



Child Development Center  
Parent Handbook  
2019 - 2020



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## **WELCOME**

We welcome you to The Occidental College Child Development Center. You are an important part of the community of parents, teachers, and administrators all working together to provide the best possible program for children and families. We serve children ages 2 through 5 years old and strive to provide a safe and nurturing program that supports the development of the whole child, including children's social, emotional, cognitive, language, creative, and physical development. Children at the Center have the opportunity to develop at their own pace through self-directed experiences. The learning activities are designed to meet the needs of the individual child. The child's progress will depend on his/her readiness level, not his/her chronological age.

## **CENTER OVERVIEW**

The Child Development Center is a licensed child care facility, licensed by the State of California under Title 22. We are located on the campus of Occidental College, and we serve families of Occidental employees, as well as families from the adjacent community. As part of Occidental College, the CDC is a non-profit organization.

The Center opens at 7:30 a.m. and closes at 6:00 p.m. Holidays and other closures are listed in the yearly calendar. The daily schedule includes breakfast, group time, inside play time, outside play time, lunch, naptime, and afternoon snack. We provide a balance of active and quiet activities, as well as a balance of individual, small group and large group play experiences. We also strive to provide children with the ideal balance of structure and freedom/choice. Children also have the opportunity to play in a multi-age group in the afternoons, when groups combine for outside play time. We try to minimize transitions and provide opportunities for building independence/self-help skills through daily activities, such as toileting, hand washing, meal/snack time, etc.

The fully qualified teachers are required to have completed a minimum of 12 college-level semester units in Child Development/Early Childhood Education. Teacher's Aides are required to have completed, or be enrolled in, 6 college-level semester units in Child Development/Early Childhood Education. Teachers are required to participate in ongoing Professional Development, both through on-site in-service training and through attending off-site workshops, seminars, and classes. All teachers are required to have First Aid and CPR Certification.

## **Non-Discrimination Policy**

The Occidental College Child Development Center is committed to building and sustaining a community that is free from discrimination. The CDC does not discriminate on the basis of race, color, religion, gender, gender expression, gender identity, sex, sexual orientation, or national or ethnic origin in the administration of any school program or policy.

## PHILOSOPHY/APPROACH

*All genuine learning comes through experience. ~ John Dewey ~*

Our curriculum is built around the fact that young children learn best through developmentally-appropriate, hands-on, meaningful play experiences and active engagement and interaction. The educational philosophy at the Oxy Child Development Center is child-centered and developmentally-based. It is based on the knowledge that young children learn through their direct interactions with their environment and the people within it.

We subscribe to the constructivist view of teaching and learning (Lev Vygotsky/Jean Piaget), believing that children construct their own learning and knowledge through their experiences and interactions. Students play an active role in the learning process, as they explore, experiment, and manipulate materials, ask questions, solve problems and interact with peers and teachers. We view the teacher's role as that facilitating and supporting children's natural drive to discover and learn about the world around them. Teachers provide nurturing and a sense of safety, so that children to feel free to explore their environment, get deeply engaged in activity and take reasonable risks. Teachers treat children with respect and seek to empower them. Teachers engage in meaningful interactions with children, form close relationships with them, and encouraging them to express their ideas and feelings. Peer social interaction plays a fundamental role in the process of children's development, and we view children's interactions with each other as learning opportunities that enable them to build necessary social and communication skills.

The teacher's role in a child-centered learning environment is that of a collaborative learner, a facilitator, and an extender of the children's learning. The primary role of the teacher is to arrange the learning environment to encourage choices and to allow the children to work independently. In addition, the teacher interacts with the children while encouraging problem-solving and language experiences through the use of open-ended language and questions. The teacher also spends a great deal of time observing the children during their play and can then plan activities that extend the interests of the children. Such planning is flexible and short-term, to meet the needs of the learning group.

The development of literacy is encouraged through an approach where the children experience the various aspects of language through all sign systems such as music, science, math, art, drama, dance, reading and writing. We limit use of formalized reading and writing instruction, as these methods emphasize isolated skill development. Instead, we integrate the meaningful use of written language into many aspects of the curriculum. Children can then experience intrinsic motivated to use language to express themselves and accomplish their goals. We encourage and

accept the child's best attempt at reading and writing. In this way, we encourage the children to take risks in their learning knowing that their work will be accepted and valued.

The curriculum that results from this philosophy is open-ended and based on the children's choices. The curriculum is dynamic in that it changes with the interests and needs of the children. A large part of the day is comprised of free choice time where the children play and explore the classroom and the materials within it.

*"Perhaps play would be more respected if we called it something like 'self-motivated practice of life skills', but that would remove the lightheartedness from it and thereby reduce its effectiveness. So, we are stuck with the paradox. We must accept play's triviality in order to realize its profundity." ~ Peter Gray - "Free To Learn" ~*

Play has many benefits for all of us, throughout our lives. For young children, play is also the primary way in which they learn, grow and develop. Play is an active form of learning that unites the mind, body and emotions, involving the whole self and helping to develop the whole child. Play allows children to practice new cognitive, social-emotional, and physical skills, skills that they will need in the future. It allows them to practice and learn in a low-stress, risk-free environment. Play challenges but does not punish for mistakes. Play offers many opportunities for children to act on objects, experience events, and builds understanding about the world. Play helps children relate their previous learning to new experiences and information. Children can express and work out their emotions, fears, worries, etc. through play, especially through dramatic play, as they recreate and play out scenarios that have emotional content for them. Play helps children socialize successfully and learn how to get along with others. Through play with peers, children develop skills for seeing something from another's point of view, cooperating, helping and sharing, leading and following, as well as for solving problems.

*Play is not frivolous. It is not a luxury. It is not something to fit in after completing all the important stuff. Play is the important stuff. Play is a drive, a need, a brain-building must-do." ~ Johnson & Dinger - "Let Them Play" ~*

Play is an important and powerful force in children's brain development. During play, simulation/pretending and testing/experimenting help the the brain to organize and make sense of itself. Play helps new information get functionally integrated into the brain; play actually helps to sculpt the brain. Play actually allows a complex brain to create itself. Play enhances creativity and imagination, and through imagination, we can experiences situations we have never encountered before and learn from them. Play enables children to learn about learning - through curiosity, exploration, invention, staying with a task, and in many other ways. When children are interested and engaged in play, their attention spans are amazingly long. Through play, children

learn to like learning, because it feels so satisfying.

*“The truth is that play seem to be one of the most advanced methods nature has invented to allow a complex brain to create itself.” ~ Stuart Brown - “Play” ~*

We see it as our role to prepare children for Kindergarten and beyond. This certainly involves children’s cognitive/intellectual development, which is crucial for success. However, we believe that “school readiness” involves much more than acquiring knowledge about numbers and letters. While we help children gain the general knowledge appropriate during the Preschool ages, we also focus on helping children develop the wide range of foundational skills, capacities and dispositions that will enable them to be ready to learn, so that they can be successful in elementary school...and in life. Children grow and develop in countless ways during the Preschool years, and during their time with us, we hope to foster in children:

In the area of Self-Concept:

- A distinct sense of their identity as a unique, valuable individuals
- Self-esteem/positive self-image
- Self-confidence
- Self-respect
- A sense that they are worthy of love and belonging
- A sense of belonging in their group/class and the school community
- A sense of pride in their accomplishments
- The sense that they are competent and capable

In the area of Emotional Learning:

- The ability to understand and accurately label their own emotions
- The ability to constructively express their emotions to others
- The ability to recognize their needs and ask for help
- A general understanding of a variety of emotions and their possible causes

In the area of Social Learning:

- The ability to communicate their thoughts effectively
- Respect for others
- Kindness/compassion
- An understanding of the impact of their actions/choices on others (both positive and negative)
- A strong moral compass/integrity
- An ability to get along with others and form meaningful, satisfying relationships
- An ability to collaborate and cooperate with others

- The ability to function successfully in a group
- An ability empathize with others and consider others' perspectives
- Acceptance and appreciation for differences between oneself and others
- Awareness and appreciation of differing cultures
- A desire to help others and contribute to the good of others/society
- An ability to resolve conflicts with others
- A love of nature and a sense of stewardship towards the earth/the environment/animals

In the area of Approaches to Learning:

