

Los Angeles Community College District
Los Angeles Southwest CDC
CSPP Family Handbook
2024-2025



Together may we give our children the roots to grow and the wings to fly.
~Anonymous

Welcome

Greetings Parents and Families,

On behalf of the Child Development Centers of the Los Angeles Community College District and Los Angeles Southwest Child Development Faculty and Staff, we extend our warmest greetings to you. We are committed to providing a high-quality, developmentally appropriate educational program for your child and family.

The Family Handbook is provided as it outlines the policies, procedures, and programs of the Child Development Centers. It is important that you read the handbook carefully as you will be held responsible for upholding these policies and procedures during your family's time at the CDC. If any information is unclear, please do not hesitate to ask questions. Classroom addendums with further guidance on classroom policies and procedures will be provided on Orientation Day. Please ensure that you review all information in both the handbook and addendum regarding your child's class.

Parents are a child's first teachers, and you, your child, and your family are important to us. Your input is necessary to support the learning environment of your child. Please share your comments, concerns, compliments, and suggestions with us in written form or in person, as we have an 'Open Door' policy where parents are WELCOME. Visiting classrooms is subject to change in the event of a health or safety situation.

We are excited to share your child's schooling experience with you since this is the start of their educational journey. We hold this time in the highest regard, and we will strive to ensure that this is a positive and memorable experience for you and your child.

Sincerely,

LASC-CDC Faculty and Staff

Marcella McKnight, Program Director

Misty Blanks, Master Teacher

Leanora Hardy, Master Teacher

Kristina Tompkins, Master Teacher

Maria Delgado, Classified Teacher

Kennishia Hicks, Classified Teacher

Edna Maldonado, Classified Teacher

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I. Administration, Organization and Services Offered

The Board of Trustees of the Los Angeles Community College District is the governing body of the Child Development Centers (CDC).

The District Child Development Center Coordinating Committee consists of the directors of every campus center. This committee meets regularly to coordinate, formulate, and recommend policies related to the Centers. The committee is responsible for overseeing the district academic senate discipline committee for Child Development Centers.

The guidelines and policies contained in this handbook are subject to change with the approval of the Child Development Center Directors Coordinating Committee, the Council of Vice Presidents of Student Services and Academic Affairs, and the Los Angeles Community College Board of Trustees.

LACCD Board of Trustees

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James M. Limbaugh, West Los Angeles College

Dr. Alberto J. Román, East Los Angeles College

Dr. Armida Ornelas, Los Angeles Misson College

Dr. Anthony Culpepper, Los Angeles Southwest

Dr. Barry Gribbons, Los Angeles Valley College

LACCD College Organizational Chart

College President
Vice President of Student Services/Academic Affairs
Dean of Student Services/Academic Affairs
CDC Director
CDC Faculty/Master Teachers/Office Staff
CDC Teacher Assistants
Food Service Staff/Aide
Student Workers

CDC Services Offered The LACCD Child Development Centers may offer morning, afternoon, and evening services for families. The California Department of Social Services' Early Childhood Education program is available to families with infants and toddlers (12 to 36 months) and school-age children (5 to 12 years). The California Department of Education offers Early Childhood Education services to families with pre-school age children (3-5 years). The services and ages offered vary depending on the campus location. Center openings are from July 1st to June 30th, but winter and summer sessions vary by campus.

Lab School The LACCD Child Development Centers are not only a state-funded program for children and families, but they also serve as a lab school for the College Child Development Department. The purpose of the CDC Lab School is to provide an opportunity for community college students to observe, explore, and implement theory in an actual classroom. At any given time, families may encounter many individuals at the center. Students utilize the CDC lab school for observations, work experience, participation in practicum courses, and hands-on training. The Child Development Staff and Child Development Professors are an essential partner in providing students with the fundamentals of child development and best practices in early education.

Students The child development coursework includes supervised observation and practice in child development field training (i.e. practicum). Students come from Child Development, Nursing, and other disciplines to observe and implement quality early education techniques. Occasionally, other colleges and universities request student placement within the Centers for observations, internships, research, and data collection for their studies.



II. Regulatory and Funding Agencies

The Centers are licensed by the Department of Social Services, Community Care Licensing Division. Each center must adhere to the policies and procedures found in the California Administrative Code of Regulations, Title 22, Division 12, and Chapter 1 and the California Administrative Code of Regulations, Title 5.

Additionally, the centers are guided by and implement the Funding Terms and Conditions according to the California Department of Education-Early Education and Support Division- California State Preschool (CSPP), California Department of Social Service- Child Care and Education- General Child Care and Development- Infants and Toddlers (CCTR) & California Child and Adult Care Food Program (CACFP).

California Department of Education (CDE)
Early Education and Support Division
1430 N Street, Suite 3410
Sacramento, CA
California State Preschool – CSPP (3-5 year old)

California Department of Social Services (DPSS-CCLD)
Child Care and Development Division
744 P. Street M.S. 9-8-360
Sacramento, CA 95814
General Child Care-CCTR (0-3 year old/School Age)

Community Care Licensing Authority to Inspect The Department of Social Services Community Care Licensing, Fire Department and Health Department have authority and right to an unscheduled visit and inspection of any licensed facility; to view children’s records, and/or to interview the children or staff without prior guardian consent. **The LACCD Child Development Centers are responsible to the following Regulatory Agencies/Regional Offices:**

DPSS-CCLD Regional Offices (CCTR- 0-3-year old’s)

El Segundo Regional Office 30 6167 Bristol Park Way, Suite 400 Culver City, CA 90230-6548
(310) 337-4333

Harbor	Preschool 191670750	
Pierce	Preschool 191290440	
Southwest	Preschool 191870900	Infant 197408649
Valley	Preschool 191290429	School Age 191230146
West	Preschool 197410716	Infant 197493182

Monterey Park Regional Office 33/54

1000 Corporate Center Dr. #200 Monterey Park,
CA 91754 (323) 981-3350

City	Preschool 198014700	
East	Preschool 191570644	
Trade	Preschool 198015031	Infant 198015033

Palmdale Regional Office 12-39115 Trade Center Drive #201 Palmdale, Ca 93550 (661) 202-3318

Mission	Preschool 197415855	Infant 197415856
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III. LACCD History, Vision, Mission and Philosophy

Centers' History In response to students and faculty request for childcare, The Board of Trustees of the Los Angeles Community College District granted permission on February 6, 1974 to establish Child Development Centers at each of its nine colleges. The Centers' mandate was to provide early education and support services, thereby making higher education accessible to student-parents within the District. Eight out of nine campuses had centers opened in February 1975. In February 1976, Los Angeles Mission College became the ninth campus within the district to open a Child Development Center. In addition to addressing the need for student parents to have access to childcare while furthering their education; the Child Development Centers later served as Lab Schools to support students majoring in Child Development, Nursing and other related fields.

Vision Our vision extends to enhance and impact the lives of children, families, and students in our various communities, so that each can thrive presently and in the future.

Mission The Child Development Center's mission is to provide exemplary child development services, promote higher education, and make higher education accessible to student-parents in the Los Angeles Community College District. In addition, the CDC's mission is to support academic achievement through hands-on training and modeling of best practices in our lab school setting based on the National Association for the Education of Young Children (NAEYC) standards and Developmentally Appropriate Practices (DAP).

Why We Serve

- To promote access to higher education for low-income parents, especially women and minorities, thus promoting self-sufficiency.
- To provide early care and education services for unemployed and underemployed student parents who are pursuing higher education and/or entering the workforce.
- To provide information, education, and resources/referrals for parents and prospective parents, thereby enhancing developmental opportunities for young children.
- To provide hands-on teaching experiences and observations in a classroom setting for students in child development and other related disciplines at the Los Angeles Community College District campuses.
- To provide educational opportunities based on current research to students entering the early childhood education field and workforce.
- To provide a safe, nurturing, comprehensive, and developmentally appropriate early childhood educational program designed to foster optimal growth and development of the total child (birth to five) and school-age (ages 5- 12).
- To promote and enhance effective parenting practices and mindsets.

The philosophy of LACCD-CDC is based on Developmentally Appropriate Practices (DAP). The concepts below guide us as we create and facilitate the LACCD Early Education program and learning environment: Young children learn best:

- Through developmentally appropriate play experiences.
- When children are actively involved in their own learning process.
- When positive relationships are built and maintained within the CDC setting.
- When adults understand that relationships are essential to the child's learning process.
- When each child is allowed to bring and display their own special uniqueness.
- When each child's uniqueness is honored and respected.
- When the learning experiences are meaningful and relevant to the child's life.

