SAN DIEGO
Community College District

City College · Mesa College · Miramar College
College of Continuing Education

Educational Services Division Handbook

2026-2027

San Diego Community College District

City College · Mesa College · Miramar College · College of Continuing Education

San Diego Community College District

Child Development & Early Education Centers

Family Handbook

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

Revised 2026

San Diego Community College District

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About the District

As one of the largest of California's 73 community college districts, the San Diego Community College District serves approximately 80,000 students annually at its three credit colleges, San Diego City College, Mesa College, and Miramar College, as well as seven campuses of San Diego College of Continuing Education.

The credit colleges offer associate degrees, while the credit colleges and College of Continuing Education offer career technical certificates that prepare students for transfer to universities and/or career pathways with higher paying jobs. In addition, Mesa College offers a bachelor's degree in Health Information Management, and City College recently was approved to offer a bachelor's degree in Cyber Defense and Analysis.

The SDCCD maintains active partnerships with local industry, the community, the military, and educational institutions to ensure students have clear pathways to careers and the next stage of their education.

The District and its graduates have a combined economic benefit to the region of $4.3 billion annually – 92% of the District's students remain in the region after completing their education. The District also proudly serves more than 5,000 active-duty military personnel, veterans, and dependents.

Source: San Diego Community College District. "About the District." San Diego Community College District, 22 September 2023, www.sdccd.edu/about/index.aspx.

..... 1
Section 1 8
WELCOME TO THE CHILD DEVELOPMENT / EARLY EDUCATION CENTERS AT SAN DIEGO COMMUNITY COLLEGE DISTRICT 8
PURPOSE OF THIS HANDBOOK 8
MISSION STATEMENT 8
PHILOSOPHY 8
EQUITY STATEMENT 9
CENTER CURRICULUM 9
FUNDING AND SUPPORT 9
NON-DISCRIMINATORY STATEMENTS 10
SDCCD Non-Discrimination Policy (BP 3410) 10
USDA Non-Discrimination Statement for the Child and Adult Care Food Program (CACFP) 10
Section 2 11
CENTER INFORMATION 11
San Diego City College Early Education Center 11
San Diego Mesa College Child Development Center 12
San Diego Miramar College Child Development Center, NAEYC accredited 12
CENTER DAYS OF OPERATION 12
DISTRICT ADMINISTRATION 13
PROGRAM GOALS AND OBJECTIVES 13
WAITLIST (Title 5 18106 & 18132) 14
ADMISSION AND ENROLLMENT 14
Admission Priorities (Title 5 18106) 14
Enrollment (Title 5 18131) 15
Eligibility Criteria (Title 5 18084) 16
Need Criteria (Title 5 18085.5 – 18092.5) 16
Family Size (Title 5 18100) 18
CERTIFICATION (Title 5 18103) 18
NEIGHBORHOOD HOUSE ASSOCIATION (NHA) - HEAD START ENROLLMENT 18
Section 3 19

FAMILY VOLUNTARY REPORTING CHANGES (Title 5 18084.2) **19**

FAMILY REQUIRED REPORTING (Title 5 18084.3) **19**

FAMILY FEES (Title 5 18108) **19**

Fees for Certified Families (Title 5 18109) ***20***

Delinquent Fees for Certified Families (Title 5 18114-18116) ***20***

Dis-enrollment Policy ***21***

ATTENDANCE POLICIES **21**

Absences (Title 5 18066) ***21***

Abandonment of Care (Title 5 18066.5) ***22***

CENTER TO PARENT COMMUNICATION THROUGH NOTICE OF ACTIONS (NOA) **23**

Types of NOA's required by Title 5 ..... ***23***

Parent Rights to Appeal an NOA (Title 5 18120) ***23***

Error! Bookmark not defined.

Family Exit Survey ***24***

Section 4 24

PROGRAM POLICIES **24**

Sign In / Out Policies ***25***

Clean Diapers / Pull-Ups at Drop Off ***25***

Drop Off and Pick Up of Children ***25***

Late Drop-Off / Pick-Up ***25***

Child Car Seat Law ***26***

Open Door Policy (Parents Rights LIC 995, Title 5 18275.4, Title 22 101200) ***26***

No Religious Instruction or Worship (Title 5 18017) ***27***

Suspension and Expulsion Policy (WIC 10491) ***27***

Confidentiality ***28***

Family Custody and Court Orders ***28***

Field Trips / Special Events ***29***

CHILDREN'S PERSONAL ITEMS **29**

Clothing ***29***

Extra Clothing ***29***

Diaper / Pull-Up Supplies ***30***

Toothbrushing *30*
Toys at School *30*
Children's Personal Attachment Items *30*
Section 5 30
PROGRAM INTEGRITY **30**
Program Self-Evaluation Process (Title 5 18279) *30*
Family Advisory Committee (Title 5 18017.5) *31*
Community Involvement (Title 5 18277) *31*
National Association for the Education of Young Children (NAEYC) *32*
NAEYC Statement of Commitment *32*
Staff Development and Qualifications *32*
Agency Plan During Extended Emergency Closures *32*
COLLEGE LAB STUDENTS IN THE CLASSROOM **33**
College Student Participation in the Classroom *33*
College Student Lesson Plans *33*
Section 6 33
HEALTH AND SAFETY **33**
Health Forms *33*
Sick Child – Exclusion Guidelines *33*
Reporting Exposure to Communicable Diseases *34*
Child Medications / Medical Needs (including sunscreen) *34*
Child Ouch Reports *35*
Center Unusual Incident / Injury Report *35*
Center Staff: Mandated Reporters of Child Abuse or Neglect *35*
Emergency Situations *35*
Section 7 35
CHILD ASSESSMENTS, QUESTIONNAIRES, & SCREENINGS **35**
Ages & Stages Questionnaire-3 ..... *36*
Ages & Stages Questionnaire: SE-2 ..... *36*
Desired Results Development Profile (DRDP) (2015) *36*
Height, Weight, and Hearing screenings *36*
Vision screenings *36*

CHILD BEHAVIOR MANAGEMENT 36

Redirecting ***37***

Positive, Non-Judgmental Statements ***37***

Verbalizing Feelings ***37***

Self-Regulation Support ***37***

Conflict Resolution ***38***

Words That Help ***38***

Intervention Support ***39***

Process for a Child's Safe Participation in the Program ***39***

Section 8 40

CHILD AND ADULT CARE FOOD PROGRAM (CACFP) 40

Overview ***40***

Infant Formula, Breastmilk, and Food ***40***

Breastfeeding-Friendly Child Care Center, San Diego City College Early Education Center ***40***

Meals / Snacks ***41***

Family Style Meal Service ***41***

Special Dietary Needs ***41***

Outside Food / Celebration ***42***

Declining CACFP ***42***

Section 9 43

COMPLAINT PROCESS 43

Child Development / Early Education Center Concerns ***43***

Uniform Complaint Procedures (UCP) ***43***

USDA Discrimination Complaint Process for the Child and Adult Care Food Program (CACFP) ***44***

COMMUNITY RESOURCES 44

Health and Social Services (Title 5 18276) ***44***

Additional Resources ***44***

Lead Safety Information ***45***

EFFECTS OF LEAD EXPOSURE BROCHURE 46

IMMUNIZATION REQUIREMENTS FOR CHILDREN BIRTH – 5 YEARS OLD 47

47

Section 1

WELCOME TO THE CHILD DEVELOPMENT / EARLY EDUCATION CENTERS AT SAN DIEGO COMMUNITY COLLEGE DISTRICT

The San Diego Community College Districts Child Development / Early Education Centers at San Diego City, Mesa, and Miramar Colleges are integral components of the college community. The Centers operate as instructional programs for students and offer quality educational programming for infants, toddlers, and preschool children. Centers are licensed by the California Department of Social Services - Community Care Licensing, Title 22, Division 12, and meet the guidelines established by the California Department of Education - Early Education Division, Title 5.

San Diego Miramar College Child Development Center is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC Accreditation helps families recognize quality early learning programs and feel comfortable knowing that their children are receiving a high-quality, research-based education that will prepare them for future success.

The Centers' teaching staff and the college faculty provide learning environments that support instructional laboratory experiences through observation, practical application, and directed guidance.

You will find this Handbook to be informative about the programs and services offered. We look forward to working with you, and hope your experiences are enjoyable and rewarding.

PURPOSE OF THIS HANDBOOK

The purpose of this Handbook is to describe the programs, policies, guidelines, and requirements for families who enroll their children into the Centers. Please take the time to carefully read and understand how the Centers operate. Questions or comments regarding the information in this Handbook should be directed to the Center Directors at the Centers.

MISSION STATEMENT

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

PHILOSOPHY

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

The program provides children opportunities for challenge and mastery, peer interactions, individual needs, and interests. An integrated curriculum provides opportunities for exploration of the environment through language and literacy, creative activities (dress-up and role play), science, math, sensory experiences, and motor activities. The program provides active and quiet activities, child-directed and teacher-directed activities, and group and individual activities throughout each day.

Children learn best in an environment with consistent limits where they are allowed to explore and make their own choices including supervised risk-taking-play. This approach leads to self-direction, independence, and responsibility. Children are encouraged to think, reason, recall, and experiment as

they work. Meeting the needs and interests of children and their families includes the sensitivity of the diverse values and cultures of individual children. Active participation from parents in the Center is encouraged.

The Centers are laboratory schools that serve as training facilities providing environments for college students to observe, interact, and implement the ideas and theories that are presented as part of the college program. Students integrate laboratory experiences and ideologies that provide understanding of children's readiness and interaction skills. Interaction in the program and the lab provides an opportunity for parents and staff to promote integral relationships and continuity. Parents and students also have the opportunity to use lab classes as elective college courses or as part of a college child development career ladder.

EQUITY STATEMENT

SDCCD Child Development/Early Education Lab Centers supports equity for children, families, students, and staff through recognition and respect for national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status. Click the link for more information on the Board Policy
BP 5500 - STUDENT RIGHTS, RESPONSIBILITIES, CAMPUS SAFETY AND ADMINISTRATIVE DUE PROCESS

The Centers are committed to creating and supporting safe, positive, and welcoming spaces for children, families, students, and staff including those in the LGBTQIA+ community. Click the link for more information on the SDCCD Board Resolution .

CENTER CURRICULUM

Each Center Director determines the curriculum to use at their respective sites, which includes, but is not limited to Emergent Curriculum and Creative Curriculum. All Centers use the California Preschool Learning Foundations to outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development.

The Centers allow children to develop their abilities by making individual choices as well as through teacher-facilitated experiences to help reach targeted goals. This includes incorporating the Desired Results Development Profile (DRDP) results for individual children.

