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The Policies and Procedures set forth in this manual have been approved by the CSLA Children's Center Parent Advisory Committee. The director has the right to make exceptions to policy based on individual family circumstances.

Revised 4/91; 6/94; 3/95; 6/01; 1/05; 1/08;2/10, 3/11, 7/11, 8/13, 10/13, 1/14, 1/16, 8/17, 1/18;1/19

# Welcome

Welcome to the Anna Bing Arnold Children's Center. At the Anna Bing Arnold Children's Center we strive to create a shared community where parents, teachers and the campus join together to provide children with the very best care. Since its' beginning in 1968, the Center has provided quality child care and development services for the children of students, faculty, staff at CSULA and the local community. The Children's Center is a place where children are valued as individuals, and where parents and teachers can share ideas, concerns, and information in order to provide the best of environments for young children.

## Program Philosophy

The educational philosophy of the Anna Bing Arnold Children's Center is based on the belief that each child is unique and deserves respect, consistency, caring, and challenge as they grow. Further, we believe that:

- Children develop at their own pace. They do not acquire knowledge by force. They are motivated by their own desire to make sense of their world.
- Children learn through interaction with the materials and people in their environment. Play provides this interaction and is the natural mode of learning for the young child.
- Children learn self-discipline as they learn respect for themselves, others, and their environment. Pride in their abilities, family, and culture adds to their developing self-esteem.
- Children need a balanced program, which fosters independence, choice, and challenge. They also need structure and well-defined limits in order to feel secure.

Young children's developmental tasks are to build trust, learn social skills, begin mastery of academic skills, and develop positive self-esteem. These tasks are best supported by a program that provides developmentally appropriate activities, well-trained and consistent staff, and a safe and healthy learning environment.

## Operating Policies

### Information and Regulations

The Anna Bing Arnold Children's Center is a nonprofit organization licensed by the State of California's Department of Health and Social Services to provide an enriched developmental program for infant, toddler, and preschool children. The Center is equipped and staffed appropriately for these ages and meets or exceeds all State, County, and City regulations for health, sanitation, safety, and teacher/child ratios. The Center is accredited by the National Association for the Education of Young Children (NAEYC). The Center is owned and operated by Cal State L.A. for use by students, faculty, and staff of the University. Funding for the program is provided by the Associated Students, parent fees, and the State of California Department of Education.

The Center is open to children between the ages of six months and five years who are ready for the type of group experience offered and who can benefit from the program. Children who are physically or developmentally delayed are welcome in the program once parents and teachers determine that the Center can meet the individual needs of the child. The Center is operated on a non-discriminatory basis, according equal treatment and access to services without regard to race, color, religion, national origin or ancestry. The program does not include religious instruction or worship.

### Hours and Holidays

The Children's Center day program is open from 7:30 a.m. to 6:00 p.m. Monday through Thursday and 7:30 a.m. to 5:30 p.m. Friday. The Center operates on a year-round basis and observes all University holidays. A calendar of events and closures is provided for parents every year. Dates and hours of operation are subject to change.

#### Center Closures

- New Year's Day
- Martin Luther King Day

- 3 staff development days during Spring Break
- Cesar Chavez Day
- Memorial Day
- Independence Day
- 1 week in August before Fall Semester
- Labor Day
- Veteran's Day
- Thanksgiving Holiday
- 2 weeks Winter Holidays

## Staff Babysitting

Because of the potential for conflict of interest, breach of confidentiality and liability concerns it is the Center's policy that parents not be allowed to solicit staff for babysitting during their off-work hours. Any arrangement or payment for babysitting services by Center personnel is not permitted. Parents are also not permitted to request that Center staff transport their child from the Center to the parent after child care.

## Admission/Enrollment Policies

It is the mission of the Anna Bing Arnold Children's Center to provide child care and education services for student, faculty and staff parents from Cal State L.A. Enrollment is primarily available for the children of students currently enrolled at Cal State L.A. Applications are processed throughout the year after student parents have been served. No child will be enrolled for less than two days per week and four hours per day. Children are admitted to the program when it is determined that space is available in their age group and that the program is appropriate to their needs. Parents will be notified by email/phone that their child has been admitted.

The Center has three enrollment categories:

- Cal State L.A. student – determined by continuous enrolment in Fall and Spring Semester per calendar year. Students who do not maintain continuous enrollment status may be dropped from the child care program and placed on the community waiting list.
- Cal State L.A. faculty and staff
- Community (no Cal State L.A. affiliation)

If the parent affiliation to Cal State L.A. changes during enrollment in our program the family must change to the appropriate category for their new status. For example, enrollment status may change due to finishing school or changing jobs. All student and staff parents who have changed status must fill out a new application for a community spot if they wish to continue to receive child care services. If no community openings are available the family will be given priority on the community waiting list.

If parents wish to continue their student status after graduation they must be enrolled in a graduate degree program and must attend fall and spring semesters in order to remain in the center program. If classes are taken for less than the fall and spring semesters the family will lose their enrollment the semester they stop attending school.

*All parents who change status must be re-admitted as 'community' in order to continue child care enrollment.* Community slots will only become available after all other campus constituents have been served (students, faculty and staff). Siblings will continue to receive waiting list priority, but will also need to wait for a community spot to open before they will be admitted.

Children shall be admitted into the Infant/Toddler or Preschool Program. Admission to each program is separate and distinct. Every effort will be made to allow children to move seamlessly from one program to the next, based on availability of space. However, if no space is available and the child has out-grown their current program they must leave the program until another opening becomes available.

## **Orientation/Classroom Visit**

After admission a mandatory orientation will be scheduled at which time the parent will be given complete information about the Center including policies, procedures, activities, services, hours of operation, and fee structure.