We believe that quality early childhood education is the foundation that prepares children for lifelong learning. This is best accomplished in an environment which promotes self-expression, creativity, and supports the development of self-control and mutual respect. Faculty utilize the most recent research and best practices to offer experiences that are developmentally, linguistically, and culturally appropriate for young children and their families. Meaningful play experiences are balanced between structure and spontaneity. Teachers have developmentally appropriate expectations and limits for each child, which helps children master developmental tasks through a better understanding of the world that surrounds them.

At LASC-CDC we also believe in early childhood theorist such as Vygotsky, Piaget, Skinner who support and meaningful and intentional play experiences that maintain a balance between structured, spontaneity and developmentally appropriate expectations. Our teachers facilitate learning by creating a comfortable environment in which children feel safe to explore, experiment, ask questions, and are allowed to adapt. Our goal is to foster social emotional competency, self-help skills, positive self-esteem, problem-solving, critical thinking, and support children in becoming cooperative members of a larger group. Our program is developmentally, linguistically, and culturally appropriate, which allows children to master tasks through their cultural lens while gaining a better understanding of the world that surrounds them.

We further believe

- Each child is capable of constructing their own knowledge when given time, an enriching environment, and adults who facilitate, expand, and extend a child's understandings.
- We promote understanding and respect for a child's cultural heritage and family, and we respect parents as the most significant adults in a child's life. Open communication between parents and center staff is something we encourage and value. We understand that consistent partnership between the home, school, and community is important for a child's development.
- Children learn best in a positive environment designed to foster self-esteem. Therefore, teachers create a relaxed and nurturing environment that offers aspects of home and school, as well as hands-on experiences. Learning opportunities integrate social, emotional, cognitive, creativity, and the five senses to develop self-confidence, autonomy, initiative, and relationships.
- We believe in positive methods of discipline. We promote understanding and respect for the child's cultural heritage, as well as family redirection. Teachers understand that learning

appropriate behavior takes time and therefore establish clear, reasonable, and developmentally appropriate expectations.

- The philosophy of the LACCD Child Development Centers is based on the concepts of Developmentally Appropriate Practices (DAP). The development of the children's program and the creation of a learning environment are guided by these concepts. Children are supported in developing the ability to make choices and decisions, and are offered opportunities that encourage them to think, analyze problems, and arrive at different possible solutions.

NAEYC Code of Ethical Standards

The LACCD Centers acknowledge and recognize the importance of and strive to maintain the Code of Ethical Standards set by the National Association of the Education of Young Children (NAEYC). The NAEYC document recognizes the ethical responsibilities in the four areas of professional relationships- children, family, colleagues/employees and community/society. See website below for further details.

<https://www.naeyc.org/resources/position-statements/ethical-conduct>

LASC CDC Services, Hours and Days of Operation

Services: California State Preschool (CSPP) 3-5 year olds
General Child Care & Development (CCTR), Infants (12-36 months)
Monday-Thursday 7:30 am- 3:00 pm
Friday 7:30 am-12:00 pm

The Child Development Centers are closed for the following holidays:

Labor Day	Veteran's Day	Thanksgiving
Winter Break	Martin Luther King, Jr.	President's Day
Cesar Chavez	Spring Break	Memorial Day
Independence Day	Juneteenth	Genocide Remembrance

The centers observe all LACCD vacations and holidays. Hours and days are subject to the needs of each campus center. Advance notification will be posted for all holidays and center closures for professional development/training days.

Adult-to-child ratios according to

Title 5 & Title 22

- | | | |
|--|--------|--------|
| • Infants: 6 weeks to 2 years of age - 1 adult to every 3 children (CCTR) | (1:3) | (1:4) |
| • Toddlers: 18 months to 3 years of age - 1adult for every 4 children (CCTR) | (1:4) | (1:6) |
| • Preschool: 3 to 5 years of age - 1 adult for every 8 children (CSPP) | (1:8) | (1:12) |
| • School age: 5 to 14 years of age - 1 adult to every 14 children (CCTR) | (1:14) | (1:20) |

IV. California State Preschool Program Enrollment Process

Admission Priorities:

1. First priority:
 - a. Must be given to families whose children are recipients of child protective services, or who are at risk of being neglected, abused or exploited or at risk of being neglected, abused, or exploited, upon written referral from a legal, medical, or social services agency.
 - i. If an agency is unable to enroll a child in this first priority category, the agency shall refer the child's parent or guardian to local resources and referral services so that services for the child can be located.
2. Second Priority
 - a. Three and four year olds with exceptional needs after the % of funded enrollment set aside is filled
3. Third Priority
 - a. Eligible four year olds who are not enrolled in a state-funded transitional kindergarten program.
 - b. Eligible three year-old children
 - i. children and families who are not within the first priorities for admission shall be admitted in accordance with family income, with the lowest income ranked families admitted first.

Inquiry and/or Pre-Application Process

In order to be considered for service and enrollment, the Child Development Center requires a complete inquiry card and/ or initial application for CSPP ranking and eligibility. If applications are not submitted or incomplete, processing may be delayed. Program information is subject to change without notice, and updates may be made every year.

Ranking Priority

Families are ranked according to guidelines of the California Department of Social Services (DPSS-CCLD), California Department of Education-Early Education and Support Division and the Los Angeles Community College District. The factors that are used to rank applications include, but are not limited to:

- The income or number of people in the immediate family.
- Child Protective Services/at risk of abuse, neglect, and/or exploitation.
- Student Status
- Housing challenged
- Parent Incapacity

The following documents are **required** for enrollment (and may be requested in advance):

- Proof of income (check stubs, self-declaration form, Cal/WORKS, Social Security, child support, and other supported documents to verify income).
- Any document that establishes the relationship between child(ren) and parent (i.e., hospital records, birth certificates, immunization records, baptismal certificates, etc.) for all children under the age of 18 living in the household.
- Proof of residence: utility bill or rental agreement.
- Official/unofficial class schedule (if applicable)
- Additional steps will be required during the pre-enrollment process, including submitting a [PHYSICIAN'S REPORT-CHILD CARE CENTERS](#) (Form LIC 701), education plan and immunization records.

Classroom Availability Notification

Families are periodically contacted to confirm their continued interest in the program by semester, and/or based on the availability of open space in the classroom. Families have seven (7) days to respond after receiving contact. Failure to respond can result in a delay in the enrollment process's next steps.

- The family file for eligibility and need determination will start only when a classroom opening is available prior to enrollment. All required forms from the California Department of Education (CDE), Community Care Licensing (CCLD), and the Los Angeles Community College District must be completed during the pre-enrollment process. Before the family's first day, orientations are an obligatory part of the process and provided by the Director/Designee, Master Teachers, and Staff.

Community Care Licensing forms to be completed for enrollment include

Physician's Report Immunization Record Personal Rights Parent's Rights
Child's Preadmission Health History Emergency Authorization Admission's Agreement
Identification and Emergency Information

CCLD documents are verified with families annually to ensure accuracy and current information.

Please note: The Physician's Report and the Identification and Emergency Information must be re-submitted annually.

CSPP Eligibility Determination a family is eligible for childcare and development services because the parent(s)/guardian meet one of the following:

- The child is a recipient of Child Protective Services; identified or at risk of abuse, neglect, or exploitation.
- The family is currently receiving aid.
- The family is income eligible. (100% eligibility of the State Media Income (SMI)
- The family income is no more than 15% above the income eligibility threshold- (limited to 10% of the total contract)
- The family is experiencing homelessness.
- Children with exceptional needs (additional documentation is required).
- The child has a disability
- The family is certified to receive benefits from a means-tested government program.

CSPP Need Determination Factors used to determine **CSPP needs include, but are not limited to:**

- The child is a recipient(s) of child protective services, or identified as being abused, neglected, or exploited, or at risk thereof.
- Family/Parent is
 - Employed or seeking employment.
 - Experiencing homelessness or seeking permanent housing for family stability.
 - Enrolled in a vocational training or educational program.
 - Incapacitation of a parent

Residency Requirement

To be eligible for services the child must live in the State of California while services are being received. Evidence of a street address or post office address in California will be sufficient to establish residency. A

person identified as “experiencing homelessness” is exempt from this requirement and shall submit a declaration of intent to reside in California.

California State Preschool Program (CSPP) Documentation required for eligibility verification:

1. Documentation of Total Countable Income: Applicants must submit one months of current income. (i.e., check stubs, unemployment verification, etc.). If the parent is self-employed other documentation is required. Total countable income is defined as:

- Gross wages or salaries, overtime, and tips.
- Public Assistance: Cal/WORKS- statement of Verification of Benefits.
- Child Support payments.
- Portion of student grants or scholarships, not intended for educational purposes such as tuition, books, or supplies.