- A love of learning
- Inquisitiveness/curiosity
- Eagerness to participate
- Self-regulation (ability to organize one's emotions and thoughts)
- The ability to sit and focus on a task/discussion
- Attentive listening skills
- The ability to follow directions
- Understanding how to approach and accomplish a task
- Initiative (self-starter quality)
- Agency (self-motivation to pursue goals)
- Industry (not afraid of hard work)
- Persistence/stick-to-it-iveness
- Problem-solving skills
- The ability to think critically
- The ability to think divergently/creatively

In the area of Life Skills

- Independence/Autonomy
- Self-help skills
- Resilience
- A growth mindset (seeing challenges as opportunities)
- The ability to act responsibly (take responsibility for one's actions)
- Self-discipline
- The ability to take risks

In the area of Physical Growth and Development:

- Fine motor skills (use of small muscles in the hand)
- Gross/large motor skills, coordination, strength, agility
- Overall physical health
- Understanding and practicing of healthy nutrition

*When children are pressured to grow up fast, important achievements are skipped or bypassed, which can give rise to serious problems later.*

*Certainly, young children can begin to practice making letters and numbers and solving problems, but this should be done without workbooks. Young children need to learn initiative, autonomy, industry and competence before they learn that answers can be right or wrong.*  
~ David Elkind - "The Hurried Child" ~

## **CURRICULUM**

The curriculum is determined based on our knowledge of Child Development and understanding of the kinds of experiences that children need during the Preschool years. The curriculum unfolds through pursuing topics that are of interest to each particular group of children. A curriculum that follows children's interests is known as an "emergent" or "child-driven" curriculum. Teachers listen to children's interactions, observe their play and pay close attention to what sparks children's interests. By following children's curiosity about a particular topic, teachers can capitalize on children's intrinsic motivation to learn, resulting in interested, engaged and enthusiastic learners.

*It must not be forgotten that the basic law of children's creativity is that the value lies not in its results, not in the product of creation, but in the process itself. It is not important what children create, but that they do create, that they exercise and implement their creative imagination.*  
~ Lev Vygotsky ~

*Play is the answer to how anything new comes about. ~ Jean Piaget ~*

The Oxy Child Development Center utilizes the Infant/Toddler and Preschool Learning Foundations, as well as the Infant/Toddler and Preschool Curriculum Frameworks, set forth by the State of California to guide curriculum. We focus on the whole child, paying particular attention to facilitation of cognitive, language, social, emotional, and physical development, as well as, approaches to learning, health, self-help skills, and emergent literacy. As supported through the Foundations and Curriculum Frameworks, we believe that young children learn best through exploring and interacting with the environment and their peers. The projects and activities that our children engage in are developed by knowledgeable, nurturing teachers who consider the needs, interests, concerns, and developmental abilities of the children. The curriculum promotes academic success through the use of a wide range of appealing hands-on learning materials and experiences. In this way, we provide children with experiences that will help them learn to direct their own actions, discipline themselves, and accept responsibility for their deeds.

We expect that children will:

- Experience academic success throughout their school career
- Become eager life-long learners, creative thinkers and problems solvers
- Gain significant verbalization skills and expand their vocabulary
- Expand their language comprehension
- Experience significant advances in their literacy and numeracy skills
- Increase their attention span and ability to concentrate

A significant factor in the success of the Curriculum is the role that the teacher plays in the classroom, as well as their relationships with the children.

### Teacher's Role

The role of the teacher(s) at the Oxy Child Development Center is based on the philosophy that young children learn through their own self-directed interactions with their environment and the people within it.

The role of the teacher includes the following.

- Preparing the learning environment
- Observing the children and individualizing the curriculum
- Interacting with the children
- Planning

### Preparing the Learning Environment

The preparation of the learning environment is, perhaps, the most important role of the teacher. In a child-centered classroom, the environment must be arranged so that children are encouraged to make choices, and so the children can work independently within each learning center. Materials are placed so that the children can get them out, work with them, and put them back without the need for teacher intervention. Learning areas, materials, and facilities (drinking fountains, bathrooms, sinks, trash cans etc.) need to be accessible to all children regardless of abilities.

The classroom environment must be warm and inviting to the children. It should encourage the children to explore and discover. The learning materials must be kept in good condition. Materials that are worn will be replaced.

The preparation of the learning environment is a dynamic process. The classroom and its arrangement change with the changing interests of the children and the activities that are generated from those interests. We seek for children to feel ownership in the classroom

arrangement, and changes in the classroom arrangement may include the input of the children.

All areas of the classroom are integrated. For example, an activity that began in the block area can be extended to art and the writing center. This is especially true for literacy experiences. Teachers provide materials in each learning center to encourage children to extend their learning to other areas. For example, providing writing materials in the block area encourages the children to incorporate print into their structures. This could take the form of making signs for their buildings or street markers for their city.

### Observing Children and Individualizing the Curriculum

A child-centered classroom requires that teachers be able to observe children and then make curricular decisions from the information gathered from such observations. This allows the teachers to follow the children's lead when planning for the classroom.

The observation of children is a skill that takes practice and experience. Such observations provide the teachers with information about the following questions:

- Which materials do the children choose and use the most? Do different children use the same materials in different ways? Are there enough materials?
- Which children tend to play together? How well does each child interact with the other children and adults in the classroom?
- What is the learning style of each child? Does the classroom arrangement meet the needs of each child's learning style?
- What are the behavioral patterns for each child? How does the classroom arrangement and schedule affect these patterns?

The information gathered from observing the children is documented through the use of anecdotal records. Anecdotal records are simply descriptions of episodes occurring in the classroom. Gathered over a period of time, these records allow the teachers to evaluate each child in regard to cognitive, social, emotional, and physical development. These records reflect observations done at various times of the day and during various types of activities.

### Interacting With the Children

Experience allows a teacher to know when and how to interact with the children and when to step back and observe. A teacher's interactions with the children are governed by the following considerations:

- When interacting with the children, place yourself on their level

- Speak to the children in a normal voice - use a “conversational tone”. Never talk "down" to them.
- Encourage children to make choices and to solve problems by using open-ended language and by discussing alternatives.
- Support children in their risk-taking as learners. Encourage and accept their best attempts.

Learning is a social event and takes place within a social context. The teacher is part of this social group. Rather than being solely a director of activities, the teacher must act as a collaborative learner in the classroom. Children need to see the teacher as part of the ongoing learning process.

- Work with children as an equal when interacting in their chosen activities. Avoid being the "leader".
- Let children know that everyone, including adults, learn through their mistakes. Mistakes are a natural part of the learning process.
- Let children see the teacher reading and writing.

## Planning

Planning is important in a child-centered environment. In a child-centered classroom, the plans are generated by the interests of the children, as observed by the teachers, often incorporating input and goals from the family. These plans are specific to the group of children in each respective classroom.

Because the interests and needs of young children change, planning for any classroom must be flexible and open-ended. Also, because child-centered curricula are based on choices, planning should be done so that children have a choice in regards to participation in a given activity.

## **ASSESSMENT**

Child assessment is a vital and necessary component of all high-quality early childhood programs. Assessment is important to understand and support young children’s development. Children do not just grow in size. They develop, evolve, and mature, mastering ever more complex understanding of the people, objects, and challenges in their environment. There is a general pattern or sequence for development that is true of most children. However, the rate, character, and quality of development vary from child to child. Culture influences development in different ways, and the goals for children differ from culture to culture.

Assessing children’s progress requires using an objective, systematic procedure, and communicating the results with the children’s families. We use authentic assessment that measures the children’s growth in a natural setting of their everyday life. The main tools we use

are: samples from children's work (e.g. drawing), notes from informal observation, photos, video, sound recordings and communication with families. The assessment system we utilize is drawn from the California Infant/Toddler Learning and Development Foundations (<https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>) the Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the Desired Results Developmental Profile (DRDP) (<https://www.desiredresults.us>), all developed by the California Department of Education.

Teachers are continuously observing and assessing development of all of the students during their time at the CDC, both formally and informally. Parent-Teacher Conferences, held twice yearly, provide an opportunity for teachers and parents to discuss the child and the teachers' observations and assessment of the child's current development. As needed between Conferences, teachers will share observations about the child with parents, and touch base with parents about the child's life outside of school. This kind of two-way communication builds a complete picture of the child's overall development and helps everyone to best support the child at school and at home.

Observations and Assessments help us to:

- Monitor children's development and learning
- Guide our curriculum planning and decision making
- Identify children who might benefit from special services

Confidentiality – All information gathered about a child is kept confidential. Records are kept in a secure area with limited access except by authorized personnel.

