



Sacramento City College  
Child Development Center

# Family Handbook



Hours of Operation  
Monday-Thursday  
7:00 a.m.-5:00 p.m.  
Friday, 7:00-4:30

CELL PHONE FREE ZONE

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## ***Welcome to the Sacramento City College Child Development Center***

The Child Development Center provides full day and part day early care and education for toddlers and preschoolers while their parents attend classes or a work. The center provides a quality early care and education program that meets the individual children's needs, and provides opportunities for children to engage in a variety of activities to enable them to become life long learners.

The Center is licensed by the State of California Health and Human Services Agency, Department of Social Services. The program operates according to the Manual of Policies and Procedures of the Community Care Licensing Division, Child Care Center Licensing Requirements, Title 22. The program also receives funding from the Child Development Division of the California Department of Education. Because of the state funding the center also complies with Title 5 regulations. The meals in the program are subsidized by the Office of Child Nutritional Services, Child Care Food Program. In addition, the program serves as a laboratory in preparing future Early Childhood Education teachers to work in various capacities with young Children.



## **Teaching and Learning Philosophy**

The Sacramento City College Child Development Center was founded in 1971 with the dual purpose of offering quality child care for student parents and providing a laboratory setting for students studying child development and early childhood education. Our goal is for the children to have a program that incorporates the most developmentally appropriate teaching practices with warm responsive care. Students working in the program will learn these practices through their academic work and their lab time in the child development center.

The teachers in the program work with the faculty of Early Childhood Education and Family Consumer Sciences and to design a curriculum that meets the cognitive, social, emotional, physical, and creative needs of the children at their various developmental levels. The curriculum also offers student teachers opportunities to design and implement curriculum under the supervision of the faculty and classroom teachers.

Social competence is the key to all learning. Children's early interpersonal relationships determine their understanding of the world. The development of positive relationships based on respect for the individual is the foundation of the program. All children should have the opportunity to learn the skills necessary to participate in satisfying relationships and activities with their peers, teachers, and other significant adults.

Families, staff, students and faculty at the center represent many cultures, languages, ethnic groups, family compositions, and races. Children are encouraged to learn about the diversity offered at the center. Children's awareness to individual differences is respected and acknowledged. Adults offer children developmentally appropriate information to help children identify and form positive attitudes towards people who are different from themselves and their families. The Center strives to teach about cultures, languages, ethnic groups and races, as represented by the families enrolled in the center. Stereotypes are avoided and individual families are respected for their diversity.

Teacher education is most effective when it involves hands on application of knowledge. This includes planning curriculum, interacting with children, evaluating teaching practices and environments, and observing children and teachers. The Child Development Center offers these opportunities to students under the supervision of the staff.

## **Environment**

The environment is designed to support the development of secure, positive relationships between the children and staff members. Research on children's learning tells us that children learn best when they feel secure and have formed attachments to their caregivers and peers. Best practices suggest that the most important factor to facilitate attachment in the childcare setting is small groups of children. These small groups of children learn and grow with a consistent primary caregiver. The primary caregiver is assisted by secondary caregivers, including teachers, associate teachers, student help, ECE students, and parent volunteers. ECE students enrolled in the laboratory experience classes spend the entire semester with one classroom of children. This allows the students and children to form relationships that support the learning of both groups.

The Child Development Center provides a laboratory setting where student teachers can work with more experienced teachers as they learn to combine developmental and educational theories with classroom practice. The instructional program in Early Childhood Education and Family and Consumer Sciences strives to offer courses with complete and current information on Child Development and Early Childhood Education. The faculty teaches, and works, with the students in the Child Development Center. The members of the faculty also serve as advisors and consultants to the teaching staff and administration of the center. As we train students in developmentally appropriate practices at the center, we prepare them to go out to work in the community and carry on the high standard of excellence they learned at the Child Development Center.

An environment that supports small groups also helps parents form relationships with their child's primary caregiver. The primary caregiver is the parents' main contact person in discussing their child's development and daily needs. Please remember to discuss issues with the primary caregivers first. Students and volunteers in the center do not necessarily have the education and experience required to provide accurate information. Parents should speak with the primary caregiver regarding issues such as clothing needs, blankets for naps, special diets, diapers and toilet learning, children's possessions at school, and other classroom curriculum concerns. The primary caregiver is also the contact person for the parents in explaining individual classroom policies and practices.

### **Parent Education and Involvement Plan**

The child development center views parents as the most important part of a child's education. As such, it is the goal of the Sacramento City College Child Development Center to provide parents with a variety of opportunities to be involved in their child's education.