2. Documentation of College or Training: Applicants must submit the following as requested:

- Official Class Schedule
- Name of the school or organization where training/education is received
- Dates that current training activities will begin and end
- Statement of parent’s vocational goal(s) and anticipated completion date(s) for all required training activities to meet the vocational goal
- Documentation parent is making progress toward the attainment of his/her course work and education/vocational goal
- Additional documentation may be requested by individual campuses, such as an Educational Plan to be used for college data purposes

3. Educational/Vocational Progress

Parent attending school or vocational training are required to submit final grades showing adequate progress (GPA of 2.0). In addition, this information may be used for District data collection.

4. Documentation of Parental Incapacity: The documentation of a parent’s incapacitation provided by a legally qualified professional, needs to include the following:

- Description of the nature of the incapacitation
- Duration of the incapacitation
- Physician’s statement of parent’s inability to care for child (incapacitation)
- Number of hours early care services are needed due to incapacitation
- Name, address, telephone number and signature of the legally qualified professional determining incapacity status

5. Documentation of Homelessness: Acceptable documentation can include either or:

- A written referral from an emergency shelter or other legal, medical or social service agency.

- A written parental declaration indicating the family's homeless status.
6. **Documentation of Seeking Permanent Housing:** Documentation of homelessness and a written parental declaration from the family seeking permanent housing, stating that they require early education services for their child(ren) while they are attempting to secure permanent housing.
 7. **Documentation of Child Protective Services:** The documentation (from a legal, medical, social service agency or emergency shelter) shall contain a written referral dated within the six (6) months immediately preceding the date of application for services. The written referral should include:
 - Certification that a child is under protective services and Early Education services are a necessary component of the protective services plan.
 - A statement by a legally qualified licensed professional that the child is at risk of abuse or neglect and the child care/ development services are needed to reduce or eliminate that risk.
 - The duration of the child protective service plan or the at-risk situation.
 - The name, address, telephone number, and signature of the legally qualified professional who is making the referral.
 8. **Documentation of Exceptional Needs:** If your child is or has been identified with exceptional needs by a legally qualified professional, provide a copy of the Individualized Family Service Plan (IFSP) or Individualized Educational Plan (IEP) to the CDC Director or Master Teacher.

California State Preschool Program-Documentation required for need verification: A child's program schedule/contract hours are determined by the families documented need for services

- For contract hours greater than 3.9 hours per day, the family must provide proof of need. Qualified needs include: parent(s) employed and/or, seeking employment, seeking permanent housing, attending vocational training or any combination.
- For contract hour under 3.9 hours per day, it is unnecessary to provide verification of need.

Family Fee Calculation, Payment, Delinquency There are no fees for qualifying families, however, a family fee may be applicable upon finalizing verification of monthly gross income. Family fees will be assessed and collected in accordance with Section 18109 of the California Code of Regulations-Title 5.

- **Family fees are due on the first of each month.** Family fees are payable on the first of each month and must be paid prior to receiving services. Family Fees are paid directly to the college business office. Once payment has been made, the parent shall receive and submit a receipt of payment to the CDC office. Payments are considered delinquent on the 7th of each month, at which time the parent will receive a Notice of Action dis-enrolling the child/family from the program.
- If a parent is unable to pay the full amount of the family fee by the 1st of the month, the center will accept a reasonable plan from the parent for payment of fees in the form of a Delinquent Payment Agreement (DPA). Once the DPA is established, the parent must pay the current fees when due and comply with the provisions of the DPA. **The parent is not eligible for another DPA**

until the current DPA is paid in full.

- A **delinquent** account with unpaid fees will result in termination of services and/or a hold placed on a student/parent's college record. Parents will be unable to register for college classes within the Los Angeles Community College District and receive copies of their college transcripts due to the hold. CDC services will be denied until payment is settled.

Family Fee Adjustments and Refunds Family fee adjustments are made when the family makes a voluntary change in status that necessitates a Notice of Action. A family fee refund will only be considered if the parent notifies the Center office in writing at least two weeks prior to the child's withdrawal from the program. A Notice of Action will be sent to the parent for any adjustments or changes to a child's schedule or family fee. The family fee is not credited or deducted for absences of children.

Withdrawals from Program If a parent withdraws his/her child from the center, the parent is financially responsible for the current month's fees unless the center office receives at least two weeks notification in writing. Parents who fail to pay fees will have a hold placed on their college record, which will prevent the student parent from registering in college classes within the Los Angeles Community College District and receiving copies of college transcripts. CDC services will be denied until payment has been resolved.

Notice of Action (NOA) The NOA is a contract between families and the center that states that child care services are being provided. This signed document is completed at the end of the certification process, which allows the child to begin services.

Right to Appeal When a NOA is issued and the parent disagrees or has a complaint, the parent may file a request for a hearing within 14 calendar days of the date the NOA was received. Information regarding the appeal process is located on the back of the NOA. If you disagree with the agency's actions as stated in the NOA, you have the right to appeal the intended action. To protect your rights to appeal, you must follow the instructions described in each step as listed on page two of the NOA. If you do not respond by the required due date or fail to submit the necessary appeal information with your appeal request, your appeal may be considered abandoned. The LASC CDC intends 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 CDC's alleged violation of federal and/or state laws. This includes allegations of unlawful discrimination (Ed Code Section 200 and 220 and Government Code Section 11135) in any program or activity funded directly by the state or receiving federal or state financial assistance.

Complaints must be signed and filed in writing with: UPDATE FOR CCTR BOOK with DPSS ADDRESS

The State of California Department of Education.

Early Education and Support Division Complaint Coordinator

1430 N. Street, Suite 3410, Sacramento, CA 95814

Change in CSPP Certification When a family is initially certified or recertified on the basis of income eligibility, the family is required to notify the Center within thirty calendar days when the adjusted monthly gross income exceeds 85% of the State Median Income as advised at enrollment. A new NOA will be issued reflecting changes that occur, such as need, fees, and eligibility.

- Parents may contact the CDC office to inform of changes to household information, including but not limited to changes in income, employment, family size, and training and/or school status.

- **Families are required to inform the center of any address, email, and telephone number changes.**
- A family may, at any time, voluntarily request to reduce a family fee or increase their certified schedule and shall provide applicable supporting documentation for the requested change.
- Families may lose their eligibility for services if the information provided by the parents on the enrollment forms or recertification paperwork is determined to be false or no longer consistent with the family's current status.
- All changes are confirmed through a written NOA

California State Preschool Program (CSPP)-24-Month Certification: Initial certification and recertification shall determine whether a family meets all eligibility and need requirements for services for a period of not less than 24 months.

Fraud Policy The CDC defines fraud as intentionally giving false or misleading information on applications, agreements, sign-in sheets and other documents.

- To begin receiving child care and early education services.
- To increase or continue receiving existing child care/early education services.
- To stop a reduction in child care/early education service fees.

At any step in the enrollment process or while a child is in attendance of the program, services may be suspended, denied, or terminated if fraud is substantiated. Documentation of fraud will be forwarded to the General Legal Counsel of the Los Angeles Community District (LACCD) for possible criminal action. If a family obtains services through fraud, repayment/payment of all fees is required before any future services are considered. If there is a determination that fraud has been committed, the parent will receive a Notice of Action (NOA) for dis-enrollment.

Grounds for Suspension/Exclusion/Dis-enrollment/ Termination can result from any of the items below:

- Fraudulent information submitted on the enrollment application or forms.
- Failure to notify the center within thirty calendar days if and when the adjusted monthly gross income exceeds the 85% State Median Income.
- Failure to provide documentation and mandated forms.
- Any aggressive behavior towards agency faculty/staff, other program parents and/or children including but not limited to yelling, making derogatory or demeaning statements, or any behavior that constitutes harassment in addition to the LACCD Student Code of Conduct 9803, 9804, 9805, and 9806.
- Failure of a parent to follow program policies and guidelines.
- A child whose persistent and serious behavior impacts the safety of other children and poses a threat to the physical or emotional well-being of other children or staff.
- Failure of parent to make adequate progress in college courses (GPA below 2.0) each year if enrollment is contingent on student status.
- Failure to meet contractual agreement (i.e. - not keeping scheduled hours).
- Parents/caregivers are consistently unreachable.
- Exceeding allowable best interest (10) days.
- Abandonment of care.
- Consistent late arrivals after the designated drop-off time.
- Consistently late. The child has been picked up after contracted hours more than three times.