## THE CONNECTION BETWEEN CURRICULUM and ASSESSMENT

As Early Childhood Educators for children ages 2-5 years, we acknowledge and embrace three key steps to facilitating children's development:

- Communication and Goal Setting
  - Communication and goal setting is accomplished through Parent-Teacher Conferences, general developmental information, parental/family input, and teacher observations & knowledge.
- Planning and Implementing Curriculum
  - Planning and Implementing Curriculum is accomplished by utilizing the California Learning Foundations and Curriculum Frameworks, teacher knowledge, observation, and expertise, and children's interests.
- Assessment

- Assessment is accomplished by utilizing observations, data collection (photos, anecdotal records, children’s work, etc.), and the Foundations/DRDP.



We repeat these key steps in a cycle for the continued education and development for each child over the time that they are enrolled in our program.

## CENTER VALUES

**Community** - We endeavor to provide a cohesive, supportive community of children, parents and teachers/staff. We want the CDC community to provide a sense of belonging, support and connection for all community members. Raising young children is challenging work - it takes a village - and we want the CDC to feel like your “village”.

**Communication** - We strive for open, ongoing, effective communication between all community members - between parents and teachers, between teachers and children, between children and children, and between parents and children. This is the way that we can best understand, support and work effectively with each other.

**Nurturing, Supportive Relationships** - For young children, all learning happens within the context of relationships. Secure, nurturing relationships support children’s optimal growth, development and learning, as children feel safe to explore, express themselves and interact. Mutually supportive relationships between teachers and parents allow them to best work together in support of children.

**Respect** - We believe that every person is deserving of respect and dignity. We believe that children learn to respect others when they are treated with respect, as well as through witnessing

the respectful treatment of others. We, therefore, model and encourage respectful ways of speaking, listening and behaving towards others. We also model respect for diversity in ideas, perspectives, cultures, and traditions.

**Empathy/Compassion** - Children learn to show empathy and compassion toward others when they are treated with empathy and compassion. Young children tend to be naturally egocentric, with an increasing capacity to understand others' feelings, needs and desires as they grow. We take advantage of natural opportunities, such as conflicts between children, to help children try on the perspective/experience of others and gradually develop their sense of empathy and compassion. Our goal is that all members of the community act in empathetic compassionate ways toward each other, both as a way of modeling such behavior for children, and as a way of forging a strong, supportive community.

**Conflict Resolution** - We focus on helping children work out their own solutions to their problems and conflicts. We help children talk with each other, listen to each other, learn to compromise, negotiate and come up with creative solutions to their conflicts, so that everyone can move on feeling heard, valued and resolved. The ability to resolve conflicts an effective, peaceful manner will not only aid children in their own lives, but it is our hope that, armed with this skill, children will be able to move out into the world and make it a more peaceful place for all.

**Collaboration/Partnership** - Learning to collaborate and work in partnership with others is an important life skill. We provide many opportunities for children to learn to work collaboratively together, a process from which they derive a great deal of pleasure and pride. We also seek to collaborate and work in partnership with parents, to the benefit of children, parents and teachers alike. Together, we are better.

**Empowerment** - We seek to empower children by helping them pursue their interests, providing opportunities for them to help out/contribute to the daily activities, taking them seriously, listening to them attentively and valuing their ideas and feelings. We seek to empower parents by supporting them in their role as parents, providing parent education and suggestions for how to support their child at home, and validating that they are the children's first and most important teachers.

**Lifelong Love of Learning** - We seek to model for children a lifelong love of learning, with our excitement about the process of discovery and learning about the world around us and about other people. We view everything that happens at school as a potential "teachable moment", inviting children's curiosity, inquisitiveness and exploration. We see ourselves as learners, as well as teachers. In fact, children are often the ones who teach us!

**Caring for the Environment/Recycling** - At the Center, we love to utilize recycled materials to enhance children's play activities: boxes, paper, envelopes, magazines, newspapers, egg cartons, paper towel tubes, old pots and pans, anything you think might make an interesting art, pretend play or outdoor play material. We can also use sheets or towels that you can no longer use, as well as children's clothes that are in good shape. We welcome your donations of such items.

## **CHILD DEVELOPMENT**

We understand that children develop in a predictable sequence of stages, at predictable ages. This is known as age-appropriate development. Even so, we are aware that each child may go through certain stages, in various areas of development, at their own pace. This is known as individually-appropriate development. A developmentally-appropriate program, such as ours, takes into account both children's age-appropriate development and their individually-appropriate development. Every child reacts and adapts to various experiences in ways that are unique to him/her. It is helpful, when working with young children, to understand typical behavior at a particular ages and stages of development. The younger the child, the more dependent he/she will be on the parent, at separation or during parent participation times. For example, at the age of two years old, a child is just discovering his/her autonomy. The child is learning to express needs verbally and is becoming social with other children, without totally grasping the concept of "sharing" or feelings of concern for others. The "push and pull" of separation from parents/caregivers and places are parts of the healthy assertion necessary to developing a strong, confident self image in childhood. Supporting each child through this challenging period is what good parenting and quality childcare is all about.

## **DAILY ACTIVITIES**

### **Circle/Group Time**

Circle/Group Time is an important part of every day. This is a time when the whole group comes together to connect, talk about the day, share important news, etc. Each morning at Circle/Group Time, we talk about who is present, who is not present and where a child was if he/she has just returned from being out. The group discussion process gives children many important learning opportunities, including: a sense of belonging in the group, listening with interest when others speak, speaking/having a voice in a group, waiting for a turn to speak, and sharing important information about their lives with peers and teachers.

### **Inside Play Time**

Each classroom has various activities/areas that are available on a daily basis during Inside Play Time. These include:

- Block building (foam blocks for two-year olds)
- Dramatic play/Imaginative play
- Art

- Books/Reading
- Puzzles
- Manipulatives (building materials, such as Magnatiles, Legos, etc.)
- Sensory play (playdough, clay, etc.)

Science, cooking, music and many other areas of exploration are incorporated into the curriculum regularly.

During Inside Play Time, children may circulate freely through the many choices, engaging with the materials/activities that best suit their learning needs on any particular day.

### **Outside Play Time**

Each day, children have plenty of time to play outside. Each group has about an hour of outside play time during the morning, and an additional 2 or more hours of outside play time in the afternoon. During outside play time, children can choose between many different activities, including sand and water play, running/chasing, climbing, riding trikes, gardening, building, drawing, painting, ball play, and more. Children get lots of opportunities to move their bodies, challenge themselves physically, explore and enjoy nature.

### **Story Time**

Reading stories/books to children is a daily activity, in large or small groups or individually. This encourages a love of books and reading, as well as providing opportunities to learn about written language, verbal language, story structure, and more. Books are an important way that curriculum is addressed and expanded.

### **Meal/Snack Times**

Breakfast, lunch and afternoon snack provide opportunities for learning about healthy nutrition and acceptable mealtime behavior, chances to develop independence/self-help skills, as well as time for lively social interactions with peers and teachers.

## **Naptime**

Every day, from 12:30 to 2:30 p.m., every group has a nap/rest period. Licensing regulations state that children must be provided with a rest/quiet period daily.

Children's growing brains and bodies need plenty of sleep for optimal development (between 12-14 hours of sleep per day for 2 year olds and between 10-12 hours of sleep per day for 3-5 year olds).

Not all children sleep for the entire nap period - most kids sleep between 1 and 1.5 hours. When a child falls asleep, we take this as a sign that his/her body needs to sleep, and we don't wake sleeping children up before the end of the nap/rest period at 2:30 p.m.

When a family feels that their child is growing out of their need to nap, they can speak with their child's teachers about how to handle the nap period with their child. All children must rest quietly on their mats for, at least, 30 minutes. Beyond this, alternate plans may be made for children who are consistent non-nappers.

## **OCCIDENTAL COLLEGE CHILD DEVELOPMENT CENTER STAFF 2019-20**

### **PROGRAM DIRECTOR**

Laura Drew

### **TERRIFIC TIGERS (4-5 year olds)**

Katherine Bellissimo

Rochelle Peterson

### **BUSY BEES (3-4 year olds)**

Robin Quiambao

Melissa Hernandez

Sonia Lopez

### **HUNGRY CATERPILLARS (2-3 year olds)**

Laura (Lala) Cabrera

Marcela (Marcy) Carrillo

Sophia (Sophie) Kostiuk (Aide in p.m.)