The Centers provide developmentally appropriate activities through an integrated curriculum that incorporates California state-mandated guidelines, which allow for development, optimism, and growth of each child. Centers do not include or implement any religious instruction or worship.

FUNDING AND SUPPORT

The Centers are funded and supported by:

- San Diego Community College District
- California Department of Education, Early Education Division
  - California State Preschool Program (CSPP), for children 3 or 4 years of age
- California Department of Social Services, Child Care and Development Division
  - General Child Care and Development (CCTR), for children who are under 3 years of age

- Child and Adult Care Food Program (CACFP)
- San Diego City and Mesa College Centers are also supported by Neighborhood House Association (NHA)
- The San Diego County Office of Education, Quality Rating and Improvement System (QRIS), San Diego Quality Preschool Initiative (SDQPI)

Each Center is independently licensed by the California Department of Social Services - Community Care Licensing, Title 22, Division 12 and meets the guidelines established by the California Department of Education - Early Education Division, Title 5. The Centers adhere to the policies and regulations of Title 5 and 22 for childcare centers, which are subject to change without notice. The District Educational Services Division through the Career Education and Workforce Development Department oversees Center compliance, districtwide procedures, and protocols.

NON-DISCRIMINATORY STATEMENTS

SDCCD Non-Discrimination Policy (BP 3410)

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

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

Additional information and procedures pertaining to the District's Discrimination Policy can be found online at Title IX Policies and Procedures

USDA Non-Discrimination Statement for the Child and Adult Care Food Program (CACFP)

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

https:/ /www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA.

The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail: U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410; or
2. fax: (833) 256-1665 or (202) 690-7442; or
3. email: Program.Intake@usda.gov

This institution is an equal opportunity provider.

Section 2

CENTER INFORMATION

San Diego City College Early Education Center, San Diego Mesa College Child Development Center, and Neighborhood House Association-Head Start jointly support and provide collaborative services to our children, their families, and our students. Staff at both agencies meet the educational and legal qualifications for Child Development Permits issued by the California Commission on Teacher Credentialing.

Hours and Enrollment listed below are subject to change.

San Diego City College Early Education Center

Manuel Valez, Ph.D., Dean School of Behavioral & Social Sciences, and Consumer & Family Studies
Angel Saldivar, Center Director of San Diego City Early Education Center

1313 Park Blvd., Building EEC
San Diego, CA 92101-4787
Office: (619) 388-3205, Fax: (619) 388-3689
Email: cityeec@sdccd.edu
Webpage: San Diego City College Early Education Center

Infant/Toddler Program (CCL# 376701496)
Ages served: 4 months – 36 months

Preschool Program (CCL# 376701495)
Ages served: 2 - 5 years of age

Monday-Thursday: Open 7:30 a.m. – 4:00 p.m. & Friday: Open 7:30 a.m. – 12:00 p.m.

Enrollment by Ages

Class	Ages	# of children enrolled 2022 - 2023
Infants	4 months –24 months	12
Toddlers*	24 – 36 months	16
Preschool	2, 3 – 4 years old	16
Preschool	4 – 5 years old	16

San Diego Mesa College Child Development Center

Cassandra Storey, Dean, School Health Sciences and Public Service
Carlee Gosser, Center Director of San Diego Mesa College Child Development Center

7250 Mesa College Drive, Building R-100
San Diego, CA 92111-4998
Office: (619) 388-2812, Fax: (619) 388-2840
Webpage: San Diego Mesa College CDC

Preschool Program (CCL# 372005155)
Ages served: 2 - 5 years of age
Monday – Thursday: Open 7:30 a.m. – Close 4:00 p.m. & Friday: Open 7:30 a.m. – Close 12:00 p.m.

Enrollment by Ages

Class	Ages	# of children enrolled 2022- 2023
Toddlers	2 years old	12
Preschool	3 – 4 years old	16
Preschool	4 – 5 years old	16

San Diego Miramar College Child Development Center, NAEYC accredited

Claudia Estrada-Howell, Acting Dean, Business, Technical Careers and Workforce Initiatives
Veronica K. Dayag, Faculty/Center Director of San Diego Miramar College Child Development Center

10440 Black Mountain Road, Building F-200
San Diego, CA 92126-7678
Office: (619) 388-7851, Fax: (619) 388-7388
Webpage: San Diego Miramar College CDC

Preschool Program (CCL# 372005156)
Ages served: 18 months - 5 years of age
Monday – Thursday: Open 7:30am – Close 4:00 p.m. & Friday: Open 7:30 a.m. – Close 12:00 p.m.

Enrollment by Ages

Class	Ages	# of children enrolled 2022 - 2023
Toddlers*	18 months – 2 years old	12
Preschool	3 – 4 years old	16
Preschool	4 – 5 years old	16

**City Early Education Center and Miramar Child Development Center both offer the CCL Toddler Option, which requires written permission from the parent/guardian for a child to participate in this option.*

CENTER DAYS OF OPERATION

The Centers are open during the San Diego Community College District Fall and Spring semesters. The Centers may open additional days/weeks to accommodate the needs of the college students and/or the community. Please check with your Center Director for days of operation.

DISTRICT ADMINISTRATION

San Diego Community College District office is responsible for the California Department of Education, Early Education Division, California Department of Social Services, Child Care and Development Division, and Child and Adult Care Food Program contracts for the Centers. Compliance monitoring and support is provided by the District's Instructional Services Division, Career Education and Workforce Development department.

Educational Services Division:

- Susan Topham, Ed.D, Vice Chancellor, Educational Services
- Amertah Perman, Dean, Career Education and Workforce Development
- No'elani Acosta, Child Development Center Program Director

PROGRAM GOALS AND OBJECTIVES

The Centers provide a collaborative learning environment for students and parents to develop skills for working with children, families, and communities. The Centers provide opportunities for children to achieve optimal growth and to progress in high-quality learning environments.

The child will have opportunities to:

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

The family will have opportunities to:

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

The college lab student will have opportunities to:

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

The staff will:

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

WAITLIST (Title 5 18106 & 18132)

Families interested in enrolling in a Center must complete a Waitlist Application. Applications are placed on the Waitlist, which is kept active May through April of each year. At the end of each April, the Waitlist is purged, and families must reapply to be on the new Waitlist.

The Waitlist is not first come first served, but is ranked according to the Child Care and Development Income Ranking Table. The "ranking" of families establishes the order in which children receive available spaces.

ADMISSION AND ENROLLMENT

The Centers are required by the California Department of Education (CDE), Early Education Division (EED), and the California Department of Social Services (CDSS), Child Care and Development Division (CCDD) to adhere to Title 5 education code and regulations. To receive state subsidized childcare and developmental services, families must meet eligibility and need criteria as specified below.

Families are responsible for submitting all requested information to determine eligibility and need prior to the child's first day of enrollment—the Centers reserve the right to request additional documentation to establish need and eligibility.

Admission Priorities (Title 5 18106)

SDCCD maintains a current waiting list in accordance with the CDE admission priorities as described below. When filling vacancies, SDCCD contacts applicants in order of priority from the waiting list.

1. General Child Care and Development (CCTR), children 0 to 36 months old
    a. **FIRST PRIORITY**: SDCCD College Students with children 0 to 36 months old who have need (school, work, job or housing search, etc.)
        i. a1. First: Children who are recipients of CPS/Children at Risk
        ii. a2. Second: Families with the lowest documented family income under/at 85% of SMI
    b. **SECOND PRIORITY**: the Public, including any employees, faculty, etc., with children 0 to 36 months old who have need (school, work, job or housing search, etc.)
        i. b1. First: Children who are recipients of CPS/Children at Risk
        ii. b2. Second: Families with the lowest documented family income under/at 85% of SMI
2. California State Preschool Program - Full-Day (CSPP), children 3 – 5 years old
    c. **FIRST PRIORITY**: SDCCD College Students with children 3 – 5 years old
        i. c1. First: Children who are recipients of CPS/Children at Risk.
        ii. c2. Second: Families with the lowest documented income and who have a child with an Individualized Education Plan (IEP).

iii. c3. Third: Children with families who have the lowest income under/at 100% of SMI.

Section 2 continue

- If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that is identified as a dual language learner shall be enrolled first. If there are no children who are identified as dual language learners, the child that has been on the waiting list for the longest time shall be admitted first.

iv. c4. Fourth: Children with families whose income is no more than 15% above the SMI.
v. c5. Fifth Children with families that meet eligibility criteria without having a need for services.
vi. C6. Sixth: SDCCD was approved for a waiver to include children living in Mesa and City's Free Reduced Program Meal (FRPM) boundaries.

d. **SECOND PRIORITY**: the Public, including any employees, faculty, etc., with children 3 – 5 years old
   i. d1. First: Children who are recipients of CPS/Children at Risk.
   ii. d2. Second: Families with the lowest documented income and who have a child with an Individualized Education Plan (IEP).
   iii. d3. Third: Children with families who have the lowest income under/at 100% of SMI.
      - If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that is identified as a dual language learner shall be enrolled first. If there are no children who are identified as dual language learners, the child that has been on the waiting list for the longest time shall be admitted first.
   iv. d4. Fourth: Children with families whose income is no more than 15% above the SMI.
   v. d5. Fifth Children with families that meet eligibility criteria without having a need for services.
   vi. d6. Sixth: SDCCD was approved for a waiver to include children living in Mesa and City's Free Reduced Program Meal (FRPM) boundaries.

Enrollment (Title 5 18131)

Spaces are offered based on the number of openings in the designated age group for which spaces and staffing are available. A child's assigned classroom is based on the child's age, developmental appropriateness, and space availability.

Centers encourage keeping infants and toddlers/2-year-old children with the same teacher or teaching staff for at least nine months or longer. This helps create long-lasting relationships where young children develop trust and attachment which helps them thrive in their development.

Applicants who are offered a space are be contacted by U.S. postal mail, email, or by telephone. If the applicant does not respond within the specified time identified in the correspondence, the space is offered to another applicant.

Applicants who accept a space are notified of the Center's mandatory parent enrollment appointment and orientation, documents needed, and other pertinent information deemed necessary by Center staff.

Parents are responsible for completing and returning all paperwork, information, and documents as requested by Center staff, including proof the child lives in the state of California. Failure to complete all required documentation as directed by Center Staff may result in dis-enrollment from the program. Documents to complete include but not limited to:

- Notification of Parents' Rights (LIC 995)
- Personal Rights (LIC 613A)
- Identification and Emergency Information (LIC 700) or similar form with required information
- Consent for Emergency Medical Treatment (LIC 627) or similar form with required information
- Child's Preadmission Health History (LIC 702)
- Physician's Report (LIC 701) or similar form with required information
- Individual Infant Sleeping Plan (LIC 9227) if child is under 2 years old

Enrollment is based on a 24-month eligibility. During a family's 24-month eligibility period, it is expected that their child attend and use their contracted child care hours whenever the center is open which includes academic and non-academic college days.

