2013 – 2014

FAMILY HANDBOOK

Child Development Center

A Center for Quality Care and Early Education, Laboratory, Research and Professional Development
For the Tri – Valley Community

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Las Positas College Child Development Center
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WELCOME TO THE

Las Positas College Child Development Center

WHO WE ARE

Center Mission, Vision, Values, and Goals

A. Description of the Organization

The Center offers families a secure, diverse, and inviting early care and education experience for their children. Through the collaboration between the Center staff and the faculty at the college, children benefit from teachers who understand and use the most up-to-date methods to prepare children for current and future success. Valuing the crucial role of family, the Center puts families at the heart of the program and strives to partner with families to support and nurture children’s individual needs, abilities, and culture. The Center has small group sizes, low teacher to child ratios, as well as state-of-the-art classrooms and outdoor learning environments. The teachers are among the most highly skilled and educated in the area and create rich, nurturing experiences for children.

In addition to the enriching social and educational experiences provided to the children, the Center also provides academic instruction to students enrolled in Early Childhood Development courses. The Center offers a model of “best practice” in early childhood education, and the children in the classrooms benefit by the innovative projects and personal interaction that the college students provide in the application of their coursework.

B. Mission

The Center develops and enriches each child to his/her fullest potential through meaningful teacher-child relationships and engaging learning experiences.
C. Vision

The Center nurtures the development of inquisitive, creative, well-grounded children and supports families to be the best they can be for their children.

D. Values Statement

The Center values:
1) Families as children's first teachers and key partners in their children's education;
2) The crucial role that highly competent teaching professionals have in supporting positive outcomes from children;
3) A rich, play-based environment that engages learners and supports optimal development of each child;
4) A teaching process that inspires inquisitive thinking, problem-solving, and creativity;
5) An approach that fosters the development of the whole child, including social, emotional, cognitive, physical, and creative development;
6) Diversity and inclusive practices;
7) Small group size and low adult-to-child ratio as key to rich, nurturing relationships between teachers and children.

E. Goals

The goals of the Center are to:
1) Strive toward sustainable levels of enrollment and staffing to maintain quality instruction and learning;
2) Demonstrate developmental gains for children in all domains;
3) Establish family-school partnerships in the child's education;
4) Provide opportunities for observation and participatory laboratory experience to support the college students' learning outcomes; and
5) Develop the knowledge, skills, and dispositions of the future early childhood professional workforce.
Functions of the Child Development Center

Our goal is to create a model demonstration program that illustrates the teachings of the Early Childhood Development Department (ECD) of Las Positas College. We work closely with the ECD Department to determine and implement child development best practices and cutting-edge research in the early childhood field. Our programs will work hand-in-hand to ensure respectful and responsive service to children and their families as evidence of a high quality child development program.

The Center has four (4) purposes:

- Serve as an observation and participation laboratory experience for students, and as child development work experience support for LPC Child Development Center staff.

- Provide and encourage opportunities for family involvement and parent education to enrolled families of the program.

- Establish a model child development program for community members and professional researchers to use as an educational and collaborative resource.

- Provide for the care and early education of young children while their families attend school, are employed by Las Positas College, or reside in the Tri-Valley community.
Pro Diversity & Non Sexist Education

The Center is committed to providing all children the freedom to be whoever or whatever they choose rather than limiting their options.

In this respect, our goals are:

- To portray both males and female as nurturing, capable, feeling human beings
- To refrain from gender-casting jobs and stereo-typing gender roles
- To encourage both active and quiet play for both boys and girls.

Non sexist / anti bias education begins is at the core of our being and practice. We believe in its active and ongoing pursuit within our program, which we acknowledge presents continual learning challenges to parents and staff alike.

Anti-bias Education

Teaching for Change, a non-profit organization that works to promote social justice within the classroom defines anti-bias curriculum as; “an approach to early childhood education that sets forth values-based principles and methodology in support of respecting and embracing differences and acting against bias and unfairness. Anti-bias teaching requires critical thinking and problem solving by both children and adults. The overarching goal is creating a climate of positive self and group identity development, through which every child will achieve her or his fullest potential.” We see this as an integral aspect of our educational program.
Core Competencies and Competitive Advantage

The Center is a premier institution on the campus and within the Tri-Valley community for the following reasons:

1) The partnership between Center staff and the College faculty creates quality opportunities for the center. The evidence-based best practices taught in the Early Childhood Development courses are demonstrated in the Center, thereby increasing marketability and quality of the program. Through their college education students hone their skills and strategies for working with children. While gaining knowledge and mastering skills, Early Childhood Development students serve as volunteers in the classroom, adding diverse perspectives and languages.

2) The Center is a premier learning environment for children, featuring:
   a) An environment designed specifically for children’s optimal growth and development;
   b) Spacious and eco-friendly classrooms;
   c) Creative and large outdoor learning spaces;
   d) Well-appointed, purposely built classrooms that provide teachers optimal line-of-site to the children;
   e) Age-appropriate heights for counters and kitchens to accommodate children;
   f) Classrooms designed for the specific age group and developmental stage of the children using it (no re-purposed spaces as seen in many other programs);
   g) Observation rooms adjacent to each classroom allowing families to observe their children developing and interacting with their peers; and
   h) 24-hour security provided by Campus Security and cameras located throughout the Center.

3) The Center provides professional guidance and support for families, including:
   a) Family education events;
   b) Informal parent conversation through the monthly Parent Cafe meetings;
   c) Family resource lending library;
   d) Family access to Early Childhood Education resources; and
   e) Daily mentoring and support from highly qualified teachers through teacher-family relationships.

4) The Center features diverse teaching staff, families, and children.

5) The Center has formed partnerships with the Livermore Valley Joint School District and other Community agencies that enhance the educational experience for all.
Curriculum

The Center uses a curriculum model that is child-centered, play-based, emergent, culturally and linguistically appropriate, and holistic to the child’s development.

**Child-Centered Curriculum means children take command of their own learning. Teachers are there to provide support and facilitate the child’s learning but children determine the direction of their own learning following their natural curiosities, interests and passions.**

In this type of curriculum, children construct their knowledge by initiating interests, having hands-on experiences, engaging their five senses, exploring discoveries and possibilities from within a safe, supportive, aesthetic, and nurturing environment. Children are given real choices and are encouraged to strengthen their understanding of the world through a variety of natural materials and activities. The curriculum emerges with the children’s growing interests and skill levels as the year progresses.

Our curriculum is play-based and emergent responding to the needs and interests of the children in an age-appropriate manner. The teaching philosophy is based on the Constructivist theory, where the child is seen as a developing human being and an active participant in his own growth. In this point of view, the growth lies in part within the maturing individual child, but it also occurs in part as a result of the interaction between the child and the environment and the people to whom the child relates.

In the Constructivist theory, the child learns by “constructing” and “reconstructing” what he knows as he encounters a variety of experiences and people who widen and enrich his knowledge. The teacher’s role is one of guiding, questioning, and enabling --- not just stuffing the child with an assortment of facts and rewards for good behavior.

In the same way, the “Reggio Emilia” approach (an Italian-derived Constructivist method) will be actively implemented by the teaching staff. We see the child as a unique creation----strong, competent, capable of constructing his own thoughts and ideas, and having great potential to offer the world around him. In the “Reggio Emilia” approach, our teachers become a compass that may point the child to a particular direction, and education is seen as an ever-developing process that cannot be predetermined because it emerges bit by bit. We will carry out short-term as well as long-term emergent projects with the children to encourage this building of their curiosity and knowledge into levels of discovery and mastery.

Our teaching staff will carefully “get to know” each child in their care---by listening and talking with each other---to explore subjects and topics thoroughly by exchanging ideas and actually trying out those ideas. Our teachers select an aspect of the children’s interests to develop further, an aspect that presents problems and “provokes” them to consider and solve. A particular interest may be pursued in depth over several months, depending on how intrigued the children become with the topic. Hence, our teaching staff will pursue “projects over time”----until interest is satisfied, and other interests develop. Our Project Approach will be an ongoing process.

The Center curriculum also believes that the parent is an expert of their own child. We encourage contribution of parent’s knowledge of their own child, and we contribute our own observations and knowledge of the child at school. In the best interest of the child, we encourage “teamwork” and partnerships with the teaching staff and parents when it comes to the child’s own learning and
development. At the Center, children’s interests, their motivation for exploration and discovery, and parent cooperation and partnership is our primary focus. Parent participation is highly encouraged and welcomed, especially as it is beneficial for their child’s learning.

In relation to the Las Positas College vision statement, the Center meets the child and his family where they are and creates “real” experiences for them to build their capacity, speak to their potential, and transform the way they see the world.

