

Parent Handbook 2025-2026



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Table of Contents

Welcome

- Letter from the Program Director 3
- Mission Statement 4
- General Information 4

Getting Started

- Enrollment & Orientation 6
- Policies Overview 7

Our Program

- Early Childhood Education Program 11
- Staff Directory 13
- Staff, Classrooms & Classroom Information 16

Family Engagement

- Parent–Teacher Conferences 17
- Care and Supervision 17
- Parent Involvement 20
- Educational Resources 22

Nutrition & Wellness

- Nutrition 26
- Child and Adult Care Food Program (CACFP) 27

Policies & Expectations

- Policies and Procedures 28
- Health and Safety 37
- Standard of Conduct 43

Letter from the Director

Dear CDC Families,

Welcome to the start of an exciting new journey at the Associated Students, Inc., CSU Dominguez Hills Child Development Center! 🎉

We're thrilled you've chosen us to be part of your child's early learning adventure. Our center proudly serves children ages 18 months to 5 years, and we're honored to support our CSUDH students, staff, faculty, alumni, and surrounding community.

At CDC, we believe learning should be joyful for children and adults! Our passionate, certified staff is committed to creating a warm, engaging environment where curiosity thrives and every child feels safe, seen, and celebrated. Through hands-on exploration, meaningful teacher-child interactions, and a strong foundation in developmentally appropriate practices, we help your little ones grow in all the best ways.

We're more than just a center we're a community. Thanks to our partnerships across campus, we also serve as a place of learning and discovery for CSUDH students through research, internships, and projects that enrich the whole program.

Attached, you'll find our Parent Handbook your go-to guide for understanding how we work together to create a smooth, successful experience for your child.

We'd love for you to be an active part of our CDC family! Join us by:

- Attending monthly Parent Advisory Committee (PAC) meetings
- Getting involved with the CDC Standing Committee
- Participating in fun workshops, events, and fundraisers
- Volunteering in the classroom or behind the scenes
- Working closely with our team to support your child's individual needs

We're here to grow with you. Thank you again for joining us we can't wait to see what this year brings!

Maraming salamat (Many thanks),

Candace Manansala, M.S.

Program Director

Cc'd: Rasheedah Shakoor

Associated Students Inc., 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 Division (EED).

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 Program 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 non-profit organization, we refrain from religious practice or instruction.

Prohibition Against Religious Instruction or Worship (5 CCR 18017)

Contractors shall not provide nor be reimbursed for childcare and development services which include religious instruction or worship.

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 during center hours. Parents and guardians are encouraged to check with their child's teachers to help with certain tasks in the classroom or at home, special events, or lead an activity during indoor or outdoor play. Parents and guardians will have immediate access without prior notice to the Child Development Center. All visitors, including parents and guardians, are required to sign in at the front office, before proceeding to the classroom. 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 (DCFS). In the event of reasonable suspicion, both DCFS 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.

DCFS 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 throughout the school year. Families interested in enrollment can visit and complete registration on our website at www.asicsudhchilddevelopmentcenter.com

Contract Type

- California State Preschool Program (CSPP)- is a full day public funded preschool program given to various educational agencies, for those who are eligible. CSPP programs are for children ages three and four years old, with priority given to four-year-olds.
- General Child Care and Development (CCTR)- is a full day public funded program serving child 0-3 years old, for those who are eligible. This age and developmentally appropriate program are designed to provide an environment that is healthy and nurturing.
- Child Care Access Means Parents in School Program (CCAMPIS)- is a full day program serving 18 months to 5 years old that supports the participation of low-income parents in postsecondary education through the provision of campus-based childcare services, for those who are eligible.
- Private Pay – is a full day program serving 18 to 5 years old that does not qualify for childcare subsidy. Families are contracted to pay daily rates based on eligibility status.

Policy

Eligibility

- All families enrolled, or beginning services, on or after July 1, 2022, shall receive 24 months of eligibility as described in the directive below.
- The income eligibility threshold for CCTR is 85% and CSPP 100% of the State Median Income (SMI).
- Families with incomes that are up to 15 percent over the income threshold are now eligible for full-day CSPP only.

Enrollment Priorities

- The first priority for services shall be given to three-year-old or four-year-old children who are recipients of child protective services or who are at risk of

being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency.

- The second priority for services shall be given to all children with exceptional needs from families with incomes below the income eligibility threshold.
- The third priority, after all otherwise eligible children have been enrolled, shall be children from families whose income is no more than SMI above the eligibility income threshold.
- Last priority for services shall be given to eligible children who are not enrolled in a state-funded program.

Children with Exceptional Needs

If the child has a disability, as defined in EC Section 8205. Only the children in the family who are children with exceptional needs may be enrolled under the eligibility criteria. Any other child in the family without exceptional needs may be enrolled pursuant to any of the other eligibility criteria.

Documenting Continuity of IFSPs and IEPs

- Parents or Guardians are required to provide the Assistant Director (AD) and assigned preschool teacher(s) a copy of the current Individual Family Service Plan (IFSP) or Individualized Educational Plan (IEP) and communicate regarding the updates and next steps of the child's annual review.
- Parents or Guardians must provide up-to-date copy of the IFSP or the IEP, as well as any changes to the status of the IFSP or the IEP on an annual basis.
- IFSPs and IEPs are to be reviewed periodically, but not less than semiannually for IFSPs and annually for IEPs. If an IFSP or an IEP is not current and the family has not provided: (1) an updated copy of the active IFSP or IEP, (2) information regarding transitioning from an IFSP to an IEP, or (3) the status of the annual IEP meeting, eligibility has not been determined at the CDC.

Dual Language Learners

During the enrollment, parents/guardians determine dual language learner status for their child by completing the "Family Language Instrument" to determine dual language learner status.