Eligibility Criteria (Title 5 18084)

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

1. Child has open case with Child Protective Services (CPS), or is identified as At Risk.
2. Three or Four-year old children who have exceptional needs (Individualized Education Plan-IEP)
3. Family receives public assistance with CalWORKs.
4. Family is income eligible.
    a. Family income is the "total countable income" of all individuals in the family size. "Total countable income" may include but is not limited to; gross wages or salary, tips, overtime, bonuses, gross income from self-employment, disability or unemployment compensation, workers compensation, spousal support, survivor and retirement benefits, child support, or other as specified in Title 5, section 18078, subsection q.
    b. The Centers reserve the right to ask for additional documentation to verify income. Income documentation is from either month of the two-month window immediately preceding the initial certification, or the certification of eligibility for services.
5. A family member in the documented family size currently receives assistance through any of the following means-tested government programs:
    a. Medi-Cal
    b. CalFresh
    c. CA Food Assistance Program
    d. Women Infant Children (WIC)
    e. Federal Food Distribution Program on Indian Reservations
    f. Head Start or Early Head Start
    g. CalWORKS
6. Family is homeless.
    a. The McKinney-Vento Act defines homeless children and youths as individuals who lack a fixed, regular, and adequate nighttime residence. In order to meet the eligibility requirement, one of the following must be provided:
        1. a written referral from a legal, medical or social service agency, a written referral from a local educational agency liaison for homeless children and youth, a Head Start Program, or an emergency or a transitional shelter
        2. A written parental declaration that the family is homeless and a statement describing the family's current living situation.
7. Four-year-old children under the Free or Reduced-Priced Meals (FRPM) in school boundary
    a. Eligible four-year-olds as those children who have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP.
    b. Centers operating within the attendance boundary of a public elementary school, except charter and magnet schools, where at least 80 percent of enrolled students are eligible for FRPM to enroll CSPP four-year-old children whose families reside within the school boundaries of a qualified FRPM school.
        1. SDCCD Development Centers may be eligible to enroll children under these criteria. Contact the Center for more information.

Need Criteria (Title 5 18085.5 – 18092.5)

Need for services are based on documentation and verification of at least one of the following criteria;

1. The child is a recipient of Child Protective Services (CPS) or is at risk of abuse, neglect, or exploitation.
    a. A written referral shall include either:

i. a statement from the local county welfare department, child protective services unit certifying that the child is receiving child protective services and that child care and development services are necessary component of the child protective plan; or

Section 2 continue

ii. A statement by a legally qualified professional that the child is at risk of abuse or neglect and the childcare and development services are needed to reduce or eliminate that risk.

2. The parent(s) and any other adult counted in the family size have any of the following need(s):
    a. Employed or Self-Employed
        i. Documentation is required to certify employment or self-employment.
    b. Seeking Employment
        i. Eligibility for childcare and development services may not exceed thirty (30) hours per week.
    c. Participating in Vocational Training
        i. Limited to six (6) years from the initiation of services or twenty-four (24) units after the attainment of a Bachelor's Degree.
        ii. Parents must submit a current student education plan, which must be specific to a vocational goal.
        iii. Parents must submit class schedules.
        iv. Continuation of services based on training is contingent upon making adequate progress, which is verified at the family's certification.
            1. To make adequate progress the parent shall, in the college classes, technical school, or apprenticeship for which care is provided earn a 2.0 Grade Point Average (GPA) or higher or in a non-graded program pass the program's requirements in at least 50% of the classes or meet the training institutions standard for making adequate progress.
        v. The first time a parents does not make adequate progress, the parent is provided with a Notice of Disqualification which indicates at the conclusion of the families 12 month eligibility the parent shall have made adequate progress or the family will be disenrolled from program or from the service for the purpose of school/training and not eligible to reapply for the services for 6 months after dis-enrollment.
    d. Engaged in an Educational Program
        i. Parents must submit written documentation evidencing the enrollment in a recognized educational program such as;
            1. Courses for English Language Learners (ELL),
            2. A program to attain a high school diploma or general education development (GED) certificate / High School Equivalency (HSE) certificate
            3. Rehabilitation services through the California Department of Rehabilitation
            4. Services through the California Employment Development Department-or its contractors due to a business closure or mass layoff
    e. Parental Incapacity
        i. A Statement of Incapacity (form CD 9606) must be completed and signed by a legally qualified health professional stating the parent is incapacitated and incapable of providing care and supervision for the child for part of the day.
        ii. Childcare and development services shall not exceed fifty (50) hours per week.
    f. Family Homelessness / Seeking Permanent Housing

i. a written referral from a legal, medical or social service agency, a written referral from a local educational agency liaison for homeless children and youth, a Head Start Program, or an emergency or a transitional shelter

ii. Provide a written parental declaration of homelessness supported by documentation of at least one of the need requirements in accordance with *EC*,

Section 2 continue

Section 8263(a) (1) (B) which include seeking permanent housing for family stability, seeking employment, or engaging in vocational training, employment, or an educational program for English Language Learners or to attain a high school diploma or general educational development (GED) certificate.

iii. Eligibility for childcare and development services may not exceed thirty (30) hours per week.

NOTE: Children enrolled in the CSPP Part-Day (less than 4 hours a day) do not require a "Need Criteria" and will not be charged "Family Fees".

Family Size (Title 5 18100)

The parent must provide supporting documentation regarding the number of children less than 18 years of age and parents/guardians in the family.

1. Supporting documentation for the number of children shall be at least **one** of the following:
   - Birth certificate *(primary source)* or other live birth records
   - Child custody court order
   - Adoption documents
   - Foster Care placement records
   - School or Medical Records
   - County Welfare Department records
   - Other reliable documentation

   All documentation listed must indicate the relationship of the child to the parent.
2. If only one parent has signed an Application-9600 form for enrollment in childcare services and the information provided on the Application-9600 form indicates that there is a second parent who has not signed the Application-9600 form, the parent who has signed the Application-9600 form shall self-certify the presence or absence of the second parent under penalty of perjury.

CERTIFICATION (Title 5 18103)

A family is considered to meet all eligibility and need requirements for those services for not less than 24-months before having their eligibility and need recertified*. The certification must be completed within 50 days following the last day of the 24-month certification period.

At the certification, families are required to provide documentation to support continued *Eligibility* and *Need* for services. Center staff notify the family of the required documentation necessary for the certification process to be completed.

**A family is considered to meet all eligibility and need requirements for those services for not less than 24-months until their next certification or until the family income exceeds the State Median Income (SMI) income threshold. See the Family Required Reporting section in this Handbook for additional information.*

NEIGHBORHOOD HOUSE ASSOCIATION (NHA) - HEAD START ENROLLMENT

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

Section 3

FAMILY VOLUNTARY REPORTING CHANGES (Title 5 18084.2)

Parents are responsible to voluntary report changes in writing. Examples of reportable changes include, but are not limited to:

- Changes in income (to reduce or eliminate family fees)
- Changes in school or work schedule/hours

Families who request a change to the original contracted childcare hours must make the request in writing and obtain approval from the Center Director or assigned staff before the change can occur. Approval of changes is subject to availability based on Title 22 capacity and/or Title 5 or Head Start ratios, and program needs.

FAMILY REQUIRED REPORTING (Title 5 18084.3)

A family is considered to meet all eligibility and need requirements for those services for no less than 24-months until their next certification or until the family income exceeds the State Median Income (SMI) threshold set forth by the State Superintendent of Public Instruction.

If income exceeds the SMI, during the family's 24-month certification, it must be reported to the Center Director within 30 days, at which time Center Staff reevaluates eligibility. To view the most current SMI, visit the CDE website Management Bulletin 25-05 - Child Development (CA Dept of Education).

- Click here to view the 2025-26 Schedule of Income Ceilings.

FAMILY FEES (Title 5 18108)

Families whose documented adjusted monthly income is at or above 75 percent of the State Median Income (SMI) may be required to pay a fee which caps at 1 percent of the family's monthly income. Note that Family fees:

- Are charged at a **monthly rate** and are based on the number of hours a child is certified to attend.
    - Fewer than 130 hours per month will be assessed a part-time fee.
    - 130 hours or more per month will be assessed a full-time fee.
    - Full-time versus Part-Time fees are based on the State definition of Full-Time. The State defines full-time as 25+ hours per week.
- Can be paid with cash, check, money order or credit cards.
    - Checks and money orders must include the child's name and be paid at the Accounting Office.
    - Payments are payable to "San Diego Community College District" and are not accepted at the Centers.
    - Parents are responsible for taking the Accounting Office receipt to the Center to confirm payment.

Parents may request a reassessment of the family fee if the family has a change in hours of service, the family size changes, or there is a decrease in the family's monthly current and ongoing income.

NOTE: Children enrolled in the CSPP Part-Day (less than 4 hours a day) do not require a "Need Criteria" and will not be charged "Family Fees".

Fees for Certified Families (Title 5 18109)

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

Section 3 continue

1. Fees are determined using:
    a. Monthly family income
    b. Family size
    c. Number of hours child is certified to attend
2. There are no adjustments of fees for excused, unexcused absences or Best Interest Days (BID)
3. Fees are payable in advance on a monthly basis
4. Fees are due on the 1st center operating day of the month
5. Fees are to be paid at the college campus Accounting Office and payable to "San Diego Community College District"
6. Exceptions to fee assessment:
    a. Families receiving CalWORKs cash aid
    b. Enrollment in the CSPP part-day
    c. Families whose children are eligible for services under Child Protective Services (CPS) if the case plan/referral so specifies

Delinquent Fees for Certified Families (Title 5 18114-18116)

1. Fees are considered delinquent if not paid-in-full after seven (7) calendar days from the 1st center operating day of the month.
2. Families that are delinquent are notified through a Notice of Action (NOA) with the following information:
    - The total amount of unpaid fees.
    - The fee rate.
    - The period of delinquency.
    - Services shall be terminated two (2) weeks from the date of the notice unless all delinquent fees are paid before the end of the two-week period.
3. Parents can request a Payment Plan with the Center Director. The Parent must comply with the plan for continued services.
4. Consequence of Nonpayment of Delinquent Fees result in one or more of following:
    - Dis-enrollment from the program.
    - Upon dis-enrollment from the program, the family shall be ineligible for childcare and development services until all delinquent fees are paid.
    - For parents who are or will be SDCCD students:
        - In alignment with California Education Code Section 76225, grades, transcripts, diplomas, and registration privileges, or any combination thereof, shall be withheld from any student or former student who has been provided with written notice that he or she has failed to pay a proper financial obligation. Any item(s) withheld shall be released when the student satisfactorily meets the financial obligation. A service fee may be charged for all delinquent loans; any

service fee would be determined by the total cost required to collect the delinquent loans.