To assist our teachers with the implementation of our Constructivist philosophy, we will utilize theoretical materials from The Creative Curriculum by Dodge, Colker, and Heroman. The Creative Curriculum serves as a framework for our curriculum development and incorporates careful attention to design of the learning environment (with a focus on interest centers), developmentally appropriate practices (DAP), purposeful planning, and accurate assessment of children’s learning outcomes. Teachers will use a variety of natural methods to observe and document the interests and abilities of each child in their care, and intentionally develop curriculum that is responsive to the individual child interests.
History of the Child Development Center

On Oct 3, 2011, The Center opened its doors and invited community families access into a special place, a village of three buildings uniquely designed inside and outside to complement and respect the natural topography of the land while providing an enriched quality program for the children, their families, and LPC students majoring in Early Childhood Development.

Las Positas College began serving the Tri-Valley Community as an extension of Chabot in 1963. In 1975, it started offering ECD courses for students interested in a career in ECD. By 1978, LPC was granted accreditation and the ECD Department was offering all of the major courses, except for the capstone course (the practicum) for the AA Degree in ECD where college students become “student teachers”, and work with young children under the guidance of the course instructor and the teachers of the children. Lawrence Livermore Lab’s Child Development Program’s Director, Laura Reno, LPC adjunct practicum instructor for over 20 years, has contributed to supervising student teachers at the LLHES lab’s site. As good as the off-site LLHES center has been over so many years, the ability to have an on-campus child study lab for LPC ECD students, and to serve student, faculty, staff, and Tri-valley families is a big asset and convenience to the entire campus community.

The ECD Advisory Board since its inception has always been very active in staying abreast of important issues and particularly focusing on the need for its own child development center. The ECD Advisory Board, Tri-Valley ROP program, former ECD instructors, and nearby Tri-valley directors have been great supporters of the birth of the child development center. The ECD Faculty and the CDC Director are very appreciative of the support given by former LPC College Presidents, past District Chancellors, as well as that of former Deans, and current Vice Presidents of Academic Services and Business Services.

In the state’s funding queue for such buildings could have taken 20 years or more for the reality of a child development center to be built. However, in 2004, Measure B was put on the Ballot for the Tri-Valley voters to decide upon for expansion of the LPC campus. The Tri-valley community votes mattered tremendously to the growth of the campus programs and services.

The Center is the result of persistence and the fulfillment of a dream. We anticipate that all those who enter the children’s classrooms will be beneficiaries of the enriched education and care giving program in many different ways. Our ECD students have great role models to emulate and will set higher expectations for themselves as teachers: those students, staff, faculty and others who are parents of young children will be comfortable knowing their child is in a safe, nurturing and age appropriate learning environment and in close proximity and that they are welcome to visit.

We believe the Center is a “village,” a supportive community of learners which will provide high quality, age appropriate programs, and for all who wish to participate there will be genuine support, inclusion, personal growth and a warm welcome.
WHAT WE PROVIDE

Preschool Program
Our preschool program for 3-5 year olds is designed to encourage a balance of child initiated and teacher facilitated activities. Our preschool program offers children a variety of choices provided within a carefully prepared indoor and outdoor environment. Age-appropriate program activities include art, music, dramatic play, block play, manipulatives, literature, books, language arts, cooking, water and sand play, gardening, animal care, outdoor enrichment and creative problem-solving activities. Language and literacy will be built-in within the hands-on curriculum. A nutritious breakfast snack and afternoon snack are provided daily. A daily rest time is provided for full-day children. The teacher-child ratio for our program is a flexible ratio of 1 teacher: 8 children within an entire group of 24 preschoolers. At times, we may have as many as 1 teacher: 12 children, or as little as 1 teacher: 8 children. A primary teacher and continuity of care will be implemented through the program.

Toddler Program
Our toddler program for 18-36 month olds focuses on developing warm, nurturing, and trusting relationships between toddler and caregiver for the young child to feel confident and competent to explore and try new social/emotional, cognitive, and motor skills. Toddlers learn lessons holistically—they do not segregate learning into separate lessons or domains. Our Center teachers will practice responsive care, where individualization of care is dependent on truly observing and getting to know the whole child. Developmentally relevant exploration activities and sensory – motor interests will be abundant in the toddlers program.

We highly encourage regular parent volunteers to participate in the program. The regular teacher-child ratio for our toddler program is a flexible 1 teacher: 4 children. At times, we may have as many as 1 teacher: 6 children, or as little as 1 teacher: 4 children. Our toddler program for 18 months - 36 month old children is a special group where we practice the following research-based developmental principles:

PRIMARY CAREGIVING

Your toddler will be in a small group with 4 other toddlers within the entire group of 12 toddlers. The Toddler Teacher and Assistant will assign the group into small groups of six toddlers assigned to a primary caregiver who would track and know the child’s cues, patterns, and preferences of care.

CONTINUITY OF CARE

Your toddler’s primary teacher will remain consistent throughout the year and follow the toddlers for continuity.

SMALL GROUPS

Our program will maintain consistent and identifiable small groups with the toddler program for the young child’s safety, security, and trust in the caregiver and his/her peers.
LPC Model Demonstration Laboratory Program

The Center serves as a campus-based child development program providing both academic instructions to students enrolled in child development/early childhood education courses and childcare services to student, staff, and community families. Providing demonstration classrooms to the college community, our program offers a model of best practice in early childhood education while providing students learning opportunities through observation and on-floor interactions with young children and their families. Parents should be aware of the teacher training and community service components of the program when enrolling their child.

The Center is a carefully-modeled learning environment for both children and adults. Child Development students most often serve as our ECD Assistants. There are student teachers (interns) whose work at the center is often the culmination of their course requirements. These students are under the supervision of the LPC Early Childhood Education faculty and the child development center supervising teachers. Other student teachers may also be involved in observing and studying children enrolled at the center through assignments offered in various college and campus courses.

Children with Disabilities and Other Special Needs

The Center has a strong commitment to including children with diverse developmental abilities into our program. This commitment is based on several beliefs and grounded in legislation accounting for the educational rights of children with special needs and their families.

Children vary widely in developmental pace and style during the early years. It is not unusual to have quite a range of developmental levels in the same early childhood classroom. Children have much to learn from one another, and accounting for differences is an important part of their early experiences.

Early childhood teachers are uniquely prepared to plan for such diversity and to work effectively with children at various places in their development. Positive, personal experiences shared by children of differing backgrounds and skills can be of great long-term value to children with and without special needs. When these experiences occur in natural and familiar surroundings, messages of belonging and individual worth are conveyed to all the children.

Supervising Teachers will be informed as far in advance as possible when a child of particular special needs is to be enrolled in their class. The Director will coordinate any support services to be provided by school districts or community agencies. As in all aspects of Center operations, close parent/professional partnerships are necessary to insure the success of all involved in this valuable endeavor.
WHAT WE MODEL

Equal Opportunity

The Center does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or physical disability in determining which children are served.

Confidentiality

The use or disclosure of financial or other information concerning children or families will be limited to purposes directly connected to the program. No other use of this information may be made without parent’s prior written consent. Parents shall have access to all information contained in their own child’s individual folder. We ask parents to help maintain confidentiality for all children enrolled in the program.

Quality Care Practices for Families

The Center Staff have the responsibility to ensure that the center is a safe, secure, comfortable, and engaging place for children, their parents and the ECD students to be themselves. To achieve this goal, staff will:

- Treat children, parents, families and each other with respect, compassion, and empathy.
- Maintain a working environment that promotes health and safety.
- Model cooperation and honest open communication.
- Maintain a learning environment that is natural, consistent, dependable and flexible.
- Promote self-esteem through responsive interactions and positive guidance.
- Include children’s and families’ ideas and values in our planning.

Adult Conduct

The Center is a safe environment, not just physically safe but also one where children and adults can feel secure and where the adults coming to our center treat others with respect and consideration.

The Center, Community Room, and Parking Lot are considered authorized areas of the campus. Adults are expected to maintain attitudes and behavior as well as topics of discussion that are appropriate to the campus. All adults must remember that they are in a child care facility as well as an authorized area of the campus and are subject to Student Code of Conduct rules as outlined in the Las Positas College Catalog. The Student Code of Conduct in the catalog states that use of slander, libel or verbal abuse in
any way or disorderly, lewd, indecent, or obscene conduct, expression, or language on district-owned property is considered misconduct.