Starting a new school can be a difficult experience for a parent and a young child. For this reason all new children and parent are required to visit the program. Infants and toddlers will be scheduled for three visits and preschoolers for one visit to the classroom prior to their first day of care. This gives each child an opportunity to assess the new situation while enjoying the security of a present parent. This also forms the basis for building trust between teacher, child, and parent, which is necessary for future healthy separations.

## **Registration Fee**

A non-refundable annual registration fee of \$50.00 per family is due upon admission to the program and thereafter on August 1st each year in which the child is enrolled. No registration fee is required for subsidized enrollment.

## **Required Forms**

- Identification and Emergency Information
- Family and Development History
- Physicians Report
- Immunization Record – all immunizations must be up to date for children to be enrolled
- Emergency Medical Authorization
- Consent for Supervised Walks & Photographs
- Parent's Rights
- Parent Handbook Receipt
- Child's Preadmission Health History
- Personal Rights
- Sunscreen & Insect Repellent Permission
- Medical Statement for Food Allergies

## **Sign-In/Out Procedures**

Each parent (or designated adult over 18 years) is responsible for recording entrance and departure time by signing the attendance sheet.

- **Arrival:** When arriving at the Center, sign your child in at the front desk, note the time of arrival, and deliver your child to the teacher. You are responsible for your child until he or she is acknowledged by a staff member and accepted into the program.
- **Departure:** Sign your child out, note the time, and MAKE SURE to tell a staff member that you are picking your child up from the Center. Parent mail folders are located next to the sign-in sheets. Please check daily for written information from the office or teachers.
- **Infant/Toddler Parents:** After signing in at the front desk take your child to their classroom. Once there fill out a daily intake form. Schedule at least 10 minutes for dropping off and picking up your child each day so that you leave in a relaxed manner. Please change your child's diaper before leaving. This will provide one special intimate moment for parent and child before separating for the day.
- **Authorization to pick up child:** No child will be released to anyone who is not on the child's authorized list for pick up without written notice from the parent.
- **Late pickups:** If the parent finds it impossible to pick up their child it is his/her responsibility to contact someone who is authorized to pick up their child. Late pickups are not allowed. If there are more than three late pickups the child will be subject to dismissal from the Center.
- **Non-release of child:** If a parent or designated adult arrives to sign child/ren out while he/she is under the influence of drugs or alcohol, the police will be called immediately and will deal with the situation as they see fit.

## Confidentiality

All information you provide as a part of the admission process will be kept confidential. This information will be used by the office and teaching staff as necessary to serve your child. Each child's file is confidential, but is immediately available upon request to administrator's and teaching staff who have consent to access records; the child's parent or legal guardian; regulatory authorities.

## Emergency Information

Each parent must have an accurate record of his/her class schedule on file, as well as other emergency information. It is the parent's responsibility to notify the Center of any changes in regard to class schedule, employment, home address, cellular number and current emergency contacts.

## Termination of Child Care Services

Occasionally, a child does not adjust to the Children's Center environment. In this event every attempt will be made to work with the parent to resolve the difficulty. However, the Director reserves the right to terminate a child from the program, after parent involvement, if the child is not benefiting from the services offered. Other reasons for termination include: three late pickups, the family falls more than one month behind in fees, non-cooperation of parent, or the child's behavior threatens the mental or physical health of other children and staff at the center.

## Subsidized Enrollment/Policies

The Center offers enrollment in two programs that are funded by the California Department of Education (CDE) for either General Child Care (CCTR) or State Preschool (CSPP). Income and/or need eligible parents may apply for CCTR or CSPP. Applicants must show proof of current CSULA enrollment, work schedules, evidence of income in order to determine eligibility.

- Assistance is based on annual family income using the California Department of Education guidelines.
- Once grant eligibility is determined parents will receive a Notice of Action, detailing their child's schedule and family fee.

Enrollment priorities for these two programs are as follows:

- General Child Care:  
Families qualifying for assistance from the CDE must demonstrate both need and income eligibility according to the guidelines set forth by the state. Children will be enrolled in the following order of priority as space permits:
  1. Children receiving care from Child Protective Services
  2. Income eligible CSULA student parent
  3. Income eligible CSULA staff/faculty
  4. Income eligible community
- State Pre-School:  
Families may qualify for assistance from the CDE for either full time or part time CSPP.  
Full Time CSPP – families must demonstrate both need and income eligibility according to the guidelines set for by the state. Part time CSPP families must be income eligible, but are not required to demonstrate need. Children may be enrolled in State Preschool in the following order of priority:
  1. Children receiving care from Child Protective Services
  2. Eligible 4 year old\* CSULA student parent
  3. Eligible 4 year old CSULA staff/faculty
  4. Eligible 4 year old community
  5. Eligible 3 year old\* CSULA student parent
  6. Eligible 3 year old CSULA staff/faculty
  7. Eligible 3 year old community(\* Age of eligibility is defined as child who will be three or four on September 1 of the contract year)

Within each category the applicants will be prioritized by income. Families with the lowest adjusted income shall be admitted first, or when warranted, the following priorities may be applied:

- A child with exceptional needs who's IEP identifies State Preschool or General Child Care as being an appropriate placement.
- Children from families whose special circumstances may diminish the child's opportunity for normal development.
- When two or more families have the same income the family that has been on the waiting list the longest shall be admitted first.

## Grant Attendance Sheet

Each parent (or designated adult over 18 years) is responsible for recording entrance and departure time by signing the attendance sheet. All parents who receive child care funding must additionally sign their contract attendance sheet daily. This form requires a full signature. This form is located under the daily sign-in sheet for your child's class.