Suspension/Expulsion/Disenrollment Policy- Persistent and Serious Behavior: It is the goal of the CDC to always work with families to avoid suspension, expulsion, or disenrollment of a child and their family. The staff will be persistent in providing information, referrals, follow-up, and setting achievable goals for the family to follow. However, if the parent, guardian, or caretakers continuously fail to support the developmental needs of their child or the child exhibits persistent and serious behaviors, the CDC will create an action plan with reasonable steps to maintain the child's safe participation in the program by:

- Documenting and monitoring the development of the child.
- Maintaining ongoing conversations with parents/legal guardians.
- Providing the parents/legal guardian with a description of the child's behaviors.
- Providing the parent with a referral for further evaluation of the child's behavior/actions.
- Written parental consent for the CDC staff to contact the agency responsible for seeking consultation on serving children with an IFSP or IEP.
- Expecting the parent/legal guardian to follow up and provide a status report to the CDC staff.

The program may provide a written notice of action for disenrollment of services if the families/legal guardian decline to follow the above steps. Ongoing communication with the families may include resources and referrals to potential local agencies.

V. California State Preschool Program (CSPP) **Policies, Procedures and Family Requirements**

Attendance/Arrival We are looking forward to the children maintaining a consistent and regular attendance pattern. Therefore, it is expected that parents/guardians bring their child to school daily, (unless they are ill or otherwise excused absent), and according to the family's contract hours. Children need a consistent schedule/routine, and late arrivals can be disruptive to the classroom. If the child's tardiness continues, they may not be accepted for the day and/or disenrolled. Children are to be escorted to their classroom, and we ask that parents avoid using their phones during drop-off and pick-up.

Signing In and Out The CDC's attendance records are legal documents. Parents or authorized representatives must sign in/out with the correct arrival and departure times every day as required by the State of California. Entering times and signatures ahead of time is not permitted. The authorized representative must sign with a complete, legal, and legible signature. It is considered a serious violation of both state regulations and college and center policies to falsely register attendance records. Failure to adhere to the policy above will lead to termination.

Authorized Representative(s) By completing the Identification and Emergency Information form, parents have the option to select an authorized representative(s) to pick up their child from the center. To ensure the safety of the child, the authorized representative designated by the parent must present a current valid photo identification upon picking them up.

Custody Agreement We are unable to prevent the release of a child to a parent listed on the child's birth certificate without a court-ordered custody agreement. To ensure your child's safety, you need to have a copy of the court-ordered custody agreement and/or when necessary a restraining order on file ahead of time.

Right to Refuse & Release of Child We reserve the right to refuse the release a child(ren) to an authorized adult if there is reasonable cause to suspect the person picking up a child is under the influence of drugs or alcohol and/or is physically or emotionally impaired in any way that may endanger the child. In order to ensure your child's safety, a different adult listed on the Emergency Information form will be contacted to pick them up. In the event of this type of incident, the Sheriff's may be called to prevent harm to your child.

Child Absences The CDC needs to be notified by the parent(s) of their child's tardiness or absence from the program. The parent must document the absence when their child returns. Parents must give a particular reason (such as a child or parent's illness, appointment, family emergency, court-ordered visitation, or best interest). **If a child is absent for five days or more due to illness, a doctor's note is required before being admitted back for services. Due to the increase in Covid19 cases, a negative Covid19 test is required after three (3) consecutive days of absence.**

Excused Absences Excused absences are unlimited; but if your child is absent often, parents will be contacted to determine if services are still necessary. The following are excused absences:

- Illness of child/parent
- Medical appointment for child/parent
- Mental health day (Wellness)
- Court-ordered visitation
- Family emergency:
 - A sibling or other family member is ill/injured and needs the parent's attention.
 - Financial crisis which restricts parents from bringing the child to school
 - Death of a family member
 - Legal or official obligation of the parent
 - Transportation (cannot be on-going)
 - Inclement Weather/Natural disaster
 - Other, as deemed necessary by Director

Best Interest Days Absences Ten (10) days of 'Best Interest' are permitted and excused within a school year, but notification must be given beforehand. This list may include, but is not limited to:

- Vacation/Personal/Wellness
- Religious
- Family Bonding

Unexcused Absences Any absence that falls outside of any of the categories mentioned above.

Late Arrival Please contact your child's teacher or office, continual late arrivals after 9:00 am can result in child not being accepted for the day or termination. Children are to arrive by 9:00 am unless otherwise noted on the families Notice of Action. If your child has a valid appointment for the morning, they will be accepted until 10:00 AM. Please provide proof of appointment in the form of a time stamped "Parent Note of School Absence" upon arrival.

Late Pick-Up Policy Children must be picked up by their contracted departure time. Failure to comply with this policy may result in disenrollment due to state regulations. A late fee of \$1.00 per minute will be charged if you arrive after your contracted time. Failure to pay the late fee and consistent late pick-up after closing hours can result in termination.

- 1st late pick-up: verbal warning and late pick-up documented.
- 2nd late pick-up: written notice and late fee charge.
- 3rd late pick-up: late fee charged and a meeting with the Director. It is the parent's responsibility to request a change in contracted hours if necessary.
- The fourth late pick-up: Late fee charged and services will be terminated

If parents will be picking up their child late, they must inform the CDC. If there is no contact from the parent/guardian, the following steps will be taken:

- In case parents/guardians are not reachable, we will try to contact another authorized representative listed on the Emergency form.
- If the authorized representatives are unable to be reached within 30 minutes, CDC staff will contact the Campus Sheriff's Department. The Sheriff will determine if Child Protective Services should be notified of an abandoned child. This is considered a serious violation, which may jeopardize your child's enrollment.

Abandonment of Care refers to the act of a parent or guardian leaving a child without proper care, support, or supervision. The child's physical, emotional, and psychological well-being is damaged as a result of this. Abandonment of care also refers to the act of a parent not making contact with the child's school after thirty (30) consecutive days of absence. This implies that the family is no longer in need of the Child Development Center services or has abandoned them.

- **Late Pick Up/No Contact-** Failure to pick up a child or communicate with school staff after 30 minutes of their scheduled pick up time will result in the Sheriff being called. Termination of services from the program is possible as a result of this.
- **No Contact-** If a child is absent for seven (7) consecutive days without notifying the CDC, the CDC will contact the family via phone call, email, or written notification. A notice of abandonment of care will be issued for the child if there hasn't been any communication with the CDC for 30 consecutive days.

VI. Community Care Licensing Agency Right of Inspection

Health and Safety Code Section 1596.852 provides in part: Any duly authorized officer, employee, or agent of the Department of Social Services may, upon presentation of proper identification, enter and inspect

any place providing personal care, supervision, & services at any time, with or without advance notice, to secure compliance with, or to prevent violation of this Act, or the regulations adopted by the department pursuant to this Act. Any person may request an inspection of any child day care facility per the California Child Day Care Facilities Act by transmitting to the department notice of an alleged violation of applicable requirements prescribed by the statutes or regulations of the state. A complaint can be made either orally or in writing.

Personal Rights

Each child receiving services have rights which include:

- To be treated with dignity in their personal relationship with staff and other persons.
- To be accorded safe, healthful, and comfortable accommodations, furnishings, and equipment to meet their needs.
- To be free from 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, toileting; or withholding of shelter, clothing, medication or aids to physical functioning; not to be locked in any room, building, or facility premises by day or night; not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency (Community Care License section 101223).

Parental and Guardian Rights:

- To have the right to enter and inspect the center without advance notice whenever children are in care. (unless the Health & Safety of children, staff or others are at risk).
- To have the right to review, at the center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
- To complain to the licensing office and inspect the center without discrimination or retaliation against the parent or child.

VII. Equal Educational Opportunity

LACCD Non-Discrimination Policy

The LACCD in accordance with applicable Federal and State laws and District policy, prohibits discrimination against any student, faculty, staff, person acting on behalf of LACCD, applicant and general public associated with LACCD based on race, color, national origin, ethnic group identification, ancestry, religion, creed, sex or gender (including sexual harassment), pregnancy, marital status, medical condition (cancer-related), sexual orientation, age, physical or mental disability, and perceived to be in a protected category or associated with those in protected category and veteran status.

Americans with Disability Act (ADA) and Inclusion Practices

All children are offered the same opportunities to be involved in all aspects of indoor and outdoor experiences. Child development experts believe that all children benefit from an inclusive early childhood environment that includes children with varying abilities. The CDC program follows the ADA and welcomes families and children with exceptional needs and will make any reasonable accommodations to meet a child's specific needs. If the CDC is not able to meet a child's needs, we will work closely with the family and link them to appropriate services.