Most important to remember is that we are all role models for all of the children here. Please abide by the following guidelines when in any area of the Child Development Center:

• Speak in a friendly and calm voice, never shout or yell. Maintain confidentiality and utmost respect of children, families, and staff.
• Use positive language when speaking with children and adults. No threats, swearing, profanity, name calling, or slurs.
• Corporal punishment, even of your own children is forbidden at the LPC Center, even if it is used at home.
• No smoking is allowed within the fenced area of the LPC Center or outside the Toddler Building Fence area.
• Do not enter the LPC Center under the influence of drugs or alcohol.
HOW WE WORK WITH YOUR CHILD

Toilet Learning and Young Children

**PRESCHOOL PROGRAM**

Children need to be highly successful in toilet learning to enter our preschool program. *Our preschool program is not equipped and staffed to handle multiple diaper changing routines.* We expect our preschoolers to be able to independently use the toilet with little assistance. If your child has some occasional urinary accidents, please be sure to provide several sets of clothes and underwear. Feel free to discuss the toilet learning process with your child’s Preschool Teacher.

Transition to group care can be a challenge for some young children, and teachers will remind each child to use the toilet when necessary. Individual differences will be accounted for within this process. Some children may need more time than others to fully manage this transition. As accidents will happen, particularly in the first few weeks of school, please be sure to provide extra underwear and a change of clothes in your child's cubby.

**TODDLER PROGRAM**

If your child is enrolled in the Toddler or Young Preschool Class, please make sure your child has plenty of diapers in his/her cubby. If we inform you that we used a school diaper, please bring a replacement diaper the next time your child comes to school. Pull-ups are difficult for changing, so please use regular diapers. Parents are asked to bring a box of baby wipes to keep in your child's cubby. Toilet training is a part of growing up. We will be happy to work with you and your child in this process. Before transitioning your child from diapers to underwear, please speak with your child’s supervising teacher.

We believe young children will be successful with toilet learning when they feel confident, competent, and when they feel ready. In a group care setting where toddlers have different developmental milestones, toddlers often observe and are curious about the use of the potty.

As each toddler shows interest in using the potty, we will reinforce their readiness with cooperation and teamwork with the child’s parent. Toilet learning is a cooperative effort between the child, and the support of the parent and the child’s teacher. We will not do it alone; we need your help as a parent. We will encourage the “ready” child to master using the potty, assist them in self-care and dressing routines, and encourage personal hygiene. We will be consistent and warmly support your child with our regular practice.
Guidance with Young Children

At the Center we understand that one of our major roles is to support healthy social and emotional development in our students. A key task for children birth to five is to begin to understand their role as members of a family, group, culture, and society. Social-emotional development is a key part of school readiness and being a caring member of society.

To support children in this developmental process, we focus on:

* Self regulation skills
* Positive self esteem
* Healthy identity development
* Understanding the culture of one’s own culture and that of others
* Pro-social skills

Through the promotion of these skill sets, we support children to develop inner controls, positive relationships, and a strong sense of self.

GUIDANCE

Our program provides a safe and supportive environment in which children begin to learn and practice relevant and acceptable behaviors as individuals and as a group. The staff believes in a positive approach to discipline. In guiding a child to develop self control, staff gives special consideration to reinforcing the child’s self esteem through positive affirmation of each child’s unique qualities. The Center staff sets reasonable limits for indoor and outdoor play. The teachers are available to discuss guidance techniques with parents.

Positive guidance methods are used in order to help children learn self-control and self-direction without loss of self esteem. Among the methods we may use with a child are to:

1. Build relationships
2. Model appropriate behavior
3. Utilize positive behavior support strategies
4. Promote pro social behavior
5. Set limits and clearly state expectations in positive terms
6. Give positive reinforcement for appropriate behaviors
7. Provide choices between acceptable behaviors
8. Encourage children to build feelings of self – worth
9. Be close and accessible to children
DISCIPLINE POLICY

In their attempts to learn about their world and their environment, children sometimes engage in behaviors that can be unsafe, disruptive, or harmful in a group setting. Since this is a natural part of the growth process, it is the policy of the Center to discipline children based on sound principles of child development. The goal of guidance is not to punish; it is to help the children learn to accept responsibility for their actions. We recognize that children act out for different reasons and therefore our methods of guidance will vary from child to child.

Additionally, a child's developmental level will be a significant factor in determining the appropriate method of guidance. Under no circumstances are children physically punished or shamed for their behavior. When responding to unacceptable behaviors we:

- Give specific feedback to the child and encourage their participation in the problem-solving process.
- Redirect them to purposeful and acceptable activities and behaviors.
- Engage in problem solving and conflict resolution through talking and encouraging the child to think through the situation.
- Help children to connect their behaviors to the results of their actions through logical consequences.
- Have children “make reparations” for hurtful actions (such as getting an ice pack for someone who was bitten or hurt by them).

NON-TIME OUT POLICY / PERSONAL DISCIPLINE

The Center does not use time out as a discipline strategy. We do not tell a child, “You’re having a time out. Now sit here for five minutes and think about what you’ve done.” However, we sometimes find that there are certain children who find it helpful to sit apart and cool down in order to successfully rejoin the group. This is something the child usually discovers themselves and shows us is useful for them. In these circumstances we encourage children to care for themselves in this way and teachers remain close to the child so they can support them in finding appropriate methods to self-soothe and think things out. Though this functions as a “time out” from the group, we do not use the term in order to avoid confusion and keep consistency in our policy.

In addition, we ask that parents or guardians to refrain from the use of physical or verbal punishment while in the Center. Furthermore, parents or guardians will not reprimand children of other families while on school grounds. We believe that when parents and teachers use similar methods for guiding behavior, both are more successful.

Corporal punishment is never allowed and this is a violation of personal rights (CC, Title 22, and Section 101223.2). Children are never spanked, slapped, shaken, threatened, humiliated or subjected to harsh or abusive language. Punishment is not associated with food, napping, or toileting.
INFANT AND TODDLER SOCIALIZATION AND GUIDANCE

The goal of the socialization and guidance techniques used by the caregivers and other adults working with infants and toddlers is to build social skills, self-confidence, and problem-solving skills by guiding children with respect for their individuality and stage of development. Through loving, respectful, and nurturing care, children develop social competence and a positive self-image. The development of social competence centers on helping very young children develop empathy for and compassionate awareness of others, self-control, and internal motivation.

Our approach to socialization and guidance is to allow children to work through their problems and solutions whenever possible. The staff responds in nurturing and respectful ways to assist children in developing the skills to resolve conflicts with one another. Our goal is to guide them in their ability to function with others, to nurture their connection and sense of responsibility to others, and to respond in ways that help each child feel lovable and capable. This means that staff will intervene when children are hurting one another or the environment. However, for conflicts that are not dangerous, the staff will move nearby to support the children, but will first allow the children to resolve their issues by themselves. This supports their acquisition of self-regulation and socially acceptable behaviors.

The child’s relationship with others is the key factor in the success of this approach. Primary care giving enhances these relationships by allowing the caregiver to focus on a few children, rather than many, and by building a strong partnership with parents. By knowing their children well, primary caregivers are able to provide the time and space for children to solve their problems. They get to know each child so well that they are able to facilitate growth rather than intervene unnecessarily in non-dangerous behaviors or interactions.

CHALLENGING BEHAVIORS

Discipline is based on an understanding of each child’s individual needs and level of development. When correcting a child’s behavior, the caregiver’s response is individualized and consistent for each child, appropriate to the child’s level of understanding, and directed toward teaching the child acceptable behavior and self-control.

The goal of managing challenging behaviors is prevention. We will always do our best to be reflective about the environment we create for children, the curriculum and our awareness of personal temperaments, biases, and feelings about challenging behaviors. Being reflective helps our staff improve things such as the classroom environment and/or routines to foster success for all children and to avoid certain kinds of stimuli associated with challenging behavior.

There are times that children’s behaviors warrant a response other than helping them talk it through either because of severity or repetition of action. We use consequences that follow closely in time to the behavior. When a child repeats a challenging behavior, a variety of methods for encouraging cooperation are used. These include the positive methods described above, conferencing with other staff, parents and center administration. Every effort is made to understand the child’s needs and modify classroom practices so that he or she will be successful. Teachers work closely with parents to understand each child and to determine which methods work best for him/her. Staff anticipates problems and plans to prevent them by maintaining a relevant learning environment.
In many instances, a conference will be offered to parents to discuss possible methods of dealing with problem behaviors. Parents may be required to seek counseling or attend parent training as a condition for their child to continue to use Center services. There are a few circumstances in which we may consider it in everyone’s best interest to exclude a child who exhibits a continuing problem that threatens the safety of other children, the staff or the child.