For any child who is identified as a dual language learner, the designated teacher(s) will provide child with one-on-one support and families with resources on the benefits of strengthening children's bilingual and multilingualism and ideas for what they can do at home to support their child's language development.

Parent Orientation

The Child Development Center hosts two Parent Orientations annually: one in

August for new and returning families, and another in January for new and returning families with updates on program policies and procedures. During these orientations, parents/guardians and teachers discuss the Ages and Stages Questionnaire (ASQ-3), the Ages and Stages Questionnaire/Social Emotional (ASQ-SE), and the Child Needs and Service Plan, providing an opportunity to understand the child's development and address any concerns. Parent Orientations are held in person or virtually.

First Two Weeks

During the first two weeks, we kindly ask that parents be prepared to walk their child to the classroom, share hugs and kisses, say a loving goodbye, and remind them who will be picking them up after school. These small routines go a long way in building your child's sense of security and trust.

If your child needs extra support adjusting, our teachers will work closely with you and schedule a follow-up meeting to discuss helpful strategies and ensure your child feels safe, supported, and excited to come to school each day.

Withdrawing Your Child

If you choose to withdraw your child from the program, please make sure to notify the **Assistant Director (AD)** by email, phone call, or in writing **at least 14 days before your child's last day**—this includes children who are transitioning to kindergarten.

Failure to provide notice or submit any required appeal information by the specified deadlines may result in your appeal being considered incomplete or withdrawn.

Grievance Policy and Procedures

At CDC, we believe that open, respectful communication is the key to resolving most concerns quickly and effectively. If you ever have a question, concern, or grievance regarding program policies or procedures, we're here to help.

- **Start with the teacher:** If your concern is related to the classroom, we encourage you to first speak directly with your child's teacher. Most issues can be resolved with a simple conversation.
- **Still need support?** If a resolution isn't reached after speaking with the teacher, you may request a meeting with the **Program Director**. We'll work together to schedule a time that works for everyone and do our best to find a positive, collaborative solution.
- **Concerns involving staff:** If your concern involves a staff member, a joint meeting will be arranged with you, the staff member, and the Program Director to openly discuss the issue and work toward a resolution that supports

everyone involved.

- **Further concerns:** If your concern cannot be resolved at the center level, you are welcome to submit your grievance in writing to the Executive Director of Associated Students, Inc. at CSUDH for further review.

We truly value your voice and your partnership. Our goal is always to work together in the best interest of your child and family.

Grounds for Termination of Services

The Program Director reserves the right to terminate a child's enrollment after all reasonable efforts to resolve the situation have been explored. Prior to termination, the Program Director will work with the family to discuss concerns and provide written documentation outlining the areas requiring improvement, along with a clear timeline for corrective action or recertification, when applicable.

Enrollment may be subject to termination for reasons including, but not limited to:

- Non-payment of fees as outlined in the family's contract with the Child Development Center.
- Failure to submit required documentation or the submission of falsified information.
- Repeated failure to adhere to designated drop-off and pick-up times.
- Continued disregard for CDC policies and procedures as stated in this Parent Handbook.
- Disruptive behavior by a parent or guardian, including inappropriate language or conduct directed at children (including their own), staff, or other families. In such cases, a meeting will be held with the Program Director to review expectations for respectful and appropriate behavior.

We are committed to maintaining a safe, respectful, and supportive environment for all children, families, and staff. Our goal is always to work collaboratively with families, and termination of services will be considered only when all other options have been exhausted.

If a child exhibits persistent and serious behaviors, the CDC:

The Child Development Center (CDC) is committed to creating a safe and inclusive environment for all children. When a child exhibits persistent and serious behaviors

that may impact their safety or the safety of others, the following steps will be taken to support the child's continued participation in the program:

- **Take Prompt and Documented Action:** The CDC will make every reasonable effort to support the child, which may include consultation with the child's parents or legal guardians, their teacher, and—when available—an early childhood mental health consultant.
- **Communicate Clearly with Families:** Parents or guardians will receive a written explanation of the support process, including a description of the behaviors observed and the CDC's plan to help maintain the child's safe participation in the program.
- **Coordinate with IFSP/IEP Services:** If the child has an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), and with written parental consent, the CDC will contact the responsible agency to seek additional guidance and support.
- **Conduct Developmental Screenings if Needed:** The CDC may conduct a comprehensive screening to better understand the child's needs. This could include:
 - Social-emotional screening tools such as the *Ages & Stages Questionnaires: Social-Emotional* or the CDC's *Learn the Signs. Act Early* resources.
 - Referrals to community-based services for additional support.
 - Implementing individualized behavior supports within the classroom setting.

If, after all of the above steps have been pursued and documented, it is determined that the child's continued enrollment poses a serious safety risk to themselves or others, the CDC may proceed with disenrollment. In such cases, the program will:

- Consult with the child's parents or legal guardians, the teacher, and, if applicable, the agency managing the child's IFSP or IEP.
- Refer the family to appropriate alternative placements, such as local childcare resource and referral agencies or community-based services.
- Whenever possible, support a smooth and direct transition to a new program that can better meet the child's needs.

This process is designed to ensure fairness, safety, and support for all children and families involved.

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.

Our Preschool Learning Format & Guiding Principles

At our center, we believe children learn best in a safe, nurturing environment where curiosity, creativity, and play are valued every day. Our daily schedule follows the California Department of Education's Preschool Learning Foundations and Curriculum Framework, which is designed to give every child the best possible start in school and in life.

What is a Preschool Learning Format?