Wan Lew (Floater/Aide)

### **Occidental College Child Development Center Contact Information**

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Los Angeles, California 90041

(323) 259-2510 or (323) 259-2684

Fax (323) 341-4859

Oxy's Emergency Status Number: (866) 961-3300

## **THE HUNGRY CATERPILLARS (2-3 year olds)**

In the **Hungry Caterpillars** classroom, separation and learning to come to school without parents is a major focus and accomplishment. Children of this age learn through responsive, nurturing caregivers who provide positive interpersonal interactions, opportunities for the use of the senses, and learning through manipulating materials. In the development of autonomy, it is important for children to have opportunities that allow them simple choices and the setting of clear, consistent and reasonable limits. Children of this age also need acceptance of fluctuations in their need for both independence and dependence. Children of this age are working on developing their autonomy/independence and their sense of identity as unique individuals. They are also exploring how much power and control they have in their lives, which may lead to limit testing and tantrums. Children of this age are just beginning to understand and label their own emotions, and they need supportive, empathetic responses from adults, as well as help managing and recovering from their big emotions (help regulating). At this age, children have rapidly developing verbals/language skills and need support to learn to express themselves. They also need to be surrounded with a lot of spoken language and “narration” (running dialogue about what is occurring around the child, to build the child’s vocabulary and verbal skills). Children’s cognitive/intellectual abilities are rapidly developing as this age, as well, and their awareness of the world around them is blossoming. Other big areas of learning in this age are learning to be in a group of peers (probably for the first time), learning about basic social rules and learning how to share a space and materials with peers. Children’s primary relationships and interactions are with the teachers, but they are interested in peers and like to play in a “parallel” manner (doing the same thing next to a peers, but not truly playing together). Children’s motor (physical) skills really take off at this age, as children becoming much more adept and coordinated, leading them to want to practice all of their new skills. Potty training is generally established during the course of the year in this age group.

### **Hungry Caterpillars Daily Schedule**

7:30 - 8:30 a.m.	Arrivals, organized free play Diapering/Pottyng and Washing hands, ongoing as children arrive
8:30 - 8:50 a.m.	Breakfast
9:00 - 9:20 a.m.	Group Time, Songs, Felt board story, Story
9:20 - 10:20 a.m.	Inside Play Time/Clean-up
10:20 - 10:30 a.m.	Diapering/pottyng, Washing hands, Story
10:30 - 11:30 a.m.	Outside Play Time/Clean-up

- 11:30 - 11:40 a.m. Diapering/Pottyng, Washing hands, Story
- 11:40 a.m.-12:30 p.m. Lunch  
Diapering/Pottyng, Washing hands  
Getting settled for nap
- 12:30 - 2:30 p.m. Naptime
- 2:30 - 2:45 p.m. Waking up, Diapering/Pottyng, Washing hands, Putting on shoes
- 2:45 – 3:00 p.m. Afternoon snack
- 3:00 - 6:00 p.m. Outside Play Time (or Inside Play Time depending on weather, daylight, etc.)

(Group goes in for Diapering/Pottyng and Washing hands at around 4:15 p.m.)

**MUSIC PROGRAM WITH MR. MARIO - Wednesdays from 10:00 - 10:30 a.m.**

Every Wednesday, Mr. Mario visits us and spends 30 minutes with each class. He leads the children in learning songs, introduces them to different musical instruments and helps them develop an appreciation of music.

**Potty Training**

Potty training will be accomplished at each child’s own stage of readiness. Pressuring a child before he/she is ready can be harmful, so we watch for signs that a child is ready to begin using the potty, and then work with the family to move the child forward in his/her potty training process.

**Diapering Fee**

When a child is admitted, an additional \$100.00 monthly diapering fee will be charged if the child is not fully potty trained according to Oxy’s Child Development Center criteria. At Oxy’s Child Development Center, “fully potty trained” means a maximum of one potty accident, while awake, per month. When the designated classroom teachers determine the child is “fully potty trained,” the \$100.00 monthly fee will be lifted starting the following month. The teachers determine if the child is “fully potty trained.” A child’s performance at home does not factor into what happens at school.

**Children ages 3-5:** Characteristics of this stage include egocentricity, concrete thinking, and the explosion of language. Children of this age learn best through their own initiated activities, rather than by direct instruction by an adult. Extensive research shows that young children learn through their play and through their active exploration of their environment. They construct their knowledge through the manipulation of concrete materials and the stimulation of their five senses. Children gain ownership of their learning in a child-centered environment through their choices. Our classrooms are arranged into learning centers to encourage the children to make choices. These centers may include: art, science, writing, books, dramatic play, manipulatives, blocks - and the outdoor learning environment, including sand and water play.

### **THE BUSY BEES (3-4 year olds)**

In the **Busy Bees** Classroom, children’s social development takes a leap forward. This is the age at which children truly begin to play together in earnest, one-on-one or in small groups. They are now able to act out pretend scenarios (role play/dramatic play) or build a block building together. They get tremendous enjoyment from peer interaction, and peer relationships start to take the center stage. Children’s attention spans and ability to sit and focus are increasing, meaning that they are able to deeply engage in play and participate in more in-depth, back and forth conversations. They are able to listen to peers and wait for a turn more easily. Children of this age still hit, grab or push, at times, but they learning to understand their emotions and use their words to express themselves. They are becoming more independent and capable, though they may also relish the chance to “play baby” and revisit that time in their lives. They are eager to expand their understanding of the world around them and now can think in a somewhat less egocentric manner, with a growing interest in other people and their thoughts and feelings. The Busy Bees classroom bustles with joyful, purposeful activity and conversation.

### **Busy Bees Daily Schedule**

7:30 - 8:30 a.m.	Arrivals, Organized free play Toileting, Washing hands, ongoing as children arrive
8:30 - 8:50 a.m.	Breakfast
8:50 - 9:00 a.m.	Clean up/Transition
9:00 - 9:10 a.m.	Movement/Dance
9:10 - 9:30 a.m.	Group time
9:30 - 10:25 a.m.	Inside Play Time

	Clean up/Toileting, Washing hands
10:25 - 10:40 a.m.	Story time
10:40 - 11:30 a.m.	Outside Play Time
11:30 - 11:40 a.m.	Clean-up, Washing hands
11:40 a.m.- 12:20 p.m.	Lunch
12:20 - 12:30 p.m.	Toileting, Washing hand, Listening to quiet music
12:30 - 2:30 p.m.	Naptime
2:30 - 2:45 p.m.	Waking up, Toileting, Washing hands, Putting on shoes
2:45 – 3:00 p.m.	Afternoon snack
3:00 - 6:00 p.m.	Outside Play Time (or Inside Play Time depending on weather, daylight, etc.)

(Group goes in for toileting/ hand washing at around 4:00 p.m.)

**MUSIC PROGRAM WITH MR. MARIO - Wednesdays from 10:30 - 11:00 a.m.**

Every Wednesday, Mr. Mario visits us and spends 30 minutes with each class. He leads the children in learning songs, introduces them to different musical instruments and helps them develop an appreciation of music.

## **THE TERRIFIC TIGERS (4 and 5 year olds)**

The **Terrific Tigers** Classroom is for children who will transition to Kindergarten at the end of the year. Our goal is to support children’s overall healthy development in all areas (social, emotional, cognitive and physical). We want to send children off to Kindergarten fully equipped with all of the foundational skills, capacities and dispositions that will enable them to be ready to learn (see the list above). Reading, writing, math, and other “academic” concepts are addressed through integrated, meaningful experiences and activities. We focus on integrating reading, writing, counting, measuring, and much more into our explorations of topics and activities that are of interest to children. Children of this age have a growing interest in writing, and we demonstrate for children the many ways that written language can help them to communicate and accomplish the things they want to, which harnesses children’s intrinsic (internal) motivation to learn to read and write. Children’s words are written down (dictated) by teachers for many purposes, giving children the experience of seeing their own words in print, which helps them make the connection between spoken and written language. A child learns about reading and writing in many ways in the classroom, such as through: writing his name on a picture he has made, making a sign for the block building she has built, making a book with classmates about the topic the group is studying, making up a story that teachers write down and then drawing/painting pictures to go with the story, and much more. The writing of four- or five-year olds may not look like conventional writing or even be readable, and their spelling may be “inventive”, but these explorations into written language are critical steps in children’s process of learning how to read and write. At this age, children’s social interactions are even more sophisticated and satisfying. Children of this age regularly play in a cooperative manner, working together to accomplish a common goal. Their dramatic/imaginative play can revolve around complex, drawn out scenarios. Children have developed much greater independence by this age and are capable of function quite autonomously. They enjoy age-appropriate “jobs” and feel competent and powerful when they are able to help grown ups, especially with tasks that have real meaning and make true contributions to others/the group. Emotionally, they are more aware of their feelings and those of others, as well as better able to deal with emotional upsets and disappointments. Children of this age are eager to learn more about things outside their immediate sphere - ready to learn about the greater world outside the walls of the school/home, (though information still needs to be carefully filtered, so that it is age-appropriate). The Terrific Tigers are actively engaged in in-depth play and “work” and are developing into capable, competent individuals and learners.