**BITING**

Our program also recognizes that biting is, unfortunately, not unexpected when toddlers are in group care. Biting is a normal developmental process for many toddlers. Biting can also be an emotionally charged issue. Biting in childcare settings is not uncommon. The following is our policy regarding biting. We do not focus on punishment for biting, but on effective techniques that address the specific reason for biting. When biting does occur, we have four main responses:

- Care and help for the child who was bitten.
- Inform the parent/guardian of the child who was bitten and the parent/guardian of the biter.
- Help the child who bit learn other behaviors to deal with anger, frustration, or lack of verbal or communication skills.
- Examine our program/environment and make changes that may stop further occurrences.

Our goal is for children to internalize rules, not to respond to our authority for its own sake.

**WALK AND TRIP SAFETY**

It is recognized that it is important for both children and adults to feel safe on trips. Children with less focus should be taken by the hand and stay next to the teacher when walking. If consequences need to be imposed non-cooperation on a walk or field trip the sanctions should apply for the next scheduled trip. The child will then be allowed to try again the subsequent time. Parents will be informed of this before action is taken.
When A Child Needs Special Support

The Process of Addressing Aggressive or Inappropriate Child Behavior

1. Head Teachers & Assistant Teachers discuss developmental or behavioral concerns with the Director. The team reflects on developmentally appropriate behaviors and goals for the children in the age group in comparison with concerns.

2. Classroom team, along with Director, develops observation schedule or classroom strategies that can work individually with the child’s need to help improve the concerns. A journal or behavior log may be kept to record observations, communications with parent and/or strategies implemented.

3. A meeting with the family is held with the teachers, parents and Director to review the child’s behavior or developmental concerns. At that meeting an “Individual Action Plan” is developed for the child, teaching staff and the family in a collaborative effort to help the individual child’s needs and those of the classroom. The action plan is usually put in place for three to five weeks.

4. In the “Individual Action Plan” it may be necessary to include further observations and with parental consent seek input from specialists outside of the Child Development Center. With parent permission, referrals are made for on – site intervention.

5. In the case that therapists or specialists choose to work at the LPC Child Development Center with the child a “Therapist Release Form” and “Authorization for Release of Information for Third Party Evaluation” is needed by parents authorizing this and discussing the release of supervision to the therapists while on site. As a center, we highly encourage an inclusive setting for meeting the individual child’s needs whenever possible.

6. Teachers will continue to document the behavior and keep both family and Director informed of the efforts being made by both teacher and child, which will include:
   - Phone calls or face to face communication on day to day happenings.
   - Provide family with outside support or outside observation if it is deemed necessary.
   - Hold meetings during the three weeks if the child’s behavior escalates.
   - In extreme cases, if the child physically hurts a staff member, or is out of control and hurting themselves and/or the other children or people at the center, as a last resort, the parents will be asked to pick up the child immediately.

7. A follow up meeting will be held to discuss updates with the family and the Director. The discussion will review what worked with the plan, what did not work and if we need to make adjustments to the plan. A Final “Action Plan” for the following three weeks, will be written and given to families, outside observers if involved and the teacher’s.
8. The same documentation and communication as mentioned in # 4 above will continue for the final plan of action.

9. After the second action plan, a determination meeting will be held. If the behavior has improved and the child no longer shows signs of aggression or inappropriateness, and is able to control their behavior with the use of the guidance methods listed above, then meetings will cease. However, if the behavior is continuing or getting worse and the child is unable to control themselves with the use of the guidance methods above, then a two week notice for disenrollment may be given at this meeting.

10. Please note that we respect the confidentiality of all children with the utmost respect. The identity of the children who engage in aggressive or inappropriate behavior is not shared with the other family members, even ones of the children who have been hurt by the aggressor. We place a high value on confidentiality at all times.

11. In the event that a disability is identified during the processes above and reasonable accommodations are necessary, the center Director will review with the family if and/or when we can meet the child’s specific accommodations at the center.

12. Teaching staff and administrative team members are encouraged to also take part in any individualized education plan (IEP) or individualized family service plan (IFSP) meetings with the children in their care and provide input.

13. If parents come to us directly with concerns, we can offer our outside referral list or additional resources. We may also choose to follow the same steps above, evaluating whether the same concerns are evident in the classroom environment.

14. If in the event that a child is found to be extremely violent and shows extreme danger to themselves, the children or staff, the children’s campus has the right to immediately terminate a child from the program.

It is always our hope that a collaborative effort will result in a positive behavior change. Unfortunately, there are times when it doesn’t. If, during the re-evaluation process, the center staff feels strongly that recommending an alternative placement may be in the child’s best interest, we will assist you with that process.
HOW WE SERVE YOU

Open Door Policy

Research shows that children benefit when their parents are engaged and involved in their program. The Center encourages parent participation in the child’s program. Please talk with your child’s teacher or the Program Director to determine how you can get involved. Parents are welcomed to drop-in any time and visit with their child. Parents or guardians are welcome to visit the school any time and siblings are always welcome when parents are present. We ask that parents stay alert and responsible for the child’s siblings while visiting.

While parents participate in the program, parents (and siblings) are expected to comply, cooperate, and apply all school rules and policies, and defer to the directions and guidance of the teaching staff maintained by the program. The Center maintains an open door policy to all currently enrolled children and their families in the program.

For the safety of our children, families, and staff, if a person or persons have no business or appointment or connection with the child development center, the teaching staff will ask those persons to leave the premises.

Family Communication and Involvement

The Center has an open-door policy and invites all parents of currently enrolled children to observe their child at play through each classroom's observation window. Please feel free to make use of these booths at any time, though plan to use campus long-term parking lots for this purpose (rather than curbside parking in front of the Center). Parents wishing to socialize with one another are requested to do so in the reception/lobby area after signing their child in or out of the classroom. Responsibility for your child is yours once you have signed him/her out at the end of a session.

We hold a variety of parent/teacher and family functions each year and we invite everyone to attend. These include parent cafes and socials, open houses, and informational meetings (on such topics a language development, early learning, discipline, and kindergarten transition). Look for individual notices throughout the school year. Individual parent/teacher conferences are scheduled each semester (and as requested) to discuss children’s developmental and academic progress. Please make it a habit of checking the notices posted on the Parent Communication Board in your child's classroom and/or the display board located adjacent to your child's classroom door.

The Center works closely with community agencies supporting parent/professional partnerships through parent education and information. The local organization, Child Care Links, is available to provide educational, parenting, community resources for those interested.
Orientation

Prior to the start of the school year in August, the Center holds an individual meeting for families. The Center also holds an OPEN HOUSE for all new and returning families.

All parents are expected to attend, new and returning. School policies and procedures are discussed as well as any projected changes and/or events through the school year.

Family Conferences and On-going Communication

Twice a year, the preschool teachers posts signups for parent-teacher conferences (winter and spring). In addition, teachers, parents or guardians, and or the Program Director, may request a conference to discuss specific issues or concerns as needed. If you have questions or concerns, please arrange an appointment with your child’s teacher or the director for a conference. You do not need to wait until the regularly scheduled times to have conferences. We must all work together to best meet the needs of children.

The Reception Area Community Room/Front Lobby

This reception area is a multi-purpose room. During the day it will be used primarily for parents staff and students connected with the Center. You are welcome to study, have quiet conversations, have your lunch and use your cell phone for brief local phone calls of a business nature.

The conference room is occasionally reserved for meetings and special events during the day and evening. Reservation for the conference room must be scheduled with the Administration Office, Bldg. 100.

Because the reception room is a multi-purpose room, all users need to be respectful of the rights of others. It is a place for quiet conversations, group study, meals, and breaks. If you need a quiet study area, please use the library on campus. Discussion is encouraged, but louder conversations can go outside to the front of the center, being mindful of nearby offices and ECD classes in session. Be sensitive to the children’s classrooms. Check with teachers as to group and nap times. Always go through the main or side entryway.

A laptop computer is available for ECD class work, and is connected to the Internet. Priorities on the computer are as follows.

1. Printing class work from a flash drive.
2. Brief editing of work that is already completed.
3. Work on college class work.
4. Work on job search or life work (health, parenting, transportation).
5. Personal work such as checking of email may be done if no other student is waiting to use the computer.
There is a sign-up sheet available if there is a wait and time on the computer will be limited to 30 minutes limit at a time. When staff members are on break, let them rest. If you want to talk about your child, schedule an appointment.
WHAT WE REQUIRE

Age Requirements

Our preschool classes enroll children between three and five years of age at entrance, who have not yet attended kindergarten. Our toddler classrooms enroll children between 18-36 months of age at entrance.

None of our classrooms require children to be toilet trained (as this is viewed as a developmental process that occurs in with families). All Center classrooms are inclusive and serve a wide range of ethnically and developmentally diverse children and their families.

The primary criterion of eligibility is the child’s emotional readiness to be separated from his/her parents and the parents’ willingness to share the care of the child with the Center staff.