Open Door Policy

The CDC has an open-door policy, and parents and caregivers can visit and observe their child(ren) at any time. Visiting opportunities may vary from center to center based on the layout of the facilities. Prolonged stays must be approved ahead of time and meet the volunteer protocol according to licensing regulations. In case of unforeseen events (emergencies, natural disasters), non-essential visitors may have limited access to the center or classroom to ensure the health and safety of all.

Non-Religious Instruction

Religious instruction, religious activity, or worship is prohibited in all CDE EESD and the DSS ECDD. LACCD CDCs do not promote or practice any religious instruction or worship.

Anti-Bias Policy

We encourage and support cultural diversity, gender equality, non-violence, and peaceful conflict resolution throughout every aspect of our programs. Our goal is to teach children to resist the bias that inundates much of today's popular culture. We believe that children can be empowered to reject negative stereotypes of race, gender, religion, and physical capabilities with the help of their parents and teachers. We ask for your support and your feedback to help us ensure that we are living up to our highest standards.

VIII. Child and Adult Care Food Program- Non-Discrimination Policy

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

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, audiotope, 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;
- (2) Fax: (202) 690-7442 or Email: program.intake@usda.gov.

Child and Adult Care Food Program: Nutrition and Meals

Requirements and regulations of Title 22, Child and Adult Care Food Program, State Department of Education/Early Education and Support Division mandate all food shall be safe and of the quality and quantity necessary to meet the needs of the children. Each meal shall include, at a minimum, the amount of food components as specified by Title 7, Code of Federal Regulations. The Center provides breakfast, lunch, snacks, and dinner in accordance to the hours of attendance. All food shall be selected, stored, prepared, and served in a safe and healthful manner.

The CDC participates in a Child and Adult Care Food Program (CACFP) offered by the United States Department of Agriculture (USDA). The CACFP food program ensures that children are being fed nutritious meals and snacks. Meals and snacks are served family style to help children learn self-help skills and to foster independence. Meals and snack times are also a time for children to learn social skills and expand their vocabularies through informal conversations with teachers and peers.

Food Allergies and Dietary Restrictions If your child has food allergies or other medical conditions, the office will provide the parent with a physician's verification form for food substitutions. Without the required physician's certification, food exceptions or substitutions cannot be made. For family food preferences, the center will attempt to accommodate dietary preferences (e.g., vegetarian, etc.) whenever possible and within the CACFP dietary guidelines.

Weekly Menus will be posted each week in the lobby, classrooms and kitchen.

Meal Time

- Nutritional education is offered as part of the classroom curriculum.
- Meals are served in a family-style setting in which staff model healthy eating habits.
- Drinking water is accessible to children throughout the day; indoors and outdoors.
- Milk is served with breakfast and lunch; water, milk or juice is available for snack.
- At no time is food offered to calm children or encourage appropriate behavior.
- Food allergies will be privately posted in each classroom/kitchen as reference.
- Food from home is not allowed at the CDC for children enrolled in CACFP. If your child has a special dietary need due to a medical condition or religious belief, a physicians' statement must be on file in the center office.
- Meals and snacks must be eaten on-site in the classroom at center.

IX. Health and Safety

To ensure the safety and well-being of all children, LASC-CDC does not allow pacifiers or bottle feeding for

children under 12 months. Mothers who are nursing children over 12 months of age are welcome to provide breast milk for their child. The quantity of breast milk provided must be in accordance with the CACFP required milk meal serving for the age of the child for each meal and snack.

Health Forms The state of California requires children to undergo a pre-admission health examination before enrolling at LASC-CDC. Current immunization records must be submitted by each family when enrolling. Immunization shots and vaccines must either be updated or noted as not at risk as required by CCLD. [2023 Recommended Immunizations for Children from Birth Through 6 Years Old \(cdc.gov\)](https://www.cdc.gov/ncidod/diseases/zoonotic/dx/immz/2023-recommended-immunizations-for-children-from-birth-through-6-years-old).

Daily Health Check The centers' primary focus is on safeguarding the health and safety of children, families, and staff. Teachers will conduct a brief visual health check when they greet children each morning to check for signs of a communicable illness. Upon returning from the weekend or holiday, routine head checks may be performed on Monday mornings before parents or caregivers leave.

The goal of the health check is to determine whether the child is showing signs of a communicable disease. If any symptoms are observed, the child will not be accepted for the day and must be illness-free for 24 hours (without any symptom-reducing medication). When a child returns from a communicable disease (i.e., Covid-19, Hand Foot and Mouth, Fifth's Disease or Impetigo), a doctor's note is required, but it does not guarantee admittance if symptoms are still showing. The CDC must be informed if your child has contracted any communicable disease. COVID-19 testing is to be completed by parents prior to enrollment and after three days away, (weekend + holiday, winter break, etc.).

Illness: If a Child Becomes Ill at the Center, they will be separated from the other children and parents will be called to pick up their child. To prevent the spread of illness, parents must pick up their child within an hour of notification. In the event that the parent cannot be reached, those listed as emergency contacts will be called. In the event of an emergency, severe illness or injury, a child will be transported by the Sheriffs or paramedics to the nearest hospital. Centers do not have facilities to care for sick children. Therefore, emergency care arrangements need to be made by parents.

Returning to school from an illness The child must be able to participate in full indoor and outdoor activities unless physically restricted by a physician's written statement. We will do our best to accommodate the restriction, however, if it warrants one-to-one adult support, parents will need to make alternative arrangements for the child's care. **A physician's release is necessary for children who have been absent for five or more consecutive days upon their return.**

Stay at Home Symptoms The following are common symptoms that require keeping your child home from school:

- A fever (i.e., temperature greater than 100°F): The child must be fever free (without medication) for 24 hours before returning to school.
- Conjunctivitis (Pink Eye): Redness of the eye; mucus or watery discharge from the eye; itchiness of the eye. A physician's clearance is required before a child can return to school.
- Unexplained rash: A physician's clearance is required before a child can return to school.
- Impetigo: A physician's clearance is required before a child can return to school.
- Diarrhea, defined as two loose bowel movements: Children must be diarrhea free 24 hours before returning to school.

- Vomiting must cease for at least 24 hours before a child can return to school.
- Evidence of nits or lice: Before children can return to school, they need to be nit, egg and lice free. In some cases, a doctor's note may be required along with a professional treatment. Children with evidence of nits and or lice must be checked and cleared by a teacher before returning to class.
- General lethargy and discomfort: Any child who is too ill to participate fully will be excluded.
- Other communicable diseases (Covid-19, flu, chicken pox, strep throat, continuous cough, ring worm, etc.) The child must have a physician's clearance to return to school.

Parents and Caregivers must find alternative childcare for their ill child because the center is not equipped to handle sick children. Authorization to Administer Medication In the event that your child requires medication administered at school, we kindly ask that you come to the CDC to administer it. If possible, LASC staff can administer prescribed medication and over-the-counter medicines with a doctor's note only under the following conditions:

- "Authorization and Permission to Administer Medication" form must be completed and signed by the parent. Forms are available in the office or from your child's Teacher.
- All prescription medications and over-the-counter medications must be in the original, labeled container showing dosage and the time interval the medicine is to be given. The doctor's note must specify the dosage and time interval. All medications must be brought with an appropriate measuring device.
- No medication is to be left in a cubby or in a backpack by the parent.
- Medication shall be kept in a safe place, inaccessible to children with the child's name on the label.
 - It may be helpful to have the pharmacy fill two separate containers to avoid forgetting medicine at school.

Sunscreens, diaper creams, lotions, and lip balms are considered medications because of their potential for allergic reactions and should not be applied without written permission and notification from a doctor. Please put sunscreen on your child before they come to school.

Center Reports: Incident, Accident and Ouch- Minor injuries occurring during the child's attendance at the center shall be reported to the parent or guardian in writing, via email, Learning Genie, text, or by phone call. Minor injuries will only be treated with soap and water. Depending on the the seriousness of the injury, an incident or accident report will be completed. The written incident or accident report shall contain specific information about what occurred and what first aid was given. The Campus Sheriff's Office shall be notified of injuries requiring medical attention. At pick-up, all written reports will be given to parents or guardians.

X. Families: Parents and Guardians

We acknowledge and value the importance of the parent as the most important teacher in a child's life. We strive to develop and maintain a positive link between home and school. Children, parents, and staff all benefit from supported communication between parents and schools.

Family Involvement

An important aspect of the Child Development Center program is the involvement of parents. Parents are encouraged to observe and participate in their child's development to better understand their child and the center's curriculum. Other activities for parent engagement include attending parent meetings and trainings, special events, parent conferences, and being a member of the Parent Advisory Committee (PAC). The purpose of the PAC is to enable staff to gather parent input for program planning, implementation and to promote leadership skills in parents.