Dis-enrollment Policy

Causes for dis-enrollment from the program may include, but are not limited to, the following:

1. The family income exceeds the income State Median Income (SMI).
2. The parent changes residency outside of California as reported by the parent
3. There is substantiated evidence of fraud that invalidates the initial certification and the family is not otherwise eligible.

Section 3 continue

4. When the family has "abandoned care" as defined in this Handbook.
5. Families disenroll prior to the last day of the 24-month certification period.
6. Failure to cooperate and abide by the policies and procedures contained within this Handbook.
7. Failure to provide the Centers with requested and necessary documents.
8. Failure to pay required Family Fees in a timely manner.
9. Failure to sign child in or out on Sign In/Out Sheet or use a full legal signature.
10. Failure to pick up and drop off child according to contracted/scheduled hours.
11. Any verbal of physical threats of any nature, rude, malicious or disruptive actions towards staff, parents, students, children or any individual by the parent/legal guardian, any person, or designated representative (profane language, unwarranted use of social media, threats, destruction of property, possession of firearms, possession of illegal substances, etc.).
12. Failure to escort child to a teacher upon arrival and/or leaving a child unattended in the center before sign in or after sign out.
13. Once the reasonable steps outlined in "Steps to Support a Child's Safe Participation, as described in this Handbook, have been completed, subject to the due process requirements and procedures identified in 5 CCR sections 18119–1812.

It is the responsibility of the parent/legal guardian to convey the Centers' policies to the authorized person dropping off and/or picking up the child. Any person associated with the parent/legal guardian that violates the Centers' policies in any way may jeopardize the child's enrollment.

ATTENDANCE POLICIES

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

Parents are informed of the importance of the child's attendance during the parent orientation process. Parents are advised of the absent policy and how the loss of attendance days affects the child's enrollment at the center.

If a parent is consistently late on arrival or pick up or the child is absent without justified cause or notice, it may cause the family to be dis-enrolled from the program.

Absences (Title 5 18066)

Parents are responsible for reporting all absences to the centers on a daily basis. Each center has a telephone voice mail available 24 hours a day, 7 days a week.

Reasons for absences must be documented on the Sign In/Out Sheet and with a full signature by the parent or Center staff.

Absences are defined as follows:

1. **Excused Absences**: The following are considered excused absences:

   a. Illness and/or quarantine of enrolled child's parent; parent medical, dental and/or therapy appointment.
   b. Illness and/or quarantine[1] of enrolled child; child medical, dental, and/or therapy appointment.
   c. Court-ordered visitation – Court Order must be on file at the Center office and must specify parent custody arrangements.
   d. Court ordered visits. Court documents must be provided.
   e. Family Emergency - A family emergency is a sudden event that makes it difficult for the child to attend. Documentation may be required for family emergencies. Family emergencies shall include:
      i. Illness/quarantine of sibling or relative within the child's home.
      ii. Absences due to the death of a child's immediate family; father, mother, sibling, grandparent, or family member that lives with child.
      iii. Incarceration of parent/guardian.
      iv. Eviction of family from housing where enrolled child lives.
      v. Disaster (such as, flooding, fire, an event that makes home inhabitable).
      vi. Transportation issues that prohibit the parent from bringing the child to the Center (i.e. auto accident, breakdown, public transportation delays).
      vii. Court ordered appearances. Court documents providing dates/times of appearance may be requested.
2. **Best Interest Days (BID)**: Best Interest Days are excused absences in support of the well-being of the child. BIDs are limited to ten (10) days per Program Year. Best Interest Days include the following:
   a. Family vacations
   b. Time spent with visiting family members
   c. Cultural celebrations
   d. Religious beliefs
   e. Time spent with non-custodial parent that is not court-ordered
   f. WIC, CalFresh, SNAP, and CalWORKs appointments.
   g. Reasons deemed justifiable by the Center Director
3. **Unexcused Absences**: Unexcused absences are any absence not defined as listed under Excused Absences or Best Interest Days (BID).

[1] Parents are asked to report any exposure to a communicable disease their child has. The information about the exposure is posted for other parents to take precautions and/or look for signs of the illness in their own child.

Abandonment of Care (Title 5 18066.5)

When the family has not been in communication with the center for seven (7) consecutive calendar days

and has not notified the center staff of the reason for not using services, the center staff shall attempt to contact the parent through a variety of communication methods.

The center staff informs the parent that failure to communicate with the center may result in termination of services.

The center staff issues a Notice of Action (NOA) to disenroll the family on the basis of "abandonment of care" when there has been no communication with the center staff for a total of 30 consecutive calendar days.

Section 3 continue

CENTER TO PARENT COMMUNICATION THROUGH NOTICE OF ACTIONS (NOA)

Notice of Actions (NOA) are required by Department of Education, Early Education Division to communicate and document changes to the family services including; approving services, denying services, dis-enrollment from the program, change of schedule, change of family size, change in family fees, and certification. The Center maintains copies of all NOA's provided to parents in the child's file.

Types of NOA's required by Title 5

- NOA, Application for Services
  - The Center's decision to approve or deny services is communicated to the parent through a written statement referred to as a NOA within thirty (30) calendar days from the date the Application for Services (Form 9600) is signed by the parent(s). (Title 5 18094)
- NOA, Recipient of Services
  - If upon certification or update of the Application for Services (Form 9600), the Center determines that the need or eligibility requirements are no longer being met, or the fee or amount of service needs to be modified, the Center notifies the family though a written NOA, Recipient of Services. (Title 5 18095)
- NOA, Changes to the Service Agreement
  - The Centers complete a NOA, Recipient of Services when changes are made to the service agreement. (Title 5 18119) Such changes may include but are not limited to:
    - A change in family fees.
    - A change of childcare hours.
    - Certification of eligibility.
    - Dis-enrollment / Termination of service.
    - Suspension and expulsion.

Parent Rights to Appeal an NOA (Title 5 18120)

If the parent(s) disagrees with an action, the parent(s) must complete the appeal information on the back of the Notice of Action (NOA). The parent(s) may file a request for a hearing with the Center within fourteen (14) calendar days of the date the NOA was given to the parent(s) or 19 days if mailed by the U.S. Postal Service. Upon the filing of a request for a hearing, the intended action shall be suspended until the review process has been completed.

Appealing a Suspension or Expulsion NOA (Title 5 18118)

To appeal the Center's decision to suspend or expel as stated in your Notice of Action, you may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step listed below. 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.

STEP 1:
Your appeal to the CCDD or CDE must include the following documents and information: (1) a written statement specifying the reasons you believe the agency's decision was incorrect, (2) a copy of the agency's decision letter, and (3) a copy of both sides of the Notice of Action. You may either fax or mail your appeal to the contact information below:

CCTR
California Department of Social Services
Child Care and Development Division
Attn: Appeals Coordinator 744 P
Street, MS 9-7-354
Sacramento, CA 95814
Phone: 1(833) 559-2417
Fax: (916) 654-1048
Email: CCDDAppeals@dss.ca.gov

CSPP
California Department of Education
Early Education Division
Attn: Appeals Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814
Phone: 916-322-6233
Fax: 916-323-6853

STEP 2:

Within 30 calendar days after the receipt of your appeal, the CCDD or CDE will issue a written decision to you and the agency. If your appeal is denied, the agency will stop providing child care and development services immediately upon receipt of the California Department of Social Services' decision letter. *Because the action to suspend or expel a child involves persistent and serious behaviors that impact the safety of children, the child may not attend the program during the appeal process.*

Family Exit Survey
SDCCD values parent feedback to help improve our programs and services at the Child Development/Early Education Centers. Upon leaving our program, we ask parents to complete a short online survey. The survey can be accessed via the parent portal in the attendance software.

Section 4

PROGRAM POLICIES

Policies are created to ensure the safety and health of the children and staff and to comply with all required regulations of Title 5 and Title 22. Please contact the Center Director if you have any questions about the following policies.

Sign In / Out Policies

Sign In/Out sheets are required by CDE, CDSS, and Community Care Licensing and are necessary for tracking attendance. The Sign In/Out sheets are also used to accurately account for children throughout the day and for any emergency. Children must be signed In and Out with exact arrival and departure times and with a full signature.

Parents or persons authorized by the parents who are 18 years and older, and who are listed on the emergency card:

- may pick-up or drop-off a child
- agree to ensure the teacher in the child's assigned classroom knows the child has arrived or is leaving
    - If everyone is outside, it is the responsibility of the parent or authorized adult to bring the child to the teachers
- are responsible to supervise their child prior to signing in and after signing out the child

Clean Diapers / Pull-Ups at Drop Off

Parents of children with diapers or pull-ups need to ensure their child starts the school day with a clean diaper/pull-up. A diaper-changing table and child restrooms are available in the infant and toddler classrooms.

Drop Off and Pick Up of Children

Drop off and pick up are very important parts of the day. Parents should allow time to drop their children off and get them settled. We ask parents to lead their children to the handwashing area upon arrival.

Parents can help their child wash their hands by using the 20 Second Hand Washing Rule:

1. WET your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. LATHER your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
3. SCRUB your hands for at least 20 seconds.
4. RINSE your hands well under clean, running water.
5. DRY your hands using a clean towel or air-dry them.

Our program discourages idling vehicles (buses, families' automobiles) in the parking areas near or next to the Center, except if vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures.

Late Drop-Off / Pick-Up

The Center anticipates and prepares for children's arrival and departure based on their contracted hours. If your child will arrive late or be picked-up 15 minutes late, please contact the Center so they can make appropriate arrangements.

If a parent is consistently not following their approved hours, it may result in the following:

1. Parent receives a verbal warning of their failure to comply with the Late Drop-Off / Pick-Up policy.

2. If there is a second occurrence, parents are notified in writing of failure to comply with Late Drop-Off / Pick-Up policy and must meet with the Center Director.
3. A third occurrence will result in a change to the approved contract hours.
4. Child may be disenrolled from care if the family is not utilizing their contracted hours.

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

1. The staff try to contact the parent.
2. If parent(s) cannot be reached, staff begin to call individuals listed as the child's emergency contact.
3. If no one can be reached after the Center's closing time, the San Diego Community College Police and San Diego Police Department are contacted. If police assume responsibility for a child, he/she are taken to Polinsky Children's Center (858) 514-4600.

The Centers do not provide or make any arrangements for transportation of children, parents, or staff.

Child Car Seat Law

Parents should be aware of the current California Car Seat Law, which can be found at www.cdph.ca.gov/vosp . It is the parent's responsibility to ensure their child has the appropriate car seat. If a parent or designated representative arrives to pick up a child without the appropriate car seat, the child should remain at the Center until the parent or designated representative obtains a car seat that follows the current standards of the law.