#### ***Goals:***

1. Provide parents with the opportunity to attend an orientation prior to the beginning of each semester. Parents will be invited to attend a parent orientation at the beginning of each semester.
2. Provide parents with the opportunity to attend monthly informal meetings to share ideas and get acquainted with other parents. Parents will be invited to attend regularly scheduled informal meetings once a month where they will have the opportunity to meet with other parents.
3. Provide parents with the opportunity to have input on program goals by participating on the Parent Advisory Committee. Parents will conduct monthly meetings to discuss program goals, concerns etc.
4. Provide parents the opportunity to meet with classroom teachers through 1 formal parent conference each semester (2 per year) as well as informal conferences throughout the year upon parent's request. Parents will be provided with information on the growth and development of their child through the use of the Desired Results for Children and Families. Parents will also be encouraged to continue ongoing communication with their child's teacher and be invited to attend informal meetings upon request.

5. Provide parents with the opportunity to attend ongoing parent education workshops both within the center and the community. Parents will be provided with information on upcoming parent education workshops and meetings throughout the community and within the center.
6. Provide parents with the opportunity to volunteer/visit classrooms on ongoing bases through the center's open door policy. Parents will be notified that they may volunteer/visit their child's classroom at any time.
7. Provide parents with program information through parent bulletin boards and parent letters, updated as needed. Parents will be given information on a variety of topics relating to the center, college and community with updates as needed.
8. Provide parents with a "Parent Corner" in which information on a variety of topics relating to the growth and development of young children will be available as resources for parents. Parents will have the opportunity to access a variety of resources relating to their child and family needs.

### **Enrollment**

Children may be enrolled part or full time. Student parents must be enrolled in at least one class that prepares them for a recognized trade, para-profession, or profession. Students must be making satisfactory academic progress for their children to remain enrolled in the child development center. **The parent shall earn a 2.0 grade point average; or in a non-graded program, pass the program's requirements in at least 50 percent of the classes or meet the training institution's standard for making adequate progress each semester.**

Student's academic progress will be checked at the end of each semester by electronic access to their grades through Admissions and Records. The first time the parent does not meet the standards for adequate progress, the parent may continue to receive services for one additional semester period to improve progress. If the parent does not demonstrate improved academic performance (during this period of time), their services will be terminated. After a six month waiting period, the family may reapply for services.

All families must submit an updated application each fiscal year (July). Re-certification includes a review of all eligibility requirements. All families must schedule their childcare hours each semester. Families are eligible to remain in the program as long as they continue to meet the need and eligibility guidelines of the California Department of Education, Title 5 regulations.

Child care and development services shall be limited to six years from the initial enrollment or twenty four semester units, or its equivalent, after the attainment of a Bachelor's Degree (which ever expires first).

## **Health Policy**

Children in "group care" will be exposed to more contagious diseases due to their contact with many different people. Controlling the spread of infectious diseases takes the efforts and cooperation of everyone at the center. There are four strategies in the control of disease in childcare: immunization, sanitation, ventilation, and an illness policy.

When a child is enrolled in the program immunization records are required. The staff at the center practice "***universal precautions***" of sanitation. It is important that the children get fresh air each day to slow the spread of air born diseases. Parents must also be aware of when their child *may* have an infectious disease and keep their child out of care to protect the other children. **When your child arrives at the center, a staff member will check the child's health. Parents must remain with their child until it has been determined the child is well enough to attend the center.**

The basic rule of thumb is to keep your child home, or with alternative caregivers, if your child is not well enough to participate in the activities of the center. When children feel ill they need one-on-one attention from a parent or someone they trust very much. They often do not understand why they aren't feeling well and become frightened and anxious. Because of the number of children at the center we cannot give an ill child the attention he or she deserves. **Ill children need to be held, rocked, and allowed to rest in a quiet, peaceful environment. That is not possible in the childcare center.**

Many childhood diseases are common in childcare centers. Please keep your child out of care when he or she has an infectious respiratory disease (bronchitis, influenza, severe cough producing sputum), chills or elevated temperature – 99.2 and over, severe headache or earache, bleeding sores that are not completely covered, intestinal tract disease (vomiting, diarrhea, loss of appetite) or a communicable disease (conjunctivitis or pink eye, ring worm, impetigo, and head lice, etc), unusual spots or rash. **We will call you to pick up your child if staff recognizes one or more of those symptoms during the day at the center. Your child may return to care when she or he has been free of symptoms for 24 hours or has been on antibiotics for 24 hours.**

**Remember that the most important symptom is if the child does not feel well enough to participate in the activities of the center.**

## **Absence Reporting**

Parents are required to contact the center as soon as possible when their child(ren) will be absent for a day. A call is required ***each day*** that the child will be absent. A voice mail message may be left at (916-558-2542) when the center is closed. Failure to report an absence will result in an automatic "unexcused" absence. Child Care Services may be terminated after 3 "unexcused" absences.