Daily Schedule: What you can expect from a typical day at the CDC (**Schedule varies by classroom and age group**)

7:00-7:30am	Children arrive at Center, saying Good-bye to family
7:30-8:00am	Breakfast
8:00-9:30am	Inside Activities
9:30-10:00am	Circle time, Toileting, Transition to Outside
10:00-11:30am	Outside Activities
11:30-12:00noon	Circle Time, Toileting, and Transition to Lunch
12:00-12:30pm	Lunch Time
12:30-1:00pm	Transition to Nap Time
1:00-3:00pm	Nap Time
3:00-3:30pm	Snack, Toileting
3:30-5:00pm	Outside and/or Inside Activities
5:00-5:30pm	Clean up and Departure

The schedule is flexible and can be adjusted to meet the needs of both children and teachers. The infant's schedule is much different, as infants may sleep and eat according to their individual needs. Nevertheless, children of all ages will experience supervised activities such as art, science, dramatic play, singing, storytelling, outdoor play, and multi-sensory activities.

Transitions Our aim is to make the transition between children and parents as easy as possible. However, coming to school for the first time or returning after the weekend can be very difficult for both the child and the family. Your child's teacher will work with you to decide if a different time sequence is needed, in order to ensure that you and your child have a successful transition into our program.

Family Engagement The CDC program emphasizes the importance of family engagement. Parents, caregivers, and families are supported by the faculty and staff of the CDC in raising their children, and they acknowledge and respect that parents are the primary educators for their children. The faculty and staff are open to receiving ideas and insights from parents, caregivers, and family. We strive to develop and maintain a positive link between home and school. Children, parents, and staff all benefit from supported communication between parents and schools. Parental clearances for licensing regulations may be necessary for them to spend more time in the classroom. The time allowed is determined by the family's need for services.

Families have the option to participate in multiple ways, including:

Parent Orientation and Education Meetings	Attend family meetings/trainings
Sharing ideas during family/teacher conferences	Help with special events
CDC Parent Advisory Committee (PAC)	Supporting fundraising projects
Donate materials, time or talent	Parent/Caregiver feedback from surveys

Due to COVID-19, volunteering in the classroom has been suspended until further notice for the protection of all stakeholders.

Families can contribute to the classroom by sharing your unique skills or talents with the class, such as cooking, storytelling, or musical abilities. Assisting with activities such as reading to children, or helping with special projects. Helping with clean-up, meal times or maintenance tasks. Speaking about your profession, hobbies, or cultural background.

Just for Parents: What We Want You to Know

Clothing & Dress Code: Children should be comfortably dressed in weather-appropriate clothing that allows them to be free in their daily activities.

To ensure the safety of all, Children should...

- Wear clothing that is easy for them to pull up and take off when toileting.
- Wear closed-toe and closed-heel shoes (no CROCS or flip flops allowed),
- Dress in layers so that they can adjust as the temperature changes throughout the day.
- Not wear hair beads, jewelry such as hoop earrings, necklaces, bracelets, or other hanging or dangling accessories. These small items can easily detach and cause injury, choking, and can be accidentally placed in the nose, mouth, or ears.
- The above mentioned items should not be brought to school either in backpacks or purses.
- Wear hats to protect against outdoor sun.

Friendly Reminders:

- Clothing worn to school can get dirty or stained from playing outdoors or doing art or science activities. It's crucial to remember this when picking out clothes for school.
- Leave a complete change of clothing in your child's cubby and keep updating the clothes regularly, particularly during seasonal changes.
- Make sure to label all clothing and school-appropriate items with your child's first and last name.
 - *Toys or scooters should not be brought from home by your child to school.*
 - ***Parents will be required to return any inappropriate school items (toys, scooters, candy, open toe / open heels, hair beads) to their car before dropping off their child if they enter the center with them.***
- The CDC is not responsible for any items that are damaged or lost. Please do not allow your child to bring or wear items of value to school.

Parent To-Do-List

Daily

Sign in and sign out (extremely important)
Check your child's cubby for information

Monthly

Arrange and participate in volunteer duties

Weekly

Complete absence form if needed
Replace diapers, wipes, clothing

Quarterly

Update your child's emergency card

Check for weather appropriate clothing
Attend Parent Meeting (PAC)

Bi-annually

Parent Conferences
Complete a Parent Survey

Annually

Update child's immunizations record
Every Two Years-Recertification

Share Your Voice

Resolution Steps Parents are encouraged to share their voice, questions, concerns, and compliments with our staff. The Parent survey is one way to express your thoughts and ideas. Parents are also welcome to contact teachers, office staff, or the Director for help with any issues. The steps required to address a concern or issue:

1. Meet with your child's teacher to talk about your concerns.
2. If you need to, arrange a meeting with the CDC director to discuss your concerns.
3. In case you require additional assistance, make an appointment with the appropriate campus administrator.
4. Follow the appeal procedure and get in touch with the Appeal Coordinator indicated on the back of the NOA.

Toilet Learning is an additional stage in your child's development. Typically, the teacher will begin discussing the concepts of toileting around the age of two years or older, depending on the child's readiness/development and/or after speaking with the parent. When your child shows signs of readiness at school, the parent and teacher will work together to create a Potty Learning Plan (PLP). It is expected of parents to follow through with the PLP to assist your child in progressing to their next level of development. Due to sanitary reasons, cloth diapers are not permitted. If your child wears diapers or pull-ups, they should arrive in a clean, fresh diaper. Please note: Staff members are not responsible for washing soiled clothing. Parents are responsible for bringing diapers, wipes, and ensuring their child has what they need.

Diaper/Wipe Policy Diapers and wipes are not provided by LASC-CDC. We do however occasionally receive donations of diapers and/or wipes, and we are able to refer parents to the LASC-Family Resource Center if they are in need of diapers. Families are to ensure that their child has sufficient diapers and wipes each day. We welcome parents to provide at least one week of diapering supplies, and we ask that parents respond promptly when requested to bring needed diapering items. All diaper rash creams, ointments, and other products require a doctor's note and the parent must complete the Parental Consent/Authorization to Administer Medication CCLD Form LIC 9221.

XI. Program Screening and Child Assessments

Initial Screenings: Ages and Stages Questionnaires (ASQ-3 and ASQ-SE): Initial screenings are conducted upon enrollment and then at the beginning of each school year. The ASQ Questionnaires give a basic overview of the child's development progress. The descriptions are listed below.

- **ASQ-3** is a reliable, accurate, and parent-friendly method for screening young children. ASQ-3 is currently the most up-to-date version of the screening. It makes it easy and effective to identify potential delays as early as possible and determine children that need further assessment or ongoing monitoring.
- **ASQ-SE** is a screening tool that identifies young children whose social and emotional development requires further evaluation to determine if a referral for intervention services is necessary.

Depending on the age of the child and the scores, additional screening may need to be completed. CDC faculty teachers are responsible for following up with families who have indicated areas that need further attention.

Why Screening Matters Screening young children is an effective, efficient way for professionals to check a child’s development, help parents celebrate their child’s milestones and know what to look for next, and determine whether follow-up steps are needed. It's also an essential first step in identifying children with delays or disorders in the critical early years before they start school.

The Desired Results Developmental Profile (DRDP) The program utilizes DRDPs, which is a State assessment required by the California Department of Education (CDE). The DRDP is a measurement tool based on naturalist observations of young children (i.e., observing children actively engaged in a learning center, group activity, etc.) and is used to track children's development over time to ensure that all children are making progress in all developmental domains.

The DRDP assessment is completed within 60 days of program enrollment and at least every 6 months thereafter. The DRDP assessment tool helps teachers create curriculum objectives that support children's individualized goals and needs. Teachers use it as a tool to monitor children's development and as an indicator that a child may need to be referred for additional evaluation. Furthermore, it enables teachers to observe overall trends in their groups of children and alter the curriculum and environment to address specific developmental areas. CDC teachers compile a portfolio for each child that includes samples of their work and pictures of children accomplishing developmental tasks that highlight their developmental progress. The Desired Results are compatible with our mission statement. This tool is used to help with the college/district SLOs as well as the district's program review process.

Desired Results Objectives for Children

- | | |
|---|---------------------------------|
| Children are personally and socially competent | Children are effective learners |
| Children show physical and motor competence | Children are safe and healthy |
| Families support their child's learning and development | Families achieve their goal |

Environment Rating Scale (ERS) Annually, the program conducts Environment Rating Scales (ERS) in each

classroom using the Infant Toddler Rating Scale (ITERS) and Early Childhood Environment Rating Scale-Revised (ECERS-R). These Rating Scales ensure that our program meets all health and safety regulations, provide enriching language skills and offer a variety of educational activities in a warm and supportive environment. Based on the ERS score results, the program creates an annual action plan for each classroom that is used to develop goals.

