responsible reporters and as a support system to the child and family during and after the investigation.

DCS has the authority to “observe and/or interview children or staff and to inspect and audit child or facility records without prior consent of the parent or staff.” The Department of Social Services, Community Care Licensing shall have the authority to observe the physical condition of the client, including conditions which could indicate abuse, neglect, or inappropriate placement and to have a licensed medical professional physically examine the client. Appropriate identification from the licensing agency will be obtained prior to the interview.

Law enforcement officers have the right to come on campus to interview students who are witnesses or victims of a crime. School officials do not have the right to demand to be present when the police officer interviews a student. However, a student who is the victim of child abuse does have the right to request a school staff member to be present during an interview at school. In all cases, the officer may, at his or her discretion, allow a school official to be present during an interview. Credentials and identity of law enforcement, and the reason why the officer wants the student released or interviewed will be obtained.

### **Confidentiality**

The use and disclosure of any information maintained in the basic family data file concerning children and their families is limited to the purpose directly connected with the administration of the program. No other use of the information will be made without prior written consent or through a court subpoena. Participants shall have access to information in their basic family data file within 5 business days after the program receives a written request.

## **Getting Started**

### **Waiting List and Enrollment**

Enrollment is open and offered in the following order - (1) CSUDH students, (2) CSUDH faculty, staff, alumni, and (3) the community. We enroll children from July 1 - May 1. Families interested in enrollment can visit and complete registration on our website at [www.asicsudhchilddevelopmentcenter.com](http://www.asicsudhchilddevelopmentcenter.com)

### **Parent Orientation**

A **MANDATORY** parent orientation is held at the beginning of the school year for all new families entering the Child Development Center. Providing the opportunity to learn about the program's policies and procedures, meet the staff, and tour the classrooms. In addition to the orientation, the

parents/guardians and teachers of the incoming child will discuss the following; (1) Ages and Stages Questionnaire (ASQ-3), (2) Ages and Stages Questionnaire/Social Emotional (ASQ-SE), and (3) Child Needs and Service Plan.

### **First Two Weeks**

Some children need a few days to gradually get used to coming to school. We suggest parents to plan a visit with their children at least once before the child's first day of attendance. During the child's first two weeks of school, we request that parents be prepared to drop their child off at their classroom, give hugs and kisses, say their goodbyes, and let your child know who will be picking them up after school.

### **Withdrawing Your Child**

If you decide to withdraw your child from our services, **YOU MUST NOTIFY THE ASSISTANCE DIRECTOR IN WRITING AT LEAST 14 DAYS BEFORE YOUR CHILD'S LAST DAY. THIS INCLUDES CHILDREN WHO ARE TRANSITIONING TO KINDERGARTEN.**

### **Grievance Policy and Procedures**

Often, any issue or concern a parent may have can easily be resolved through open and honest communication. If a parent is experiencing a concern or has a grievance with program policies or procedures, the first step is to speak to the Program Director.

- Parents are encouraged to discuss specific concerns related to classroom issues directly with their child's teacher. If the parent(s) and teachers are unable to reach a resolution, the parent will request an appointment with the Program Director to be held at the earliest possible mutually agreed upon date and time. The Program Director will schedule a meeting with the parent(s) to discuss the concerns and reach an amicable solution.
- If the parent's concerns involve a staff member, a meeting will be arranged with that staff member(s), the parent(s), and the Program Director at the earliest possible mutually agreed upon date and time to facilitate communication and reach an amicable solution.
- Any grievance that is not resolved at the Child Development Center should be directed in writing to the Executive Director at ASI CSUDH.

## **Grounds for Termination of Service**

The decision to terminate services is made by the Program Director after other alternatives to resolve the situation have been attempted. These may include but are not limited to conferences with the family and written notices to the family outlining the area to be rectified and the timeline. The following conditions may be grounds for termination or enrollment:

- Failure to make fee payments, as specified in the family contract with the Child Development Center.
- Failure to provide, or falsification of, necessary documents.
- Repeated failure to pick up and drop off children at contracted time without prior approval of the Program Director or designee.
- Failure to follow all operational policies and procedures of the CSUDH Child Development Center, as outlined in this Parent Handbook.
- Disruption to the program by a parent's exhibition of inappropriate behavior or language towards children (including their own), staff, and parents. The Program Director will set up a conference with the offending parent and outline acceptable standards of behavior. Continuation of unacceptable behavior is grounds for termination of services to the child and the family.

## **Early Childhood Education Program**

### **Program Philosophy**

We believe in providing an environment that meets the developmental needs of the individual child. We also believe in understanding how children's abilities progress and support them with enriched academic programs that show the typical developmental skills for your child to be ready for kindergarten.

The learning environment includes a balance of teacher-guided and child-initiated experiences in art, music and movement, dramatic play, language development, reading and writing readiness, motor development, mathematics, science, and multi-cultural awareness. We encourage and support active, hands-on learning through exploration, manipulation, and critical thinking.

We believe children are to be respected and treated with courtesy, dignity, patience and compassion. It is through the child's relationship with the environment, materials, and others that they learn respect, self-regulation, problem-solving, conflict resolution, and compassion. Believing that parents are a child's first and most important teacher, we work to support and partner with families in their child's development.



**Guiding Principles** (Adopted from CDE Foundations and Frameworks):

- **Relationships** with others are at the center of young children's lives
- **Play** is at the heart of young children's exploration and engagement in learning
- **Family and community partnerships** create meaningful connections
- **Responsiveness** to culture and language supports children's social emotional development and learning
- **Individualization of learning** occurs when teachers are intentional and reflective in their planning, interactions, and engagement with the children

Our goals for children align with the following California Department of Education's (CDE) learning goals:

- **Children are personally and socially competent**
- **Children are effective listeners**
- **Children are safe and healthy**
- **Children show physical and motor competence**

Daily activities are designed to provide age and developmentally appropriate experiences in the following early childhood developmental areas:

**Social/Emotional:**

- Gain a positive self-identity
- Develop independence, initiative, and trust
- Develop feelings of competence
- Recognize, label, and express emotions and feelings appropriately
- Build positive relationships with adults and peers
- Develop social skills to interact and play cooperatively in a learning community
- Engage in problem solving and conflict negotiation
- Engage in symbolic and socio-dramatic play

## Cognitive

- Increase curiosity about the world through observation, exploration, experimentation, and play
- Acquisition of early language and literacy skills, including pre-reading and early writing skills
- Learn numeracy (pre-math) and science concepts
- Enhance language skills and self-expression through conversation between adults and peers
- Engage and express self with increased creativity, complexity, and depth in visual art, music, drama, and dance

## Physical Development and Health

- Develop proficiency in gross and fine motor skills
- Increase in body awareness, spatial awareness, and directional awareness
- Knowledge and demonstration of safety practices
- Practice good hygiene habits while participating in personal care routines
- Knowledge about nutrition and healthy food choices

## Staff

The **Executive Director** is the Associated Students, Inc. oversees the administrative and operational activities of the Child Development Center.

The **Program Director** is designated by Associated Students, Inc. to primarily be responsible for the administration and daily operation of the Child Development Center.

The **Assistant Director** is responsible for all center enrollments, family fees, and supervision of the Student Aides and Interns.

The **Lead Teacher** is responsible for the coaching, mentoring, and daily supervision of the classrooms.

The **Student Service Coordinator** oversees the general organization of the office, documentation for all funded programs, collection of parent fees, and various other responsibilities.

The **Nutrition Coordinator** prepares and manages the food program for all the children enrolled to our Child Development Center. The NC will plan and prepare a balanced rotating menu, adhere to public health regulations to

support healthy eating in our center.