## Attendance Policy

Attendance is required for the agreed-upon child schedule unless there is an excused absence. Children are required to begin their day by 9:00 a.m. and there are no afternoon drop-offs after 12:00 p.m. The parent must inform the school of the reason for absence on the day it occurs. Parents must call the office at the beginning of the day to provide information for an excused absence.

- Annual absence limit: Absences for family emergency and/or best interest of the child are limited to a total of *ten days per contract year*. There is no limit to excused absences due to illness.
- Excused Absence: Absences shall be excused for family emergencies, illness and for circumstances that are in the best interest of the child as defined below:
  - Illness: Children may be excused for illness when parents notify the Center that their child is ill and specify the type of illness. A doctor's note is required for absence beyond three days. Acceptable reasons for excused absence are: fever, vomiting, stomach ache, diarrhea, cold symptoms, flu, cough, infectious illness, rash, physical injury, bloody nose, asthma, bronchitis, lice, headache, hives, ear infection, pink eye or surgery.
  - Family Emergency: Acceptable reasons are as follows: death of a close family member, family crisis (divorce, child or spousal abuse, loss of home) car accident, home disaster, natural disaster, parent incapacitation, injury or illness of a sibling, no transportation, attending a family funeral, car problems, doctor or dentist appointment, therapy appointment, family member in hospital, parent illness.
  - Best Interest of the Child: Time spent with parent for special event or court ordered visitations with parent. Limited to ten (10) per fiscal year (July – June)
- Unexcused Absence limit: The Center shall allow up to ten (10) *unexcused absences per contract year (July – June)*. Unexcused absences in excess of ten (10) per year will be grounds for termination from the subsidized program. Termination of subsidized services may also result in termination of enrollment in the Children's Center if no *non-subsidized* openings are available. If there is a non-funded opening available the terminated subsidized parent may opt to stay at the Children's Center and pay full fees for child care services.
- Withdrawal: Parents must give the Center two weeks written notice prior to withdrawing their child from school.

## Family Fee

Upon enrollment parents are given a Notice of Action (NOA) that indicates a family fee based on the families income and size. Family Fees are due on the 1<sup>st</sup> of each month. Delinquent fees are grounds for termination of your subsidized contract. Upon termination of services for nonpayment of delinquent fees, the family shall receive a NOA terminating services until all delinquent fees are paid.

## Uniform Complaint Procedure

It is the intent of the Anna Bing Arnold Child Development Program to fully comply with all applicable laws and regulations. Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding the Anna Bing Arnold Child Development Program's alleged violation of a statute or regulation that the California Department of Education is authorized to enforce. This includes allegations of unlawful discrimination (*Education Code*, sections 200 and

220 and *Government Code*, Section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance.

Complaints must be signed and filed in writing with the California Department of Education:

California Department of Education  
Child Development Division  
Complaint Coordinator  
1430 N Street, Suite 3410  
Sacramento, CA 95814

If the complainant is not satisfied with the final written decision of the California Department of Education, remedies may be available in federal or state court. In this event, the complainant should seek the advice of an attorney of his/her choosing. A complainant filing a written complaint alleging violations of prohibited discrimination may also pursue civil law remedies, including but not limited to, injunctions; restraining orders; or other remedies or orders.

## Attendance and Billing

Child attendance is scheduled based on parent request and availability. Schedules may not be changed after the first week of each Semester. During the first week every effort will be made to accommodate schedule changes, though openings in all time blocks cannot be guaranteed. Tuition is charged based on enrollment hours. There is no refund for holidays, absenteeism, vacation, or unreported changes of hours.

### Absences

Parent must call the office at the beginning of the day to provide information for the absence. There is no tuition reimbursement for vacation or other time absent except in the case of documented extreme illness (does not apply to subsidized families). For a documented child extended illness the fee will be reduced fully for days missed beyond the first week of illness with a written excuse from a physician. No discount is allowed for the first week of a child's illness.

### Withdrawal

Parents must give the Center two weeks written notice prior to withdrawing their child from school or will be charged two weeks tuition beyond the termination date.

### Billing

Child care tuition is due on the first day of each month and all payments are to be made in advance of service. A tuition bill will be placed in the parent mail folder one week prior to due date. Fees are delinquent if not paid on the first of the month and a late fee will be applied. Your fees must be made current within fourteen calendar days of delinquent notification or your child may be terminated from the program. Continued non-payment can initiate any of the collection techniques available to the University including small claims court and holding of University records.

### Late Pick Up

There is a per minute penalty charge for children picked up past your contract hours. If you arrive after contract hours, a late slip will be given and placed in your child's file. After your 3<sup>rd</sup> late slip, contract hours will be cut back 15 minutes. Any unresolved tardiness can result in termination of services at the discretion of the Director.

- 1<sup>st</sup> late-charge is \$1.00 per minute
- 2<sup>nd</sup> late-charge is \$3.00 per minute
- 3<sup>rd</sup> late-charge is \$5.00 per minute

### Returned Check

The Center accepts personal checks for fee payments. Checks are to be made payable to the "Anna Bing Arnold Children's Center". However, if a check is returned for non-sufficient funds all transactions *for one year* will need to be in cashier's



check or money order. For continuing use of the Center the returned check must be redeemed in cash, and a returned check charge will be added. If arrangements are not made to clear up returned checks your child's enrollment may be terminated. In the event that the returned check was due to a bank error, a letter from the bank is required in order to continue to make future check payments.

## **Tuition Increase**

The tuition rate is subject to change. The Center Director will give parents one month written notice of such changes.

# **Classroom Program**

## **Classroom Operation**

The Center has six classrooms for infant, toddler and preschool age children. Children are placed in each group based on development (physical, social, emotional, and cognitive), chronological age, and available space.