Our learning format is the structure of the day—how we organize activities, routines, and interactions so your child can explore, learn, and grow. A balanced day at our center includes:

- Large Group Time – Circle time, songs, stories, and group discussions that build community and language skills.
- Small Group Time – Hands-on learning with a teacher in a small group to focus on specific skills and interests.
- Learning Centers – Child-choice play areas like blocks, dramatic play, art, writing, science, and sensory exploration.
- Routines and Transitions – Mealtimes, rest, and clean-up that also teach self-help skills and independence.

- Outdoor Play – Daily gross motor activities to support physical health, coordination, and social development.

Our Guiding Principles

Our program is built on guiding principles from the CDE Preschool Learning Foundations:

1. Play is Powerful – Play is how young children explore, solve problems, and express themselves.
2. Families are Partners – You are your child's first and most important teacher. We work together to support their learning.
3. Every Child Can Learn – We value and include children of all backgrounds, languages, and abilities.
4. All Areas of Development Matter – Social-emotional, physical, cognitive, and language growth are connected and supported every day.
5. Language Development is Key – We nurture your child's communication skills in English and, when applicable, their home language.
6. Responsive Teaching – Teachers observe, listen, and adapt learning experiences to meet your child's needs and interests.
7. Predictable Routines Build Confidence – A consistent schedule helps children feel safe, secure, and ready to learn.

By following this format and these principles, we ensure your child has a joyful, engaging, and meaningful preschool experience that prepares them for kindergarten and beyond.

Staff

Executive Director (ED)

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

Program Director (PD)

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

Assistant Director (AD)

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

Student Service Coordinator (SSC)

The Student Service Coordinator oversees the general organization of the center, provides resources to student parents, and supports the placement and coordination of student interns, volunteers, and observers. The SSC ensures that interns and observers are meaningfully integrated into the program while upholding center policies and standards.

Nutrition Coordinator (NC)

The Nutrition Coordinator prepares and manages the food program for all children enrolled at the Child Development Center. Responsibilities include planning and preparing a balanced rotating menu and ensuring compliance with public health regulations to support healthy eating practices.

Instructional Staff (IS)

The Instructional Staff is responsible for providing a safe, healthy, and age-appropriate learning environment where children can develop social-emotional, language, cognitive, and motor skills. Instructional staff also mentor student aides, interns, and observers as part of their professional development.

Interns and Observers

Interns and Observers are enrolled at CSUDH students completing coursework, fieldwork, or practicum hours related to child development, education, or related fields. They are expected to:

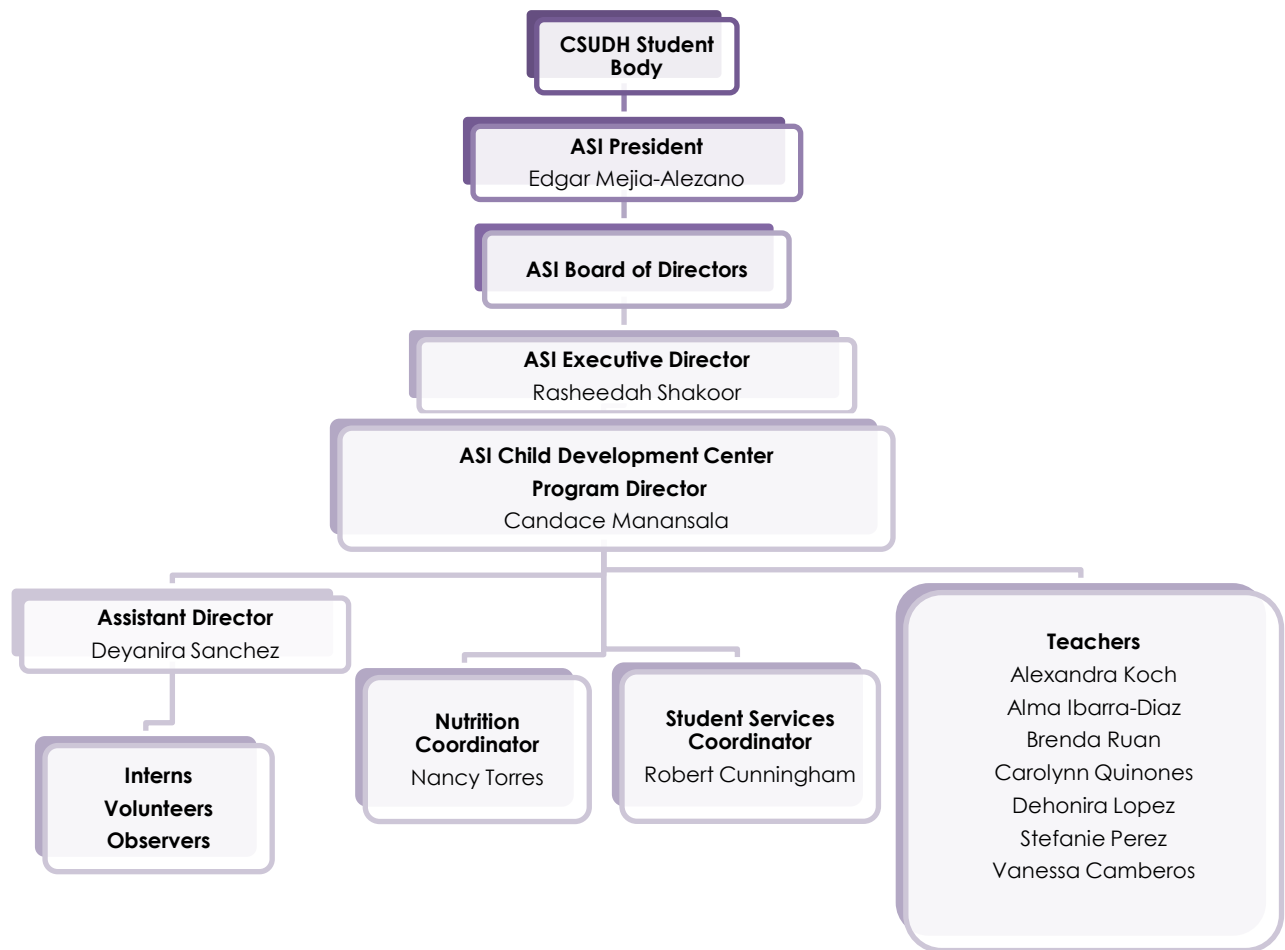
- Support classroom teachers and instructional staff.
- Learn and practice developmentally appropriate strategies.
- Observe children and classroom practices under supervision.
- Adhere to all center policies, including health, safety, and confidentiality.