### **Terrific Tigers Daily Schedule**

7:30 - 8:30 a.m.	Arrivals, Organized free play
8:30 - 8:50 a.m.	Breakfast

8:50 - 8:55 a.m.	Clean-up, Transition to Group Time
8:55 - 9:00 a.m.	Movement
9:00 - 9:25 a.m.	Group Time
9:25 - 9:35 a.m.	Table Activity
9:35 - 10:15 a.m.	Outside Play Time
10:15 - 10:25 a.m.	Clean-up/Transition
10:25 - 10:40 a.m.	Story
10:40 - 11:25 a.m.	Inside Play Time
11:25 - 11:30 a.m.	Clean-up, Toileting, Washing hands
11:40 - 11:50 a.m.	Storytime
11:50 a.m. -12:30 p.m.	Lunch/Transition to Naptime
12:30 - 2:30 p.m.	Naptime
2:30 - 2:45 p.m.	Waking up, Toileting, Washing hands, Putting on shoes
2:45 - 3:00 p.m.	Afternoon snack
3:00 - 6:00 p.m.	Outside activities (or Inside Play Time depending on weather, daylight, etc.)

**MUSIC PROGRAM WITH MR. MARIO - Wednesdays from 11:00 - 11:30 a.m.**

Every Wednesday, Mr. Mario visits us and spends 30 minutes with each class. He leads the children in learning songs, introduces them to different musical instruments and helps them develop an appreciation of music.

## CENTER POLICIES AND PROCEDURES

### **NO TELEVISION/SCREEN TIME BEFORE SCHOOL, PLEASE!**

We request that you do not allow your child to watch T.V./have screen time before school. We want children to come to school with minds that are as calm, focused and ready to learn as possible. T.V./screen time tends to both overstimulate and dis-organize children, as well as put his/her mind in a more passive mode.

### **Drop Off**

**We ask that every child arrive at the CDC by 9:00 a.m., at the latest, each day.** Our program officially starts at 9:00 a.m. Each group starts with a group meeting/class discussion. These class meetings are a core part of our program. A great deal of meaningful content, discussion, learning, orientation for the day, etc. takes place. Children of this age are easily distracted and derailed, and when children/families enter the room during the middle of the meetings, it can be rather disruptive. We request that all children arrive by 9:00 a.m., before the start of morning meetings, so that these meetings are not interrupted. Additionally, children who miss some or all of morning meeting miss out on very important information and learning. We want all children to be able to attend these important daily meetings.

If your child needs it, it might help to spend some transition time (5-15 minutes) at the Center with your child before leaving. However, **WHEN YOU ARE READY TO LEAVE, please say good-bye to your child** so he/she knows you are leaving. **DO NOT SNEAK OUT.** Tell him/her when you are coming back, then leave. Please do not prolong the separation process because it will be more upsetting and confusing to your child.

It is important for your child's arrival and departure time to be consistent. Even though he/she can't tell time, the child will know if it's early or late by the activities going on. Of course, circumstances may occasionally prevent you from keeping the same schedule. This is to be expected. Always let your child know if there will be changes to the schedule.

### **Signing In and Out**

The sign-in/sign out document is a legal document, therefore legible signatures are required by the California Department of Social Services. The child must be signed in and out every day. Please sign your full name or the first initial of your first name and your full last name. No one under the age of 16 should sign your child in/out. Only people you have designated on your child's emergency form can pick him/her up from the Center.

Unless a person other than the parents are picking up the child on a regular basis, *please tell your child's teacher your routine is changing and someone on your emergency form will pick the child up on a given date.* Inform whoever is picking up your child for the first time he/she must provide valid ID as proof of whom he/she is. If someone other than a person on your emergency

form is picking up your child, we must have authorization, in writing (fine to email), for the date and time of the "special circumstances" pick-up.

Sign-In: The sign-in/sign-out book will be on the counter near the front door. When you arrive please sign your child in on the daily "sign in/out sheet".

Sign-out: The sign-in/sign-out book will be wherever the children are playing at the end of the day (outside or inside). Please be sure to sign your child out every day. When children are playing outside, **our preference is that children remain outside when parents come into the building to gather belongings. We are happy to help your child stay outside, if you need our help.** It is disruptive when children go inside and are not properly supervised. We want to avoid having children running around the rooms, playing with toys and/or interfering with children's work in the classrooms (things being saved). We know that your children are very eager to see you when you come to pick them up! If it is too hard for your child, upon seeing you arrive, to let you go inside for a couple of minutes without accompanying you, we request that your child remain right next to you (possibly even holding your hand, if necessary), as opposed to being allowed to wander around, play with things, etc.

Your child may also want to take you inside to show you something he/she has done/made in his/her classroom. We support this! Again, please make sure your child stays right with you and does not interfere with any of the other children's work or play with toys/run around.

In the late fall/winter, there will be days that children are playing inside when you come to pick them up. If this is the case, the sign-in/out book will be inside. When you arrive, please help your child ask what he/she can clean up or put away before he/she leaves, and while he/she is doing this, you can sign out and gather belongings.

### **Late Pick Up**

The Occidental College Child Development Center hours are 7:30 am - 6:00 pm. Parents who pick up their children after 6:00 pm will be charged a late fee of \$5.00 per minute, per child.

Late fees will be added to the monthly invoice. In accordance with the payment agreement, if late fees are not paid by the invoice due date, an additional fee of \$25.00 will be applied. Calls to the Center to notify and explain why a parent will be late does not excuse lateness, and late fees will still be assessed. Parents are responsible for their child's attendance. If you send an authorized person to pick up your child, and that person is late, the parent is responsible for paying the late fees.

### **Authorizing Others To Pick Up Your Child**

Parents may authorize individuals other than themselves for picking up their child. This can be

done by adding the person's name and phone number to the child's file (on the Identification and Emergency Information Form). Parents may add or remove individuals from the authorization list at any time, by submitting the request in writing (dated) to the Director or their child's teachers. In an emergency situation, a personal call from a parent will also suffice. The first time a new person picks up your child, they will be asked to show identification. Please inform those picking up your child (or dropping off) of our sign-in/sign-out procedures.

### **Gate Procedures**

Only grown ups may open the gates or enter the gate code. Children should be taught that the opening of the gates is FOR GROWN-UPS ONLY.

Please make sure the gate is securely closed when you leave.

Please do not let anyone in the gate that you do not know or recognize as being part of the Oxy CDC community. Please ask them to wait at the gate and ring the doorbell.

### **Parking Lot Procedures**

Please keep your child right next to you at all times when in the parking lot. Children should not be allowed to run ahead of their parents in the parking lot, for safety reasons.

### **Clothing/Shoes**

**Please dress your child in comfortable clothing for play and in clothing and shoes that he/she may get dirty and wet.** Remember that the daily activities may include climbing, painting, using markers, sand, mud and water play and many types of messy creative expressions. Children may get their clothing and/or shoes dirty and wet. Some families designate certain clothes/shoes as "school clothes/shoes", reserving clothes/shoes that they'd prefer not to get dirty for home. If your child is very wet or muddy, we will help your child to change clothes. **For this reason, we ask that you bring, at least, one full change of extra clothes and shoes to have on hand for your child. Please LABEL all clothing/shoes with your child's name, with a permanent marker.**

**Children will play outside in the rain on rainy days, so be sure to send your child with rain boots, rain coat, umbrella and extra, extra change of clothes on rainy days.**

It may be helpful for children wearing a dress or skirt to also wear shorts or leggings underneath, to keep sand from getting into places that are uncomfortable. This is especially recommended if your child tends to get deep into sand play each day.