## **Curriculum**

The Center's curriculum is based on developmental theory. Children move through sequential stages of development in a variety of skill areas and at varying speeds. A child's development may be quick in some areas and slow in others, but all areas of growth are important and interrelated. Children need mastery at each level before moving on to the next. Therefore we place equal importance on all major areas of development and tailor our program to meet individual growth needs. The Center offers children an experience that facilitates their growth, learning and creativity and is supportive of all children, including those with identified disabilities and special learning and developmental needs.

Play is the natural mode of learning for the young child. The child develops feelings of competency and motivation for learning when provided opportunities for play and individual choice. Learning occurs when the child is actively involved with the materials of the environment. Through careful observation of play, teachers are able to assess development and add challenges or direction as needed to further individual growth. The classroom environment is arranged to provide ample choices for children to encourage independent thinking and a gentle unfolding of abilities.

The daily schedule for each group provides the consistent framework necessary for children to feel secure at school. It gives the child reference points that he/she can rely on and function creatively around. Within that framework there are many avenues for creativity and choice for both adults and children.

## **Infant/Toddler Program**

Our program draws on the infant and toddler's natural interest of discovery, urge to learn, and the need for close, responsive relationships with caregivers. Infants and toddlers have their own curriculum. Teachers plan the environment carefully so that lessons may be learned through exploration and discovery. Sensitive observation of the children's needs and interests lead teachers to the appropriate next steps to take in planning. Planning for each day is based on these observations and emphasizes child-directed learning over adult-directed learning.

Young infants need closeness, reassurance and comfort to strengthen their sense of security. Our infant program provides opportunities for close contact and security by assigning a primary caregiver for each child. Teachers help infants by being available and responding promptly, bringing things of interest to the infant, and taking the infant to interesting things. A calm and soothing environment is provided to avoid over stimulation.

Older infants and toddlers are captivated by their growing ability to move. Caregivers provide a secure base of support from which children can venture out and explore. Exploration is encouraged by providing a safe and interesting environment, while at the same time providing challenging opportunities for movement.

## Primary Caregiving

Each child is assigned to a primary teacher. The primary caregiver is the person who is mainly responsible for the child, builds a relationship with the child's family, and most often carries out the day to day routines with the child. Primary caregiving allows infants to develop intimate, stable relationships with one or two constant persons. It provides time for people to get to know one another and develop relationships over time. Teams of teachers work together so that children will also be familiar with a second teacher if the primary teacher is absent.

## Continuity of Care

Our goal is to allow infants to stay with the same caregiver for the first three years. This allows children to experience a stable, long-term relationship not only with the caregiver but also with the other children in the program. As the children become older and their needs change, they can move with their teacher to a developmentally appropriate environment in a new classroom.

## Routines

Routines are the heart of infant/toddler care and a major part of the curriculum. Children's own schedules for feeding, napping, and diapering are followed. It is important for children to be active participants in making their own needs known and have caregiver respond to their cues. Being attuned to each infant's needs and preferences and reading his or her cues are key to individualizing routines. Some meal and nap routines may become more established as children reach two and three years of age.

During routines the child learns many things beyond the specific lessons of the routine, such as security and self-esteem; pleasure and tactile stimulation; a sense of time and space as well as daily caregiving rhythms; independence and competence; cognitive and language skills.

Effective caregiving responds to each child's developmental level. Routines for young infants (birth to nine months) are carried out in a consistent, gentle and timely way so that the children learn basic trust in the world. They get used to getting their needs met and come to anticipate the caregiver's response to their messages.

Routines for mobile infants (sixteen to eighteen months) focus on the infant's increasing competencies as the children learn to feed themselves, toddle to the sink to wash their hands, and help pull up their pants. Caregivers sensitive to this age group know that mobile infants may resist being diapered, but caregivers regard this resistance in positive light. Instead of taking the resistance personally, the caregiver knows that mobile infants would rather be moving and exploring than lying down still.

Routines for older infants (sixteen to thirty-six months) take into account the children's vacillation between independence and dependence. Older infants are likely to be quite cooperative one minute, helping to set the table, and run in the other direction the next minute when asked to hang up a coat. They may ask the caregiver to do a simple task they have been able to do for months, such as putting on a shoe, then turn around and try to tie it themselves even though the task is way beyond them.

There is no formula for performing caregiving routines. They must be carried out each time as an experience shared by two people rather than a procedure one person performs on another. Caregiving is a dynamic moment-to-moment activity. (A Guide to Routines, The Program for Infant Toddler caregivers, p. xiii).

## Infant Safe Sleep Practices (under 12 months)

Even though Sudden Infant Death Syndrome (SIDS) is not completely preventable, there are things parents and caregivers can do to reduce the risk of SIDS, including:

- Always place the baby on his or her back to sleep.
- Place the baby to sleep on a firm sleep surface, such as on a safety-approved crib mattress or mat covered by a fitted sheet.

- Never place the baby to sleep on pillows, quilts, sheepskins, boppy pillows or other soft surfaces.
- Keep soft objects, toys, and loose bedding out of the baby's sleep area.
- Do not let the baby get overheated during sleep. Dress the baby in light sleep clothing only.

Note: A doctor's note is required if an infant has a medical reason for an alternative (non-back) sleep position.

## Infant Nutrition

Most infants should remain on breast milk or prepared formula until their first birthday. The Center provides a generic brand of iron fortified infant formula, unless the infant's mother provides breast milk. There is a form that parents may fill out if you do not want to use the Center's formula. If a parent does not want to use the Center's formula, they may purchase their own formula.

Solid food will be started at the parent's request at any time after four months of age. We recommend starting cereal and vegetables and introducing only one item per week. Menus are posted weekly in each classroom.

Parents need to complete an infant/toddler needs and service plan upon enrollment and update this form each semester or as necessary. Parents are asked to keep in close contact with their child's caregiver with regards to any changes.