Open Door Policy (Parents Rights LIC 995, Title 5 18275.4, Title 22 101200)

Parents have the right to enter and inspect the childcare center without advance notice whenever their child(ren) is in care. The Centers have an open door policy that encourages parents to participate in daily activities whenever possible. Please note some parent volunteer activities require parents to have current immunizations. See the Center Director for requirements.

At any time, the centers are subject to inspections by authorized representatives from Department of Social Services, Community Care Licensing (CCL), and the California Department of Education. Per CCL, Title 22, Section 101200;

- Any duly authorized officer, employee, or agent of the department may, upon presentation of proper identification, enter and inspect any place providing personal care, supervision, and services at any time, with or without advance notice, to secure compliance with, or to prevent a violation of, this act or the regulations adopted by the department pursuant to the act.
- The authorized representative has the authority;
    - To interview children or staff without prior consent
    - To inspect, audit, and copy child or childcare center records upon demand during normal business hours. Records may be removed if necessary for copying.
- The Center shall ensure that provisions are made for:
    - Private interviews with any children or staff members

- The examination of all records relating to the operation of the child care center

No Religious Instruction or Worship (Title 5 18017)
The Centers do not include or implement any religious instruction or worship.

Suspension and Expulsion Policy (WIC 10491)

Suspension
"Suspension" means any removal of a child from all or part of the program day, or the prevention of a child from attending the program for one or more days, in response to the child's behavior.

The Center cannot do the either of the following:

- Suspend a child due to a child's behavior.
- Encourage or persuade a child's parents or legal guardians to pick up their child due to behavior before the program day ends.

Suspension shall only be used when there is a serious safety threat that cannot be reduced or eliminated without removal. To the greatest extent possible, the Center will ensure the full participation of enrolled children in all program activities.

Before the Center determines that suspension is necessary, they must collaborate with the child's parents or legal guardians and use appropriate community resources, as needed, to determine no other reasonable option is appropriate, and provide written notice through a Notice of Action to the child's parents or legal guardians.
If suspension is deemed necessary, the Center will help the child return to full participation in all program activities as quickly as possible while ensuring child safety by doing at least, all the following:

- Continuing to engage with the parents or legal guardians and continuing to use, and provide referrals to appropriate community resources, such as, but not limited to, an early childhood mental health consultant and the local resource and referral agency
- Developing a written plan to document the action and supports needed
- If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the CSPP contractor, with written parental consent, must contact the agency responsible for the IFSP or IEP to seek consultation on serving the child

Expulsion
"Expulsion" means the permanent dismissal of a child from the program in response to a child's behavior.

Per WIC section 10491(a)(1), the Center cannot do either of the following:

- Expel or unenroll a child because of a child's behavior.
- Persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

If a child exhibits persistent and serious behaviors, the Center must:

- Expeditiously pursue and document reasonable steps to maintain the child's safe participation in the program, including, but not limited to, consulting with the child's parents or legal guardians and teacher, and, if available, engaging an early childhood mental health consultant.

- Provide written notice of the process programs must follow to the parents or legal guardians of a child exhibiting persistent and serious behaviors. This must include a description of the behaviors of the child and the program's plan for maintaining the child's safe participation in the program.
- If the child has an IFSP or IEP, the CSPP, with written parental consent, must contact the agency responsible for the IFSP or IEP to seek consultation on serving the child.
- Consider, if appropriate, completing a comprehensive screening to identify the needs of the child, including, but not limited to:
    - Screening the child's social and emotional development using resources such as, but not limited to, the "Ages & Stages Questionnaires: Social-Emotional" and the Centers for Disease Control and Prevention's (CDC) "Learn the Signs. Act Early." materials
    - Referring the child's parents or legal guardians to community resources
    - Implementing behavior supports within the program

If the Center 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. If an expulsion must occur, the Center will assist the child and family in transitioning to another program by identifying and engaging mental / behavioral health consultants and community resources to assist in determining the most appropriate placement for the child.

Per WIC 10491(a)(2), prior to expelling a child due to a child's persistent and serious behaviors, within a 180-day timeframe or sooner staff must document and provide evidence of the following:

- Document observations of child's persistent and serious behavior in the classroom.
- Document the steps taken in working with the child to assist them developmentally.
- Document the strategies and resources used to support the developmental needs of the child.

Persistent and Serious Behavior

"Persistent and serious behaviors" means either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance. This includes, but is not limited to, physical aggression, property destruction, and self-injury.

Confidentiality

Individual Center Directors maintain responsibility for the confidentiality of family and child records. Disclosure of information is restricted to purposes directly connected with the administration of the program. Documents in children and family files are subject to review by authorized representatives from the California Department of Education and California Department of Social Services.

Parents or authorized representative may request access to the child and family files. An appointment with the Center Director is required to review the requested information.

Family Custody and Court Orders

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

Parents are responsible for providing copies of court orders pertaining to custody, visitation and/or restraining orders to the Center. Parents must provide current and updated documents to the Centers. The Centers do not accept verbal changes regarding the validity of Orders.

Field Trips / Special Events

The Centers plan field trips during the program year. Many of the field trips are walking onto the college campus to visit various activities and events. Permission for on campus-field trips is signed by parents on the Consent Form at the time of enrollment.

For off-campus field trips, parents sign an additional permission slip, which indicate the date, time, and location of the trip. Due to the teacher-child ratios, it may become necessary for any child that is not participating in a field trip to be picked-up before or dropped-off after the field trip.

Parents are involved in the decision to charge fees for any field trips that require a cost. The maximum total charges per child in a program year cannot exceed $25. There is no reimbursement from the Center to parents for field trips. No child will be denied participation in a field trip due to the family's inability to pay the fee, and no adverse or identification of the families who have paid or who have not paid will be made public.

CHILDREN'S PERSONAL ITEMS

All personal clothing and items must be labeled with the child's first and last name. This helps prevent items from getting mixed-up, misplaced, or lost.

Clothing

Children should wear comfortable and sturdy play clothes suitable for the day's weather and temperature. Children should wear clothing that can be soiled without it being a source of anxiety for the parent or child. Staff make every effort to have children wear smocks and aprons, but do not force them to do so or restrict them from an activity due to their attire. Clothing may get stains that cannot be removed.

All clothing worn to school should be labeled with the child's name. Centers cannot be responsible for lost or stolen clothing. Occasionally, a teacher may request swimsuits and towels for water play.

Section 4 continue

There are instances where the Center allows children to remove shoes/socks (water play, sensory play, indoor play, some outdoor activities, etc.).

Extra Clothing

Every child needs at least one extra change of clothing that will be left at school. Clothing should include socks, underwear, pants/shorts, and shirt. All clothing left at school should be labeled with the child's name. If it becomes necessary to change the child's clothing and extra clothes are not available, the parent will be called to pick up their child.

Occasionally, Centers may have extra clothing that can be borrowed. It is the responsibility of the parent to wash and return all borrowed clothing. Some children will not wear borrowed clothing. If there is no

change of clothing provided by the parent, and the child refuses to wear borrowed clothing, the parent will be called to pick up the child.

If a child arrives with inappropriate shoes or attire, the Parent may be called to pick-up or bring appropriate shoes/clothes.

Diaper / Pull-Up Supplies
Parents of children with diapers or pull-ups may need to furnish disposable diapers/pull-ups, wipes, and other necessary supplies for the child. The Center provides disposable gloves for staff to use when changing a diaper/pull-up. Gloves are disposed of after every child's diaper/pull-up change.

Toothbrushing
Centers may offer toothbrushing at least once a day usually before nap/rest time to children one year and older. Toothbrushes and toothpaste are provided by the Center and are kept individually to prevent cross contamination.

Toys at School
Toys from home can distract children from activities that are planned for the day. However, parents can discuss the opportunity to bring and share, and make appropriate arrangements (cell phones or other digital/electrical/battery-operated devices are not allowed to be brought by a child). If a child brings a toy from home without prior arrangements, the staff work with the child to keep it in a safe place until the child is picked up. Staff cannot be responsible for toys brought from home.

Children's Personal Attachment Items
Children may bring familiar attachment objects for rest time (examples: blanket, stuffed animal, etc.). All items must be labeled with the child's name. Parents should discuss these items with the classroom teacher before bringing them to the center. Parents are responsible for cleaning personal items. The Center staff does not assume responsibility if these items are lost or stolen.

Section 5

PROGRAM INTEGRITY

The Centers conduct many different levels of evaluation to ensure that the needs of the children, families, students, staff, and community are being met. Different components require input from parents, students, community members, and staff. There are opportunities throughout the program year for parents, students, and staff to provide information and feedback. Through these processes, the

Section 5 continue

Centers can identify areas of concern and work in identifying and closing gaps. Input and participation from constituents is imperative to help make the program successful.

Program Self-Evaluation Process (Title 5 18279)
The Program Self-Evaluation (PSE) process includes an assessment by parents (Parent Survey), assessment of the children's program using the Environmental Rating Scale (ERS), and the Desired Results Developmental Profile (DRDP). The process is conducted by staff, parents, students, and community members.

- Parent Survey (Title 5 18280)
    - The Parent Survey is distributed annually to all parents. Staff uses the results of the

survey to plan and conduct activities to support children's learning and development. Staff also uses the results to improve communication and services with parents and staff.

- Environmental Rating Scale (ERS) (Title 5 18281)
    - The Centers use the Early Childhood Environmental Rating Scale-Revised (ECERS-R) or the Infant/Toddler Environmental Rating Scale (ITERS). The Environmental Rating Scales (ERS) are a tool used to evaluate and enhance the quality of the programs. These scales assist in measuring the quality of interactions, supervision, and language that occurs at the Centers. The ERS also measures:
        - Indoor and outdoor space.
        - Materials and activities available to the children.
        - Routines and Activities.
- Desired Results Developmental Profile (DRDP) (Title 5 18272)
    - The Centers use the Desired Results Developmental Profile (DRDP), a tool approved by CDE, to assess the development of children.
    - The DRDP is used to plan and conduct age and developmentally appropriate activities for the children and is completed for each child within 60 days of initial service and every six months thereafter.
    - The DRDP helps to ensure the program is meeting the goal of ensuring all children are making progress in the domains of:
        1. Approaches to Learning-Self Regulation
        2. Social and Emotional Development
        3. Language and Literacy Development
        4. English Language Development
        5. Cognition, Including Math and Science
        6. Physical Development-Health
        7. History-Social Science
        8. Visual and Performing Arts
- Parent Conferences (Title 5 18275.2)
    - Parent conferences are scheduled two times each school year to review the Desired Results Developmental Profile (DRDP) of each parent's child. Conferences are a time to share information and discuss the progress of individual children. Parent input is a necessary component of this assessment.