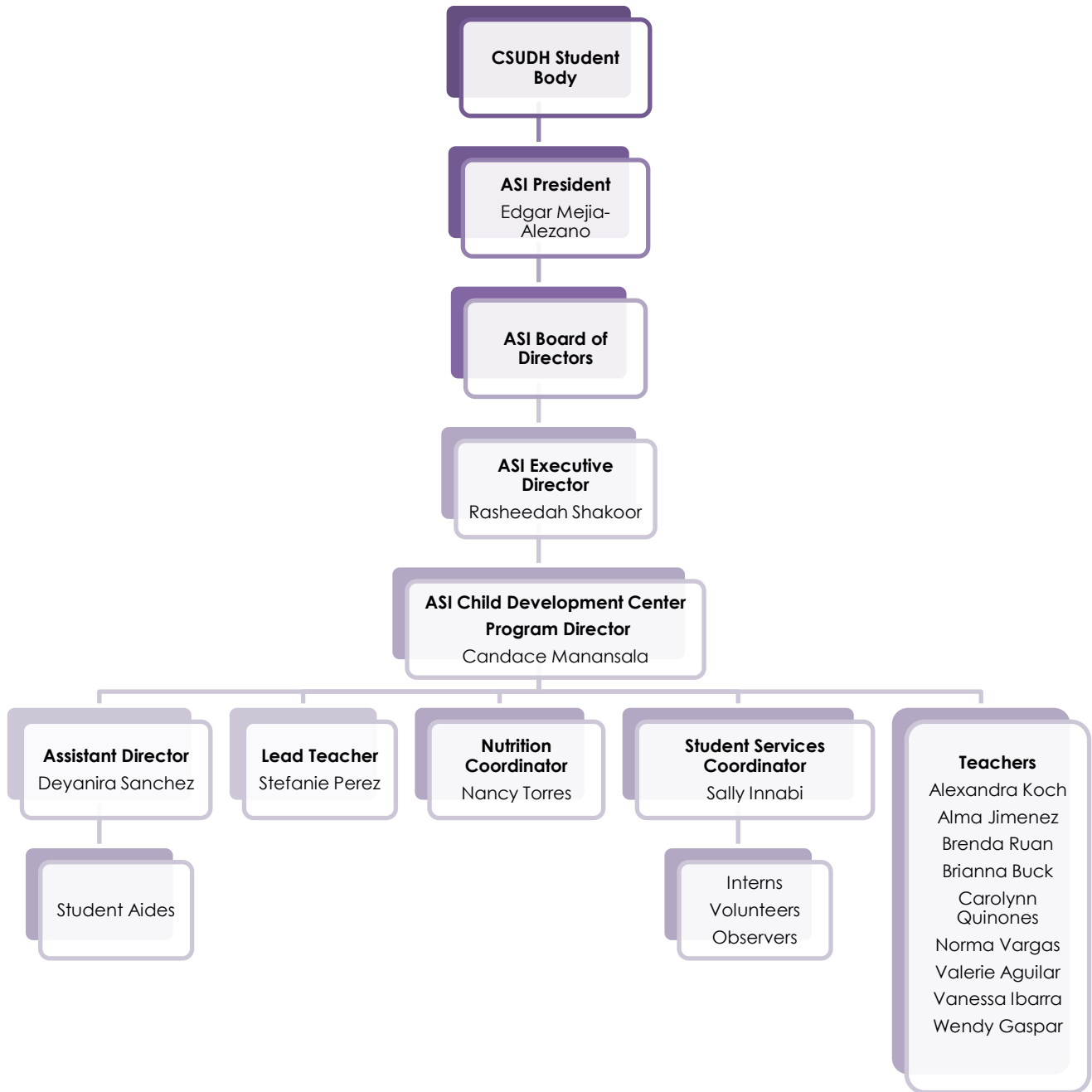
The **Instructional Staff** is composed of professional early childhood educators dedicated to the growth and development of young children and their families. All teachers have units in child development and/or hold a college or university degree in addition to holding appropriate Child Development permit issued by the State of California Commission on Teacher Credentialing.

The **Student Aides** are crucial to our program. They are university students who have an interest in or are training to work with young children. The student assistants' primary function is to assist teachers in providing appropriate educational experiences for young children, including supervising children in the classroom and playground, preparing, and serving meals, and various other activities assigned by the teacher.

Professional development is an on-going process. The professional staff attends meetings and trainings, including 2 weeks in-service professional development per school year.



# ASI CDC Staff Organizational Chart



## **Classrooms and Classroom Information**

### **Classroom 130**

18 months to 24 months old. Ratio: 1 educator to 5 children daily.

### **Classroom 136**

18 months to 24 months old. Ratio: 1 educator to 5 children daily.

### **Classroom 137**

18 months to 24 months old. Ratio: 1 educator to 5 children daily.

### **Classroom 116**

24 months to 3 years old who are using the toilet independently or with minimal support. Ratio: 2 educators to 14 children daily.

### **Classroom 114**

Three and four-years-old using the toilet independently. Ratio: 2 educators to 17 children daily.

### **Classroom 110**

Four and five-years-old using the toilet independently. Ratio: 2 educators to 19 children daily.

### **Classroom Program Descriptions**

Classroom assignments are customarily by age, however there are times that children will be placed according to their developmental stage. Enrollment patterns or openings may also dictate where a child is placed in a classroom.

## **Parent-Teacher Conferences**

The purpose of Parent-Teacher Conferences is to:

- ❖ Provide information regarding your child's progress.
- ❖ Discuss your child's individual needs and the services available for meeting those needs.
- ❖ Provide an opportunity for parents to recommend activities they would like included in the curriculum.
- ❖ Provide suggestions for activities parents can use to help their children at home.

**\*Parent-Teacher Conferences are required by the State Regulations.**

The teacher will make an appointment prior to conferences. Please contact the teacher a day before if a conference must be cancelled and give the reason for the cancellation.

**Please cooperate with your child's teacher when you are called to schedule a conference.**

If you have any questions about your child's progress at any time of the year, please feel free to contact your child's teacher for information. Additional conferences will take place when considered necessary by the staff or parents.

### **Care and Supervision**

Staff actively ensure that our environments are always safe by supervising children by sight and sound. Supervision is everyone's responsibility, so in addition to our staff, parents should also use active care and supervision techniques to ensure our environments remain safe.

#### **Parents must:**

- Ensure doors are closed and secured upon entering and leaving the premises.
- Adhere to "No Cell Phone" policy when dropping off/picking up your child; this can be distracting and unsafe.
- Ensure your child is signed in and out every day with your full legal signature and exact time on Care Connect.
- Report safety and supervision concerns to the staff immediately.

### **Clothing and Items from Home**

The clothes that the children wear to school should be comfortable so that they can run, play, and participate in all the activities and should be weather appropriate. Each child is provided with an individual cubby to store personal belongings (extra clothing, diapers, wipes, etc.) The following are tips for you to follow:

- ❖ Please dress your child in comfortable, washable play clothes.
- ❖ Label **ALL** child's clothing and footwear.
- ❖ Although efforts are made to keep your child's clothes clean, we cannot guarantee that children's clothing will not become soiled or stained.
- ❖ Outdoor play is a scheduled part of the day. Please be sure children dress appropriately for the weather.
- ❖ Please consider your child's comfort if sending them to school wearing jewelry. The program is not responsible for any lost jewelry.
- ❖ To meet our safety requirements and to assure your child's safe participation in all activities, please be sure your child wears non-slip, safe, closed toe shoes,

not sandals.

It is recommended that parents/guardian provide a change of clothing for any accidents that may occur. Wet or soiled clothing will be given to the child's parent/guardian at the end of the day.

Transitional objects (such as stuffed toys, blankies, toys, gum, candy, money, jewelry, and personal water bottles must be left at home. If in doubt about bringing an item from home, please check with your child's teachers.

### **Lost Items**

The Child Development Center is not responsible for lost clothing, toys, or other personal items.

### **Birthdays**

Children will participate in celebrations of different events during the school year, but no individual birthday parties are allowed. Birthdays are extraordinary events for children and will be acknowledged by staff (except when religious preferences prohibit celebrations). To ensure that each child receives equal treatment, the staff will work with the parents/guardians. Parents are welcome to share in their child's celebration. Please connect with teachers regarding accepting treats and other food items.

### **Holidays**

It is the expectation of the center to provide consistency in how holidays are recognized and celebrated. It is important to provide a developmentally appropriate curriculum and ensure the curriculum is culturally diverse all year long and does not emphasize holidays as the only way to learn about other cultures. All activities need to be inclusive, allowing all children to participate and be successful.

At the same time, we know how important holidays are to children and families. When the children talk about holiday preparations and events at home, we want to include their knowledge, experiences, and feelings in the classroom. We invite and encourage families to share their holiday customs, food, music, and special objects with us, as part of the curriculum. Children are interested in each other's holidays, and we want them to learn about and feel comfortable with cultural events of many kinds. Your family culture is important to enrich our curriculum and we would like you to share them with us.

### **Field Trips**

Field trips can be an enriching educational experience and to that end, most of the classes take walking field trips on campus as it relates to the classroom

curriculum and children's interest. Parents will be provided with a permission slip to participate. Your child's teacher will notify you in advance of the day, time, and destination of the field trip.

### **Program Observers and Interns**

The Child Development Center serves students and faculty in fields of study which require observation and participation of young children. Observers and interns are required to make advance appointments to visit the Child Development Center and must submit a copy of their course syllabus or letter from an instructor verifying assignments, mandated report, required documents that allow the presence of children and immunizations record.

## **Parent Involvement and Education**

### **Parent Orientation**

Parent Orientation is an annual mandatory meeting for all newly enrolled parents who have children attending our program. This is an opportunity to learn about the (1) program philosophy; (2) program goals and objectives; (3) program policies and procedures; (4) meet the staff; (5) tour the center. **This meeting is for adults only.** Two Parent Orientations are scheduled in August prior to the Fall semester. A Parent Orientation is scheduled in January for the new families enrolling for Spring semester.

### **Standing Committee**

The Standing Committee for the Child Development Center provides policy guidance to the Child Development Center. This Committee is composed of (9) voting members, including three of the Associated Students, Incorporated (Executive Vice President, Executive Director, and Student at Large); (1) member of the Child Development Department faculty; and (3) CSUDH Student Parents (onerep from each classroom); (1) CSUDH Student Alumni; and (1) Teacher. The Program Director serves as a non-voting member and advisor to the ASI EVP. The Office Manager is also a non-voting member and serves as the Secretary. The Standing Committee meets twice a year in the Fall and Spring.

### **Parent Advisory Committee (PAC)**

The Parent Advisory Committee (PAC) is comprised of currently enrolled parents that advise the program on issues related to the program services for children and families. The PAC works with staff in planning, organizing family involvement activities, and fundraising events. During the PAC meetings



education and parent workshops are provided monthly. Topics are gathered from parents, staff, children's progress, Family Needs and Service Plan and Annual Parent Surveys.