## Diapering

Diapering offers opportunities for focused one-on-one attention. Diapering is handled in a respectful manner where the infant can focus on what will happen without feeling interrupted or distracted. The teacher helps the child focus both on the process and its sensations ("That's wet, isn't it? But this new diaper is dry. Does that feel better?")

## Toilet Learning

Toilet learning is a natural process that occurs over a long period of time. As infants become older they become more and more aware of their bodily functions and eventually learn to control them. Using the toilet regularly occurs when the child achieves readiness in three areas: physical, cognitive, and emotional.

Physical readiness is achieved when the child receives adequate bladder capacity and control. A physically ready child is able to stay dry for two or more hours during the day, wake up dry from naps or in the morning. The toddler is also able to pull pants up or down with little or no help.

Mental readiness occurs when the child understands what he/she is expected to do. The child wants to know about toileting and may pretend to use the toilet. The child can express and understand "wet", "dry", "potty" and "go".

Emotional readiness is very important in the toilet learning process. If a child understands and is capable but is not willing, the child is not completely ready. Delays in emotional readiness sometimes occur because toilet training is emphasized over toilet learning. The child may be pushed too hard, leading to a power struggle over using the toilet. If that is the case, the best approach is to stop for a while and continue to strive for a partnership in the toileting process. Eventually most children will stop being negative about using the toilet.

If both you and your child's teacher agree that your child is ready to attempt the toilet learning process, you will need to talk with each other to include this a Toilet Learning Contract.

## Preschool Program

The preschool is designed to provide an enriched developmental curriculum that will foster children's disposition to be curious and involved learners. The preschool teachers coordinate developmentally appropriate curriculum for each group, which is organized around the following areas:

- Physical (gross and fine motor); social (peer interaction, social skills and awareness)
- emotional (self-esteem, awareness and recognition of feelings, healthy balance)
- cognitive (comprehension, language development, problem solving, and skill acquisition)

- Curriculum is carried out with the belief that children are learning at all times and that the teacher's role is to facilitate and enrich the learning process.

## First Day

Please allow time to stay with your child while he or she orients to the new class. Avoid hurried separations as much as possible. Children are adept to picking up on the emotional tone of a situation. Therefore, if a parent feels hurried while dropping off or picking up, their child will sense this. The tension will actually make separation more difficult when the shift in care occurs. On the other hand, a parent should not drag out the last moments of transition. Once the parent has begun to leave, good byes should be said and the parent should leave promptly.

Children will be assigned storage cubbies on their first day. This will be the place they keep their art work and clothes. Please check your child's cubby each day you attend to replenish supplies. Please bring the following on the first day:

- Infant/Toddler
  - diapers, wipes, ointment, etc.
  - bottles, special cup, pacifier
  - changes of clothing (labeled)
  - blanket and special comfort item (ex. stuffed toy, picture) (labeled)
- Preschool
  - A child-size blanket for napping (labeled)
  - A COMPLETE change of clothes (labeled). Extra underwear if your child still has toileting accidents.
  - Anything special required for comfort - particularly if your child enjoys sleeping with a special toy.
  - Make sure child is dressed comfortably and wearing sturdy play shoes.

Because of limited storage space, we will not be able to store car seats at the Center. There is a small area next to the infant yard where strollers may be parked.

## Separation -- Saying good-bye

The first moments of separation can be an upsetting time for parents as well as the child. When parents are leaving their child for the first time in a new place they often have ambivalent feelings. They may be feeling guilty or sad about the separation, or relieved about having some time to themselves. All these feelings are valid but they create insecurities about the separation. Some parents, especially when they are new to the program, feel so ambivalent about leaving the child that they start to leave and then come back. Others want to avoid upsetting the child when they go and prefer to leave with no good-bye. These behaviors are confusing and prolong the anxiety of separation.

Please prepare your child for your leaving by telling him/her when you are leaving and when you'll be back. Validate anxious or sad feelings if they are expressed. Then have a teacher help with the transition, if necessary, and go. It's true that when you say "Good-bye" in this manner you may have to leave seeing your child unhappy or crying, but you have given him/her support and validation for the sad feelings, and the security of knowing you can be trusted to not disappear and reappear as if by magic. You will also have the benefit of seeing your child grow into a person who can make future separations with trust and ease. Even if your child is always happy to come to school and happy to stay, give him/her the security of knowing where you are by always saying "Good-bye".

## Staff

The staff is composed of experienced early childhood teachers who appreciate the uniqueness of young children. All Lead Teachers and Teachers have earned a B.A. in Child Development and have a Children's Center permit granted by the State of California Commission on Teacher Credentialing. Assistant teachers are selected based on their interest in working with young children and are students of Child Development or related subjects at Cal State L.A.

In addition to our professional staff, Cal State L.A. Child Development students participate as supervised "teachers in training" at the Center. The Center also accommodates students from various academic disciplines needing observation and field work experience with children.

## **Environment**

The physical environment of the Center has been set up to enhance our program goals. It offers challenges, and encourages independence. It offers avenues for cooperative play and involvement with varied materials. It also offers the opportunity to be "messy". Getting involved in play activities without concern for clothing or appearance is an important aspect of a child's learning. It is through intense interaction with the environment that children learn about the physical properties of the real world. It is also how they test ideas, sort out feelings, and learn competency -- all important aspects of good development. We believe it is important to value this interaction with the environment and ask that parents give their child "permission" to get involved in play by sending them in appropriate play clothes and shoes that can get dirty. That dirt you see at the end of the day means your child was involved, active and learning. Try to value it!