Family Advisory Committee (Title 5 18017.5)

The Centers establish a Family Advisory Committee that advises the centers on issues related to services to families and children. Meetings take place throughout the year. We encourage parents to participate in the Family Advisory Committee.

Community Involvement (Title 5 18277)

Community involvement supports and promotes healthy children and families. The San Diego Community College District and the Centers are actively involved with community groups and agencies to provide additional resources to the children and families including San Diego County Office of Education, San Diego Unified School District, County of San Diego, City of San Diego, and Family Health Centers of San Diego.

National Association for the Education of Young Children (NAEYC)
San Diego Miramar College Child Development Center is accredited by the National Association for the Education of Young Children (NAEYC). Each year the Center completes an Annual Report to NAEYC, which includes a family questionnaire survey. In addition, every five years, the Center must complete a self-study and on-site validation to maintain its accreditation status. For more information, visit www.NAEYC.org

NAEYC Statement of Commitment
All Centers and their staff follow these NAEYC commitments:

- "As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the NAEYC Code of Ethical Conduct."
- "To the best of my ability, I will ensure that programs for young children are based on current knowledge of child development and early childhood education."
- "Respect and support families in their task of nurturing children."
- "Respect colleagues in the field of early childhood education and support them in maintaining the NAEYC Code of Ethical Conduct."
- "Serve as an advocate for children, their families, and their teachers, community, and society."
- "Maintain high standards of professional conduct."
- "Recognize how personal values, opinions, and biases can affect professional judgment."
- "Be open to new ideas and be willing to learn from the suggestions of others."
- "Continue to learn, grow, and contribute as a professional."
- "Honor the ideals and principles of the NAEYC Code of Ethical Conduct."

Staff Development and Qualifications
The San Diego Community College District is committed to quality early childhood education. Each classroom, within the Centers, is staffed by a teacher who holds a Child Development Teacher permit or a higher level permit issued by the State of California Commission on Teacher Credentialing. All other staff meets the SDCCD requirements for education and experience in Child Development. In addition;

- Staff attend meetings, trainings, conferences, and workshops to support continuous professional growth.
- Staff plan and implement activities appropriate to the needs of the children, including individualizing the lesson plans to meet each child's learning capabilities.
- Staff members meet as a team formally and informally to provide feedback, recognition, and to support program needs.

Section 5 continue

Agency Plan During Extended Emergency Closures
The SDCCD Centers will continue to provide services to enrolled families and children via "distance learning" even in cases of extended emergency closures. When offering State-Subsidized early learning and care programs, the Centers must continue to provide modified quality program activities to all currently enrolled children and families in compliance with 5 CCR and EC8203.

The Agency Plan provides districtwide guidance regarding modified program operations to address the needs of children and families who are no longer being served in the physical setting during an emergency closure. The Agency Plan is maintained on file at each Center and at the District office. Electronic versions are maintained by each Center Director and the District Program Director.
Each center must develop and maintain family engagement plan(s) for disasters.

COLLEGE LAB STUDENTS IN THE CLASSROOM

The Centers are lab-teaching facilities. Part of their function is to train SDCCD Child Development college students. Lab Students are supervised at all times and never left alone with children and must remain in the line of sight of a qualified teacher at all times. Some Lab Students participate weekly in the classrooms; others may come only to do a lesson plan with the children for their college course.

Whatever level of participation, the Lab Students contribute to the overall success of the program. It is critical that all Center staff demonstrate respect, openness, and a desire to mentor each Lab Student.

College Student Participation in the Classroom

Lead Teachers assign Lab Students specific jobs to do with detailed explanations. This helps students know what to expect and helps to develop their confidence when working with young children. Some assigned tasks include:

- Encouraging them to take the lead in a variety of situations
- Explaining the importance of supporting children's conflicts
- Role modeling behaviors that help children in their creative activities without doing the activity for the child
- Practicing sanitary and safety procedures by closely monitoring the implementation of lab rules

College Student Lesson Plans

Lab Students discuss their lesson plans with the Center teacher and require approval prior to implementation. During the implementation, Lab Students are closely supervised and evaluated by the Center teacher and/or the class faculty/instructor.

Section 6

HEALTH AND SAFETY

The health and safety of children is a priority. Centers follow all state requirements and include additional policies to maintain an environment that keeps the children and staff safe and healthy.

Health Forms

The Centers are required by Community Care Licensing (CCL) to obtain the following health forms for each child enrolled:

- Health Screening/Exam by a Physician - within thirty (30) days of enrollment.

Section 6 continue

- Immunization Records – immunizations must be up-to-date at the time of enrollment.

For children enrolled in Head Start programs, children may be required to receive periodic dental exams. Dental forms and resources are available to support families in their child's oral hygiene.

Sick Child – Exclusion Guidelines

If a child becomes sick or shows signs of being sick, staff notify the parents or those listed as emergency contacts to pick up the child. Parents should make all attempts to pick up their child within 30 minutes. Children need to stay home for 24 hours after the symptom clears. A Doctor's note indicating the child is well enough to return to school may be required. A child should not attend school or may be asked to be picked up from school if one or more of the following symptoms occurs:

- The parent or teacher feels the child cannot fully participate in the program.
- Has a fever of 100° degrees or higher within the last twenty-four (24) hours.
- Has diarrhea or loose stools within the last twenty-four (24) hours. If the child has diarrhea or loose stools at school, they will be sent home after two incidents.
- Has vomited within the last twenty-four (24) hours. If the child vomits at school, they will be sent home after two incidents.
- Has a persistent runny nose or cough (that is not a documented allergy) that disrupts child's ability to participate in classroom activities.
- Has any red, watery, mucous eye(s).
- Has an undiagnosed skin rash on any part of the body.
- Has impetigo, ringworm, scabies, untreated head lice, pinworms, strep throat, hand-foot-and-mouth disease, or other infectious diseases.
- Is taking medication to control fever, diarrhea, vomiting or other illnesses.
- Is overly fussy, cranky, and generally not himself/herself.
- Has had a seizure within the last twenty-four (24) hours.
- Has suffered a head injury in the last twenty-four (24) hours.

In a case where a child has a dental or medical emergency, a staff member will provide comfort to the child while another staff members contacts, by phone or text, the parents and/or emergency personnel (9-1-1).

Reporting Exposure to Communicable Diseases

Parents are asked to report any exposure their child had to a communicable disease. The information about the exposure is posted for other parents to take precautions and/or look for signs of the illness in their own child. Names of children or any other personal information are never shared, only the communicable disease.

Child Medications / Medical Needs (including sunscreen)

The Center may not be able to provide medication to children who have a temporary medical need (i.e., temporary infections or rashes, etc.). Contact the Center Director for more information.

Parents of children who have chronic diagnosed medical needs must meet with the Center Director for appropriate and reasonable accommodations. If reasonable accommodations can be made, the parent and/or child's physician must complete all appropriate forms before medication or care can be provided to the child. Any necessary training for the staff is conducted by the parent and/or College Nurse.

Prescription and non-prescription medications for chronic health conditions are not to be administered to a child without the written order of a physician that indicates the medication is for that specific child. Medications are stored in a safe place inaccessible to children and are given to the child by authorized staff that have been trained.

Section 6 continue

- ♦ PRESCRIPTION MEDICATION – Prescription medications must, by law, be dispensed in child-resistive safety containers, labeled with the child's name, the name of the drug, and the directions for its use. Prescriptions labeled for someone else will not be given, nor medication in sample bottles or bottles other than the prescription container.
- ♦ LIFESAVING MEDICATION - (e.g. EpiPen or inhalers) that expire while child is enrolled in center. Current lifesaving medication needed at all times; otherwise, child is not allowed to attend care.
- ♦ OVER-THE-COUNTER MEDICATION is provided only if the medication has a prescription label

stating the child's name, dosage, and dates pertinent to illness.

- SUNSCREEN – Center staff do not apply sunscreen to the children. Instead, parents are encouraged to apply sunscreen to their children before drop off or any time their child is at the Center, and/or parents can send hats for their children to wear when outdoors.

Child Ouch Reports
Participation in various activities at the Center help children stay healthy and physically fit, but they can also occasionally result in injuries. Scrapes are a fact for most children. If a child has a minor injury (scrape, abrasions, bump-other than the head, etc.), then an Ouch Report is completed.

The Teacher reviews with the parent upon pick-up or via a phone call. A copy of the report is provided to the parent and another copy is filed in the child's file.

Center Unusual Incident / Injury Report
If an unusual incident occurs to a child or staff member at a center, the Center Director is responsible to contact Community Care Licensing (CCL) within the first 24 hours to report the incident. Unusual incidents include an aggressing act on oneself, to another child or to staff, alleged child abuse, an injury requiring hospital services, epidemic outbreak, etc.

The Center Director completes an Unusual Incident / Injury / Death Form (LIC 624) and submit to CCL within the first 48 hours with as much information about the incident as possible. A copy of the is filed and kept at the Center.

Center Staff: Mandated Reporters of Child Abuse or Neglect
All Center staff are mandated reporters. A list of persons whose profession qualifies them as "mandated reporters" of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow. It includes all school/district staff, administrators, and athletic coaches. Volunteers, while not mandated reporters, are encouraged to report any suspected cases of abuse or neglect.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a child shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

All center staff, including NHA Head Start staff, are considered "mandated reporters".

Emergency Situations
The Centers conduct regular emergency drills, including Power and Water Shut-Off, Fire, Earthquake,

Section 6 continue

and Lockdown drills. Staff receive ongoing training to handle emergencies. The Centers have an Emergency Disaster Plan posted and available at the Center.

If it becomes necessary for parents to pick up their child, the staff will make contact using the emergency contact list. Parents are expected to pick-up their child promptly or as arranged by staff and parents.

Section 7

CHILD ASSESSMENTS, QUESTIONNAIRES, & SCREENINGS

The Center staff complete a variety of assessments, questionnaires, and screenings for children to ensure healthy development. The following is a list of tools or screenings completed at the Center:

Ages & Stages Questionnaire-3

- The Ages & Stages Questionnaires, Third Edition (ASQ-3) is a developmental screening tool that pinpoints developmental progress in children between the ages of one month to 5 ½ years. Its success lies in its parent-centric approach and inherent ease-of-use—a combination that has made it the most widely used developmental screener across the globe.
- Evidence shows that the earlier development is assessed—the greater the chance a child has to reach his or her potential. Learn more about ASQ-3

Ages & Stages Questionnaire: SE-2

- Early identification of social-emotional challenges can make all the difference to a young child. The proof is undeniable: the earlier a behavioral concern is identified, the greater the chance a child has for reaching his or her full potential in life. This is the driving force behind ASQ:SE-2—a parent-completed, highly reliable system focused solely on social-emotional development in young children. Accurately identifying behavior through ASQ:SE-2 paves the way for next steps—further assessment, specialized intervention or ongoing monitoring, for examples—to help children reach their fullest potential during their most formative early years.