### **Parent/Teacher Conferences**

Conferences with your child's teacher is one-way information is shared about your child. Each year we have at least (2) formal parent/teacher conferences, one in the Fall and one in the Spring of the academic year. 1<sup>st</sup> meeting with teachers to go over ASQ review & child needs service plan.

### **Parent Participation (Volunteer Hours)**

Parents are encouraged to participate in the **5 hours** per month. These hours can be fulfilled by attending meetings, educational workshops, family activities, wish list and/or workdays.

If a parent would like to volunteer in the classroom, they must have a volunteer form, current TB test, immunization records, (including DTap, MMR, Influenza, COVID 19), and a Statement of Good Health.

## **Program Quality**

### **Education Services**

The main goal of the program's education services is to support the optimal development of each child by offering opportunities for growth in the following areas: physical, emotional, social, and intellectual. Our program will provide all children with a safe, nurturing, and secure learning environment with a wide range of developmentally appropriate experiences and resources toward their Kindergarten readiness and success.

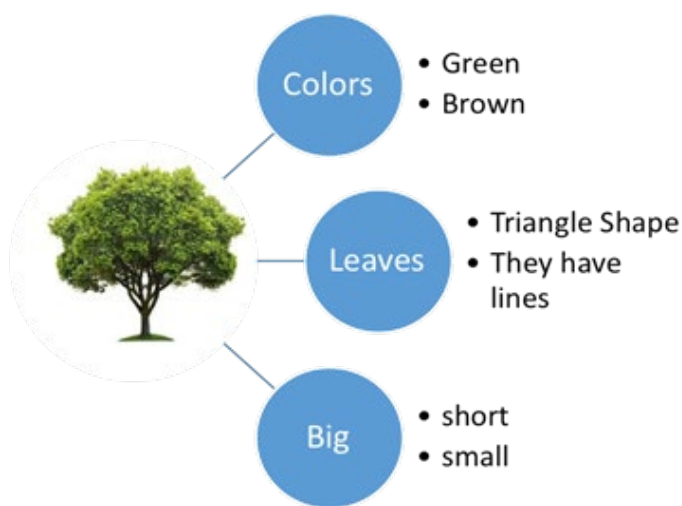
### **Curricula**

1. The Creative Curriculum provides children with opportunities to experience the world through a framework of a rich, well-developed environment carefully designed to support children's natural curiosity and interests. It also provides opportunities for the children to learn the skills and acquire the knowledge they need to be successful and eager learners. The daily schedule allows children to experience many child-directed and adult-directed activities, where parents are an essential part of classroom teaching and learning in the home. Every day, your child will have an opportunity to participate in individual, small group, large group, indoor, and outdoor activities.

## Lesson Plan, Study Topic & Webbing

Lesson plans are developed weekly to plan and create detailed structure of a study topic. Children and parents have the opportunity to suggest study topic ideas to be incorporated into the lesson plan. The Study Topic is developed from children's interest. Children's ideas are documented on a Class Dojo and DRDP portfolio that is posted from the classroom.

Study Topic:  
TREES



## DRDP

Your child's primary teacher completes the age-appropriate Desired Results Developmental Profile (DRDP) for each child who is enrolled in the program for at least ten (10) hours per week. The DRDP is completed within 60 calendar days of enrollment and at least once every 6 months thereafter. The results from the assessment tool are used for teachers to plan developmentally appropriate learning opportunities aligned with the children's interest.

The Desired Results Developmental Profile (DRDP) is a classroom-based assessment used by teachers and teacher assistants on a daily basis. Information/evidence (such as observations, photos, work samples, checklists, audio and video recordings) are collected about each child's development and learning to complete the assessment and plan curriculum.

After each assessment, the results are shared with the family during a parent-teacher conference. Assessments are then used in classroom and program planning

to assure optimum developmental growth of each child.

A portfolio is maintained for each child. A portfolio is a collection of information, work samples, and artifacts of a child's developmental progress. These portfolios are used to document the child's time in the program. This information is beneficial to the child and their next teacher as they progress through the educational system. The information can include, but is not limited to development progress, social interaction abilities, health background, and diagnostic assessments (if any).

If a child has a disability, and/or has an Individualized Family Service Plan (IFSP), or Individualized Education Plan (IEP), the development profile shall be completed with any necessary accommodations and adaptations. A development profile is required for a child with an IFSP or IEP even if that child is enrolled for less than 10 hours per week.

Parents are encouraged to extend children's learning in the home with activities. Parents are encouraged to use the Home Activity Guide for resources related to their child's individual goals.

### **Ages and Stages Questionnaires (ASQ)**

The ASQ-3 is an assessment tool that allows parents to provide information about the development status of their child across five developmental areas: communication, gross motor, fine motor, problem solving, and personal social.

The ASQ-SE looks at the children's social-emotional behavior in areas of self-regulation, compliance, adaptive behavior, autonomy, affect, and interaction with people. Both assessment tools are available in various versions to allow measurement of development at the child's exact developmental age.

### **Program Self-Evaluation**

The CSUDH CDC conducts an annual self-evaluation of the program to ensure that we are effectively meeting the needs of the children, and families, and to promote continuous quality improvement. This process includes assessments using Environmental Rating Scales, DRDPs, CLASS, and Parent Surveys.

### **Environment Rating Scales**

The Infant/Toddler and Early Childhood Environment Rating Scale (ERS) is an assessment tool designed to measure the quality of the environment, along with the programs and staff's ability to support children's basic needs. Basic needs of

the children include:

- Protection of their health and safety.
- Supporting, guiding, and developing positive relationships.
- Providing appropriate learning opportunities.

The ERS assessment is completed annually in each classroom by a trained assessor. Results from the ERS assessment are also used to enhance and promote continuous quality improvement.

### **CLASS**

The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. The primary goal is to better understand your students' learning and so to improve instructional staff to provide quality academic interactions for each student.

### **Parent Survey**

Annually we distribute and request that all families complete the Desired Results Parent Survey. We analyze the results of the annual parent survey and use those results to plan and conduct activities that support the children's learning and development, as well as to ensure that we are meeting the needs of enrolled families.

### **Staff Qualifications and Development Program**

Each member of the Children's Center staff is highly skilled, qualified and meets both Title 22 and Title 5 regulations.

- New employees are provided with a thorough orientation to guide them in understanding how agency and program policies related to their respective job description.
- We support our staff's ongoing professional development by addressing their needs, and providing training and activities to enhance their professional growth and development.
- We provide staff with an annual, written performance evaluation, followed by quarterly check-ins that identify areas of strength, and areas needing improvement.
- We use ongoing two-way internal communication that includes email, phone, newsletters, and monthly staff meetings to provide staff with information necessary to work effectively in our program.
- Because of potential conflict of interest, breach of confidentiality, and

liability concerns, it is the Child Development Center policy that parents are not allowed to solicit staff for babysitting at any time.

## **Nutrition**

We promote children's health and well-being by providing nutritious meals and snacks daily. Meals are an important part of our daily routine, providing opportunities for social interactions through conversation and working together. The full-day program includes breakfast (8:30-9:00 am), lunch (11:30-12:00 pm), and afternoon snack (2:30-3:00 pm). Part-time schedules include one or two meals, depending on the child's individual schedule.

Meals and snacks are served family style with teachers and children all eating together. Family style dining enriches curriculum by enhancing a child's self-concept by making choices, and independently pouring, passing, serving, and sharing food. Children are taught these skills naturally through the process during mealtime.

Our nutrition coordinator plans and prepares all meals in our kitchen. Cycle menus are posted in each classroom and on our website. All meals and snacks are planned and prepared with consideration to nutrition, taste, texture, "child-appeal" and variety, and meet federal standards for nutrition and appropriateness for the children's ages.

## **CACFP**

The CSUDH Child Development Center is part of the Child and Adult Food Program (CACFP). CACFP provides financial assistance to childcare institutions for the provision of nutritious food that contributes to the wellness, healthy growth, and development of young children. Through the resources of CACFP we plan and prepare meals according to the United States Department of Agriculture (USDA) regulations and guidelines.

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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form External link opens in new window or tab. (PDF), (AD-3027) found online at: How to File a Complaint External link opens in new window or tab., and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter by:

#### Main Contact:

Mail: Candace Manansala  
Program Director  
1000 East Victoria Street  
Carson, CA 90747  
Phone: 310-243-1015  
Fax: 310-928-7273  
Email: [cmanansala@csudh.edu](mailto:cmanansala@csudh.edu)

#### State Contact

Mail: U.S. Department of Agriculture  
Office of the Assistant  
Secretary for Civil Rights  
1400 Independence  
Avenue, SW  
Washington, D.C. 20250-9410  
Fax: (202) 690-7442; or  
Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

### **Health and Social Services**

If your family has health and/or social service needs, we encourage you to discuss those needs with your child's teacher or the Assistant Director. We will provide you with referrals to the appropriate campus department or community agency, based on your specific needs, and will follow up with you to ensure that your families' needs have been met.

### **Community Involvement**

We actively engage with our campus and local community, and encourage community involvement by:

- Soliciting support from campus and local community, including the solicitation of donated materials, and volunteers.
- Providing information to the local community regarding our services for children and families.
- Inviting community members to visit our program and engage with the children.