## **Discipline**

The key to effective discipline (from the word "disciple" which means "to teach") is consistency and setting clear reasonable limits. When disciplining a child, our goal is to guide the child in developing "self-control" as opposed to external or adult control. We believe that positive reinforcement, problem solving and redirection can be very effective ways to teach self-discipline. We also believe that it is important for children to know that it is all right to have both negative and positive feelings. We help the child learn constructive ways to express emotions and settle conflicts with an emphasis on verbal problem solving.

Within the school program, we establish clear limits (or rules) based on respect for oneself, others and the environment. Children learn to trust these limits and find security in them as they begin to see that the limits are for their protection as well as others. Rules and consequences are stated clearly. Choices are offered only when a choice really exists. If a child's behavior is inappropriate a logical consequence, appropriate to the child and the behavior is applied. Generally, this consists of redirection, talking about the problem ("using your words"), or removing the child from the situation. If necessary a "time-out" may be used -- asking the child to sit somewhere near the group while taking "time-out" to calm down and re-establish inner control. Time-outs are never used to humiliate children. The children are active participants in the process and often determine for themselves when they are ready to re-enter the group in an appropriate manner.

At no time will any child be struck, handled roughly, or verbally shamed as a disciplinary measure. In guiding children, our goal is to help children learn to trust the people around them and the environment, to feel good about themselves, and to develop self-discipline.

## **Behavior Policy**

It is important the parents and staff work together in giving children consistent messages at home and at school. If a child's behavior progresses to the point of disrupting normal classroom activity, the following procedure will be used to help plan for this behavior.

1. Natural or immediate consequences including removal of activity or loss of privileges will occur. Expectations will be reviewed with the child as appropriate and parents will be informed of the situation.
2. If unacceptable behavior continues for a consistent period of time, the parent will be asked to schedule a conference with teachers. Parent(s) may be asked to take the child home for the day if the behavior is severe.
3. At the conference a plan of action will be discussed with parent(s). This will include an agreement of parent action, staff action and time frame to check-in on status. At this time outside consultation may be suggested or required.
4. If the child needs to be physically restrained from hurting others / themselves or needs to be separated from the group on a continuing basis, termination of enrollment will be discussed with parent. This is considered a last resort; however, certain behaviors and situations are beyond the scope of what we are able to provide for children and families.

## **Rest Time**

In the Infant classrooms, children nap throughout the day depending on an individual child's needs. Please be sure that you have added this information on your child's individual service plan as well as shared it with your child's primary teacher.

All preschool children are expected to nap daily. Naptime is from 12:30 to 2:30 each day. Children who awaken early will be involved in quiet activities. In order to avoid disturbing nap and lunch-time no drop off will be allowed after 12:00pm.

## Clothing

Your children should be comfortably dressed in washable play clothes and safe, durable shoes. Shoes worn at the Center must be closed toe shoes (tennis shoes are best) or sandals that buckle on and protect the toes.

The following clothing should be left at the Center in your child's cubby:

- one change of clothes and extra underwear for the child who has recently been toilet trained.
- a swimsuit or underwear for water play in the summer.

Please label all clothing and other items from home with an indelible marking pen or sewn-in tag. The Center is not responsible for lost clothing, though every attempt will be made to assist you in locating lost items. This is much easier when the items are labeled. All personal items must be clearly labeled and laundered regularly.

## Biting

Biting sometimes occurs among toddlers. Any issue of biting must be discussed by the teacher and parent so a plan can be made for each child's individual situation.

Here are some common reasons why young children may bite:

- *Holding on and Letting Go*  – As children's muscles mature, toddlers experiment with two simultaneous ways of handling experiences: Holding on and letting go. Toddlers are learning to both hold and let go (for example - parents, other adults, toys, bowel movements, etc). Thus they are also learning to hang on and let go with their mouths.
- *Exploration*  - Biting is a part of sensory/motor exploration. Infants and toddlers are sensuous and need to learn through the use of their senses and their actions on things and around things.
- *Autonomy*  – Toddlers are developing autonomy. They are doing things for themselves, making choices, needing control, wanting power, moving away from adults. Biting may be an expression of separation from the adult; infants and toddlers are no longer one with the adult if they can bite the adult.
- *Teething*  – Teething can cause an infant/toddler's mouth to hurt. Babies often need something or someone to gnaw on for comfort.
- *Peer Interaction*  – Infants and toddlers are just learning to engage with peers in positive ways. Infants and toddlers do not know how to express their interest in others so they may bite, pull hair, push, etc.
- *Cause and Effect*  – Infants and toddlers truly investigate cause and effect relationships beginning around 12 months. Toddlers may want to see "what will happen if I bite this person?"
- *Attention*  – The young child may bite other's to get attention; its true that "negative" attention seems to be better to many toddlers than no attention at all.
- *Anxiety*  – A young child may be experiencing a "generalized anxiety" about events happening to him/ her or around him/her (such as parents divorcing or fighting, the loss or separation from loved ones, etc.) Anxiety may lead to toddler biting others to relieve tension.

## Items from Home

Parents are urged not to send any toys from home, unless it is for "show and tell" or a special request from the teacher. Bringing toys from home can cause undue conflicts on the part of the child possessing the toy and the child wanting the toy. Enough materials will be available to each child to make his/her day busy, full and interesting. Teachers are not responsible for toys sent from home and children feel very badly if their special things are lost or destroyed. At no time are guns or war toys allowed at school.

## Special Days

Field trips at the Center consist of walking trips around the campus grounds or to nearby locations, or occasional trips to campus on the campus shuttle bus. These trips provide a change of pace for the children and are taken only when there is

enough adult supervision to safely supervise the group. Trips involving transportation away from campus will require special written permission from parents.

We celebrate various holidays throughout the year at the Child Care Center. We recognize many different cultures and attempt to keep our celebrations simple and informative. At times parents are asked to provide a special food or to join in our celebration. Please feel free to add to our curriculum by sharing information about your family's special celebrations.