Interns and observers are placed and supervised in coordination with the Student Service Coordinator, Assistant Director, and Instructional Staff to ensure a meaningful and professional learning experience.

Volunteers

Volunteers at the Child Development Center play a vital role in supporting the growth, learning, and well-being of young children. They assist staff in creating a safe, nurturing, and engaging environment where children can explore, develop, and thrive. Volunteers may help with a variety of tasks, including assisting during playtime and learning activities, preparing materials, reading with children, helping with meals and snacks, and providing general support to educators and staff.

ASI CDC Staff Organizational Chart



Staff, Classrooms and Classroom Information

Staff Qualifications and Professional Development Program

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

Each member of the CDC staff is highly skilled, qualified and meets both Title 5, Title 22 regulations, and National Association for the Education of Young Children (NAEYC).

- All 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.

Classroom 130, 136 and 137 (Toddler)

- 18 months to 35 months old. Ratio: 1 educator to 4 children daily.

Classroom 116 (Preschool)

- 2 to 3 years old. Ratio: 1 educator to 8 children daily.

Classroom 114 (Preschool)

- 3 to 3.5 years old. Ratio: 2 educators to 16 children daily.

Classroom 110 (Preschool)

- 3.5 to 5 years old. Ratio: 2 educators to 20 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

Before conferences, the teacher will provide all parent(s)/guardian(s) with a schedule indicating dates and times. If you need to cancel a conference, please inform the teacher at least three days in advance and provide a reason for the cancellation.

When scheduling a conference, please allocate sufficient time with your child's teacher. Each parent conference should not exceed 30 minutes.

Should you have any inquiries about your child's progress throughout the year, don't hesitate to reach out to your child's teacher for details. Additional conferences will be arranged as needed 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.

Smoking/Vaping

For the health of all AS employees, children and associates, smoking/vaping is prohibited anywhere on the Center property. Parents are prohibited from smoking/vaping in the building, on the grounds, and in the parking lot. Parents who are smoking/vaping in their cars must dispose of the cigarette prior to entering the parking lot. According to the California Code of regulations Title 22 Smoking is prohibited on the premises of a childcare center as specified in Health and Safety Code Section 1596.795(b).

Please keep cigarette butts in your car. Please inform friends/relatives who may pick up your child.

Thirdhand Smoke and Secondhand Aerosol

Thirdhand smoke is the leftover pollution after a cigarette is put out. The smoke residue can stick to dust, furniture, carpeting, car seats, hair, or clothes. Studies have shown that third-hand smoke is a danger to vulnerable populations. Children, people with breathing problems, pregnant women, the elderly, and animals are also vulnerable to thirdhand smoke.

Electronic smoking devices (ESDs) contain nicotine and emits ultrafine particles and low levels of toxins that are known to cause cancer. Secondhand aerosol is made up of a high concentration of ultrafine particles, and the particle concentration is higher than in conventional tobacco cigarette smoke.

Vaping devices are battery-operated devices that people use to inhale an aerosol, which typically contains nicotine (though not always), flavorings, and other chemicals. They can resemble traditional tobacco cigarettes (*cig-a-likes*), cigars, or pipes, or even everyday items like pens or USB memory sticks. Other devices, such as those with fillable tanks, may look different. Regardless of their design and appearance, these devices generally operate in a similar manner and are made of similar components.

Due to the dangers of tobacco, cbd and THC smoke and secondhand aerosol, if the staff notice the odor coming from parents/caregivers that drop-off and pick-up children the ECEC will need to limit the parents/caregivers time in the classroom.

No child will be released from the Center to an adult suspected of being under the influence of alcohol or drugs. Campus police will be called. During drop-off and pick-up, it is unlawful to leave a child unattended in a car or travel without a car seat. Teachers will warn you if this situation occurs but then must report the incident if you do not comply with the law.

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, head gear, or anything that may damage or be stolen.
- To meet our safety requirements and to assure your child's safe participation in all activities, please be sure your child always wears closed toe shoes.

*****Unless the program has a special event, they can request guidance from Teachers regarding appropriate footwear.***

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

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

Lost Items

The Child Development Center is not responsible for any damage or lost items. The Lost and Found is located at the preschool side in the main office.

Birthdays

Children can 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 parent/guardian(s). Parents are welcome to share in their child's celebration. Please contact 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 it 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 for their child to participate. Your child's teacher(s) will notify you in advance of the day, time, and destination of the field trip.

Parent Involvement

Parent Orientation

The CDC recommended for all enrolled families 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 second Parent Orientation is scheduled in January for the new families enrolling for Spring semester.

Standing Committee

The Standing Committee offers policy guidance and proposes enhancements to the center when issues arise that need to be addressed with the DH campus.

Any changes in fees or hours of operation are subject to discussion within this committee. Comprised of nine voting members, it includes three representatives from Associated Students, Incorporated (Executive Vice President, Executive Director, and Student at Large), two members from the DH faculty, two enrolled CDC Student Parents (representing CDC). The Program Director serves as a non-voting member and advisor to the ASI EVP and Standing Committee. The Standing Committee convenes twice annually, in the Fall and Spring.