## Policies and Procedures

### Attendance Policy

Regular and consistent attendance is important. It allows the family to maximize the benefits of the child's early learning and care experience. Children are expected to be in attendance according to the families' contracted/certified hours established at enrollment. A family may be dis-enrolled from the program if the child has excessive unexcused absences, and/or is not using childcare services as contracted/certified at the time of enrollment.

### Sign In and Sign Out

Our daily sign in and out process is required by Community Care Licensing and is the source document used for various audits. On each day of attendance, the parent or other authorized adult (18 years or older) must sign their legal signature and the actual time of arrival and departure on Care Connect Family Portal. It is the parent's responsibility to inform all persons on their authorization pick up list and emergency contact list of our sign in and out process.

**For any absence, you must provide the reason 24-hour notice and your full signature on Care Connect Family Portal. If no communication has been communicated within the 24-hour absence, attendance for the day will be marked as "Best Interest" (BI).** Attendance sheets are used during emergencies to ensure that all children are accounted for.

### Arrival

Accompany your child to their designated classroom and make sure the teaching staff is aware that your child has arrived. Never leave your child unattended. Before you leave, greet, and connect with the teacher on duty and say goodbye to your child.

Children will arrive at the center according to family schedules contracted at enrollment. **All children should be at school, ready to participate no later than 9:00 am.** This helps teachers plan the daily program and assists children in being

part of the learning community. Any information needed for the day should be communicated to a teacher or front office staff upon arrival.

### **Departure**

Children must be picked up by 5:30 pm (Monday-Thursday) and 3:00 pm (Friday) or contracted hours. Be sure that the teacher knows that he/she is leaving. Children are only released to parents or individuals designated at enrollment on the Identification and Emergency Information (LIC700) as authorized to take the child from the facility. In case of emergency, or when a person on your list cannot pick up your child, you must notify us in writing or personally come into the office to leave the name of the individual who will be responsible for your child. We are firm about the safety of your child; therefore, we will not accept telephone authorization for pick-up. For identity verification we require photo identification from the person picking up your child, individual authorized pin number, and their full legal signature on Care Connect.

### **Late Pick Up**

When a child is not picked up according to his or her contracted departure time, a charge of \$1.00 per minute after the first 10 minutes will be assessed to your account.

If you expect to be late picking up your child, call the Child Development Center immediately. If you have not notified the office regarding a delay, the closing staff will make all efforts to call the parents and emergency contacts. If all attempts are unsuccessful, and no one has been contacted by 6:00 pm (Monday-Thursday) or 3:30 pm (Friday), your child will be considered by State law to be abandoned. The child will be released to the CSUDH Campus Police (310) 243-3333 and Child Protective Services will be notified.

Children weighing under 80 pounds and/or under 8 years of age must ride in a child car seat in the rear seat of the vehicle, per California law. Exceptions are described on the sign posted in each classroom (Child Car Seat Law (1/2012)). No exceptions are made for children less than one year of age, weighing less than 20 pounds, or riding in a rear-facing infant car seat.



## **Absence Policy**

Children learn and develop in predictable educational environments. Their engagement through consistent and regular attendance is crucial to their success. When there are circumstances where your child must be absent from school, it is the parent's responsibility to notify the program 24 hours beforehand as to the reason for the absence. In the case of an emergency, please contact as soon as possible. For the center to obtain an accurate attendance, parents should call before 9:00 am on the day of absence or message the child's teachers on Class Dojo. When your child returns to school, please verify the absence on Care Connect.

Excessive absences, three consecutive tardiness in a week, or failure to contact the center within 24 hours when a child is out may result in termination from the program. Our program does not receive state reimbursement for excessive unexcused absences.

Your child is not well enough to be in class if any of the following symptoms are noted:

- An oral temperature over 100 degrees Fahrenheit
- A sore red throat, even if no fever is present
- An earache
- A deep hacking cough
- Severe congestion
- Difficulty breathing or untreated wheezing
- An unexplained rash
- Vomiting (more than one time in 24 hours)
- Diarrhea (more than two times in 24hours)
- Complaints of a stiff neck and headache with one or more of the above symptoms (be sure to contact the doctor)
- Thick, green drainage from the nose, along with sinus pressure, fever, or fatigue
- Seizure
- Yellow discharge from the eyes
- An unusual yellow coloring to the skin or eyes
- Head Lice
- A contagious disease (be sure to contact us)
- Conjunctivitis (Pink eye)
- Any infectious disease diagnosed by your doctor
- Your child is overly tired or emotional
- Exposure to Covid-19

**Excused absences include:**

- Illness or quarantine of the child, sibling(s), or parent/guardian(s)
- Court ordered unlimited time spent with a parent/guardian or other relative
- Family emergency - the duration of a family emergency will depend on the nature of the emergency, the place of occurrence, and what is reasonable under each specific circumstance. Family emergencies include:
  - Accident involving members of the immediate family
  - Automobile failure
  - Death in the family
  - Act of nature, with damage to the home, such as an earthquake, flood, or fire
  - Civil unrest, police action in the neighborhood

**Best interest days:**

Children are allowed 10 “best interest days” per program year (July 1-June 30). These 10 days may include:

- Vacation
- Funeral, other than a family member
- Cultural or religious celebration
- Other family occasions such as parent or sibling graduation
- CPS unlimited number of days absent for best interest of child

**Unexcused Absences**

Students with good attendance do better in school, have more friends, like school, and are more likely to graduate from highschool.

Any/all unexcused absences may be cause for termination of services; this will be limited to no more than five days per schoolyear. Parents will be informed, in advance, if they are in danger of being terminated for excessive unexcused absences.

**Examples of unexcused absences are:**

- The child did not want to come to school
- The parent or child woke up late
- The weather was too cold or too hot
- Family errands
- Court appearance, not requiring the child

**Limited Term Service Leave for Families Enrolled at Child Development Center**

If a family temporarily has no need for subsidized childcare (CSPP and/or CCTR) and development services, they may request a limited term leave.

Limited term leaves can be granted for a maximum of 12 weeks for the reasons that follow:

- A parent's place of employment does not require him/her to work or is closed during certain dates. Examples are:
  - ❖ School district employees during off-track or summer periods.
  - ❖ Garment industry workers who may not be needed by their employers during slow periods.
  - ❖ School parents during vacation periods provided they resume training at the next regular school session following the temporary leave period.
  - ❖ The child's visit with the non-custodial parent that is not ordered by the court.
  - ❖ Family vacation more than best interest days.

**Limited term leave may be granted for a maximum of 16 weeks for:**

- The birth and care of a newborn child of the parent
- For placement with the parent of a child for adoption or foster care
- Family or medical leave

**Termination of Services**

If the change or termination is involuntary or initiated by the ASI CSUDH CDC program, the parent/caretaker has 14 calendar days (19 if the Notice of Action is mailed) to appeal. When given to the parent, the parent's initials acknowledging receipt are required.

**Causes for Termination Policy**

The following are causes for termination:

- Violation of program policies and procedures.
- Behavior of a family member that presents a risk to children and staff as a parent using profane language, threats or destroying property.
- Delinquent family fees are due on the first day of each month and are delinquent seven days after that day. On the tenth day a termination NOA will be issued, and services will be terminated in 14 days if hand-delivered, 19 days if mailed if fees are not paid in full.
- Failure of parent/guardian to comply with a plan for payment of delinquent fees.
- Expiration of 60 days seeking employment period.
- Excessive unexcused absences are limited to five days per school year.
- Failure to cooperate with ASI CDC personnel where such failure materially disrupts the smooth and efficient operation of the program.
- Failure to follow sign-in and sign-out procedure.

- Failure of parent/guardian to notify the center within five calendar days of any pertinent changes to the in material, family, financial status, employment, or other information relating to eligibility or need.
- Making a false material statement regarding family, financial status, employment, or other information relating to eligibility or need.
- The conduct of a child tends to seriously disrupt the smooth and efficient operation of the program.
- Failure of parent/guardian to provide eligibility or need information within five calendar days after a written request by the center.
- Failure of parent/guardian to respond promptly when requested to remove the child from the center because of a child's illness or suspension.
- Violation of contract hours, early drop-off, or late pick-ups, on five occasions per school year.
- Three consecutive tardiness in a week.
- Late pick-ups of children after center closing or program ending hours. (Termination of services may occur on the fourth instance of late pick-up following three written warnings within a one-year period or nonpayment of late pick-up fees charged)

If you do not agree with the agency's action as stated in the Notice of Action, you may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step listed on the back of the Notice of Action. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned. The appeal is sent to the Early Childhood Education Division address that appears on the Notice of Action.

### **Termination Policy**

When a family chooses to terminate services from the program, they are required to notify the program in writing at least 14 calendar days in advance of the last day of attendance.

If a family is being terminated from the program, they will be issued a Notice of Action at least 14 days (hand-delivered or emailed) prior to dis-enrollment from the program. Childcare services may be terminated for the following reasons, which include, but are not limited to:

- Family income exceeds the maximum income threshold
- Refusal to sign attendance records
- Incomplete or inaccurate attendance record (sign in and out sheet)

- Failure to use certified care as agreed upon
- Failure to provide current and correct information and documentation at recertification
- Non-compliance of program policies
- Abandoned childcare for five (5) consecutive days without notification
- Excessive unexcused absences
- Delinquency in the payment of family fees
- Failure to keep appointments

If you do not agree with the agency's action as stated in the Notice of Action, you may appeal the intended action. To protect your rights of appeal, you must follow the instructions described in each step listed on the Notice of Action. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned. The appeal is sent to the Early Childhood Education Division address that appears on the back of the Notice of Action.