Please notify the childcare center clerk if your child's illness has been diagnosed by a doctor as an infectious disease. The center is legally required to post an Exposure Notice to other parents notifying them that their child has been exposed. Your family's information will be kept confidential. An Exposure Notice will be posted in the classroom in case a child contracted the common communicable childhood diseases such as measles, chicken pox,

impetigo, scabies, conjunctivitis, head lice or others. **If a child is absent more than five (5) days in a row, a physician's statement of illness will be required.**

The staff is not allowed to give medication of any kind. If your child requires medication while in our care, a parent or guardian must come to the center to give the child the medication. Special exception may be given to children with chronic medical conditions such as asthma that require constant monitoring or emergency procedures.

If your child becomes ill while at the center, you will be contacted by cell phone or located by using your class/work schedule. If you cannot be reached, we will call additional people listed on the emergency contact form.

### **Children's Injuries**

If your child has been seriously injured in an accident, the center will try to notify the parent/s immediately. However, when time is critical, the child will be transported to the nearest hospital, as stated in the "Consent for Medical Treatment" form. If the accident is less serious (skinned knee) the child will receive first aide care, and an "ouch report" will be completed by the staff person who witnessed the accident, and parents will be provided a copy of the report. Please feel free to discuss the incident with the primary caregiver.

### **Nutrition**

The meals provided at the child development center are subsidized by the Child and Adult Food Program (CACFP) offered by the United States Department of Agriculture (USDA) Nutrition Services Division.. The center serves breakfast, lunch, and snacks; all meals meet the nutrition requirements of the CACFP. Children with special diets will be accommodated, within reasonable limits. The CACFP requires that all children be offered dairy milk unless a written statement from a physician requiring another type of milk is on file. Parents of children with severe food allergies will meet with their primary caregiver to determine how the child's diet should be managed. Parents may be asked to assist by bringing food from home.

Teaching children about good nutrition is an important part of any quality child development program. The center emphasizes the value of fresh fruit and vegetables, whole grains, and a low fat, low salt diet. Parents are asked not to bring candy, sodas, or other junk food into the center, or to eat or drink them in the center. For special occasions please consult your child's primary caregiver or the center supervisor for healthful suggestions in place of cake or other sweets.

Children will often try new foods when they have an opportunity to help prepare meals. Cooking is an excellent way to learn about cultural diversity and individual differences; children will be involved in many cooking activities where they will learn about new foods.

"In accordance with Federal law and the U.S Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA< Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call 800-795-3272 or 202-720-6382 (TTY).

## **Clothing**

Children in the Center are involved in many activities designed to develop their physical and sensory-motor abilities. This includes water and sand play, painting, play dough and other messy activities. The children will also spend time outside climbing, swinging, and running. Please dress your child in clothes that will make it easy and fun to participate. Shoes should allow the children to climb and run. Please avoid allowing your child to wear flip flops, platform sandals, or other shoes that could cause your child to trip and fall. Remember that the older children are expected to toilet independently. Be sure that your child can undo belts, overall buckles, snaps and buttons that will allow them to quickly get to the toilet.

If you dress your child in clothing that you want to keep looking nice, please bring a set of play clothes for your child to change into during messy play activities. The staff will try to accommodate your wishes, but with many children it is difficult to get them to change their clothes before they become engaged in an activity. All children should have a minimum of 3 sets of clothing, including shoes and socks, in their cubbies in case of toileting accidents, mud puddles, or messy, wet activities.

Parents of children who are still learning to use the toilet, must provide diapers or pull-ups for their child(ren). Parents will meet with their child's primary caregiver prior to the first day of care to discuss how many diapers, changes of clothing, and other personal care items are required.

All clothing should be labeled with the child's full name, including coats, jackets, sweater, and shoes. The center is not responsible for lost clothing items. If clothing is borrowed from the center, please launder it and return it clean and folded. Check your child's cubby for soiled clothing every day. Clothing that no longer fits your child may be donated to the center's spare clothing collection.

## **Toileting and Diapering**

Learning to use the toilet is a milestone in your child's development. It is important for parents and center staff to work together to help children learn to use the toilet. Children will learn to use the toilet more easily if the messages and practices of home and childcare are consistent. Learning to use the toilet can be a very stressful for children. It can also become a source of stress between the caregiver and the parent if there is a lack of communication. Children should begin to learn to use the toilet when they are developmentally ready. It is not something that will necessarily happen at a specific age. Each child is going to be different. Signs of readiness include:

- the child will often stay dry for several hours
- the child shows an interest in what happens in the bathroom, wants to watch other children or parents use the toilet
- the child walks well, is able to sit down and get up with ease
- the child can and will undress him or herself, and has the ability to "hold it" until the clothing is removed