Parent Advisory Committee (PAC) Monthly Meetings

The Parent Advisory Committee (PAC) is made up of parent representatives from our school community. PAC meets once a month to strengthen the partnership between families and the center.

At each meeting, parents can expect:

- Workshops and Educational Sessions – Topics are chosen with input from parents, staff, children's progress, Family Needs and Service Plans, and Annual Parent Surveys.
- Program Updates and Data – Learn about how our program is growing and supporting children's development.
- Community Resources – Connections to services and opportunities that support families.
- Family Involvement & Events – Collaboration with staff to plan activities, celebrations, and fundraising efforts.

PAC is a space where your voice matters. By serving as a parent representative, you help shape the experiences of all children and families at our center.

Parent/Teacher Conferences

Conferences with your child's teacher are one-way information is shared about your child. Each year we have at least (3) formal parent/teacher conferences, one in the Fall (November) and one in the Spring (May) of the academic year. First, meeting with teachers to go over Ages and Stages Questionnaire, Child Needs Service Plan and any other questions families or teacher(s) have regarding the child or program. The second and third meeting are based on the Desired Results Developmental Progress (DRDP). Teachers go over the child's progress and build a plan with the parents/guardian for the child's developmental continuum.

Parent Participation (Volunteer Hours)

Parents are encouraged to participate in the **5 hours** per month. These hours can be fulfilled by volunteering at the center, attending meetings,

educational workshops, family activities, wish list and/or workdays. Every month, the Student Service Coordinator tracks volunteer hours on the Volunteer Spreadsheet.

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, and COVID 19 vaccine), and a Statement of Good Health.

Educational Resources

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.

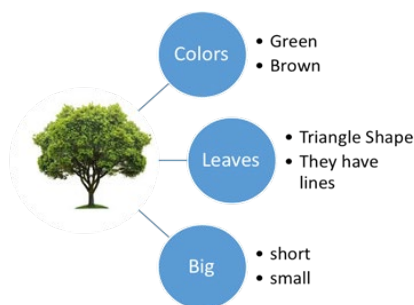
Curricula

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



Desired Results Developmental Profile (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)

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.

Quality Assessment Tools at the Child Development Center

At our Child Development Center, we are committed to providing the highest-quality early learning environment for infants, toddlers, and preschoolers. To support this commitment, we use state-recommended tools from the California Department of Education (CDE) and the California Department of Social Services (CDSS), along

with the Creative Curriculum, to guide and continuously improve our program.

Infant/Toddler Environment Rating Scale (ITERS) & Early Childhood Environment Rating Scale (ECERS)

The Environment Rating Scales (ERS) are nationally recognized assessment tools used to measure the quality of classroom environments and staff practices. Assessors look at how well we:

- Protect children's health and safety
- Support and guide positive relationships between children, staff, and families
- Provide age-appropriate learning opportunities for exploration and discovery

Each classroom is observed annually by a trained assessor. Results from ERS assessments are used to strengthen our program and guide continuous quality improvement (CQI) planning.

Creative Curriculum

We align our daily teaching and environment design with Creative Curriculum, a research-based framework that supports learning through play, exploration, and intentional teaching. This approach emphasizes:

- Building strong teacher-child relationships
- Creating rich, engaging classroom environments
- Balancing teacher-guided and child-initiated experiences
- Integrating assessment and observation into daily practice to support individual growth

Creative Curriculum helps ensure that our practices align with ERS standards while remaining responsive to each child's unique needs.

Classroom Assessment Scoring System (CLASS®)

The Classroom Assessment Scoring System (CLASS®) is an observation tool that measures the quality of teacher-child interactions in preschool and Pre-K classrooms. Research shows that meaningful interactions are critical to children's learning and development.

- Beginning in 2024–25, preschool classrooms will implement CLASS® Second Edition Pre-K–3rd and the CLASS Environment tool, with full statewide implementation by 2028–29.
- At this time, CLASS data will not be used by CDE/CDSS for contract compliance

findings. Instead, CLASS results help programs identify strengths, plan professional development, and guide continuous quality improvement.

- Important: CLASS scores will not be used to evaluate individual staff competency. They are a tool for growth, reflection, and coaching.
- If violations of state or federal law are observed during a CLASS observation, observers are required to follow reporting laws.

By combining ERS, CLASS, and Creative Curriculum, we ensure that our program supports children's health, safety, relationships, and learning while providing staff with meaningful feedback for growth.

Parent Survey

To make sure we are always growing and meeting the needs of our families, the Child Development Center provides two parent surveys each year: one at the beginning of the school year and one at the end.

These surveys give families the chance to share their experiences, needs, and ideas. We use the results to:

- Reflect on our program and conduct self-evaluations
- Identify ways to enhance family support
- Strengthen our approach to children's learning and development
- Celebrate our successes and set goals for continued improvement

Nutrition

We support children's health and well-being by offering nutritious meals and snacks daily, which play a vital role in our daily routine, fostering social interactions through conversation and teamwork. Our program includes breakfast (8:30-9:00 am), lunch (11:30-12:00 pm), and afternoon snack (2:30-3:00 pm). Meals and snacks are served family-style, encouraging children to develop independence and social skills by making choices and participating in serving and sharing food alongside teachers. This approach enriches our curriculum and fosters children's self-concept.

Our Nutrition Coordinator plans and prepares all meals in our preschool kitchen, following the food and buying guide on the Child and Adult Food Program website to create monthly meal cycles. Weekly menus are posted on Class Dojo and the school bulletin board, ensuring families are informed of daily meals. All meals and snacks are carefully planned to meet federal nutrition standards and cater to children's tastes, textures, and nutritional needs.

Upon enrollment, the Assistant Director provides a Meal Benefit Form and inquiries about food allergies. Once the parent/guardian(s) provides a doctor's form for meal accommodation, the Nutrition Coordinator begins meal planning accordingly.