## **Media Policy**

### **Photos**

At the Child Development Center children are photographed during school activities to (1) include in children's portfolios and displayed within the school, (2) post on school website, (3) public school activities in local media, and (4) post on Instagram. At enrollment parents complete the Consent to Media form authorizing permission. Children who are not authorized for photos by their parents, on the Consent to Media form, will be excluded from all photographs.

### **Social Media Guidelines**

We ask that families using media do not disclose any confidential, defamatory, or sensitive information about staff, children, families, students, interns, or any other person connected to the CSUDH Child Development Center.

Please take caution when using social media sites that allow sharing personal information or photos. If the content seems questionable, it is better to err on the side of caution and not post the information or photo.

## Financial Policy

# Tuition and Fee Schedule

Revised December 2022 – Effective January 16, 2023

### Student Rates

**Preschoolers (Age 3-5) \$52.00 per day\***  
**Toddlers (Under Age 3) \$57.00 per day\*\***  
\*potty trained  
\*\*not potty trained

### Faculty/Staff/Alumni

**Preschoolers (Age 3-5) \$61.00 per day\***  
**Toddlers (Under Age 3) \$67.00 per day\*\***  
\*potty trained  
\*\*not potty trained

### Community

**Preschoolers (Age 3-5) \$67.00 per day\***  
**Toddlers (Under Age 3) \$74.00 per day\*\***  
\*potty trained  
\*\*not potty trained

\*Tuition for the ASI CSUDH Child Development Center includes breakfast, lunch, and/or a snack.

### Tuition

Tuition is based on the days of enrollment and daily rate. Tuition is due on the 1st day of the month according to your contracted days. As a courtesy, an invoice will be emailed via Care Connect to you on or before the first of the month. There is no credit for absences or vacation.

All payments are accepted and posted in the front office. We accept checks, cashier's checks, and money orders payable to ASI CSUDH Child Development Center.

**Discounts:** We offer a 10% discount for siblings and subsidies for qualifying families.

**Late Payments:** A \$25.00 late fee is automatically assessed to your account for tuition payments not received by the 10th of each month. The entire bill must be paid by the end of the month to avoid termination of childcare services.

**\*\*Please make check payable to ASI CSUDH Child Development Center**

### Additional Fees

**Enrollment/Registration Fee:** \$50.00 for newly enrolled children is added to your first invoice. A separate check should be submitted for this payment.

**\*\*Please make checks payable to Toro Auxiliary Partners**

**Re-certification Fee:** \$50.00 for children continuing in the program. This amount is applied on the following invoice. A separate check should be submitted for this payment.

**\*\*Please make checks payable to Toro Auxiliary Partners**

**Returned Check Fee:** \$25.00 fee is charged for each returned check for any reason.

**Late Pick Up Fee:** When a child is not picked up according to his or her contracted pick up time, a charge of \$1.00 per minute after the first 10 minutes will be assessed to your account.

## Health and Safety

### Behavior Guidelines and Discipline

The goal of discipline is to help each child learn self-regulation and to be responsible for his or her own behavior. At the Child Development Center, we use positive, non-punitive methods of guidance and discipline. In our program we provide a predictable routine in an engaging environment with nurturing respectful adults to support children's social-emotional development. It is in this space that children have structure and predictability that they can learn and thrive in a group setting.

It is the role of the adult (teacher and parent) to demonstrate, model, and practice classroom procedures to establish and reinforce limits for children. We provide (3) consistent rules in our program: (1) Keep ourselves safe; (2) Keep others safe; and (3) Keep the environment and materials safe. Additional classroom rules may be established by the teacher and children together. These rules are designed to provide clear and consistent guidance that keeps the children and adults safe and helps them establish positive relationships with others. Some rules may include turn taking, using words, using classroom materials safely, respecting others, etc.

Children are encouraged to resolve their problems with others by (1) putting their emotions or actions into words, (2) walking away and getting help from a teacher, or (3) implementing other agreed upon solutions to develop a socially acceptable response. This is to ensure the safety and wellbeing of everyone and designed to help the child feel successful in their learning to resolve conflict in a nonviolent way.

## **Discipline Policy**

Social skills are not innate - they must be learned. We use discipline to help children learn acceptable limits to behavior. As many young children are not developmentally ready to learn and respond to a long list of rules, discipline is in the form of redirection, gentle reminders, or providing more positive attention from adults in the program. Children are given opportunities to work out problems constructively, and to develop a sense of respect for self, other people, and for the environment.

In addition, we acknowledge and assume the Personal Rights for Children (CCL Section 101223). Personal Rights refer to the children's rights to be free from corporal punishment and to be treated with respect. A description of these rights is posted at the Child Development Center front office information board and is included in the enrollment packet (Form LIC 613A).

Should a child display behavior problem, he/she will be removed from the group and remain with a staff member until they are ready to return to the group. Children who display consistent violent or aggressive behavior that could result in injury to themselves or others, such as biting, kicking, etc. may be sent home for the remainder of the day. Ongoing communication between staff and parents is important so that there is a team effort to change the behavior.

If challenging behavior persists, the parent will be contacted to discuss the child's behavior and a plan will be made to further proceed in supporting the child. Outside resources may be called to help in problem solving. Input from these resources may include referrals to a more appropriate placement if the Child Development Center cannot meet the needs of the child.



## Child Wellness

You have given permission at enrollment by completing the Consent for Medical Emergency Treatment (Form LIC 627), for emergency medical/dental treatment, including the use of all emergency services should the need arise. This will be implemented only in extreme situations. We will make every effort to reach parents and/or emergency contacts should such a situation arise. Please keep the office updated if phone numbers or emergency contacts change.

**Children must be able to comfortably participate in daily activities both indoors and outdoors.**

### Daily Screening and Exclusion

A daily health check and a well-being screening is done upon arrival at the Child Development Center. It is our priority to keep children and staff healthy and safe. Many young children are susceptible to colds and contagious illnesses until they have developed a resistance to them. Please keep children home and notify the school if your child has been infected with a contagious disease or rash. It is essential in these cases for the school to know what the child's symptoms are, so please call or email as soon as possible at (310) 243-1015 or [asicdc@csudh.edu](mailto:asicdc@csudh.edu). **Children excluded from care must be picked up within 30 mins of notification. If you are unable to pick up your child, it is your responsibility to contact an authorized individual on record.**

Children will be excluded from the center if:

- Gastro-intestinal nausea, vomiting, diarrhea, abdominal pain within the last 24 hours
- Throat and neck redness, spots, sore throat, swollen glands
- Eyes discharge and/or redness
- Skin rashes, spots, eruptions, etc.
- Hair lice/nits, infected areas on scalp
- Nose and ears discharge with symptoms such as fever, coughing, etc.
- Temperature fever over 100.4 degrees
- Fever within the last 24 hours
- Covid-19

**\*\*If a child is sent home for diarrhea, fever, or vomiting, they must be symptom free for 24 hours before they can return to school. Staff may request a clearance from a physician prior to re-admitting a child. If a child has been out for three consecutive days, we require a doctor's note before returning to the center.**

## COVID 19

From the day of exposure and/or positive test results the child will be excused for 10 consecutive days. Upon return, the child must present a negative covid test before entering the school.

## Immunizations

We require our students to be immunized in accordance with the current State of California Immunization requirements. For Medical Exemption for required immunizations, a parent or guardian must submit a signed, written statement from a physician (MD or DO) licensed in California which states:

- The specific nature of the physical condition or medical circumstance of the child for which a licensed physician does not recommend immunization(s).
- Each specific required vaccine that is being exempted.
- Whether the medical exemption is permanent or temporary.
- If the exemption is temporary, the expiration date is no more than 12 calendar months from the date of signing.

## Physician's Report

Prior to, or within 30 calendar days following the enrollment of a child, we must obtain a written medical assessment of the child on the Physician's Report (LIC 701). This medical assessment enables us to assess whether we can provide necessary health-related services to the child. The physical exam must be performed by, or under the supervision of, a licensed physician, and shall not be more than one year old when obtained. We require an annual physical exam on each child before the date of their last physical exam.

### **The medical assessment shall provide the following:**

- A record of any infectious or contagious disease that precludes care of the child.
- Results of a TB test.
- Identification of the child's special conditions, special needs and/or allergies.
- Identification of any prescribed medications being taken by the child

## Minor Injuries and Illness

If a child has a minor injury at school with a non-emergency incident (scrape, bruise, bump) teachers will report incident on Care Connect and an Oopsie Report will be completed and given to the parent with a copy placed on the file at the Child Development Center. We will wash with soap and water,

apply a Band-Aid, apply an ice pack, and hugs, if necessary.

### **Medications**

In the event that prescription medications, nonprescription medication, and topical nonprescription medications need to be dispensed at school, the parent is required to:

1. Parents must complete Parent Consent for Administration of Medications (Form LIC 9221), indicating the beginning and ending date the child is to receive the medication.
2. Bring medication in its original container, including prescription label with current date to the front office.