- the child appears to be aware of wetting or soiling diapers, may ask to be changed or tell you she/he is dry and doesn't need a change
- the child is able to communicate using words or signs that he/she needs to use the bathroom
- the child is in a cooperative period of development

Ways to support children during the toilet learning process are:

- Choose a good time. Don't start toilet learning during one of a child's "NO" stages or during a time of stress for a child. The birth of a new sibling, a move, a vacation, or changing classrooms are all stressful for children.
- Be sure to have a consistent plan between all the adults involved in the process—parents and caregivers at child care.
- Be sure that there is a child sized toilet or potty chair available if the child prefers the smaller size.
- Dress a child in clothes that are easy to get out of in a hurry---no overalls, belts, "onezees", tights, leotards, and tight pants with buttons. Teach a child how to get dressed and undressed well before toilet learning begins.
- Expect accidents and forgetfulness. Especially at school children will become involved in activities and forget. Remember you are dealing with a very young person. Reward successes but do not punish accidents. Never humiliate or embarrass a child.
- Do not make toilet training the most important thing in your life or the child's life.
- Never, ever, get into a power struggle with a child over whether or not they use the toilet. This can lead to unfortunate emotional issues and in some cases to physical problems. If adults are becoming angry or frustrated they should wait a while to resume working on this with the child.

When you feel that your child is ready to learn to use the toilet, please, meet with your child's primary caregiver; work together to develop a plan for your child. Be prepared to bring lots of extra underwear and clothing. At first it may be necessary for your child to wear a diaper at naptime. Please remember that the center does not allow for one on one care for your child during the toilet learning process. It is almost impossible for the teachers to stop what they are doing and remind your child to use the bathroom every 20 to 30 minutes. This method will almost certainly lead to accidents in the center, although it may work well at home. Your child will need to be aware, and give a noticeable sign, when she/he needs to use the toilet.

## **Napping**

Children who stay longer than half-day will be offered the opportunity to nap. Children who are tired at times other than the scheduled naptime will be offered a quiet place to rest. No child who is tired will be forced to stay awake. Children who do not need a nap will be offered an opportunity to "rest" which may include reading books or doing quiet activities, or they will be offered other age appropriate activities. Please discuss your child's individual sleeping needs with your primary caregiver.

## **Parent Fees**

Fees for subsidized families are set by the California Department of Education, according to Title 5 Regulation 18109 and non-subsidized fees are set by the Los Rios Community College Financial Office based on the Sacramento Regional Market Rate for childcare services. All fees, when applicable, are paid in advance and within one week of the invoice date. There is no fee credit or refund of payment for days missed due to illness, etc. Child Care bills are based on your hours stated on the "Notice of Action" or "Agreement for Non-Subsidized Enrollment". Parent Fee payments must be paid at the Business Office located in Rodda North. Proper receipt of payment must be returned to the Child Development Center Office by the due date stated on the invoice. In the case of delinquent Child Care bills, services will be terminated and a hold will be placed on academic records. Families are responsible for bank fees for all returned checks according to the college policy.

## **Parking**

There is a 20-minute loading and unloading zone in the front of the center designated for student parents to drop off/pick up children. Please park in student parking areas during your class periods. You will be ticketed if you stay too long in the loading zone in front of the center.

## **Smoking on Center Premises**

Smoking is prohibited within the Center and its exterior grounds at all times.

**Please note: The staff is legally mandated to report child abuse. The law states that a report will be made by staff when they have knowledge of, or observe, a child "whom he or she knows or reasonably suspects has been the victim of child abuse...." (P.C 11166(a)).**

## **TEN THINGS EVERY CHILD NEEDS**

Research shows that starting from birth, we can dramatically improve our children's early brain development and ability to learn by meeting these ten essential needs:

### **INTERACTION**

Consistent, long-term attention from caring adults actually increases a child's capacity to learn.

### **TOUCH**

Holding and cuddling does more than just comfort a baby – it helps his/her brain grow.

### **STABLE RELATIONSHIPS**

Consistent relationships with parents and other caregivers buffer stress that can harm a child.

### **SAFE, HEALTHY ENVIRONMENTS**

Environments should be free of lead, loud noises, sharp objects and other hazards.

### **SELF-ESTEEM**

This grows with respect, encouragement and positive role models from the beginning.

### **QUALITY CARE**

Provided by trained professionals can make the difference when we can't be with our child.

### **PLAY**

This helps a child explore his/her senses and discover how the world works.

### **COMMUNICATION**

Talking with a baby builds verbal skills needed to succeed in school and later in life.

### **MUSIC**

This expands a child's world, teaches new skills and offers a fun way to interact with a child.

### **READING**

Reading to a child from the earliest days of life shows its importance & creates lifelong love of books.