Admission Requirements

Admission is open to all children 18 months-5 1/2 years of age (pre-kindergarten) regardless of race, creed, color, or national origin. Children of students, staff and community may be enrolled in either the four or five day full-day programs.

As a campus laboratory school, we strive to model our classroom enrollment to reflect the diversity of today’s families and our community. As such, we respect a family’s student status, age, gender, primary language, ethnicity, culture, background and developmental needs in our enrollment.

To enroll your child at the Center, a parent or a legal guardian must contact our office and first place the preschool child’s name on our wait list by completing the Preliminary Application (in person or via phone with our staff), which is available at the Center front office.

There is a one-time $150.00 non-refundable registration fee due for enrollment. Applications are available the end of the semester before anticipated enrollment, and coincide with the publication of the Class Schedule. Initial enrollment decisions are made before the end of each semester, with additional child enrollment continuing up through the first 2 weeks of the following semester. Spring semester tends to be more difficult to place new children since continuing children have priority for enrollment and fewer spaces are available to interested families. Once admitted and enrolled, families need not reapply each semester unless the family decides to give two-week notice.
Interest Lists

The Center maintains a wait list by date of inquiry and interest. Full enrollment of preschool and toddler classes happen prior to the beginning of each semester.

Families must indicate their need for full or part week enrollment. Our priority for enrollment will be to fill our full day and full week enrollment slots first before we enroll any part-week requests. Fulltime enrollment of 4 or 5 days per week is the Center’s priority.

Families who are not accepted are encouraged to remain on the wait list. When an opening comes up, families on the wait list with a fulltime and full week schedule will be given priority consideration granted over part time part week schedule applicants.

Your family may choose to be taken off the wait list anytime. Let our office know, and you will no longer be considered for enrollment at the Center.

Required Forms for Enrollment

Once admitted, children must present an immunization record, signed/stamped by a physician or other medical professional, which shows that all currently required immunizations have been received. (Physical exam forms do not meet this requirement). A number of additional forms required by Community Care Licensing must be completed prior to a child’s actual attendance in the classroom.

Intake Process for the Toddler and Preschool Programs

When we have an opening for your child(ren), you will be notified by the Center staff. If you are still interested in enrolling, you will be requested to pick up a packet of forms to complete, including a Physician’s Report for your child (to be filled out by a medical professional). We will also schedule an intake interview. You must bring the following items with you to the intake.

If you are interested in enrolling, you will be requested to pick up a packet of forms to complete, including a Physician’s Report for your child. You will be scheduled for an intake interview with the director. You must bring the following items to the intake:

- Completed enrollment, emergency and licensing forms
- Child Immunization Record
- $150.00 Registration Fee per family (non-refundable)
- Original Birth Certificate
- Updated Immunization Records
- Negative Tuberculin Test/Negative Chest X-Ray Reports
- Child’s recent physical/Health Screening
- Medical Insurance Cards verification for hospital/emergency documentation
Before your child can start, all the necessary forms must be completed, signed, and dated, in your child’s file. In addition, you and your child must visit the classroom and meet with the teaching staff. Parents must attend an orientation to the program at the beginning of the school year or with the director.

**SIGNING IN AND OUT PROCEDURES**

The Center’s licensing regulations and safety of the children depend on accurate and complete sign in and sign out records for every child every day. We consider the sign in and out sheets as legal documents.

**SIGN IN**
The child must be signed in by the parent, guardian, or a responsible adult who has been designated in advance by the parent. The adult must sign with a complete and full signature. When the child is signed in, the adult must be sure to inform the teacher that the child has arrived and wait until the teacher checks the child for any signs of illness or injury. This Morning Inspection is required by law.

**SIGN OUT**
The child will only be released to persons that are listed on their emergency cards. The LPC Child Development Center cannot release a child to anyone who is younger than 18 years of age. In addition, individuals picking up a child must produce a picture identification card.

**LATE PICK UPS**
Your child must be signed out by their scheduled pick up time. Children picked up after their scheduled pick up time on three (3) occasions will have their enrollment terminated.

The Center closes at 5:30 p.m. Monday – Thursdays. Parents and children must be leaving at 5:30 p.m. The $15 late fee applies at that time. Additional $15.00 charges will be applied to the late fee every fifteen minutes thereof. If your child(ren) is not picked up by 6:00 p.m., and you have not contacted the preschool, we will notify the Livermore Police Department.
**LAS POSITAS COLLEGE CHILD DEVELOPMENT CENTER**  
**SAMPLE FAMILY MONTHLY SIGN-IN SHEET**

**CHILD’S NAME: Joe Toddler  MONTH: August  YEAR: 2014  SCHEDULE: MTWTF 8:30 am-4:30 pm**

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**Absence Codes**

- **A** = cold/cough
- **B** = fever
- **C** = upset stomach/diarrhea
- **D** = allergies/reaction
- **E** = pink eye
- **F** = headache/migraine
- **G** = other illness (pls. specify)
- **H** = parent ill
- **I** = hospitalization
- **J** = family emergency
- **K** = funeral
- **L** = vacation
- **M** = family outing
- **N** = doctor/dentist appt.
- **O** = other (pls. specify)
Tuition and Fees

Tuition is based upon a semester rate prorated evenly across 17 weeks of scheduled programming each semester. Families are billed at the beginning of each month for their projected weekly enrollment.

PRIORITY ENROLLMENT is 4 - 5 days per week

Our center only offers FULL DAY enrollments. We offer NO Half Days at this time. You can select from the following schedules: M-F (5 days), M-Th (4 days), MWF or TTF (3 days), and MW or TT (2days). We give priority to families who would like to schedule for 4-5 full days first.

Our tuition fees are based on a firm 8.5 hour day. If a parent needs additional time beyond 8.5 hours of care (up to 10 hours of care), they are responsible to pay for an additional care fee of $ 200.00 per month. On Fridays, the CDC closes promptly at 4:30 p.m.

Monthly bills are not reduced for absences or for holidays (including our semester break in December/January and our Spring break in March). There is a NO refund policy on the part of the Las Positas College Child Development Center once payment of registration and tuition has been made.

All tuition fees are billed monthly in advance. Fees are due and payable the 1st of each month for that month. If fees are not paid by the 10th of each month, an additional $ 10% of your total bill will be added to your late fees. If no payment is received by the end of the month, you will receive a termination notice at the end of the month, with no – two week notice. The following fees are charged:

The Center doors close promptly at 5:30 p.m. from Monday – Thursdays. Parents and children must be leaving at 5:30 p.m. (NOT arriving at 5:30 p.m.). The $ 15.00 late fee applies at that time. Additional $ 15.00 charges will be applied to the late fee every fifteen minutes thereafter. Tuition rates are subject to change per discretion and approval of Chabot-Las Positas College Board and/or Vice President of Business Services, Las Positas College.

Bills are placed in each family's mail slot prior to the first day of each month. They are due on the 1st and considered past due after the 10th of each month.

Payment is made at the Child Development Office in the 2300 Building on campus: either in person or by mail. We will have a locked DROP BOX for your tuition payments. We can accept cash and check payments at the Child Development Center. The mailing address is: Las Positas College, 3000 Campus Hill Drive, Livermore, CA 94551-7623, and ATTN: CDC Office. Please retain the receipts for your records.

LATE FEES

Please Note: A late fee of 10% of your entire bill may be applied to bills paid after the 10th of each month. Children may be dropped from the program and a hold will be placed on College course registration for non-payment of fees. No cancellation of fees will be made except in the case of long-term illness of the child (with a doctor’s note). Parents must advise the Center, in writing, at least two weeks prior to dropping their child from the program, or billing will continue until written notice is received.
LAS POSITAS COLLEGE CHILD DEVELOPMENT CENTER  
2013-2014*

**Annual Registration Fee**  $150.00/school year (Per Family)

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*Fee Structure is subject to change without notice by LPC Administration.*
Absence Policy

Your child’s school attendance is very important to us, and beneficial to your child’s healthy development of daily routine. *Please contact the school by phone or in writing if your child will be absent on the day he/she is scheduled to come.* If your child will be absent for 4 or more consecutive days, a written statement from the doctor, stating your child is healthy enough to return to school, will be required from your family.

Contract Schedule and Changes in Schedule

Children may attend only the hours scheduled in their contract and we must have verification on file of where you are during these hours.

Please notify the Center office IN WRITING of any changes you would like to make in your program. The CDC Director MUST APPROVE CHANGES. If you need to decrease the days of enrollment, you need to notify the office so that other parents on the waiting list can be contacted. If you need additional time IT MUST BE APPROVED IN WRITING based on the availability of openings.