Birthdays are celebrated as a special time for each child. Parents are welcome to send a special treat for their child's class for the day. Ask your child's teacher for suggestions. Although we recognize the child by a special snack and singing "Happy Birthday," we do not have birthday "parties" at school. PLEASE, DO NOT SEND PARTY PRIZES, GAMES, OR PRESENTS WITH YOUR CHILD. We recommend that complete parties be saved for a special day at home. You may choose to add to your child's celebration by donating a book, chosen by your child, to the school. This adds a special dimension to your child's day and helps to build the school's library.

## **Nutrition**

The Center provides breakfast, lunch and afternoon snack with assistance from the child nutrition program provided by the U.S. Department of Agriculture (USDA). This program requires that we follow strict guidelines to ensure the quality of our nutritional program. All Parents are required to fill out an application for the food program upon admission to the Center, so that all children may participate regardless of parental income.

Meals are provided that are nutritious, well balanced, and delicious. Menu items are selected based on children's nutritional needs as well as consideration for their tastes and food preferences. A wide variety of ethnic foods are provided for diversity and exposure to different cultures. Menus are posted in the classrooms. Meals are served family style, with a teacher at each table facilitating serving, conversation, and good behavior. The meals are presented in an attractive and pleasing atmosphere and children are encouraged to try each item.

Substitutions for food items will not be made based on individual food likes and dislikes. However, substitutions may be made for medical reasons, such as allergies. In this case a note must be provided by the child's doctor stating the reason for the necessary substitution. At no time will children be allowed to bring their meals from home except when allowed substitutions have been documented.

*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](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), 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 to USDA by:*

- *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).*

*This institution is an equal opportunity provider.*

# Parent Involvement

## Visiting the Center

The Center has an "Open Door Policy" for parents and welcomes parent visits. This makes the child feel very special and facilitates communication between school and home. If you wish to visit, please make the arrangements with your child's teacher or the Director. Calling for information or reassurance about your child is encouraged. We emphasize that, while notification of visits is helpful, parents are free to come and go from the Center exclusively at their own discretion. If you wish to bring friends or relatives with you to visit, you must make arrangements with the teacher or director.

## Parent Conferences

Annual conferences are scheduled for each child in the Center. These conferences are designed to facilitate home-school communication and to keep the parents informed about the activities, adjustment and development of their child. Additional conferences are scheduled as needed. Parents may schedule a conference with the teacher and/or Director whenever necessary.

## Parent Participation

The Center has a voluntary Parent Participation Program that has been developed to enable every child's parent to have some involvement in the program. The participation is designed to offer parents many choices of jobs so that you may choose to assist in the way that best fits your schedule. This involvement adds to the quality of both the parent and child's school experience. The Center also has a Parent Advisory Committee (PAC), which meets monthly at the Center. These meetings provide a forum for communication about policies and decisions affecting the Center and are an avenue for fund-raising. We highly encourage your participation in these meetings. Parents are also encouraged to participate in family social events and parent education meetings that we hold periodically throughout the year.

## Fund-raising

Fund-raising has provided an avenue for supplementing classroom materials and improving the environment, which is essential to a quality program. When the Parent Advisory Committee plans a fund-raising event, the members call on ALL the Centers' parents for help. Even if you give only an hour of your time, you are directly impacting the quality of your child's experience at school by your support.

## Grievance Procedures

Parents are encouraged to discuss their concerns regarding the program with their child's lead teacher, and/or the Children's Center Director. In the event that the problem is not resolved the parent may file a written appeal with the Executive Director of University Auxiliary Services, Inc.

# Health and Safety

## Morning Screening

An informal health inspection is made each morning for every child. Your child will be observed by a staff member who knows him/her and who has had instructions regarding screening procedures. If a child shows any signs of illness, he/she will not be accepted into the program that day. This is in compliance with the California Health and Safety code, Title 22, section 101326.1.

When you drop your child off please wait for the teacher to greet your child and complete their cursory health check before you leave. The health check consists of the teacher touching your child (for temperature) as they speak to them and looking closely for signs of illness (pallor, sweating, red eyes, etc). It just takes a second for an experienced teacher to do this and your child will only be aware that they have been greeted warmly.



## Contagious Illness

If your child has any of the following symptoms or illness he/she may not attend school that day:

- Fever/Chills
- Diarrhea/Vomiting
- Impetigo
- Severe coughing
- Difficult or rapid breathing
- Measles
- Yellowish skin or eyes
- Conjunctivitis (pink eye)
- Hepatitis
- Skin rash of unknown origin
- Nits on hair from head lice
- Ring Worms
- Scabies
- Strep throat
- Rubella
- Chicken Pox
- Open Lesions
- Mumps

If your child, or any member of your household, has a contagious illness please notify the Center at once. Written notification will be sent home during known exposures to infectious disease.

## The Center Plan for Illness/Injury

The Center makes every effort to establish procedures that safeguard the health of the children in our care. If symptoms of an illness manifest while the child is at school, the parent or guardian will be contacted immediately. The child will be isolated from other children and kept comfortable until a parent can come for him/her *within one hour maximum*. A child sent home with a fever, vomiting or diarrhea may not return until the child is clear of any symptoms for at least twenty-four (24) hours. The child may not return the following day, even if the symptoms are gone that morning.

Before your child is readmitted to school after an illness the admitting teacher will do a general health check. Please assist the teacher in this assessment by providing as much information about your child's illness and present condition as possible. Please remain with your child until the teacher has determined to readmit your child. If you have a question about whether or not to bring your child back to school, please call first and discuss his/her present condition with the teacher or director.