Tennis shoes or shoes with rubber soles are a good choice for school. PLEASE NO FLIP FLOPS or other shoes that easily come off, as these may prohibit successful/safe running and climbing. Please be sure that your child's shoes fit his/her feet properly, as well. It is not advisable for your child to wear cowboy boots or Crocs. Socks are a good idea, if your child does not like the

feeling of sand in his/her shoes. We often play with water, especially during the warmer months, so you are welcome to send your child to school with a set of water shoes that he/she can wear during water play, if you'd prefer that his/her regular shoes not get wet.

### **Sunscreen**

From, at least, the months of June through September, please apply sunscreen to your child's body and face before school each day. We will re-apply before playing outside in the afternoon. You are welcome to apply sunscreen to your child's body/face all year long, if you like, but we find that it is especially important during the months when the sun exposure is most intense.

### **Share Policy (Items from Home)**

In the **Hungry Caterpillars** class, children can share books from home whenever they would like to. When your child brings a book to school, we will make every effort to read the book to the class at some point during that school day.

In the **Busy Bees and Terrific Tigers** classes, children are welcome to bring books from home to share with classmates. Teachers may also ask for children to bring items to share that are related to the current area of study/interest for the group. The teachers will send out notes letting parents know when the next share period will be and what kinds of things children can think about bringing.

**We ask that children do not bring items from home, apart from the specific share items outlined above.** Children are always welcome to bring "loveys" and other transitional objects that help comfort them and ease separation anxiety. Children should NOT bring toy weapons (guns, knives, swords) or action figures/ characters from violent/fighting TV shows/movies, such as Ninja Turtles, Power Rangers, etc. Please do not allow your child to bring coins to school or any other objects that are of choking hazard size.

## **Birthdays**

Once each month, on the 3rd Friday of the month, we celebrate the birthdays of children born that month. When it's your child's birthday month, you may make arrangements with your child's teachers to bring treats for the class. (Please be sure that treats are peanut-free). Each classroom will celebrate the "birthday children" with the birthday song and the treats provided by parents. We ask that parents follow this once per month birthday celebration schedule, rather than bringing treats on their child's actual birthday.

## **Field Trips**

Currently, the Center does not do field trips, primarily due to challenges with safe transportation. However, we'd like to find a way for Busy Bees and Terrific Tigers groups to take field trips in the future, and we are working with Occidental College to find a solution. Stay tuned...

## **COMMUNICATION BETWEEN HOME & SCHOOL**

### **How To Communicate With Us**

We believe that ongoing communication between home and school is necessary to best support each child. There are several ways that you can communicate with us.

- **Email us** - you can send us an email (Laura will make sure your note makes it to your child's teachers)
- **Write us a note** - you can write a note and hand it to us in the morning or place on in the teacher note area in your child's room.
- **Call the office** - you can call and leave a message for one of us, and Laura will make sure that it gets to us.
- **A quick download at drop-off or at pick-up** - at drop-off and pick-up, teachers are busy setting up and/or supervising children, so please be aware that this is not a time for an in-depth conversation. Passing on a quick bit of information at this time is fine.
- **Make an appointment for us to give you a call** - we are happy to set up a 10-15 minute phone call with you, if you need to connect with us.
- **Parent-Teacher Conferences** - twice yearly, in November and April, you will have a 30 minute conference with your child's teachers.
- **Request a Meeting** - if you feel the need to meet with your child's teachers (or Laura) and it is not Parent-Teacher Conference Time, you can ask to set up a meeting.

**The best way to make sure we get and retain the information is to write it down or email it to us.**

## **Keep Us Informed of Your Child's Life Outside of School**

Please remember to tell us about anything of importance that is happening, or has happened, in your child's life. This will alert us that there could be a change in the child's behavior or disposition and will help us to better support him/her at school.

The types of things we should know about are:

- trips any family members are planning to take
- plans to move
- parental illness or surgery
- death of pets or anyone in the child's life
- any traumatic events your child may have experienced
- sleep disorders
- worries or anxieties your child has
- any unusual patterns, habits, needs, etc. your child has
- any special plans your child may have
- anything else that you feel is significant in the life of your child

The more we know, the better equipped we are to help your child talk about what he/she is experiencing, feeling and needing. Also, it strengthens the bridge between home and school, the two worlds between which your child floats. The greater the bridge between home and school, the easier it is for your child to transition between them, and the more comfortable and understood your child will feel in either setting. Many times, children will decide that they want to share such information with the whole group at group time. When this happens, other children will invariably say that they have done that or had that or know about it. The process of letting his/her peers in on what is happening for him/her can really help your child feel that he/she is not alone.

## **Including Your Child in the Discussion**

In many cases, the discussion should include your child, and it will be appropriate for you to ask your child "should we tell your teachers about that?" You can bring your child to us and help him/her tell us. This way, your child will know that we know, and will feel included in the process. Sometimes it can feel invasive to your child if he/she finds out you told his/her teachers some personal information about him/her without consulting him/her. You are, of course, the parents, and you should decide what information we should have, but, as much as possible, try to include your child in the process. If it is something that you feel he/she would not want us to know, or if it is something that you deem is more appropriate to tell us by yourself, then we simply will not tell your child that we know. Even if we do not tell your child that we know such information, it is extremely valuable to us in knowing how to help your child, or understanding his/her behavior and reactions to things.

### **Problems Between Children:**

When your child comes home with a report of a problem that has happened with another child at school (or even outside of school, like on a playdate), which will probably happen several times throughout the year, please help your child bring the problem back to school, where it can effectively be resolved. In talking with your child, try to find out how your child attempted to solve the problem, and if he/she feels finished with the problem. If he/she doesn't feel finished, ask him/her if he/she would like help talking to the teachers about it. (Occasionally, a child will say no to this question. If your child says no, you can remind him that the way the problem will get resolved is by talking about it, and that the teachers cannot help him/her if they do not know about it. If the child persists in saying that he does not want to tell the teachers, it is then up to you to determine how important it is whether or not we know. If you decide that we should know, then tell your child that you hear that he/she does not want to tell us, but that you feel that it is important for us to know, so that we can help him/her). Then help him/her come to us in the morning and tell us about what happened. We can make a plan to talk with the other child or children and resolve the problem. Helping your child write a letter to the child, or to a teacher, is also a great way to help your child bring the problem back to school (your child tells you what the letter should say, and you write it down).

### **How We Will Communicate With You**

We will, of course, reciprocate and always do our best to keep you informed of any significant events that happen at school. We always welcome your questions about your child's experience at school.

Each family has a mailbox in the hallway outside the office. Hungry Caterpillar parents will receive "Daily's", which are daily information sheets about their child's eating, sleeping and potty patterns that day. These will be placed in your parent mailbox. Any other important written communication will also be placed in your parent mailbox.

We will also reach often via email for communication to the whole parent body, to each group's parents and to each parent individually. You may also receive phone calls from us, particularly for time-sensitive communications. Please be sure that we always have up to date email addresses and phone numbers for your family.

### **Parent-Teacher Conferences**

Parent-Teacher Conferences help parents and teachers stay in communication, work effectively in partnership, and create a bridge between the child's experiences at home and at school. Once in fall and once in spring, each family will have the opportunity to meet with their child's teachers for a 30-minute Parent-Teacher Conference. At each conference, teachers will share information with parents about the child's developmental progress and learning. Parents will also have the opportunity to share relevant information and ask any questions they may have.

## **PARENT PARTICIPATION**

Busy Bees and Terrific Tigers parents are enthusiastically welcomed to be involved in the classroom. (Children in the Hungry Caterpillars class may find it too difficult to have parents at school during the period when they are solidifying their separation and learning to be at school without parents). Parents can, for example, do a cooking project, read a story, plan an art project, share a hobby or interest with their child's group. We welcome you to share any cultural traditions, foods, etc. that are important to your family. Please feel free to make a plan with your child's teachers to come in and participate in the classroom.

## **DISCIPLINE AND GUIDANCE**

Our goal at the Oxy CDC is to help children develop a positive self-image. We hope to encourage children to be self-directed, to exhibit self-control, and to become problem-solvers. We are guided in our interactions with children by a philosophy based on providing a positive, supportive environment that focuses on prevention and the teaching of appropriate behaviors. Young children, due to their developmental age, are not capable of understanding the consequences of many of their behaviors. Therefore, children need to be encouraged to make good choices and to be prevented from doing things that are harmful to themselves or others.