Limited Term Service Leave & Termination

If a family will temporarily not have a need for child care, but wish to retain their space in the center, they may request a limited term service leave. If approved by the Director, the service leave shall not exceed twelve (12) weeks except when the parent is on maternity leave or a medically related leave of absence from school or work. Maternity or medical leave shall not exceed sixteen (16) consecutive weeks.

Criteria for a limited term service leave include family or personal emergency, extended illness or other medically related condition, and maternity leave. The Program Director must approve the leave. The school has a two-week mutual notice period to terminate enrollment.

Please give the Program Director two weeks WRITTEN notice prior to canceling enrollment. You are still responsible for unpaid fees. Child care services may be terminated to a family and/or child by the administration for the following reasons:

1. Failure to provide necessary documentation and paperwork in a timely fashion. If paperwork is outstanding you will receive a written notification. You will have one week to provide the forms or to establish a plan with the Program Director (i.e. Doctor’s appointment is scheduled for two weeks from date).
2. Failure to meet academic progress requirements.
3. Failure to pay fees.
4. Inappropriate behaviors as outlined in this handbook and the District’s Student Discipline Procedures Publication which includes a description of the Student Code of Conduct (See also Adult Conduct).
5. Pick-ups after the contract time, excessive tardiness, or excessive unexcused absences.
6. Failure to inform the center of changes in circumstances that would affect status at the Child Development Center including, but not limited to marriage, separation, divorce, change in employment, schedule, financial status, change of address or phone number.
7. A child is having emotional or behavior problems which harm other children or interfere with others being able to participate in the program (See When a Child Requires Special Support)
8. Failure to meet contractual agreements and follow policies as outlined in the Family Handbook.

Appeal Process

If your child is dropped or terminated from the Center for any reason, you will receive an official written notice. If you wish to appeal your termination, there is an appeal procedure you may follow, and each step will be documented.

- The first step is to arrange an appointment with the Director of the Preschool.
- If needed, the next step is to arrange an appointment with the Dean of Business, Computing, applied Technology and Social Sciences. The Dean may hear your appeal, and make a decision. You will receive a written notification.
- If needed, your appeal will go forward to the Vice President of Academic Services, where a decision will be rendered. You will receive a written notice of the decision by the Vice President of Academic Services.
HOW WE WORK

Days & Hours of Operation

The Center follows the LPC Academic Calendar, and is open daily, from Monday – Fridays 7:30 a.m. – 5:30 p.m. Regular fees cover an 8.5 hour day. If more hours beyond 8.5 hours/day are needed, an additional fee will be charged per month for this extended service.

Morning classroom times begin at 8:30 a.m. and end at 12:00 p.m. Children can be picked up between 12:00-1:00 p.m. before rest time. Early care is offered for those needing the service from 7:30-8:30 a.m.

Afternoon session begins at 1:00 p.m. – 2:30 p.m. for rest time. Afternoon enrichment activities and snack are from 2:30 – 4:30 p.m.

Since we do not offer drop-in care, it is important for children to arrive and depart on time. Difficulty in complying with the classroom schedule may result in a loss of placement. Parents are encouraged to discuss individual scheduling difficulties with your child’s ECD Specialist or the ECD Program Director.

Daily Schedule

All curricular areas are included in the daily/weekly plan—arts and creative expression, music and movement, nature and science, physical and outdoor activities, language and literature. A healthy snack is served in all classroom sessions. Each classroom will post a copy of its Daily Schedule and Snack Schedule for parents and visitors to review.

Each class session includes child-selected play time where children structure their own activity as well as teacher-facilitated times such as large and small groups. The Classroom Newsletter is posted each month. It lists special events, share days and school holidays. Our Center program follows the LPC College calendar. The current college schedule of classes determines the opening, closing, and holidays for each semester for the LPC Child Development Center.

The Center is open for early education from 7:30 a.m.-5:30 p.m. Monday through Thursday. On Fridays, the Center closes promptly at 4:30 p.m. Minimum attendance for any child is two full days/week. Children must minimally attend the entire contract-scheduled session, as the Center limits transitions and does not provide hourly or drop-in care. Student parents are encouraged to use any available time on campus beyond their classes for organization and study.

Security

In order to insure your child’s safety, it is required that an adult brings each child into the building. The adult must sign-in the child with the adult’s full name. A child will not be allowed to leave with anyone except a parent or someone designated by the parents on the Identification and Emergency Form.

Stop in the Center office or inform the ECD Specialist if a new person is authorized. Leave the name and let the person know that we will request a picture ID. When a child is picked up, the adult must sign-out
using their full name. The Center abides by all legally served court orders. Have a notarized court order on file regarding parental custody matters. Staff is required to report suspected child abuse to the proper authorities.

**Health & Safety / Injury & Illness Policy**

Participation in the children’s programs is for *well children*. The supervising teacher may exclude any child who appears ill. Billing credit will be given only in cases of long-term illness (please see the Center’s Office Specialist). We would appreciate your calling the office when your child must stay home due to illness and advise us of any contagious condition. Families can call the following numbers:

**MAIN OFFICE**  (925) 424 1560  
**TODDLER CLASS**  (925) 424 1566  
**PRESCHOOL CLASS**  (925) 424 1561

PARENTS, you may **NOT** bring your child to school when:

- The child has a fever.
- The child's nose or eyes have a heavy mucus discharge.
- The child has a rash.
- The child has lice/nits.
- The child has had a loose bowel movement within the last 24 hours.
- The child has been awake for a long period of time during the night.
- The child has vomited within the last 24 hours.
- The child exhibits any other symptoms of a contagious disease.

If your child had an unknown rash or other unidentifiable symptoms, they must be symptom free and have a doctor's clearance before returning to school. It is your responsibility to find alternate care for your child when he/she is sick. You will be called out of class or contacted at home or work to take your child home if he shows any signs of illness. Ill children should be picked up **within thirty (30) minutes after notification**.

First-aid will be administered for all minor injuries. Parents will be notified, and an *Ouch Report* (completed by the supervising staff) will be completed.

A nurse will be contacted at Health Services if the injury is questionable or considered beyond minor.

We conduct fire/safety drills once a month and disaster drills once a semester. The children are told to listen for the fire bell and then go to their meeting place in the designated outdoor yard(s). Please note the location of fire extinguishers throughout the building and refer to the Center Evacuation Plans posted at each exit door for specific evacuation routes.
Illness – Injury – Medication Procedures

If your child is not feeling well at all, please keep him/her at home. This is for the protection of the sick child, the other children, and the teaching staff. Your child must be in good health in order to be able to participate fully in the program.

*All children are expected to participate inside and outside each day.* If your child is not well enough to go outside, he or she is not well enough to be at school. We rely on each family’s good judgment and thoughtful assessment of their child’s health before sending him/her to school.

With parent permission on file per medication, only physician-prescribed medication may be given to a child by the ECD Specialist of the program. No over-the-counter medication will ever be administered to a child by any CDC staff. Parents are welcomed to come to the center and administer medication to their own child(ren) themselves.

If your child becomes ill during the day, he or she will be supervised and made comfortable in a safe resting area, away from other children and you will be contacted immediately. Your speedy arrival will be expected by the LPC Child Development Center teaching staff.

Emergency Procedures

The Center is prepared for emergencies. Supplies (radio, flashlights, food, water, and first aid kit) are always kept on the premises. Fire drills and earthquake drills will be held each quarter, and teachers are required to maintain certification in CPR and pediatric first aid.

In case of a major disaster such as an earthquake or fire, we have emergency plans and procedures we follow. We will gather a supply of food and water for extended stays if families are not able to pick up. A brief outline is posted in each classroom and school office.

Children will be evacuated from buildings until they are deemed safe for occupancy. In the event children are evacuated to another location, wherever local authorities deem it is necessary, notices will be posted advising parents of the children’ whereabouts.

Should there be time; parents will be called to come for their children. If parents cannot be reached, those persons listed on the child’s emergency card will be called to come for the child.


**Center Lockdown Procedures**

In the event a school lockdown is necessary, the Program Director or designated staff member in charge will call Campus Security (Emergency # 1699) OR Local community emergency number (911).

Then, a Campus Security intercom message will be delivered to each classroom with a prescribed message about the lockdown.

The Classrooms and offices will remain under lockdown until Campus Security deems the present situation safe and clear. Campus Security will give official clearance to the end of lockdown.

**Child Abuse Reporting**

The Center teaching staff is required by law to report all suspected cases of child abuse. The staff will report their observations to the Program Director and the appropriate agency, and to the parents as appropriate. The determination of abuse is not the responsibility of the staff but of the investigating agency.