Additionally, the CDC utilizes the FDA food allergy page to stay informed about major allergens, labeling practices, and regulatory actions.

Milk

The CDC will **ONLY** offer whole milk and 1% milk to all enrolled students. Families must complete the “Parental Request for a Fluid Milk Substitution for Children in Child Care” and provide their own child’s milk substitution. For inquiries, please contact the Nutrition Coordinator.

****Milk must not contain nuts or flavored.**

Child and Adult Care Food Program (CACFP)

The CSUDH Child Development Center is part of the Child and Adult Care 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 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

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

Family Needs

We understand that every family's situation is unique, and we are here to support you. If your family has any health, social service, or special needs, please share them with your child's teacher or our Student Service Coordinator. Together, we can connect you with referrals and resources tailored to your family. Our goal is to walk alongside you, ensuring that your child and family feel supported, cared for, and uplifted.

Community Involvement

We believe children thrive when they feel connected to both their school and the larger community. At the Child Development Center, we actively build partnerships with our campus and local community to enrich every child's learning journey.

Our community involvement includes:

- Welcoming donations of time, materials, and talents from our campus and local partners.
- Sharing information about our services to strengthen connections with families and neighbors.
- Inviting community members to visit our classrooms, engage with the children, and celebrate learning together.

Through these partnerships, we create a warm and supportive network that benefits

not only our children, but our families and community as a whole.

Policies and Procedures

Attendance Policy

Regular and consistent attendance is very important it helps children get the most out of their early learning and care experience. Families are expected to follow the contracted or certified hours that were established during enrollment.

- The CDC requires each contracted child to attend school **5 days a week**, depending on your contract type.
- Children must **arrive by 8:45 a.m.** and **depart no earlier than 2:45 p.m.**

Contract Schedules

- **CSPP:** Monday–Friday
- **CCTR:** Monday–Friday
- **CCAMPIS:** Monday–Friday
- **Private Pay:** Three days per week (choose one option):
 1. Monday, Tuesday, Wednesday
 2. Monday, Wednesday, Friday
 3. Tuesday, Wednesday, Thursday

Daily Attendance Guidelines

- All children enrolled under **CDE, CDSS, or CCAMPIS contracts** are required to attend Monday through Friday from 8:45 a.m. to 2:45 p.m.
- To support your child's learning, we encourage families to ensure arrival **no later than 8:45 a.m. sharp**. This allows children to have breakfast, teachers to begin instruction on time and helps your child benefit fully from the day's activities.
- **Late Arrivals:** Children arriving **after 9:00 a.m.** will need to wait until **9:15 a.m.**, when a staff member will be available to open the doors at the main office. This short pause allows teachers to complete meal counts, transitions, and set up classroom activities without interruption.

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 (**first and last name**) and the actual time of arrival and departure on the 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 the Care Connect Family Portal. If no communication has been communicated within the 24-hour absence, attendance will be UE-Unexcused Absence until reason has been given from the parent/guardian(s).

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.

Departure

Children must be picked up by 5:30 pm (Monday-Thursday) and 3:00 pm (Friday). Be sure that the teacher knows that your child 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

We understand that unexpected delays can happen, but it is very important that children are picked up on time according to their contracted departure schedule and the center's hours of operation.

- A **late fee of \$1.00 per minute** will be automatically added to your monthly invoice if your child is not picked up on time.
- If you anticipate being late, please **call the Child Development Center immediately at (310) 243-1015** to let us know.
- If no notice is given, the closing staff will attempt to reach parents/guardians and emergency contacts.
- **If no one can be reached by 6:00 p.m. (Monday–Thursday) or 3:30 p.m. (Friday):**
 - The child will be considered abandoned under State law.
 - CSUDH Campus Police will be contacted at (310) 243-3333.
 - Child Protective Services will also be notified.

Car Seat & Booster Seat Safety

Your child's safety is our priority—both at the center and on the way here! California law has clear guidelines to help keep children safe while traveling in cars. Please review the following requirements:

- **Rear-Facing Car Seat**

Children under 2 years old must ride in a rear-facing car seat, unless they weigh 40 pounds or more or are 40 inches or taller.

- **Car Seat or Booster Seat**

Children under 8 years old must be secured in a car seat or booster seat in the back seat of the car.

- **Seat Belt Readiness**

Once your child is 8 years old OR at least 4 feet 9 inches tall, they may transition to using a regular seat belt if it fits properly.

- **Back Seat is best**

Never leave a child unattended in a car. As mandated reporters, we are obligated to report this immediately

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 within 24 hours 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 Family Portal.

If attendance concerns arise, your assigned Teacher Assistant, the Director, and the Program Director will work together with you to create a plan of action. Patterns such as three or more tardies within a week, frequent absences, or consistent signs of irregular attendance can negatively impact your child's well-being and learning. Continued attendance may also affect your child's enrollment at the center.

When to Keep Your Child Home

For the health and safety of all children and staff, please keep your child at home if they show any of the following symptoms:

- **Fever:** An oral temperature of **100.4°F (38°C) or higher**, with or without other symptoms
- **Throat Pain:** A sore, red throat (even if no fever is present)
- **Earache**
- **Cough:** A deep, persistent, or hacking cough
- **Severe Nasal Congestion**
- **Breathing Concerns:** Difficulty breathing or untreated wheezing
- **Unexplained Rash**
- **Vomiting:** More than once in 24 hours
- **Diarrhea:** More than twice in 24 hours
- **Neurological Symptoms:** Stiff neck and headache combined with other symptoms (contact your doctor immediately)
- **Nasal Drainage:** Thick, green mucus accompanied by sinus pressure, fever, or fatigue
- **Seizure**
- **Eye Concerns:** Persistent discharge from the eyes
- **Recent Hospitalization:** If discharged within the last 24 hours (doctor's note required to return)
- **Jaundice:** Unusual yellow coloring of the skin or eyes
- **Head Lice:** Child may return once appropriate treatment has started
- **Contagious Illnesses:** Such as conjunctivitis (pink eye), hand-foot-and-mouth disease (Coxsackievirus A16), COVID-19 exposure, or any other infectious disease diagnosed by a doctor (**doctor's note required to return**).