If a child is injured while at the Center the parent or guardian will be notified of the injury and specific instructions regarding action to be taken will be elicited at this time. If the parent or guardian cannot be reached the Center will notify the person designated as the child's emergency contact for information. The Center will maintain first aid supplies sufficient to care for minor injuries. Minor injuries will be noted on an accident report form and a copy will be given to the parent.

The Center uses universal precaution when dealing with any incident involving blood. These precautions include the consistent use of gloves when caring for an injury; proper disposal of tissues or items used to clean injuries; proper hand washing techniques; and teaching children good health habits and proper hand washing.

The Center will obtain emergency medical care without specific parental instruction in case the parent/s cannot be reached immediately or the nature of the illness/injury is such that there should be no delay in seeking medical attention. If the nature of the illness or injury is such that the staff believes life is in danger, the University Police will be called immediately and told to send an ambulance.

It is the policy of the Center to immediately attempt to reach either the parent or identified authorized individual when a child is either sick or injured.

## **Medication Policy**

Medication will be administered at school only when the following guidelines are followed:

- Prescription medication - the prescription must be made out for the child in question, dated pertinent to the current illness, and the dosage clearly marked. Prescriptions for siblings or other family members will not be given, nor will medication in "sample" bottles or bottles other than the prescription container.
- Over-the-counter medication will be given ONLY if the medication has a prescription label stating the child's name, dosage, and dates pertinent to illness. Pharmacists will type a label to clarify dosage, without a doctor's prescription.
- Aspirin and aspirin substitutes will NOT be given to children at school except with a doctor's prescription, which states a pertinent reason for administering this drug.

For all situations involving medication, release forms must be filled out and signed by the parent for each series of medication given to a child. This form must be given to the child's teacher along with the medication. All medication is kept in the refrigerator and must be in a child-proof container. No unauthorized medication will be allowed.

Please do not send medication to school without following school policy. Do not send medication in children's pockets. All drugs, no matter how harmless they may seem, could do damage if taken in the wrong quantity or by the wrong child. We want to take every precaution to keep your children safe.

## **Special Health Related Conditions**

In the event that a child requires specialized care the parent, prior to admission, must provide a Health Care Professional to train classroom staff on any medical procedures that may be needed. A Health Care Professional must be provided again for training in the event of staff changes. After training is provided it is up to the discretion of the Director to decide if the program can reasonably provide these services and make appropriate accommodations in order for the child to be admitted to the program.

## **Child Abuse Reporting**

Child Care professionals are mandated by law to report suspected child abuse and neglect to Children's Protective Services. In the event of reasonable suspicion of abuse we will notify both the Department of Children's Social Services and the parent. It is not our job to investigate or place blame. We function as a support system to the child and family both during and after the investigation. All child abuse reports are confidential.

## **Earthquake Preparedness**

The Children's Center maintains emergency first aid, food and water supplies for use in the event of an earthquake. Any child needing prescription medicine should see the Teacher to make arrangements for storing medication with the emergency supplies.

In the event of an earthquake please pick up your children immediately. Discuss plans for picking up your child with family members and emergency contacts. Remember that in a major disaster travel will be restricted and back up people may be needed in order to get your child from school. We will release children to the first approved adult who comes for them. We will make note of who came for your child and their destination.

In the event that we must evacuate the building we will evacuate to the front parking lot of the school. If we need to evacuate further we will assemble in the campus parking lot "5" across the street from the school.

## **Outside Consultants**

The Center staff will occasionally seek outside professional advice regarding the growth and development of children enrolled at the Center. If you grant permission for such consultations in the Admission Agreement, the Center will allow

your child to be interviewed, observed and tested by outside professionals (under the guidance of the Center). The results of such interviews, observations or tests will be confidential records of the Center.

## **Publicity**

Television and radio stations, newspapers and other media sources may contact and visit the Center in order to photograph and/or interview the children. These interviews and/or photographs may be distributed or broadcasted to the general public. In addition, photographs of the children may be used in any brochures and informative publications describing the Center, which are distributed to the public. If you do not wish your child to be included in any such interviews or photographs, you can indicate that wish in the Admission Agreement.

## **Social Media Guidelines**

We request that families using social media sites follow the policies that we have established:

- Do not disclose any confidential, defamatory or sensitive information about Children's Center staff, children, enrolled family members, students, interns or any other person connected to the Children's Center.
- While we cannot prohibit parents from sharing personal photos on social media sites we request that you use caution. Please explore settings that allow you to share things more privately.

## **Building Rules**

The Children's Center parking lot is designated for CSULA Faculty/Staff parking and requires a permit for use. Parents who are not staff may park at the green curb-side for drop-off and pick-up only. For visits requiring longer than fifteen minutes please ask for a temporary parking pass from the office. Please do not park in the lot while attending classes, as all unauthorized cars will be ticketed. Do not park in the handicapped area unless you have the required handicap parking permit visibly displayed. University Police may ticket anyone illegally parked. If a ticket is given, you must call Parking Services and handle the matter with them; it is out of our jurisdiction to prevent tickets, as it is university policy.

Before delivering your child to the classroom, or after picking up, you are responsible for your child's safety.

- Please do not allow your child to run in the hallway or to exit the building without you.
- Please stay with your child and help them to use the front stairs appropriately, and to cross the parking lot safely.
- Please do not allow your child to slide down handrails or climb on planters.
- Please do not leave your car engine running or child(ren) unattended in the care when picking up or dropping off your child(ren).

No smoking is allowed at any time on the CSULA campus.

No cell phone zone. The Children's Center acknowledges that parents balance many responsibilities, however, upon entering the Center please refrain from using your cell phone. We ask that you complete calls before entering the building and refrain from answering your phone when dropping off and picking up your child. Your child(ren) will be away from you the better part of the day so it is important that you spend drop off and pick up times connecting with your child and teachers regarding your child's day.