Desired Results Development Profile (DRDP) (2015)

- The DRDP (2015) is a Developmental Continuum from Early Infancy to Kindergarten Entry. The DRDP (2015) is a formative assessment instrument developed by the California Department of Education for young children and their families to be used to inform instruction and program development. The DRDP (2015) is based on the previous DRDP instruments. It includes refinements made over the past several years and new elements that are essential to quality early childhood education. It aligns with the California Department of Education's Early Learning and Development Foundations. The DRDP (2015) is made up of eight domains:
    1. Approaches to learning–self regulation
    2. Social and emotional development
    3. Language and literacy development
        a. English language development
    4. Cognition: math
    5. Cognition: science
    6. Physical development–health
    7. History and social science
    8. Visual and performing arts

Section 7 continue

Height, Weight, and Hearing screenings

- Screenings are conducted by trained Head Start Staff.

Vision screenings

- Screenings are conducted by UCSD Shiley Eye Mobile for Children or other certified programs.

CHILD BEHAVIOR MANAGEMENT

The Centers would like every child to successfully manage their behavior. The Center uses prevention, positive interaction, and supportive intervention to help children reach that goal. Below are some of the

strategies used by Center staff to help children stay safe while participating in the program and with other children and adults.

The Center staff do not use any type of corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.

Redirecting

It is more successful in changing a child's behavior if you turn his/her attention to something else, which is equally as interesting as what he/she has been doing. For example, Katie has been playing in the sandbox for some time. She begins throwing the sand toys. The teacher assumes that she has lost interest and needs to do something more active. She says, "Katie, let's find the beanbags and set up a place to throw." Together they locate the beanbags and create a fun target.

Positive, Non-Judgmental Statements

Teach children a healthy attitude about mistakes. Avoid labels (even complimentary labels such as "talented, "smart", etc.); instead comment on specific actions ("You put the puzzle pieces together perfectly!"). State requests in a positive form ("Walk around the puddle", rather than, "Don't...").

Remember that while not all acts can be approved, all feelings can be. It is important for a child to know what he/she feels, even if he does not know why. Try to be undisturbed by a logical consequence that serves as its own discipline (avoid saying, "I told you so"). Use impersonal statements where appropriate ("Rest time is after lunch" rather than "You must rest on your cot after lunch"). Compliment a child's effort, even if the child is unable to complete the task.

Verbalizing Feelings

Helping children to verbalize their feelings is an important part of our work at school. Children may argue and fight over toys, which chair to sit on at snack time, or their place in line. Discourage fighting by encouraging children to "use their words" and say what they feel or "express with appropriate body language". For example, "Don't do that. I don't like you to push me," rather than acting out their feelings physically or putting hand-up to indicate, "stop".

A child having a difficult time with separation, sharing, or just growing up may be helped by the adult stating: "It's okay to feel...

- ...sad when your mother/father leaves."
- ...hurt when someone won't share with you."

Section 7 continue

- ...frustrated when you can't get your shoes on by yourself."

Self-Regulation Support

When a child is unable to regulate their behavior, the teacher will move to the child and state what they see happening with emotions and/or behaviors and offer support. For example, the adult may say, "Johnathon took the block you were using, and you were angry, so you threw the basket. I will stay with you if you like. It can be scary to feel so angry. To calm yourself, you could take some deep breathes like this."

The adult might suggest a calming activity such as “Would you like to blow some bubbles or play with the squishy ball?” or “Would you like to sit on the pillows and read a book with me?”

Conflict Resolution

HighScopeFdipaer is a preschool curriculum that teaches an approach to conflict resolution designed for young children age eighteen months to six years of age. The approach is based on six simple mediation steps that teachers use with children during emotionally charged conflict situations. The steps are:

1. Approach calmly, stopping any hurtful actions.
2. Acknowledge children’s feelings.
3. Gather information.
4. Restate the problem.
5. Ask for ideas for solutions and choose one together.
6. Be prepared to give follow-up support.

Words That Help

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

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

Section 7 continue

Intervention Support

If the child's behavior impedes the child's learning or that of others, the Center and family must consider behavioral intervention strategies, including the use of positive behavioral interventions and supports when developing an initial plan or modifying an existing plan, as to reduce or eliminate the need for any discipline of a child.

In addition, preschool children with disabilities who are eligible for services under the Individuals with Disabilities Education Act (IDEA) are entitled to the same disciplinary protections that apply to all other IDEA-eligible children with disabilities, and may not be subjected to impermissible disciplinary changes of placement for misconduct that is caused by or related to their disability, and must continue to receive educational services consistent with their right to a Free Appropriate Public Education (FAPE) under the IDEA.

Process for a Child's Safe Participation in the Program

A child who displays persistent and/or serious challenging behavior that disrupts the safety or learning of themselves or of other children will be offered support through various systems. The Center follows the California Department of Education, Early Education Division directives and recommendations for children who have persistent and serious challenging behaviors. If a child exhibits persistent and serious behaviors, the agency must:

- Expeditiously pursue and document reasonable steps to maintain the child's safe participation in the program, including, but not limited to, consulting with the child's parents or legal guardians and teacher, and, if available, engaging an early childhood mental health consultant.
- Provide written notice of the process programs must follow to the parents or legal guardians of a child exhibiting persistent and serious behaviors. This must include a description of the behaviors of the child and the program's plan for maintaining the child's safe participation in the program.
- If the child has an IFSP or IEP, the staff, with written parental consent, must contact the agency responsible for the IFSP or IEP to seek consultation on serving the child.
- Consider, if appropriate, completing a comprehensive screening to identify the needs of the child, including, but not limited to:
    - Screening the child's social and emotional development using resources such as, but not limited to, the "Ages & Stages Questionnaires: Social-Emotional" and the Centers for Disease Control and Prevention's (CDC) "Learn the Signs. Act Early." Materials.
    - Referring the child's parents or legal guardians to community resources.
    - Implementing behavior supports within the program.

Section 7 continue

If an agency 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.

This determination to expel the child must be made in consultation with the parents or legal guardians of the child, the child's teacher, and, if applicable, the local agency responsible for implementing the

IFSP or IEP, as described above. The agency has up to 180 days to complete the expulsion process, as described above.

Section 8

CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

Overview

The Child and Adult Care Food Program (CACFP) provides reimbursement funds to child care centers for the provision of nutritious foods that contribute to the wellness, healthy growth, and development of young children. There is no charge to the families for the meals and snacks served to the children.

The CACFP meal pattern varies according to age and types of meals served. Centers are approved to claim up to two reimbursable meals (breakfast, lunch, or dinner) and one snack to each eligible participant, each day.

Reimbursement for the Center is computed by actual meal count by type (breakfast, lunch, supper, or snack) and eligibility category (Free, Reduced Price, and Paid). Parents complete a Meal Benefit Form at the time of their child's enrollment, which determines the eligibility category for reimbursement.

Infant Formula, Breastmilk, and Food

San Diego City College offers an infant program for children beginning at 4 months of age. The program accommodates parent's request to provide breastmilk or formula to their infant. A comfortable area is accessible for parents to pump milk, breastfeed, or bottle-feed their infant.

The parent can either provide formula or the parent can choose to use the formula offered by the Center. The formula offered meets the CACFP requirements and is provided without cost to the parent.

If a parent elects to have the staff serve breastmilk to their infant, the following process is in place to store the breastmilk:

1. Infants who are receiving breastmilk have their breastmilk stored in the Infant classroom refrigerator.
2. Before the breastmilk is placed in the refrigerator, the parent completes a label for each bag of breastmilk with the child's name and the date breastmilk was expressed.
3. Each bag of breastmilk is placed in a container that also has the child's name on it.
4. The bags are organized by the date the parent expressed the breastmilk with the oldest date up front, which is the first to be used by the Infant Teacher when feeding the child.
5. Extra breastmilk is stored identically as mentioned above and kept in the Infant classroom freezers.

Section 8 continue

When developmentally appropriate and with parent consent, cereal and/or solid foods are introduced to infants. All food is prepared specifically for infants who are learning how to eat on their own, including soft textures and small bite sizes. All food served meets the CACFP requirements.

Parents of infants must complete a Needs & Service Plan to assist in the individualized care and feeding of their infant while at the Center.

Breastfeeding-Friendly Child Care Center, San Diego City College Early Education Center

San Diego City College Early Education Center offers infant care and is recognized as a Breastfeeding-Friendly Child Care Center. This recognition confirms the center is:

- Providing a breastfeeding-friendly environment
- Showing sensitivity to breastfeeding mothers and their babies
- Ensuring that all breastfeeding families are able to properly store and label their milk
- Training their staff to support and promote optimal infant feeding
- Developing an individual plan with each family that supports best feeding practices
- Continuing to learn about ways to support parents in protection, promotion and support of breastfeeding
- Never denying children entry into the facility because they are breastfeeding.

Meals / Snacks

The Centers receive daily CACFP approved meals and snacks from Neighborhood House Association (NHA) Nutrition Services. NHA handles, prepares, and transports food according to all federal, state, and local laws pertaining to safe food handling.

NHA's Nutrition Services provides a cutting-edge menu that is balanced in calories, carbohydrates, fat, protein, and nutrients. NHA provides a month menu before the start of each month, which is then posted for families to read. NHA foodservice operation features:

- Kid-tested and approved meals
- Ethnically diverse menus
- Natural and organic foods
- Homemade recipes made at a local facility
- Conversions to accommodate food allergies and intolerances
- Use the menu as a nutrition teaching tool for children and families

The monthly menu is posted in a prominent place at each center or can be accessed from NHA's Nutrition Services website.

Family Style Meal Service

The Centers encourage classrooms to serve meals and snacks Family-Style. Family-Style is defined as:

- Each table has all the meal components set out and enough food and milk/juice to provide the required portion of each component to all participants at the table.
- Children and a staff member are seated at the table together at the point of service.
- Children are initially offered the full required portion of each meal component by passing the food portions around to each child or the staff member offering to serve the portion.
    - Staff are actively encouraging each child to accept the required portion for each food component and/or encouraging the child to try all food and drinks offered.

Section 8 continue

It is important for staff to sit at the table with children and serve themselves a child-size portion of the meal/snack when it is available to:

- Model good eating habits
- Model good table manners
- Encourage children to eat or try the meal/snack

Special Dietary Needs

Centers attempt to accommodate special dietary needs of children with disabilities and/or who have

food allergies, as documented by a licensed physician. Parents must first complete a Request for Special Meals Medical Statement form along with any necessary information from a licensed physician. Parents who have food preferences for their child must complete a Request for Special Meals Parent/Guardian form.