Children must be fever-free and symptom-free for at least 24 hours without medication before returning to class. For certain illnesses, a doctor's note may be required.

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, 2025 - June 30, 2026). These 10 days may include:

- ❖ Vacation and/or siblings 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

When the parent/guardian(s) has not been in communication with the provider for seven (7) consecutive calendar days and has not notified the CDC of the reason the child is not using services, the CDC, shall promptly notify the CDE or CDSS.

The CDC shall attempt to contact the parent through a variety of communication methods. At least one communication attempt shall be in writing, which may be through electronic methods or phone call. The CDC shall keep documentation of all communication attempts, including a copy of all written communication, in the family data file. The CDC shall inform the parents in these communications that failure to communicate with the CDC may result in termination of preschool services.

The CDC shall issue a notice of action to disenroll the family on the basis of abandonment of care when there has been no communication with the provider or the contractor for a total of 30 consecutive calendar days.

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 childcare, they may request a limited term leave from the Assistant Director. 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.

- 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 is more than the 10 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 days 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.
- Family Fees are due by the first of each month. Failure to pay family fees by the tenth of each month will be considered delinquent. 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.
- Failure to cooperate with CDC personnel where such failure significantly disrupts the smooth and efficient operation of the program.
- Failure to follow sign-in and sign-out procedure.
- Making a false material statement regarding family, financial status, employment, or other information relating to eligibility or need.
- Failure of parent/guardian to respond promptly when requested to remove the child from the center because of a child's illness.
- Family income exceeds the maximum income threshold.
- Refusal to sign attendance records.
- Incomplete or inaccurate attendance record (sign in and out sheet)
- Failure to provide current and correct information and documentation at

recertification.

- Non-compliance of program policies and procedures.
- Abandoned childcare for (7) consecutive days without notification.
- Delinquency in the payment of family fees.

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.

The CDC has expeditiously pursued and documented the above reasonable steps to maintain the child's safe participation in the program and determines that the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the program may expel the child and must refer the parents or legal guardians to other potentially appropriate placements, the local childcare resource and referral agency, or other referral service available in the local community, and, to the greatest extent possible, support direct transition to a more appropriate placement.

Photos

At the Child Development Center, we enjoy capturing special moments of children engaged in learning and playing. Photos may be used for the following purposes:

1. Included in each child's portfolio and displayed within the classroom and/or school.
2. Shared on the center's website or Class Dojo.
3. Featured in public school activities or local media.
4. Posted on the center's official social media platforms.

During enrollment, families complete a Consent to Media Form to let us know if their child may be photographed. Children without parent authorization will be respectfully excluded from all photos.

Social Media Guidelines

We kindly ask that families help us maintain a safe and respectful community online. Please do not share confidential, sensitive, or identifying information about staff, children, students, interns, observers or anyone connected to the CSUDH Child Development Center.

When using social media, please be cautious about posting photos or personal information. If you are ever unsure, it is always best to stumble on the side of caution

and choose not to post.

Together, we can protect the privacy of our children and families while celebrating the wonderful experiences that happen every day at the CDC.

Financial Policy

Rates for FULL COST Tuition	
Daily Rates M-Th 7:30-5:30 pm and Fri 7:30-3:00 pm	
Potty Trained	
Students	\$72
Faculty/Staff/Alumni	\$80
Community	\$110
Non-Potty Trained	
Students	\$78
Faculty/Staff/Alumni	\$84
Community	\$120

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, vacation, and limited term leave.

All payments are accepted **ONLINE ONLY**. Tuition for subsidy family fees and private pay must be paid through the CDC eMarket. The eMarket may be accessed by clicking the link below or by scanning the QR code.
<https://commerce.cashnet.com/CDCDH>.



Discount Rates: We only offer a 10% discount for siblings that are under full cost childcare.

Late Payments: Full cost contracts are given a \$25.00 late fee. The charge is automatically added 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.

Additional Fees

Enrollment/Registration Fee: A \$50.00 fee for newly enrolled children is added to your first invoice for full cost families only. All others will be charged on a separate invoice and a 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 that are community-based families only. 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.

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

Late Pick Up Fee: When a child is not picked up according to his or her contracted pick up time or when center hours are closed, a charge of \$1.00 per minute 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. An Unusual Incident Report (UI-LIC 624) to Community Care Licensing and Associated Student Inc., Human Resource Department will be sent a report of the occurrences. 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, provided by parents, guardians or regional centers. Input from these resources may include referrals to a more appropriate placement if the Child Development Center cannot meet the needs of the child.

The CDC ensures high expectations and intentionally promoting participation in all learning and social activities, facilitated by teachers that accommodate each individual child; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging.

The CDC best meets the diverse needs of children with or without disabilities and presumes that the first placement option considered for each child is the regular

classroom the child would attend if he or she did not have a disability. Thus, before a child can be placed outside of the regular educational environment, the full range of supplementary aids and services that could be provided to facilitate the child's placement in the regular classroom setting must be considered.