**Parking**

Parents may park in the parking spaces in front of the Center ONLY for drop-off or pick-up of children for a 30 minute time limit. For longer periods, please use the student lot above the Child Development Center, Lot H. All families should enter at the front door and proceed to their designated classroom.
HOW YOUR CHILD WILL THRIVE AT SCHOOL

Dress Your Child for Play

Please dress your child in play clothes in which he/she can feel free to get dirty, as we regularly engage in wet and messy activities.

*Comfortable and washable clothing is best for school. Old play clothes are a wonderful choice for school wear*---save the dressy outfits for special family occasions. Programs for young children are messy, and while most dirt washes out of today’s fabrics, synthetics absorb paint like a sponge, and no amount of washing will remove some stains. If you are planning an outing directly from school, bring a change of clothes with you. Even the most careful children may accidentally get dirty.

Backless or slick-soled shoes are inappropriate for school. It is a good idea to bring along a sweater or jacket on all but the hottest days. Our playground can be windy and cool, and part of each day will be spent outside. Also, please dress your child in clothes that are easy for him to manage. Remember to label all clothing with your child’s name.

Each child is assigned a personal cubby space for his/her use. Please bring a change of clothes for your child to keep in this cubby (and check regularly so replacements are on hand). All clothes should be marked with your child’s name. Occasionally (when a needed change of clothing is unavailable), we may share clothing from our school supply. Please be sure to launder and return all school clothing to your child's teacher.

Rest Time

If your child is attending an entire day, he/she is required by State law to rest. Please bring a light blanket to leave at school. It can be taken home once a week for washing. The Center provides mats and individual sheets (launched weekly).

Things to Leave at Home

Please leave toys, books, or your child’s valuable items at home. In the past, we have found that most young children like to bring things from home but may not like other children to use them. We therefore ask that you do not bring any personal items from home (for our youngest children, exceptions can be made for “transition objects” such as a special blanket, etc., though bottles and pacifiers are not allowed on the classroom floor). In the preschool classes, Share Days may be scheduled periodically during the semester. On these days, toys and appropriate objects from home are welcome (your teacher will provide additional information).

Guns, swords, war toys, play weapons, or special items from family or relatives however, are not allowed at school. You need to consider the type of play the toy encourages, the durability of choice, and the chance of loss or damage.
**Things to Bring to School**

One of the most important goals is to help each child feel comfortable at school. Especially for toddlers, bringing a “comfort” object can be a useful coping mechanism for children of these ages. If your child has a particular item that is a security object for them, please discuss this with your child’s teacher.

The Center is not responsible for loss or damage of toys or items brought to school by the child.

*If your child will be staying for rest time, you should bring:*

1. A nutritious and balanced lunch with a drink (100% fruit juice, meal consisting of bread, grain, protein, vegetables, fruit, cheese, yogurt----NO SWEETS, COOKIES< CANDY OR NUT PRODUCTS).
2. A small crib size blanket
3. If desired, a small stuffed animal or special blanket to help your child feel comfortable.

Preschool children who have occasional urinary accidents can be accommodated in the program. Children need to be successful in toilet training to be enrolled in the program.  
*A change of clothes, underwear, shirt, pants) for your child must be brought and stored in the child’s cubby.  We will inform you when your child’s supply needs to be replaced.*

**Separation**

We expect and understand that young children may have a hard time separating from their parents (and vice-versa). The staff is trained in making this transition as easy as possible for both the child and the parent. We ask parents to say a prompt, friendly goodbye and establish (and maintain) a consistent "separation ritual" to help children make an easier separation. Parents can then observe their child in the observation booth. If you have any concerns about separation, please feel free to discuss them with your child's supervising teacher and/or the Center Director.

**Nutrition Policy**

Proper child nutrition is an integral part of our preschool program. A nourishing breakfast snack and afternoon snack will be served each day at school. The meals are balanced according to state guidelines.

*Your child will be asked to bring a nutritious and balanced lunch to school---no fast food or sweets are permitted at school.* If your child forgets to bring his or her lunch, the staff will be prepared to put together a balanced lunch for him or her. Avoid bringing your child lunch from “McDonald’s” or other fast food places, as this will not be a healthy example and will cause many children to be upset.

For preschoolers and toddlers, good nutrition is important in helping your child reach their full potential of development. Breakfast and afternoon snack times will be used as opportunities for children to experience cooking activities and to extend the curriculum.

Menus will be posted on the parent information board. Minor substitutions of equivalent food items may be made from time to time, as costs and supply are difficult to predict a month in advance.
Each morning snack will consist of 2% milk, a serving of fruit or fruit juice, and a bread, grain, or cereal product. Additional protein such as cheese or eggs will be served once or twice a week. The afternoon snack will consist of a serving from two or more of the four major food groups (grains, fruit/vegetable, dairy, protein).

If your child has food allergies, nutritionally equivalent foods will be substituted for the planned menu. It is your responsibility to inform the school about your child(ren)’s allergies. If your child is allergic to milk, parents or guardians must provide to the Las Positas College Child Development Center a doctor’s prescription to exclude milk.

Birthdays

At the Center, we believe birthdays are very special events. Birthdays give children a sense of their identity and their growth and development as individuals. While birthday parties, with all their accessories, are NOT appropriate at the Center, acknowledging and celebrating the child’s birthday is essential to promoting self-esteem. At the same time, supervising teachers should be sensitive to the individual child’s comfort and ease in being publicly recognized.

In order to bring in a treat for your child’s birthday, parents must first receive prior approval from the child’s teacher. Without prior approval from the teacher, the food/treat will not be given out to the class. Please be advised that we strongly recommend that birthday snacks must conform to our Center’s “Snack Policy” standard on healthy snacks. NO sweets, candy, or cookies please. Be advised that we only serve 100% fruit juice, milk, or water.

Also, please be aware that there are children who have life-threatening allergies, follow special diets, and cannot have certain foods. Therefore, we need to know the ingredients in advance of any food brought to share with all children in a class.
Las Positas Child Development Center  
Birthday Foods List

It is not required to bring any special food for your child’s birthday, but if you would like to do so, you will need to choose one of the items off of the Birthday Foods list. Please do not bring baked goods or goods from bakeries (both grocery store and local bakeries). It is difficult for a teacher to know if they are safe to be given to children with peanut/nut and other food allergies. The following list is updated regularly for foods that are both fun and safe for most children (updated 10/27/2011).

<table>
<thead>
<tr>
<th>Healthy Treat Foods</th>
<th>Special Treat Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Any fresh fruit</td>
<td>• Fig Newtons</td>
</tr>
<tr>
<td>• Individual packs of raisins</td>
<td>• Jello Brand Pudding Snacks (chocolate, vanilla, chocolate/vanilla swirl)</td>
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<tr>
<td>• Trader Joes Fruity Flakes (all flavors)</td>
<td></td>
</tr>
<tr>
<td>• Fruit cups</td>
<td></td>
</tr>
<tr>
<td>• Squeezable fruit packs</td>
<td></td>
</tr>
<tr>
<td>-Trader Joes Crushers (Apple/Carrot, Apple, Apple/Banana)</td>
<td></td>
</tr>
<tr>
<td>-Safeway brand Squeezable Fruit packs</td>
<td></td>
</tr>
<tr>
<td>• Yogurt Squeeze Packs</td>
<td></td>
</tr>
<tr>
<td>-Trader Joes (Strawberry, Cherry/berry)</td>
<td></td>
</tr>
<tr>
<td>-Yoplait Go-gurts</td>
<td></td>
</tr>
<tr>
<td>• Corn Puff Snacks</td>
<td></td>
</tr>
<tr>
<td>-Pirate Booty (all flavors)</td>
<td></td>
</tr>
<tr>
<td>-Trader Joes (Cheese or Sour Cream)</td>
<td></td>
</tr>
<tr>
<td>• Popcorn</td>
<td></td>
</tr>
<tr>
<td>-Trader Joes Kettle Corn</td>
<td></td>
</tr>
<tr>
<td>• Annie’s Organic Bunny Crackers (chocolate, chocolate chip, cheddar, graham or Costco multi-pack)</td>
<td></td>
</tr>
<tr>
<td>• Enjoy Life bars (nut/gluten/egg/soy/dairy-free bars. Order from Amazon. Sunflower butter and berry flavors)</td>
<td></td>
</tr>
<tr>
<td>• Individually wrapped cheese</td>
<td></td>
</tr>
</tbody>
</table>
Holidays and Other Celebrations

The Center community of families, staff, and faculty is wonderfully diverse, bringing richness to everyone’s experiences. We are a place where children and their families from any background can feel welcomed, comfortable, and respected. We are a place where we promote that everyone can belong. Holidays from a variety of cultures are a valuable way to recognize and acknowledge the uniqueness of diverse backgrounds, while also appreciating the individual’s rich history and identity.