This can best be accomplished through close supervision, gentle guidance, and most importantly, redirection. Children need to learn to identify and express their feelings. However, often this requires the caregiver to acknowledge the child's response to the situation, and help him/her use appropriate strategies. For example, if we see a child about to hit another child for taking a toy away, we will prevent that child from hitting the other and say, "It looks like you want to keep the truck", and provide an alternative to hitting (e.g. helping the child verbally express his/her feelings and wishes). We will also help the child understand the other child's point of view. "I see that Tommy is playing with the truck you had. It looks like he wants it too. Can you tell him that you are playing with it?" Through this method, children can begin to learn about the intentions of others. In this way, we hope to prevent one child from hurting another and, at the same time, help that child to learn to identify feelings and verbalize expectations. Small children are very egocentric. As a result, they are not yet capable of understanding the concept of sharing and taking turns. Therefore, it is our responsibility to lend guidance through redirection to other activities when conflict situations occur. An additional strategy used with older preschoolers is to help them learn how to solve their own problems and resolve conflicts. Teachers provide support and guidance as children develop and practice these skills.

Children's self-discipline is also encouraged by providing a predictable environment and daily schedule and communicating a set of clear, age-appropriate expectations. We understand that "misbehavior" is expected with young children, who are just learning about themselves, others,

and the world, as well as still learning to control their impulses and emotions. We see children's behavior as a form of communication, and we view "misbehavior" as a sign that a child may need more information about what is expected and why, and/or more support and guidance, which may including redirecting the child to a more appropriate way of meeting his/her needs or accomplishing his/her goal.

As every parent knows, caring for young children requires a lot of patience. Children require ongoing guidance and support as they learn about themselves and others. Dealing with challenging behaviors is a process of teaching rather than punishment and control. Children are reminded WHAT TO DO, rather than WHAT NOT TO DO. For example, instead of, "DON'T run", children are told, "Please walk to the door". Through this strategy: (1) children know what you expect, (2) a more positive classroom climate is promoted, and (3) children and adults form supportive relationships.

#### Discipline Strategies Used by CDC Staff:

- Maintaining realistic expectations of children based on knowledge of child development
- Providing clear and simple limits
- Planning an environment that facilitates a caring atmosphere
- Providing appropriate activities that keep children engaged
- Modeling appropriate and respectful behaviors
- Redirecting inappropriate behaviors toward desired outcomes
- Giving children choices between two appropriate alternatives
- Encouraging children to work together to solve problems
- Encouraging children to use their words to solve problems or to elicit peer cooperation
- Providing logical and natural consequences for children's actions
- Guiding children away from the situation until they are able to calm down and address the problem.
- Conflict resolution

#### **Corporal Punishment and Harsh Language**

We do not use corporal punishment of any kind, nor any form of discipline that serves to humiliate, embarrass or lower self-esteem of the child. The use of threats and derogatory language by staff is not accepted behavior in handling children that misbehave. All inappropriate behavior will be redirected by using strategies that provide learning experiences. Children of this age need for limits to be set clearly and firmly. With young children, verbal directives are not always effective, unless accompanied by some physical redirection, as well. Providing alternatives when redirecting negative behavior is very important, as well as encouraging the child to express his/her feelings verbally.

## **Ongoing Behavior Concerns**

A child's excessively disruptive or hurtful behavior can disturb or derail the whole class' experience and create an unpleasant or, in some instances, a dangerous atmosphere. A child's disruptive or hurtful behavior can stop the class' progress and destroy the learning environment, which is unfair to the children who are not being disruptive and who are ready to participate appropriately. We strive to make the classroom experience advantageous to every child in attendance.

When there is an ongoing behavior concern, teachers will contact the child's parents. In many cases where the child is disruptive, the school and the family can work together to design a plan that can support the needs of the child and the classroom, where possible. A Parent-Teacher Conferences will be scheduled to discuss strategies to support the child and promote appropriate behavior, as well as to develop an action plan. In some cases, part of the action plan may involve referral to the Public School system/Regional Center or outside professionals to assess and/or work with the child and family. Subsequent to such a referral and feedback, the Director in her sole discretion will evaluate whether or not the program can keep the child enrolled in the school.

If a behavior concern continues after implementation of an action plan, a child may be asked to leave the program for a short period of time (1-5 days).

If the disruptive behavior still continues, the Child Development Center may determine that the school cannot appropriately support and manage the child within the classroom setting. In such cases we will dismiss the child from the Child Development Center. Depending on the severity of the behavior, a child may be dismissed after a single offense, after a Parent meeting and an action plan, or after behavior fails to improve even with parental support. This decision will be in the sole discretion of the Director of the Director of the Child Development Center.

## **Dismissal Policy**

The Child Development Center may dismiss a child from the school where a child is determined to be a health or safety threat to him/herself or to other children, where ongoing disruptive behavior has not been successfully corrected, or where an individual child needs one on one supervision which the school is not staffed to provide. In addition, a child may be dismissed from school for failure to timely pay tuition or late fees and/or recurring late payment of fees, recurring instances of picking up a child late, or failure to comply with the policies set forth in the Parent Handbook. The decision to dismiss a child from the school for ANY reason will be in the sole discretion of the Director of the Child Development Center. Families will not be responsible for tuition beyond the end of month in which the child is dismissed from the school.

## HEALTH, NUTRITION, SAFETY AND EMERGENCY PREPAREDNESS

### Emergency Preparedness

The Child Development Center has an emergency plan that includes procedures for fire, earthquake, and lockdown. The Center has a 72-hour supply of food, blankets and water should the staff and children need to remain on site. Teachers and/or the Director will release children ONLY to those authorized on the child's emergency forms. It is imperative that the parents keep this information current. Evacuation procedures are posted in all three-program areas. The director has the emergency procedures with staff assignments posted in the office. Monthly safety drills are held to maintain a level of awareness and preparation.

When your child begins at the Oxy CDC, you will be asked to **join the Remind app**. This will allow us to send out one quick, group text to all parents, in the event of an emergency. Please be sure that you are signed up for this service, so that you receive our group texts.

**Parents can call OXY'S EMERGENCY STATUS NUMBER: (866) 961-3300 or check this website for updates in the event of an emergency on the Oxy campus:**

**<https://www.oxy.edu/offices-services/campus-safety/emergency-preparedness-response-plans/emergency-updates>**

In the event of an emergency where local phone lines are down, we will try to reach our **Out of State Emergency Contact Number** to give them an update on our status. Parents can call this number to find out about our status.

**Out of State Emergency Contact Number: (559) 259-4820**

### Injury Policy

If your child is injured while at school, you will be informed. For lesser injuries, you will receive an "Incident Form" explaining what happened to your child and how your child's injury was treated. For more serious injuries, especially significant bumps to the head, we will notify you by telephone to inform you (as well as filling out the Incident Form). At this point, unless we feel the child must seek immediate medical attention, you will have the discretion as to whether you want to come check on your child and/or take him/her home. If the injury is of an "emergency" nature, we will immediately call 911, and then will call you to inform you.

### Illness/Injury Pick Up Policy

When your child becomes ill or injured in a way that requires your attention, we need to be able to reach you in a prompt manner, so that you can pick your child up as immediately as possible. (Should your child be seriously injured, we will always call 911). Please do your utmost to ensure that, at least, one parent (or caregiver able to pick your child up) is reachable by phone.

text and/or email at all times.

When children are ill, they need to be isolated from their peers, to avoid spread of the illness. It may stressful on your child to be quarantined in this manner for long periods. For the comfort of your child, we would like all ill/injured children to be picked up WITHIN ONE HOUR.

We request that each family provide the name and contact information for, at least, one person who can be called in the event that your child needs to be picked up and we are unable to reach you. If we are unable to reach you *within 30 minutes*, the person(s) on your back-up list will be contacted. Your child will be isolated and comforted until the parent, guardian or other pick up person arrives.

### **Illness Policies**

The goal of the ILLNESS POLICIES is to help reduce the spread of disease at the Center - to limit spreading illness to both children and teachers (teachers who are ill need to stay home, too).

While we cannot prevent all illness, we may be able to reduce its incidence and severity. We request that you please err on the side of caution when evaluating whether your child is well enough to attend school.