**Do not store medications in lunch bags, backpacks, or any other personal belongings.**

### **Emergency Procedures**

CSUDH has campus-wide emergency procedures in place for emergency conditions on the campus. The Child Development Center is included in all emergency plans. An emergency plan is posted in each classroom and emergency drills are conducted monthly to prepare children. Health and safety are included in their classroom curriculum. Emergency supplies are on site, which includes an emergency kits in each classroom.

In all emergency situations, Campus Police will be called first. The Child Development Center staff will follow the instructions given by Campus Police. All parents will be contacted through information obtained at enrollment.

### **Standards of Conduct**

**All staff, interns and volunteers must abide by the program's standards of conduct.**

1. Respect children, staff, and parents. Respect and promote the unique identity of each child and family and refrain from stereotyping based on gender, race, ethnicity, culture, religion, or disability.
2. Follow program confidentiality policies concerning information about children, families, and other staff members.
3. Staff are not to leave children alone or unsupervised while under their care.
4. Use positive methods of child guidance and do not engage in corporal punishment, emotional or physical abuse, or humiliation and will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.
5. Staff are not to solicit or accept gratuities, favors, or anything of significant

monetary value from contractors or potential contractors.

### **Sign-in and Sign-out**

1. The CDC programs require all visitors to sign-in and sign-out.
2. All visitors must also sign in and sign out in the main office.

### **Classroom Management**

The Teacher is responsible for all children and volunteers. Any concerns and/or questions must be reported to the Teacher. If there is a conflict or disagreement, volunteers are encouraged to resolve the issue with the teacher. If the issue is not resolved the volunteer may contact the Lead Teacher.

### **Confidentiality**

Confidential information about children is not shared with volunteers. Volunteers are not to discuss any information or observations made of children with other parents. Any violation of confidentiality could result in termination as a volunteer.

### **Care & Supervision**

Together with All Staff and volunteers are responsible for the care & supervision of all children at all times. When entering and exiting the site, All Adults are responsible for closing gates to prevent any children from leaving the classroom area unsupervised.

### **Meal Service**

Nutrition policies include the following:

1. Children set their own places before meals and clean up when they are done.
2. Children are required to have at least one serving of each food on their plates. They are not required to eat everything, only to place the food on their plates.
3. Meals are served family style and children are highly recommended to serve themselves.
4. Teachers and Volunteers must sit at the table with the children and serve as role models by serving themselves one helping and tasting each food item.
5. Food gloves must be worn by all adults. If cross contamination happens, the gloves must be thrown away and new gloves put on.

### **Sanitizing in the Classroom**

1. Tables and any surfaces used for eating or in the preparation of meals must be sanitized prior to and after use. Bleach and All-Purpose Solution will be sprayed onto tables and surfaces and after 60 seconds will be wiped off. It is recommended staff and volunteers use the 1-minute timer to assist with this process.
  - a. All bottles of Bleach and All-Purpose Solution must be properly labeled, and those stored in areas accessible to children must be locked and

- stored separately from food items.
2. Children and adults must wash their hands with soap and water prior to any food related activity. Hand washing procedure must be followed.

## Classroom Routine and Volunteer Opportunities

### Health Requirements

Effective September 1, 2016, all California Day Care Workers and in Classroom Volunteers will be required to have immunity against Measles, Pertussis, and Influenza. A volunteer means “any non-employee who provides care and supervision to children in care.” The center will need to show evidence that staff and volunteers are immune or have a medical exemption against these diseases. The purpose of these immunizations is to prevent the outbreak of these diseases in our agency and protect the children and adults who work in the program.

If you have not been immunized (no DTP, DTaP or Tdap, no MMR)

- Get a Tdap vaccine for immunity from pertussis.
- Get an MMR (mumps, Measles, and rubella) vaccine for protection. Women who are pregnant may be deferred.
- A flu shot (Influenza) may be acquired between August 1 and December 1 of each year.

If you think you have been immunized but do not have your records....

- Check with your provider for a copy of your immunization records.
- Ask your licensed provider to check your immunity with a blood test called a “Titer test”. Your doctor should write a statement indicating you are immune.
- If you have a medical condition that makes it unsafe for you to get immunized, ask your physician to write a note indicating there is a medical reason not to vaccinate.
- For the influenza vaccine requirement only, you may decline and submit a statement indicating you are declining to be vaccinated against the flu.

Additionally, all in classroom volunteers are required to submit a TB clearance, every 4 years. This may be done in a TB skin test (PPD) with a negative result or a chest x-ray, or a negative blood test (AGRA test).

### Volunteer Requirements

- ASI Volunteer Application
- Volunteer Statement of Good Health
- Consent Form
- Proof of immunization (of measles, pertussis, and influenza (or

- documentation of exception)
- TB Clearance or risk assessment
- COVID 19 vaccination card

## FREQUENTLY ASKED QUESTIONS

### **Can Grandparents and/or older siblings volunteer?**

Yes, other family members may volunteer if they are 18 years or older.

### **Can I bring my other child who is not enrolled in the class with me when I volunteer?**

No. State Licensing requires the program to meet specific Teacher to Child ratios. Additional children who are not enrolled may not be present in the classroom.

### **Is there a dress code?**

Volunteers should wear comfortable clothing that will not restrict them when interacting with children. All volunteers must wear closed toe shoes. Clothing that is excessively tight/loose or revealing is prohibited. For Example: a blouse that reveals excessive cleavage or pants/shorts that reveal your buttocks.

### **Can more than one person volunteer in the classroom per day?**

The number of volunteers in the classroom depends on the activity. Please communicate with your teacher to establish a volunteering schedule.

### **I got my TB exam last year; Do I need to do it again?**

Your TB exam is valid for 4 years.

### **Can I volunteer in other classrooms?**

Volunteering in classrooms other than your child's must be approved by the Program Director.

### **Can I bring my own food when volunteering in class?**

No, you may not bring outside food when volunteering in the classroom.

## Acknowledgements

*This Parent Handbook for ASI CSUDH Child Development Center was not created in isolation. Information was gathered from Early Education Programs within the California State University system; Early Childhood Education Associations (Every Child California and NAEYC); and all the regulatory agencies we work with to provide a quality program (Community Care Licensing, California Department of Education and Quality Start Los Angeles).*

# Parent Activities

The home activities will allow parents to work together with teachers to achieve these goals with their children.

- Parents and children may select any activity to work on.
- Families may complete more than one activity daily.
- For your child's age, activities should not exceed more than 15 minutes.

<b>Domain:</b>	Language and Literacy	
<b>Goal:</b>	<b>Children will</b> increase their understanding and expression of written and spoken language in English and their home language.	
<b>Objective:</b>	<b>Parents will</b> help child understand language in English and their home language.	
<b>Home Activities</b>		
<p><b>Preschool 1A</b> Talk to your child about the grocery store, the mall, their community, while you are walking or driving. Ask your child open-ended questions, such as "Why do you think happened?", "How could you have done it differently?" Have your child repeat back your questions so that you are sure they understand what you are asking.</p>	<p><b>Preschool 1B</b> Use any book or alphabet flashcards to practice letters and sounds of letters and words.</p>	<p><b>Preschool 1C</b> Teach your child new words every day. Make it a game to have "The Word of the Day". Define the word. Ask your child to try to use the word in a sentence.</p>
<p><b>Toddler 1A</b> Read Aloud to your child. As you read, point to the corresponding text, and add animated voices and hand movements to engage and encourage children to follow along.</p>	<p><b>Toddler 1B</b> Incorporate felt board stories to engage children in retelling familiar stories. Ask child open ended such as, what do you think will happen next in our story?</p>	<p><b>Toddler 1C</b> Use books, magazines, newspapers with large print or alphabet flashcards to practice letters and sounds of letters and words.</p>

<b>Domain:</b>	Language and Literacy	
<b>Goal:</b>	<b>Children will</b> increase their understanding and expression of written and spoken language in English and their home language.	
<b>Objective:</b>	<b>Parents will</b> expand literacy and written skills in English and home language.	
<b>Home Activities</b>		
<b>Preschool 2A</b> Help your child to make uppercase and lowercase letters on an index card or paper. Mix the cards up and have them match the correct uppercase and lowercase letters.	<b>Preschool 2B</b> Ask your family to sit in a circle. Begin telling them a story, then using a ball, pass the ball to the next person and have them continue the story where you left off.	<b>Preschool 2C</b> Have your child create a book of their own. Explain to them that they will be authors and illustrators. Write down what the child tells you about each picture. Suggest some complex words for your child to include in his/her story.
<b>Toddler 2A</b> Draw a large uppercase & lowercase letter on a sheet of paper. Place the paper inside a Ziplock with gel and guide your child to trace the shape of the letter with their finger over the bag. Repeat the sound of the letter as well as identifying the letter inside the bag.	<b>Toddler 2B</b> During bath time add 3-4 rubber toys and magnetic letters that correspond to the begging letter of those items. For example, "D" for a duckie, or "b" for ball. As you are bathing your child talks about the letters and sounds that it makes.	<b>Toddler 2C</b> Grab a flashlight and turn off the lights, have a shadow show. Create animal shadows with your hands and introduce your child to different animals in English and home language.