Family Surveys The Child Development Center administers a family survey (one to two times a year) to obtain feedback from parents and guardians regarding the quality of our services. The survey results are used to develop program objectives and training plans. To obtain LACCD data, we combine the DRDP survey with additional survey questions.

Family Need and Community Assessment and Involvement Families are given assistance and referrals to resources both on- and off-campus. At the time of intake and orientation, families are assessed and the process continues through parent-teacher conferences and daily exchanges. Community involvement involves both campus resources and local businesses that can provide resources and opportunities for our children and families.

Program Self Evaluation Child Development Centers conduct self-assessments each year, utilizing Environment Rating Scales (ERS), Desired Results Developmental Profiles (DRDP) summary reports of children's assessments and parent surveys. The program evaluates the results of each assessment and creates an action plan for each category.

Family and Teacher Conferences occur twice a year. Family and teacher conferences are held to discuss the child's development. Teachers work together with the family to identify, document, and set new goals for the child.

Staff Development provides opportunities for faculty and staff to attend various trainings, workshops, and conferences throughout the year to enhance their professional development, which will benefit the CDC program. All faculty and staff are evaluated according to LACCD policies regarding prospective positions.

XII. Classroom Guidelines

Classroom Environment and The Role of Teachers and Support Staff

Certified teachers lead our classrooms and are assisted by teacher assistants, student workers, and college students. Developmentally appropriate learning environments and curriculum are created by us based on observations, assessments, and family input. Children can explore art, music, science, dramatic play, language, math, fine motor, and gross motor activities through our open classroom model, which features various learning centers indoors and outdoors. Teachers act as facilitators, asking open-ended questions, and fostering autonomous learning with free choices based on children's interests and pace. Our language-enriched curriculum prioritizes the process over the product, respecting creative expression and promoting choice to develop interest and attention span. Children receive guidance on conflict resolution and problem-solving skills. Our teaching staff ensures a curriculum that is non-biased and encourages children to appreciate their own and others' backgrounds. Culture and diversity are celebrated through books, ethnicfoods, music, instruments, puppets, and more.

Positive Guidance The guidelines for discipline are based on law and intended to teach children self-control and socially acceptable behaviors. The approach is always positive and not punitive. Corporal punishment is never permissible. Teachers guide children's behavior by setting reasonable limits, being consistent, having a regular routine, and reinforcing positive behaviors to develop children's self-esteem. The philosophy will be consistent with state law and based on the best practices as stated in the NAEYC Code of Ethics. Children's 'personal rights' are recognized and respected by the CDC's practices.

Biting What causes children to bite? Children bite for a variety of reasons, including, but not limited to:
Experimental biting Teething discomfort Becoming independent Feels threatened
Is using muscles in new ways Learning to play with other children Frustration
Wants to express his/her needs Environmental stress Spatial Awareness

In the event of a child biting another, we will:

1. Intervene immediately.
2. Help the child who has been bitten.
3. Provide first aid if necessary.
4. Speak briefly with the child who bit and redirect the child from the situation. Explain in a calm but firm voice, "Biting hurts or when you bite people, it hurts them. She or he is crying."
5. Encourage and reinforce positive behavior.
6. Notify both families. Consultation will take place individually.

XIII. General Program Information

Birthdays, Holidays, and Celebrations These events are enjoyable for children and are part of the diverse cultures and traditions surrounding us. Religious aspects of holidays won't be celebrated at school, and we value and acknowledge those families who don't celebrate any holidays at all. If there is a day or holiday that is unique to your ethnic background and/or culture, we invite and encourage you to share it with us. Our goal is to incorporate them into the experiences and knowledge of all children. Sharing, objects, stories, etc., can be a source of excitement for all children and build the foundation for understanding and acceptance of differences that is crucial for our community. To participate in this way, please talk to your child's teacher and develop a plan.

If your family celebrates birthdays, we will acknowledge your child in the classroom with a song, dance, or a celebration item. Families are welcome to invite children and families to an off-campus celebration, but regrettably, birthday parties are not allowed in the classroom.

Car Seat Law Children under the age of two must ride in a rear-facing car seat unless they weigh more than 40 pounds or are more than 40 inches tall. The height and weight limits specified by the manufacturer of the car seat should be followed when securing the child. Children who are under 8 years old must be secured in a car seat or booster seat in the back seat. Children who are 8 years of age OR have reached 4'9" in height may be secured by a booster seat, but at a minimum must be secured by a safety belt. (California Vehicle Code 27360).

Confidentiality All family information and records obtained are kept confidential and used for educational purposes.

Fieldtrips Throughout the school year, the Los Angeles Southwest Child Development Staff organizes walks for children around campus. Children may also have the opportunity to participate in field trips outside of campus. A parent permission form (LACCD authorized field trip form) is necessary for parents who wish their child to attend. For children who do not want to participate, alternative arrangements will be made. For off-campus field trips, a fee not exceeding twenty-five dollars (\$25) per child may be charged. No adverse action shall be taken against any parent for their inability or refusal to pay a fieldtrip fee.

Nap and Rest Time All children shall be given an opportunity to nap or rest without distraction or disturbance from other activities at the center. A napping area, cot and blanket are provided for each child under the age of five. Centers that serve children in half-day programs are not required to schedule napping periods or have napping equipment for such children. No child shall be forced to stay awake or stay in the napping area longer than the normal napping period.

- Sleep schedules will accommodate the individual needs of each child. Children are able to wake up on their own.
- Sleeping areas are supervised by staff.
- Soft music and gentle rubbing and patting on children's backs to help them relax.
- Nap rooms are kept semi-dark.
- Provisions are made for non-nappers and early risers (e.g., reading a book quietly or engaging in quiet activities).
- Children may remove their shoes during nap time, but they are easily accessible in case of an emergency.
- Bedding and cots are washed, sanitized, and disinfected weekly or as needed.
- The infants and toddlers are checked and changed for wet or soiled diapers before and after napping.
- Blankets are provided, but if your child has a special cot-sized blanket or small pillow that would assist them in sleeping better, you may bring it to school with the understanding that it will remain on the child's bed. Any additional sleeping aids, such as a small plush toy, will be provided by the classroom.

Electronic Devices and Screen Time

The Child Development Center will adhere to NAEYC guidelines when children use screens and technology devices. Children will be supervised by their teacher while watching programming or social media. Screen time is not meant to be a reward or a babysitter. Suggestions for permitting screen time at home:

- It is important to supervise children when they are allowed to view programming or social media.
- Limit non-educational screen time for children ages 2-5 to about 1 hour per weekday and 3 hours on weekends.
- It's best to turn off screens 30-60 minutes before bedtime.
- Ensure that screens are turned off during mealtimes.
- Make use of parental controls.
- Avoid using screen time as a reward or as a babysitter.

Parking The parking spaces in front of the CDC building are restricted to drop-off and pick-up only and are limited to 15 minutes. These green stalls are monitored by Campus Police and tickets are issued for cars that are parked for more than 15 minutes and those parked in the red zone. Temporary parking of 15 minutes or less is also available in lot 8. If you plan on staying for more than 15 minutes, please inform the CDC office staff.

Cell Phones and Other Electronic Devices It is important for families to be free from distractions and other business when attending to their children and the CDC. When inside the building, refrain from making phone calls, watching videos, using social media apps, or texting. To safeguard the privacy of faculty, staff, children, and families, it is strictly forbidden to film or take photos while at the CDC. Electronic devices from home are not allowed to be brought by children.

Photography and Video Likeness Authorization The CDC serves as a laboratory school for various campus departments. Families are asked to sign a photo release form. The authorization allows LACCD and CDC to use photographs or videos of children for documentation purposes. The child's likeness may be used for the purpose of art projects, academic coursework, campus displays, or promotional materials (brochures, college website, social media, etc.) If you are opposed to having your child's image used for promotional materials, you will be able to indicate this on your child's photo release form.

Maintaining Positive Relationships In order to maintain positive relationships among all, we have established a gossip-free environment when conversing and interacting with CDC staff and families.

Smoking Health and Safety Code Section 1596.795(b) prohibits smoking on the premises of any CDC. If you observe someone smoking on campus, please contact the campus Sheriff at (323) 241-5311.