In order for our entire community to benefit the most from a variety of holidays, supervising teachers are guided to consider careful planning of inclusive activities for all:

1. To refrain from holidays having any religious purpose;
2. To primarily focus on the universal qualities of a holiday (family, home, community) rather than commercial or symbolic representations;
3. To judiciously plan each activity to be age or developmentally appropriate and culturally sensitive.

Supervising teachers are encouraged to solicit the help and contribution of the children’s families in their class by sharing information and resources about their background’s traditions, practices, and holidays that would be appropriate for young children. Such information will be incorporated with the universal aspects of the traditional American holidays.

**Note:** As examples of our Center policy, we do NOT dress in costumes for Halloween (though we may have face-painting); we do NOT formally celebrate Thanksgiving (though we may offer annual family feasts); we do NOT bring valentines to school (though we share our feelings in letters to our families and friends); we do NOT necessarily require wearing green for St. Patrick’s Day (though we will talk about spring and emerging life in nature). We believe, in this practice, our children can focus on the vital and natural elements of traditions and celebrations. We also do NOT wish to contribute to the frenzy of holiday preparations.

Fieldtrips

Field trips are an excellent way of enriching and expanding the children’s school experiences. While the program may take occasional walking fieldtrips to the nearby parks and fields, off site trips, per approval of the LPC Administration, are also an integral part of the program.

To make our field trip possible, we need the cooperation of parents. Volunteering to assist and transport children to or from our field trips is an important function for parents and also a simple means of experiencing new learning with your child.

Most of our field trips are arranged at a minimal cost to the families. You will be notified in advance of any field trip or parking fees.
When you drive your own child for school field trips or carpools, please observe the State of California Safety Seat Belt Laws. The State of California requires that all children who are under six years of age and/or 60 pounds in weight must be provided with an approved safety seat.

Parent Participation

Parent involvement is an important part of our program, and we encourage parents to help in the classroom. We depend on you to enhance the activities we offer during the day. Research shows that the child’s later academic success has roots in their parent’s active participation in their program.

Please SIGN-UP and become our special parent helper. We need parents for the following school projects:

1) Parent Advisory Committee officer or attendance
2) Chaperone for on-site fieldtrips
3) Attendents for picture days
4) Fundraisers for Center
5) Outdoor Assistant for walking field trips
6) Special event Assistants
7) Picture Book Docent each week
8) Art Docent each week
9) Woodworking Docent each week
10) Cooking/Kitchen Assistant each week
11) Office/Clerical Assistant each week
12) Community Occupation speaker
13) Group Time “Special Skills” speaker (musical instrument)

Please approach your child’s teacher if you would like to regularly volunteer for any of these parent jobs. If you have any other creative and helpful ideas for parent participation, inform our Program Director. If you are under a subsidized funding, you are required to participate at least 12 hours per semester.

Lost and Found

Do NOT bring your child’s valuable items to the classrooms. The Center is NOT liable for loss, damage, or theft of a family’s personal property on its premises. Families are encouraged not to leave their child’s valuable property at school and not to leave any personal items unattended.

Please label each of your child’s personal belongings (caps, gloves, jackets, shirts, underwear, backpacks etc.). If the teaching staff has found an unlabeled item, they will keep it in a “Lost and Found” basket for two (2) weeks. It is your responsibility to retrieve your belonging from the supervising teacher.

If after two weeks you are unable to retrieve your belongings, your belongings will be considered Center property, and will be donated to Goodwill or the Salvation Army.
Child and Program Assessment

To assist our teachers with the implementation of our Constructivist philosophy, we will utilize theoretical materials from The Creative Curriculum by Dodge, Colker, and Heroman. The Creative Curriculum serves as a framework for our curriculum development and incorporates careful attention to design of the learning environment (with a focus on interest centers), developmentally appropriate practices (DAP), purposeful planning, and accurate assessment of children’s learning outcomes. Teachers will use a variety of natural methods to observe and document the interests and abilities of each child in their care, and intentionally develop curriculum that is responsive to the individual child interests.

Periodically, teachers will assess children’s learning using a variety of tools (including developmental profiles), incorporate the information in their planning for learning, and explicitly communicate the outcomes of such ongoing assessment with classroom families.

Each child is periodically assessed using an Individual Developmental Rating Scale (IDRS) to determine their level of development as well as their areas of strengths and skills on which to work. The Child Development Center assesses each child in their language, cognitive, large and fine motor, and social-emotional development. These assessments are conducted over a period of time by the preschool teachers through written and pictorial observations, children’s work and play documentation, language dictation, and the assessment documents are collected in each child’s portfolio.

The Center conducts assessments to provide the preschool teachers with better information for completion of individual activity plans for each child. We believe each child can be successful.

If the parent and/or the child’s teacher have a documented consistent and significant concern about an area of the child’s development, the child’s teacher may refer the child and his or her family to local early intervention agencies in the Tri-Valley community where the child can be professionally and medically assessed.

The assessment is reviewed by teacher and parent or guardian at parent-teacher conferences. With parent approval, the program will share the results of assessment findings with the child’s elementary school at kindergarten entry.

Annually, each spring, the Center will also conduct a Program Review of overall service of the program to children and their families. Results will be given to the Program Director with validated program strengths as well as program areas of growth for an annual corrective action by teaching staff.
### LPC CHILD DEVELOPMENT CENTER

### SAMPLE PRESCHOOL/TODDLER DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 7:30 – 8:30 a.m. | Arrival of Combined Toddler & Preschool Group  
                             Quiet Activities Time (30 minutes) |
| 8:30 – 9:00 a.m. | Breakfast (30 minutes)                                                   |
| 9:00 – 9:15 a.m. | Group Meeting & Planning (15 minutes)                                    |
| 9:15 – 10:30 a.m. | Self-Selected Time and Small Groups (45 minutes)  
                             PRESCHOOL  
                             TODDLERS  
                             Clean-up |
| 10:30 – 10:45 a.m. | Group Music Time (15 minutes)                                             |
| 10:45 – 11:45 a.m. | Self-Selected Time: Large and Small Groups (60 minutes)  
                             PRESCHOOL  
                             TODDLERS  
                             Clean-Up |
| 11:45 – 12:00 p.m. | Small Group Story Time (10 minutes)                                      |
| 12:00 – 12:45 p.m. | Lunch – Hand washing & Tooth brushing & Clean-Up (45 minutes)            |
| 12:45 – 2:30 p.m. | Rest Time (120 minutes)                                                  |
| 2:30 – 3:30 p.m. | Afternoon Snack/Quiet Activities (60 minutes)                            |
| 3:30 – 4:30 p.m. | Small Group Enrichment Projects (60 minutes)  
                             PRESCHOOL  
                             TODDLERS  
                             Clean-Up |
| 4:30 – 5:30 p.m. | Toddler & Preschool Combined Extended Care Activities                     |
LAS POSITAS COLLEGE CHILD DEVELOPMENT CENTER

SCHOOL YEAR BREAKS 2013-2014*

(School begins Mon, Aug 19 – School ends May 31)

Aug – May (10 month program)

   Labor Day (Sep 2)
   Veteran’s Day (Nov 11)
   Thanksgiving Recess (Nov 27-30)
   Winter Recess (Dec 23 – Jan 3/School Resumes Jan 6)
   Martin Luther King Jr. (Jan 20)
   President’s Weekend (Feb 14 & 17)
   Spring Break (tentative April 14-18)
   Memorial Day (May 26)
   Last Day of School – Half Day (May 30)

Tentative SUMMER SCHOOL 2013 (By CCLPCD Board Decision)

   *Six-week Summer Session (possibly 3 weeks in June – 3 weeks in July)
   Independence Day (Jul 4)

*Subject to change per LPC Administration and CCLPC Board
I have received a copy of the LPC Child Development Center Family Handbook.

I have reviewed it on ____________________________ (Date).

As an enrolled family of LPC Child Development Center, as stated by the CDC Family Handbook,

- I agree to comply and abide by the policies and procedures of the Center and Las Positas College.
- I agree to uphold and follow the regulations and standards of the Center.
- I agree to stand by the enrollment requirements and tuition fee policies.
- I agree to attend the family orientations, open house gatherings, family conferences and other meetings required of me to attend by my child’s Head Teacher or the Program Director.
- I agree to inform my child’s teacher and staff of any change in our family’s contact information, emergency information, designated pick-up persons, health and nutrition status, and other pertinent information important to my child.
- Furthermore, I agree that if I, or a family member, behaves in ways that are in conflict with the Center philosophy, program policies, and/or I am potentially harmful and detrimental to the overall well-being and safety of the children in the Center, I understand that I will be asked to leave the Center premises and may be terminated from the program.

Parent/Guardian ________________________________ Date______________

Director ________________________________ Date______________