<b>Domain:</b>	Cognition	
<b>Goal:</b>	<b>Children will</b> increase their ability to reason, analyze, and understand math and science concepts.	
<b>Objective:</b>	<b>Parents will</b> help children increase math skills.	
<b>Home Activities</b>		
<p><b>Preschool 3A</b> Give your child a container filled with water. Provide assorted items and ask them to predict</p>	<p><b>Preschool 3B</b> Encourage your child to develop his/her curiosity and thinking skills by asking questions about what he/she sees or experiences in his/her environment. Ask questions such as "What would happen if...?" or "How many..." Use various items such as; socks, hair clips, rocks, etc. for activities if needed.</p>	<p><b>Preschool 3C</b> While shopping at the grocery store allows your child to weigh different fruits and vegetables and discuss the differences between the size, shapes, weight, measurement, etc.</p>
<p><b>Toddler 3A</b> Provide your child with distinct size containers and a filled water pitcher. Assist your child in filling each up and ask questions such as, which one can hold more water? Are these the same or different? You can also compare the distinct size containers and encourage your child to predict which will be the one to hold the most or least water.</p>	<p><b>Toddler 3B</b> During snack time discuss the different foods on the child's plate. Encourage them to count how many crackers or fruits they have in front of them. After the child eats one of the options encourage them to count again.</p>	<p><b>Toddler 3C</b> While shopping at the grocery store allows your child to weigh different fruits and vegetables and discuss the differences between the size, shapes, weight, measurement, etc.</p>

<b>Domain:</b>	Cognition	
<b>Goal:</b>	<b>Children will</b> increase their ability to reason, analyze, and understand math and science concepts.	
<b>Objective:</b>	<b>Parents will</b> help their child increase math skills in measurement, patterning, and shapes.	
<b>Home Activities</b>		
<p><b>Preschool 4A</b> Using assorted items such as; socks, hair clips, rocks, etc. you can measure the length of things around your home. Ask your child questions like. "How many bears do you think are needed to measure the length of your shoe, this book, a water bottle, etc.?"</p>	<p><b>Preschool 4B</b> Make a pattern with your child using crayons, markers, or blocks.  (ex. red, blue, red, blue) (ex. triangle, circle, square, triangle, circle, square)</p>	<p><b>Preschool 4C</b> Play an I Spy Game and have your child guess shapes around the house or outdoors.</p>
<p><b>Toddler 4A</b> Make a simple pattern with your child using Legos, shoes, or crayons.  Ex. Sandal, tennis shoe, sandal, tennis shoe) Or red crayon, blue crayon, red crayon, blue crayon</p>	<p><b>Toddler 4B</b> Introduce three simple shapes to your child by drawing it on a piece of paper and pointing out different items around the environment that are circles, square, or triangle. Use chalk to guide your child to trace the shape. Encourage your child to count the sides and corners of each shape.</p>	<p><b>Toddler 4C</b> Play an I Spy Game and have your child guess shapes around the house or outdoors.</p>

<b>Domain:</b>	Cognition	
<b>Goal:</b>	<b>Children will</b> increase their ability to reason, analyze, and understand math and science concepts.	
<b>Objective:</b>	<b>Parents will</b> help children increase their science skills.	
<b>Home Activities</b>		
<b>Preschool 5A</b> Read a book to your child about the four seasons. Have them collage 4 trees depicting each of the seasons.	<b>Preschool 5B</b> Have you and your child bake a cake and discuss the process of liquid to solid.	<b>Preschool 5C</b> Help your child make a weather chart. Make it his/her responsibility to check the weather daily and note the conditions on the chart.
<b>Toddler 5A</b> Read a book about the four seasons. Take a walk outside and discuss the difference in the weather and trees throughout the seasons.	<b>Toddler 5B</b> Fill a container with water and add sponges. Observe as the sponges absorb the water and get heavier. Encourage your child to squeeze and explore with the sponges. Introduce words such as, hypothesis, heavy, sponge and absorb.	<b>Toddler 5C</b> Gather a few items around your home. Fill a large container with water. Pose a question to your child, Will these items sink or float? Allow your child to place items into the container and observe which items go to the bottom of the container and which ones will stay on top of the water.

<b>Domain:</b>	Approaches to Learning	
<b>Goal:</b>	<b>Children will</b> increase their effort, persistence, and motivation in learning experiences.	
<b>Objective:</b>	<b>Parents will</b> help their child build skills in attention maintenance, self-comforting, imitation and curiosity and initiative in learning.	
<b>Home Activities</b>		
<b>Preschool 6A</b> Play games with your child that encourage patience and impulse control such as "Freeze." Ask your child to dance to the music. Stop the music and ask him/her to "Freeze" for a few seconds, then play the music again, and repeat. Make the pauses a few seconds longer to practice patience.	<b>Preschool 6B</b> Using paper and pencil, teach your child to write their name. Start with their first name only. When your child has mastered their first name teach them their last name. Continue with other family member's names or familiar words.	<b>Preschool 6C</b> Use the various items such as; coins, socks, hair clips, rocks, etc. teach your child to add. Once your child has mastered addition teach them to subtract.
<b>Toddler 6A</b> Sing and dance along to "Head, Shoulders, Knees and Toes." Toddlers learn to imitate the adult singing the song and learn to name parts of their body. Moving to music together helps children link their actions to other people's.	<b>Toddler 6B</b> Read a book that talks about emotions to your child. "Making Faces, A first book of Emotions" is incorporated in all our classrooms. As you read the book make sure to express the emotions in your face to give the child a visual representation.	<b>6C</b>

<b>Domain:</b>	Approaches to Learning	
<b>Goal:</b>	<b>Children will</b> increase their effort, persistence, and motivation in learning experiences.	
<b>Objective:</b>	<b>Parents will</b> help child regulate their feelings.	
<b>Home Activities</b>		
<b>Preschool 7A</b> Develop a home schedule with your child. Together write down all the main activities happening throughout the day.	<b>Preschool 7B</b> Before you go out with your child to the grocery store, mall, or visit family/friends, describe the activity to your child. Tell him/her what you expect to see, how long the activity will last and two or three behaviors you would like him/her to practice such as patience, inside voices, etc.	<b>Preschool 7C</b> Create an emotions chart with your child. Take pictures of your child with their various emotions such as happy, sad, mad, scared, etc. Hang the chart up and ask your child to identify the emotions.
<b>Toddler 7A</b> Assist your child in making a sock puppet. Use the sock puppet to tell stories to express themselves and encourage self-comfort.	<b>Toddler 7B</b> Sing "If you are Happy and you know it." Incorporate different emotions such as sad, angry, shy, etc. And incorporate a response for that emotion. For example, "If you are angry, and you know it take a deep breathe."	<b>Toddler 7C</b> Create an emotions chart with your child. Take pictures of your child with their various emotions such as happy, sad, mad, scared, etc. Hang the chart up and ask your child to identify the emotions.

<b>Domain:</b>	Physical Development	
<b>SR Goal:</b>	<b>Children will</b> demonstrate healthy behaviors and safety practices, and will develop improved perception, physical coordination, and control.	
<b>Objective:</b>	<b>Parents will</b> assist their child in developing gross motor skills.	
<b>Home Activities</b>		
<b>Preschool 8A</b> Play big body games, such as tag and hopscotch, or throw, catch, and roll a ball with your child outside.	<b>Preschool 8B</b> Build and use an indoor or outdoor obstacle course. Include a box to crawl through, a piece of rope on the ground to walk like a tightrope, and a hula hoop to jump in and out of.	<b>Preschool 8C</b> Go to the park and let your child play by tumbling, running, jumping, rolling around, playing tag, falling down, and chasing each other.
<b>Toddler 8A</b> Encourage your child to play with a beach ball. Practice rolling, throwing, stopping, and catching the ball.	<b>Toddler 8B</b> Create an obstacle course outside or inside. You can utilize painters' tape to have your child crawl or hop over, a box to crawl through, a piece of rope on the ground to walk like a tightrope, and a hula hoop to jump in and out of.	<b>Toddler 8C</b> Go to the park and let your child play by tumbling, running, jumping, rolling around, playing tag and chasing each other.

<b>Domain:</b>	Physical Development	
<b>Goal:</b>	<b>Children will</b> demonstrate healthy behaviors and safety practices, and will develop improved perception, physical coordination, and control.	
<b>Objective:</b>	<b>Parents will</b> assist child in developing fine motor skills.	
<b>Home Activities</b>		
<b>Preschool 9A</b> Take time with your child and play a board game, put a puzzle together, build it with Legos or blocks. Have your child draw, scribble, or write with crayons, markers, or pencils what they are doing on a piece of paper.	<b>Preschool 9B</b> Have your child set the table for dinner by placing table setting, forks, spoons, knives, plates, cups, etc. Let them wipe the table with a sponge and have them wash the dishes.	<b>Preschool 9C</b> Allow your child to play with playdough and clay. Let them roll, smooth, pat, pound, and use tools like stamps or popsicle sticks to cut the pieces up. Let them explore by having them be creative with their hands by painting, writing and/or drawing.
<b>Toddler 9A</b> Take time with your child to play and put a puzzle together, build utilizing Legos or blocks.	<b>Toddler 9B</b> Allow your child to practice zipping and snapping their clothes. Assist with the buttons on their clothes but always encourage them to do it alone.	<b>Toddler 9C</b> Have your child practice putting lacing on their shoes. The goal is to practice and not get it done correctly.