A copy of the completed form is included in the child's file at the Center and the original sent to the NHA Nutrition Services. A list of children's food allergies/sensitivities is posted at the center in the teachers' and kitchen area to inform all staff and substitutes.

Outside Food / Celebration

In order to accommodate children who have life threatening nut allergies, the Centers are "Nut-Free". In addition to nut allergies, the Centers care for children and families who have other food allergies and sensitivities. For all these reasons, the Centers do not allow any outside food unless prior arrangements have been made with the Center Director.

Center Directors can collaborate with families and teachers on projects or events that include various types of edible products that comply with allergies and food sensitivities. Contact the Center Director for more information.

Declining CACFP

To complement and harmonize the meals being served to all the children during family-style meal service, SDCCD requests parents who decline participation in CACFP to provide their child with meals that meet the CACFP meal pattern guidelines. SDCCD believes this method encourages healthy food choices and habits for the child and family who decline participation in CACFP. SDCCD does not claim meals for families that have declined the CACFP.

For parents who decline the program and choose to bring their own food, SDCCD does not place limits on how much can be provided by the Parent as long as the food and portions meet the minimum CACFP meal pattern guidelines. Should the parent provide excessive amounts of food, the Center Director may provide the parent with additional information and resources on food portions for young children.

Steps for parents providing meals include:

a. Upon the parent and child's arrival to the center, the parent will proceed to the office staff to review and drop off the meal(s) for their child.
b. Staff ensures the meal meets the CACFP meal patterns and labels the meal(s) with the child's name, date, and meal type (breakfast, lunch, and snack).
   NOTE: If the meal does not meet the requirements, the staff will provide the parent with two choices: 1. parent can leave and return with the missing components or 2. The child will be offered the meal(s) being served for that day, but no claiming of the meal will occur as they formally declined participation in the program.

Section 8 continue

c. Staff delivers the meal(s) to the kitchen. The meal(s) is stored in the warmer or refrigerator (as applicable) until the scheduled time to deliver the meal to the classroom
d. The labeled meals are delivered to the classrooms, along with all the other planned menu of food and drinks for the children in attendance.
e. When the classroom tables are set with the meal portions of the food and drinks, and all the children sit down to start serving, the teacher(s) distributes the labeled meal and makes a name-to-face recognition to ensure the meal is provided to the correct child.

f. Staff will use a special symbol to indicate on the Meal Count form that the child was provided a meal, but the meal should not be claimed.

Section 9

COMPLAINT PROCESS

Child Development / Early Education Center Concerns

Any concerns about the Center operations, staff, or related issues should be reported to the Center Director immediately. If the resolution received from the Center Director is not satisfactory, a written complaint can be filed with the College Dean at the following address:

San Diego City College
Dean, School of Behavioral and Social Sciences, and Consumer and Family Studies
1313 Park Blvd.
San Diego, CA 92101-4787

San Diego Mesa College
Dean, School of Health Sciences and Public Service
7250 Mesa College Drive, Building S-300
San Diego, CA 92111-4998

San Diego Miramar College
Dean, Business, Technical Careers and Workforce Initiatives
10440 Black Mountain Road, Building C-120
San Diego, CA 92126-7678

A meeting with the Campus Dean will be scheduled within thirty (30) calendar days of the complaint being received. After the meeting, a written resolution or decision will be provided within ten (10) calendar days. If the parent is not satisfied with the decision given, she/he can then submit a written complaint to the District Office Dean at the following address:

San Diego Community College District
Dean, Career Education and Workforce Development
3375 Camino del Rio South, Suite 125
San Diego, CA 92108

A meeting with the District Dean will be scheduled within thirty (30) calendar days of the complaint being received. After the meeting, a written resolution or decision will be provided within ten (10) calendar days. If the complainant is not satisfied with the decision given, she/he can then follow the Uniform Complaint Procedure as listed below.

Section 9 continue

Uniform Complaint Procedures (UCP)

It is the intent of the San Diego Community College District to fully comply with all applicable state and federal laws and regulations. Individuals, agencies, organizations, students, and interested third parties have the right to file a complaint regarding the San Diego Community College District alleged violation of federal and/or state laws (California Code of Regulations, Title 5 Sections 4600-4687). This includes allegations of unlawful discrimination in any program or activity funded directly by the state or receiving federal or state financial assistance.

If a participant is not satisfied with a written decision from the District Dean, a complaint can be submitted within 15 calendar days to the CA Department of Education. The complaint must in writing, signed, and filed with the:

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

If the parent is not satisfied with the final written decision of the California Department of Education, remedies may be available in federal or state court. The parent should seek the advice of an attorney of her/his choosing in this event. For additional information, visit the Uniform Complaint Procedure web page at http://www.cde.ca.gov/re/cp/uc

USDA Discrimination Complaint Process for the Child and Adult Care Food Program (CACFP)

If you feel you, your child or your family was discriminated against while participating in the USDA Child and Adult Care Food Program (CACFP) and you wish to file a Civil Rights complaint of discrimination, complete the following:

1. Concerns may be brought to the attention of the Center Director for informal resolution.
2. If further action is needed, the complaint may be forwarded to the Equal Opportunity & Diversity Officer; who serves as the Civil Rights Complaint Coordinator.
   San Diego Community College District
   Equal Opportunity & Diversity Officer
   3375 Camino del Rio South
   San Diego, CA 92108
3. To file a program complaint of discrimination with the USDA CACFP, refer to the Section 1 in this Handbook: NON DISCRIMINATORY STATEMENTS, USDA Non-Discrimination Statement for the CACFP

COMMUNITY RESOURCES

Health and Social Services (Title 5 18276)

The Center Directors and designated staff have access to a list of community health and social services in addition to individual campus resources. Contact the individual Center for guidance. Below is a shortlist of resources available to the public.

Section 9 continue

Emergency / Crisis Phone Numbers			
Police, Fire, Paramedics	911	Poison Center	(800) 222-1222
American Red Cross	(858) 309-1200	SD County Psychiatric Hospital	(619) 692-8200
CA Missing Children's Hotline	(800) 222-3463	Suicide Intervention	(888) 724-7240
Child Abuse Hotline	(858) 560-2191	Women's Resource Center	(760) 757-3500

Additional Resources

2-1-1 San Diego, https://211sandiego.org/ . . . . 211 or (858) 300-1211
2-1-1 is a free, 24-hour confidential phone service and searchable online database.

Casa Cornelia Law Center, https://casacornelia.org/ . . . . (619) 231-7788
A 501(c)(3) public interest law firm providing quality legal services to victims of human and civil rights violations. Casa Cornelia has a primary commitment to indigent persons within the immigrant community in Southern California. It seeks to educate others regarding the impact of immigration law and policy on the community and the public good.

WIC-Women, Infants, and Children, https://sandiegowic.org/ . . . (800) 500-6411
Provides nutritious foods, education on healthy living, and breastfeeding support

Parenting Resources on Gender Identity

- Gender Spectrum-Talking to Young Children about Children, www.genderspectrum.org
- Caring for Kids – Gender Identity, www.caringforkids.cps.ca
- Gender Creative Kids – Sam's Story
- How do I talk with my Preschooler about identity?

Lead Safety Information

Effective January 1, 2019, all childcare providers, upon enrolling or re-enrolling any child, must provide the parent or guardian with written information including the following:

- Risks and effects of lead exposure.
- Blood lead testing recommendations and requirements.
- Options for obtaining blood lead testing, including any programs that offer free or discounted tests.

The following page provides a two-page flyer, written in partnership with the California Department of Public Health, on the "Effects of Lead Exposure"

EFFECTS OF LEAD EXPOSURE BROCHURE

POTENTIAL SOURCES OF LEAD

- Old paint, especially if it is chipped or peeling or if the home has been recently repaired or remodeled
- House dust
- Soil
- Some imported dishes, pots and water crocks. Some older dishware, especially if it is cracked, chipped, or worn
- Work clothes and shoes worn if working with lead
- Some food, candies and spices from other countries
- Some jewelry, toys, and other consumer products
- Some traditional home remedies and traditional make-up
- Lead fishing weights and lead bullets
- Water, especially if plumbing materials contain lead

SYMPTOMS OF LEAD EXPOSURE

Most children who have lead poisoning do not look or act sick. Symptoms, if any, may be confused with common childhood complaints, such as stomachache, crankiness, headaches, or loss of appetite.

OPTIONS FOR LEAD TESTING

A blood lead test is free if you have Medi-Cal or if you are in the Child Health and Disability Prevention Program (CHDP). Children on Medi-Cal, CHDP, Head Start, WIC, or at risk for lead poisoning, should be tested at age 1 and 2. Health insurance plans will also pay for this test. Ask your child's doctor about blood lead testing.

For more information, go to the California Childhood Lead Poisoning Prevention Branch's website at www.cdph.ca.gov/programs/clppb, or call them at (510) 620-5600.

(The information and images found on this publication are adapted from the California Department of Public Health Childhood Lead Poisoning Prevention Program.)

1/2019

CDSS
CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

EFFECTS OF LEAD EXPOSURE

Children 1-6 years old are the most at risk for lead poisoning.

- Lead poisoning can harm a child's nervous system and brain when they are still forming, causing learning and behavior problems that may last a lifetime.
- Lead can lead to a low blood count (anemia).
- Even small amounts of lead in the body can make it hard for children to learn, pay attention, and succeed in school.
- Higher amounts of lead exposure can damage the nervous system, kidneys, and other major organs. Very high exposure can lead to seizures or death.

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IMMUNIZATION REQUIREMENTS FOR CHILDREN BIRTH – 5 YEARS OLD

For more information on immunizations go to the California Department of Public Health website www.cdph.ca.gov .

Children in Pre-Kindergarten (Child Care) Need:

Immunizations (shots) needed before starting pre-kindergarten (child care) and at each age checkpoint after entry:

AGE WHEN ADMITTED	TOTAL NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION
2 through 3 Months	1 Polio 1 DTaP 1 Hep B 1 Hib
4 through 5 Months	2 Polio 2 DTaP 2 Hep B 2Hib
6 through14 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 1st birthday: 1 Hib* 1 MMR
18 months through 5 years	3 Polio 4 DTaP 3 Hep B 1 Varicella
	On or after 1st birthday: 1 Hib* 1 MMR

*One Hib dose must be given on or after the 1st birthday regardless of previous doses. Required only for children younger than 5 years old.

DTaP = diphtheria toxoid, tetanus toxoid, and acellular pertussis vaccine
Hib = Haemophilus influenzae, type B vaccine
Hep B = hepatitis B vaccine
MMR = measles, mumps, and rubella vaccine
Varicella = chickenpox vaccine