XIV. Safety and Emergency Drills

Fire, Earthquake, Community Disturbance- Lockdown To prepare for an emergency situation, staff and children participate in fire, earthquake, and lockdown drills. The drills are conducted and documented on a regular basis. An emergency disaster plan and exit map are displayed at every center. Fire alarm systems and equipment undergo professional inspections every year. When evacuation is necessary, the personal emergency information of children and staff is stored for easy access. The emergency procedures of the CDC are incorporated into the college's emergency plan. The campus Sheriff will be notified of any emergency situations. Guidance on evacuation and safety procedures will be provided by the Sheriff and Campus Administrator to the CDC.

Items for an emergency kit may need to be provided by Parents and Caregivers during their child's enrollment in the program. Detailed information is discussed during the intake process, and kits must be left before entering the program.

It is imperative for you to keep your contact information updated so that we can reach you in the event of an emergency.

XV. Child Abuse Reporting Responsibilities

The California Penal Code (11165.7) defines a “mandated reporter” to include teachers, instructional aides, teacher aides or assistants of any public school, and administrators of employees whose duties require contact and supervision of children. As such all paid personnel who work in LACCD Child Development Centers are mandated reporters of suspected or knowledge of child abuse. This includes sexual, physical, emotional, and or neglect. The purpose of reporting suspected child abuse or neglect is to safeguard the child and provide the family with counseling resources and support to prevent further abuse. The following are some general behaviors that could possibly indicate child abuse or neglect; however, children may occasionally demonstrate some of the behaviors listed below.

- Low self-esteem
- Fear of a particular person
- Extremes in behavior (e.g., very passive, then extremely aggressive)
- Unexplained developmental delays
- Rejects any type of affection
- Never tests boundaries
- Has great difficulty getting along with peers
- Unexplained marks
- Bruises in unusual places
- Needs constant attention from any adult
- Is always hungry
- Manipulates adults to get attention

CHILD ABUSE HOTLINE 1-800-540-4000

<https://dcfs.lacounty.gov/contact/report-child-abuse/>

XVI. Adult Code of Conduct

The CDC is a safe, loving, and nurturing environment where children and adults can feel secure, and where adults coming to the center treat everyone with respect and consideration. Every adult has the responsibility of actively participating in maintaining a peaceful environment. The Center and CDC Parking Lots are considered authorized areas of Los Angeles Southwest College. It is expected that all individuals will maintain their disposition and behavior, and discuss topics and language that are appropriate to the LASC Student Code of Conduct guidelines below. Use positive language at all times, speak in a calm voice, and avoid shouting, yelling, threats, swearing, name-calling, or slurs.

- Always speak to the Director and or Faculty if a concern arises. Please do not approach another child or parent.
- Corporal punishment is prohibited on the property.
- The center and classrooms should be treated with care and respect.
- Any individual who alters the peaceful atmosphere will be asked to leave.

XVII. LASC Faculty and Staff Qualifications and Roles

In addition to LACCD Child Development Centers serving as a state-funded Early Education program, they are also lab schools. The purpose of a lab school is to provide opportunities for students of the college to experience the implementation of theory in the actual classroom. Therefore, there can be a variety of individuals present at the Center at any given time. Students have the opportunity to use the lab school for observations, work experience, practicum courses, and hands-on training. We are an integral part of the Child Development Department, providing students with the foundation and fundamentals of child development.

The **CDC Program Director** holds a Master's or Bachelor's degree and is an experienced faculty member who is an expert in the field of Child Development. The Director is responsible for overseeing all functions of the Center and facilitating its operation while upholding the mission, vision and values of the college.

Master Teacher are highly trained and experienced faculty. They have a minimum of a Bachelor's degree and are responsible for guiding, mentoring and instructing all staff, students, and volunteers, as well as work directly with the children.

Classified Assistant Teacher are full-time center staff with Child Development permits. They work as a team with the Master Teacher and directly with the children.

Student Workers attend the college, receive supervision and mentorship from the Master Teacher, and work directly with children.

Practicum Students are enrolled in the Child Development 22 or 23 in the Child Development department. They are mentored by the Master Teachers to gain experience working with the children in the classroom.

Volunteers come from other departments of the college and community. The staff supervises them as they aim to gain experience working in a classroom environment

Office Staff assists parents with enrollment, re-certification and resources for the family.

Kitchen Staff plans and prepares two nutritious meals and one snack.

XVII. Community Resource Guide

211 Los Angeles County

Information and Referral
526 W Las Tunas Drive
San Gabriel, CA 90067
211 or www.211la.org

Child Abuse Hotline

Los Angeles County
Department of Children Services
(800) 540-4000

Child and Family Services – Pathways

(Central Los Angeles, Hollywood,
Silver Lake, Beverly Hills)
3550 W. 6th Street Ste 500
Los Angeles, CA 90020
(213) 427-2700 or www.pathwaysla.org

Child Care Resource Center

San Fernando Valley
(818) 717-1000 or
<https://ccrcca.org>

Community Care Licensing

Los Angeles Child Northwest Office
6167 Bristol Parkway, Ste 400
Culver City, CA 90230

Crystal Stairs, Inc.

Child Care Resource and Referral Service
650 West Adams Blvd. Ste 100
Los Angeles, CA 90007
(323) 299-0199 or www.crystalstairs.org

Asian Pacific Counseling & Treatment Ctr.

520 Lafayette Park Place, Ste 300
Los Angeles, CA 90057
(213) 252-2100 or www.apctc.org/

Child Abuse Hotline

L.A. Child Guidance Clinic
3787 S. Vermont Avenue
Los Angeles, CA 90007
(323) 766-2345 or www.lachild.org

Child Care Information Service

(La Cañada, Pasadena, San Marino,
Monrovia, Duarte)
2698 Mataro St.
Pasadena, CA 91107
(626) 449-8221 or <http://www.ccispasadena.org>

Children's Home Society of California

(Norwalk, Bellflower, Cerritos, Lakewood,
Long Beach, San Pedro)
(310) 816-3600 or www.chs-ca.org

Connections for Children

(Western L.A. County, Beach Cities,
Culver City, Westchester)
(310) 452-3202 or
<http://www.cfc-ca.org/childcarer/childcarer.asp>

Disability Rights California

(213) 427-8747 or
www.disabilityrightsca.org

Community Resource Guide (cont)

Disability Services

Frank D. Lanterman Regional Center
3303 Wilshire Blvd., 7th Floor
Los Angeles, CA 90010
(213) 383-1300 or www.lanterman.org

Emergency Food

Immanuel Presbyterian Church
Food Pantry
3300 Wilshire Blvd.
Los Angeles, CA 90010
(213) 389-3191

Healthy Families

(800) 880-5305 or
<http://www.healthyfamilies.ca.gov/Home/default.aspx>

Legal Services

Public Counsel
601 S. Ardmore Avenue
Los Angeles, CA 90005
(213) 385-2977

Medi-Cal

(800) 300 1506

Mexican American Opportunity Foundation

(Monterey Park, Commerce, Bell, Santa Fe Springs)
(323) 890-9600 or www.maof.org

Para Los Niños

845 East 6th Street
Los Angeles, CA 90021
(213) 623-8446 or www.paralosninos.org

Emergency Food

American Red Cross
2700 Wilshire Boulevard
Los Angeles, CA 90020
(213) 739-5200

Emergency Food

World Harvest Food Bank
1014 Venice Blvd
Los Angeles, CA 90015
(213) 746-2227 or
www.worldharvestfoodbank.org

Healthy Kids Program

L.A. Care Health Plan
555 W. 5th Street, 29th Floor
Los Angeles, CA 90013
(213) 694-1250

Los Angeles County Housing Resource Ctr.

(877) 428-8844
<http://housing.lacounty.gov>

Medical Alert System

(888) 747-1222

Options

(Baldwin Park, San Gabriel Valley, El Monte, Whittier)
(626) 856-5900 or www.optionscc.org

South Central Los Angeles Regional Center

650 W. Adams Blvd.
Los Angeles, CA 90007
(213) 763-7800 or www.sclarc.org

LACCD-LASC Child Development Center Family Handbook Receipt Acknowledgement

I, _____ the parent/ guardian of _____

certify that I have received the LACCD-LASC Child Development Center Family Handbook.

I acknowledge that I may have been given an overview of the policies and procedures during parent orientation. Reading the handbook in its entirety and any classroom addendums that may follow is my responsibility. Additionally, I understand my parental rights and responsibilities and agree to conduct myself according to the parent/family handbook at all times.

Parent/Guardian's Signature

Date

Parent/Guardian's Signature

Date

Director or Designee's Signature

Date

LASC-CDC updates received:

Parent/Guardian's Signature

Date Updates Received

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