<b>Domain:</b>	Physical Development	
<b>SR Goal:</b>	<b>Children will</b> demonstrate healthy behaviors and safety practices, and will develop improved perception, physical coordination, and control.	
<b>Objective:</b>	<b>Parents will</b> assist child in personal care routines.	
<b>Home Activities</b>		
<b>Preschool 10A</b> Encourage your child to brush their teeth as you sing the ABC song. Remind them of the up and down and round and round mouth. Make sure they brush their teeth every morning when they get up and every night before they go to bed. Make a chart sticker and give them each time they brush their teeth.	<b>Preschool 10B</b> Practice zipping, buttoning, and snapping the clothes of your child. Help your child learn how to tie their shoes. Be patient with him/her. Praise him/her for their effort.	<b>Preschool 10C</b> Discuss or read a book about the importance of not spreading germs. Teach your child about proper handwashing, blowing their nose, covering a cough, etc.
<b>Toddler 10A</b> Encourage your child to choose their own outfit for school the night before. Guide and assist your child with getting dressed.	<b>Toddler 10B</b> Encourage your child to follow the steps of the Handwashing song. At the center we use "tops and bottoms." Guide your child through the steps and emphasis the importance of not spreading germs.	<b>Toddler 10C</b> Discuss or read a book about the importance of not spreading germs. Teach your child about proper handwashing, blowing their nose, covering a cough, etc.



<b>Domain:</b>	Physical Development	
<b>Goal:</b>	<b>Children will</b> demonstrate healthy behaviors and safety practices, and will develop improved perception, physical coordination, and control.	
<b>Objective:</b>	<b>Parents will</b> support child with safety skills.	
<b>Home Activities</b>		
<b>Preschool 11A</b> Teach your child about pedestrian safety on your way to and from school. Teach them about the traffic signals and what the different colors mean, as well as, other safety signs, such as STOP, One Way, Railroad Crossing, etc.	<b>Preschool 11B</b> Teach your child their address and phone number. Teach them about the word "Emergency" and the number 911.	<b>Preschool 11C</b> Teach your child the appropriate names for all body parts. Help your child make a drawing of their body and label their body parts. Teach him/her that his/her body is "private" and explain appropriate and inappropriate touches.
<b>Toddler 11A</b> Play, "Traffic light" with your child. Explain the rules, green means go, yellow means slow, and red means stop. Discuss the importance of practicing, stop, look and listen before they cross the street.	<b>Toddler 11B</b> As you drive down the street, point out and discuss the different safety signs in your neighborhood.	<b>Toddler 11C</b> Teach your child the appropriate names for all body parts. Help your child make a drawing of their body and label their body parts. Teach him/her that his/her body is "private" and explain appropriate and inappropriate touches.

<b>Domain:</b>	Physical Development	
<b>Goal:</b>	<b>Children will</b> demonstrate healthy behaviors and safety practices, and will develop improved perception, physical coordination, and control.	
<b>Objective:</b>	<b>Parents will</b> provide their child with nutritional activities.	
<b>Home Activities</b>		
<b>Preschool 12A</b> Get together with your child and plan a breakfast, lunch, or dinner menu. Let your child write what you are going to eat on a piece of paper and set it on the table as a menu for the meal.	<b>Preschool 12B</b> "Family Style" allows your child to set the table for meals. Have each person serve their own food. Encourage your child to taste all foods.	<b>Preschool 12C</b> Talk to your child about eating nutritious foods. Using a paper plate or round piece of paper, have your child draw a healthy meal or cut using the scissors.
<b>Toddler 12A</b> Have your child help in the kitchen. Discuss different fruits and vegetables that are being prepared. Talk about the shape, color, size, and nutrition value.	<b>Toddler 12B</b> Read the story, "The Hungry Caterpillar," describe how the caterpillar felt after eating many fruits vs a lot of sweets and junk food. Encourage your child to try some of the fruits discussed in the book such as plums, pears, and strawberries.	<b>Toddler 12C</b> Grab a grocery store advertisement paper. Have your child point out a few vegetables and make a salad. Encourage your child to try new vegetables.

<b>Domain:</b>	Social and Emotional Development	
<b>SR Goal:</b>	<b>Children will</b> learn to regulate their behavior and emotions and increase their abilities to develop positive relationships with children and adults.	
<b>Objective:</b>	<b>Parents will</b> support child in their emotional development.	
<b>Home Activities</b>		
<b>Preschool 13A</b> Make a puppet with your child using an old sock or paper bag. Name your puppet and pretend that your puppet has feelings. Ask how the puppet feels and why the puppet feels the way they do.	<b>Preschool 13B</b> Make a book about feelings using crayons or markers. Each drawing can describe a specific feeling or emotion. Have your child tell a story about each picture and write down what he/she says. Share the book with the family.	<b>Preschool 13C</b> Visit the library and borrow books about feelings.
<b>Toddler 13A</b> Take a trip to your nearest library and read/borrow a few books about feelings. After reading the books, Play Peek-a-boo, and every time you uncover your face display a different emotion.	<b>Toddler 13B</b> Utilize the child's favorite toy animals to role play how to appropriately express yourself when you are feeling frustrated or angry.	<b>Toddler 13C</b> Introduce the child to simple breathing exercises, like bunny breathe, take three quick sniffs and one long nose exhale.

<b>Domain:</b>	Social and Emotional Development	
<b>Goal:</b>	<b>Children will</b> learn to regulate their behavior and emotions and increase their abilities to develop positive relationships with children and adults.	
<b>Objective:</b>	<b>Parents will</b> assist their child to develop social skills.	
<b>Home Activities</b>		
<b>Preschool 14A</b> Play a game that teaches teamwork such as: basketball, soccer, baseball, football, etc.	<b>Preschool 14B</b> Play a board game that teaches your child how to take turns. Go over the rules and do your best to have your child follow them.	<b>Preschool 14C</b> Arrange a playdate for your child. Have activities ready for them to do. Go over rules with the children in advance. Take pictures of your child during the play date and make a scrapbook.
<b>Toddler 14A</b> Play a game that teaches your child how to take turns. "Simon says" Go over the rules and do your best to have your child follow them.	<b>Toddler 14B</b> Play music and have children pass a teddy bear to each other. Stop the music from time to time. When the music stops have the child holding the teddy bear do something special like jumping up and down or do a twirl.	<b>Toddler 14C</b> Arrange a playdate for your child. Have activities ready for them to do. Go over rules with the children in advance. Take pictures of your child during the play date and make a scrapbook.

<b>Domain:</b>	English Language Development	
<b>SR Goal:</b>	<b>Children will</b> increase their understanding and expression of written and spoken language in English.	
<b>Objective:</b>	<b>Parents will</b> support child in their development of English language.	
<b>Home Activities</b>		
<b>Preschool 15A</b> Visit the library and borrow audio books in English, listen to them with the whole family at home or while you are driving in the car. Add a simple song in English.	<b>Preschool 15B</b> Using the alphabet flashcards, book, or a wipe board teach your child to read letters or count in English,	<b>Preschool 15C</b> Watch educational programs with your child in English. Focus on at least one new English word and write it down in a journal and discuss with your child.
<b>Toddler 15A</b> Use alphabet flashcards to focus on the letter, illustration and beginning sound in English.	<b>Toddler 15B</b> Sing songs and encourage your child to join you and sing along.	<b>Toddler 15C</b> Allow your child to explore with playdough. Introduce words like roll, squish, poke, pull and pat.

<b>Domain:</b>	English Language Development	
<b>Goal:</b>	<b>Children will</b> increase their understanding and expression of written and spoken language in English.	
<b>Objective:</b>	<b>Parents will</b> support child in understanding literacy in English skills.	
<b>Home Activities</b>		
<b>Preschool 16A</b> Have your child make an alphabet book. Write each letter on a sheet of paper and have your child find or draw a picture of something that starts with that letter in English.	<b>Preschool 16B</b> Choose a time during the day, such as dinner, where the family only speaks in English. Help each other out when they get stuck on a word.	<b>Preschool 16C</b> Play a game of "Eye Spy" with your child. Recite "I spy with my little eyes the letter ____" and have your child find and identify the letter in the environment in English.
<b>Toddler 16A</b> Read books to your child. As you read the book point to the letters and have your child repeat a few of them back to you.	<b>Toddler 16B</b> On the drive home point out billboards and other logos and signs in the environment. Identify the letters and sound them out to encourage your child to repeat them.	<b>Toddler 16C</b> Play a game of "Eye Spy" with your child. Recite "I spy with my little eyes the letter ____" and have your child find and identify the letter in the environment in English.

**TARDY NOTICE**

**Student's Name** \_\_\_\_\_ **Classroom** \_\_\_\_\_

Dear Child Development Parent(s)/Guardian(s),

Please be advised that your child has been tardy on the following dates:

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

After a third (3) tardy, and you will be asked to meet with the Lead Teacher to help assist you in planning a solution for you and your child, to advise you of the effects of tardiness in the classroom and provide resources referrals or other services if necessary.

After a fourth (4) tardy, you will be asked to meet with the Assistant Director to develop an action plan. The action plan will assist with the on-time arrival of the student and parent.

By the 5<sup>th</sup> late arrival, a meeting with the Program Director will be scheduled to determine enrollment status.

Parent Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_