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 message, call or email as soon as possible to our assigned teacher on Class Dojo, call: (310) 243-1015, email: 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:

To protect the health and safety of all children and staff, please keep your child at home if they show **any of the following symptoms**:

- **Gastrointestinal Symptoms** – Nausea, vomiting, diarrhea, or abdominal pain within the past 24 hours
- **Throat & Neck** – Redness, spots, sore throat, or swollen glands
- **Eyes** – Redness, discharge, or persistent irritation
- **Skin** – Unexplained rashes, spots, or eruptions
- **Hair & Scalp** – Head lice, nits, or infected areas (may return once treatment has begun)
- **Nose & Ears** – Discharge with other symptoms such as fever or coughing
- **Fever** – An oral temperature of **100.4°F (38°C) or higher**, or any fever within the last 24 hours
- **Earache**
- **Cough** – Deep, persistent, or hacking cough; severe nasal congestion
- **Breathing Concerns** – Difficulty breathing or untreated wheezing
- **Neurological Symptoms** – Stiff neck or headache with other symptoms (contact your doctor immediately)
- **Nasal Drainage** – Thick, green mucus with sinus pressure, fever, or fatigue
- **Seizures**
- **Recent Hospitalization** – If discharged within the last 24 hours (doctor's note required to return)
- **Jaundice** – Yellow coloring of the skin or eyes
- **Contagious Illnesses** – Conjunctivitis (pink eye), hand-foot-and-mouth disease (Coxsackievirus A16), COVID-19 exposure, or any other infectious disease diagnosed by a doctor (doctor's note required to return)

Children must be fever-free and symptom-free for at least 24 hours without the use of medication before returning to school. For certain illnesses, a doctor's note will be required.

Diapers, wipes and creams

For children who are in diapers, pull-ups, or transitioning to toileting, families are asked to provide diapers, wipes, and diaper creams to help us maintain each child's safety, comfort, and hygiene. Please contact your child's teacher to make sure your child has enough supplied each week. The Child Development Center does not provide diapers, wipes, or creams.

The CDC will work with families as partners. If providing diapers, wipes, or creams presents a challenge, please reach out to your child's teacher or the administrative office so we can work together on a solution. Children that are in diapers, pull-ups

or transitioning, families are required to provide diapers, wipes, and diaper creams to ensure the child's safety and hygiene are fully maintained. Please contact your assigned teacher(s) to ensure your child is fully stocked up on a weekly basis.

****No Additional Payments or Costs (WIC 10292, 5 CCR 18111)**

As required by state law:

- Families are not required or asked to provide any additional payments, either in cash or in kind, for services.
- While parents may be asked to supply diapers, this is the only allowable item under these regulations.
- If a family were to be charged or required to cover additional costs, the center would refund that amount.

If a program requires parents to provide diapers, the following rules apply:

1. The center must have a written policy, approved by its governing board, that involves parents in the decision-making process.
2. Any diaper-related charges must not exceed \$25 per child per contract year.
3. No child will ever be excluded from participation in activities (such as field trips) due to a parent's inability or refusal to provide diapers.
4. No adverse action will ever be taken against a parent for being unable or unwilling to pay.

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.

California Immunization Requirements for
Pre-Kindergarten
(any private or public child care center, day nursery, nursery school, family day care home, or development center)



Doses required by age when admitted and at each age checkpoint after entry¹:

Age When Admitted	Total Number of Doses Required of Each Immunization ^{1,2}			
2 through 3 months	1 Polio	1 DTaP	1 Hep B	1 Hib
4 through 5 months	2 Polio	2 DTaP	2 Hep B	2 Hib
6 through 14 months	2 Polio	3 DTaP	2 Hep B	2 Hib
15 through 17 months	3 Polio	3 DTaP	2 Hep B	1 Varicella
	On or after the 1st birthday:			1 Hib ⁴ 1 MMR
18 months through 5 years	3 Polio	4 DTaP	3 Hep B	1 Varicella
	On or after the 1st birthday:			1 Hib ⁴ 1 MMR

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

Injuries and Licensing

If a child has a minor injury at school with a non-emergency incident (scrape, bruise, bump) teachers will report the incident on Care Connect and/or message you on Class Dojo.

If a child has a major injury at school, the Program Director or Assistant Director will contact parent/guardian immediately and write an Unusual Incident Report to licensing. Instructional Staff write an Oopsie Report and document report on Care Connect and Class Dojo.

Medications

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

- 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.
- Bring medication in its original container and/or box, including prescription label with current date to Nutrition Coordinator.

****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 kit 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, volunteers and observers must abide by the program's standards of conduct.

- 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.
- Follow program confidentiality policies concerning information about children, families, and other staff members.
- Staff are not to leave children alone or unsupervised while under their care.
- 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.
- 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

- All visitors must sign in and sign out in the main office (Toddler or Preschool).

Classroom Management

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

Confidentiality

Interns, Volunteers and Observers do not discuss any information or observations

made of children with other parents or outside community members. Any violation of confidentiality could result in termination at the center.

Care & Supervision

Together with All Staff and interns, volunteers, and observers are responsible for the care & supervision of all children at all times. Entering and exiting the center, all adults are responsible for closing gates/doors to prevent any children from leaving the classroom area unsupervised.

Meal Service

Nutrition policies include the following:

- Children assist before meals and clean up when they are done.
- Children are required to have at least one serving of each food component on their plates.
- Teachers, Interns and Volunteers must sit at the table with the children and engage in developmentally appropriate conversations.
- 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

- 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.
 - ❖ 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.
- Children and adults must wash their hands with soap and water prior to any food related activity. Hand washing procedure must be followed.

Health Requirements

Effective September 1, 2016, all California Day Care Workers and in Classroom Interns, Volunteers and Observers will be **required** to have immunity against DTap, Measles, Pertussis, Influenza (wavier can be provided) and COVID-19 immunization. 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

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, National Association for the Education of Young Children (NAEYC); and all the regulatory agencies we work with to provide a quality program (Community Care Licensing, California Department of Education, Department of Social Service, and Quality Start Los Angeles).