Children will NOT be admitted with the follow symptoms/conditions:

LICE (presents of nits in the hair)

FEVER (temperature 99.5 degrees or above)

DIARRHEA (more than one loose movement in a day)

VOMITING IN THE PAST 24 HOURS

NAUSEA/SEVERE STOMACH CRAMPS

HEADACHE OR STIFF NECK

SEVERE COUGHING

LABORED or RAPID BREATHING

JAUNDICE/YELLOW LOOK IN SKIN/EYES

UNUSUALLY DARK (TEA COLORED) URINE

TEARING IRRITATION or REDNESS of the EYE or EYELID LINING

IMPETIGO (that has not been treated with antibiotics for the previous 24 hour period)

UNEXPLAINED RASH (especially WITH OOZING OR PUS-FILLED SORES)

MOUTH SORES that might indicate the Coxsackie/Hand, Foot & Mouth Virus

VERY SORE THROAT, especially with spots in the back of the throat (possible Strep Throat)

A VERY RUNNY NOSE, especially if accompanied by other symptoms (one that is constantly running, to a degree that it interferes with the child's ability to play and have a good day, because he/she has to keep stopping and wiping nose and washing his/her hands)

The child MUST BE TEMPERATURE, DIARRHEA and VOMIT FREE, WITHOUT MEDICATION, for, at least, a full 24 HOURS prior to his/her return to school. Fevers tend to spike in the late afternoon or evening, so please be sure that your child has had a full 24 hours without symptoms before returning. Please be reminded that a staff member will assess each child's health as he/she enters the Center. She may use her discretion in accepting any child who shows signs of illness.

FOR PINK EYE, A CHILD MUST BE ON MEDICATION A FULL 24 HOURS (OR LONGER IF YOUR PEDIATRICIAN INDICATES THIS IS NECESSARY TO LIMIT CONTAGION), HAVING HAD A FULL 24- HOUR ROUND OF DOSES (USUALLY 3), WITH NO MORE DRAINAGE FROM THE EYE, BEFORE HE/SHE MAY RETURN TO SCHOOL.

FOR LICE, YOUR CHILD MUST BE NIT-FREE, IN ORDER TO RETURN TO SCHOOL. If there is a confirmed case of lice in the school, each child will have his/her head checked for nits on the way into school each day, until all children are found to be nit-free. Then, the whole student body will have their heads checked for nits again one week later. If all is clear, the process is complete. If nits are found, the process starts again.

**\*\*\*IF A CHILD IS TOO UNWELL/LETHARGIC TO PARTICIPATE IN DAILY ACTIVITIES, THEN THE CHILD IS TOO ILL TO BE AT THE CENTER.\*\*\***

Unusual behaviors will be monitored closely and parents will be contacted if other symptoms develop.

These behaviors include, but shall not be limited to:

- Cranky or less active behavior than usual
- Crying more than usual
- Feeling general discomfort or seeming unwell
- Loss of appetite

CENTER STAFF MEMBERS CANNOT ADMINISTER ORAL MEDICATION, OR DROPS OF ANY KIND TO THE CHILDREN. (IF your child needs to have medication during the day, you must make arrangements with his/her teacher to come and administer the medication yourself.)

Please call the Center and inform your child's teacher when you're keeping him/her home because of illness or if he/she has been exposed to any contagious disease. If a child is out ill three or more consecutive days, a medical clearance, from a doctor, is required before he/she can be readmitted.

## **Biting Policy**

“Biting” is a word that no parent wants to hear in reference to their child (either as the biter or the “bitee”). We try observe children carefully and try to catch the “bite” before it actually happens. Unfortunately, it is not always possible. Biting usually does not happen out of the blue - there is usually some precipitating event. Biting is normal for a two year old who does not yet have language to express his/her frustration. Some children use hitting, pushing or other responses. Some children never do any of these. We support children in finding constructive and socially acceptable ways of expressing their frustrations - such as saying, “I’m mad!” or “My turn”. Biting usually diminishes and/or disappears, as children develop the ability to express their feelings and needs verbally.

We firmly discourage biting (and other hurtful behaviors) in several ways: 1) Through verbal direction, such as, “You may NOT bite! Biting hurts! Biting is not okay!” 2) Through telling children what words they can use to express themselves and then ask them to try saying the words. For instance, “It’s not okay to bite him. Biting hurts. But you can tell him, ‘No. It’s my turn.’ Try it now. Use your words and tell him, “No. It’s my turn.”” 3) We provide children with a “chewy necklace” to wear that they can bite when they feel like the need to bite, and we redirect them to bite on this.

Parents will be notified whenever their child has bitten or has been bitten. For a child who demonstrates an ongoing biting issue, parents may be asked to pick their child up after their child has bitten another child. This is to communicate to the child the seriousness of biting. The child will then be allowed to return and “try again” the following day, and will be kept under close observation. If a child needs constant supervision because of a tendency to bite peers, parents will be asked to remove the child from school for a period (to be determined), and the child will be allowed to return again, once everyone agrees the child is ready.

## **Meals and Snacks**

Breakfast, lunch and afternoon snack are provided daily. Breakfast and afternoon snacks are prepared on site, and lunches are provided by Oxy Campus Dining. We serve 2% milk and water at breakfast, lunch and snack. Nutrition is the relationship of foods to the health of the human body. A child needs good nutrition to grow physically, mentally and emotionally. Our goal is to provide healthy meals and snacks for children, both to support their developing minds and bodies, as well as to model healthy nutrition for children. Generally, the snacks and lunches we provide will not contain sugary foods (cookies, cakes, etc.), though sweet treats may be served for special occasions, such as birthdays or holidays. We also try to limit the amount of fried foods and other high fat foods. Our goal is to provide a variety of fruits and vegetables, organic when possible.

A list of the general breakfast options provided, as well as the weekly lunch menu can be found on the counter next to the front door (near the sign-in/sign-out book). If you would like us to provide you with the weekly lunch menu for the coming week, please let us know.

Parents may “opt-out” of school-provided food. Parents may choose to have their child bring just a lunch from home each day (and still eat the breakfast and snack provided) or to have their child bring all of his/her food for the day from home each day. When parents choose a plan of providing some or all of their child’s food each day, a monthly tuition credit will be applied.

### **Food Allergies/Dietary Restriction**

If your child has any food allergies or special dietary restrictions, please make sure to communicate this to us both in your admissions paperwork and verbally. In your admissions paperwork, in addition to including allergies and dietary restriction on the “Child’s Pre-Admission Health History - A Parent’s Report” form, please also write a separate note, in red ink, that states all of your child’s allergies/food sensitivities (and their severity) and dietary restrictions. You may provide alternate foods and drinks (soymilk, almond milk, etc.) for your child, if you do not wish them to eat/drink the food/beverages provided.

If we notice a negative reaction when your child eats any particular food item, we will let you know immediately, so you can get him/her checked by a doctor.

### **Peanut-Free policy**

THE OCCIDENTAL COLLEGE CHILD DEVELOPMENT CENTER IS PEANUT-FREE. Items that are purchased or made for the children's consumption do NOT contain peanuts. Items containing peanuts should not be brought to the Child Development Center.

### **Foods/Drinks From Home**

When sending lunches or snacks from home for your child, please follow the guidelines below:

- We are a peanut-free Center, so please be sure that foods sent are peanut-free.
- Please avoid sending “sugary”, treat-like foods. Please exclude any food items that list sugar or high fructose corn syrup as the first ingredient. Please do not send things such as: cookies, candy, pudding, cake, sugary cereals, etc. Please do not send gummy fruit snacks, even if they are made from pure fruit, as these resemble candy.
- Please send only water or plain milk. No chocolate milk or juice, please.
- For Birthday Snacks and treats for special occasions, these rules (except for the peanut-free rule) don’t apply. You may bring sugary treats for these occasions.

### **Child Abuse Mandated Reporting**

The Center is licensed by the State of California, Office of Community Care Licensing, under Title 22. California State Law mandates all employees of the Occidental College Child Development Center report ANY and ALL suspected cases of child abuse. These include physical injuries (inflicted by other than accidental means) as well as sexual abuse, emotional abuse and neglect such as failure to provide medical attention, adequate food, clothing or proper

car restraint.

Reports must be filed within 24 hours of the observation with the Los Angeles County Child Protective Services, Office of Social Services. Upon receiving the report, Social Services will conduct an investigation into the charges. Social Services has the right to inspect the childcare facility without prior notification to the staff and to investigate any reports of licensing violations or mistreatment of children. The Department of Social Services has a right to interview children and staff, to inspect and audit child or facility records without prior consent, and has the authority to observe the physical condition of the child or children, including conditions that could indicate abuse or neglect, and to have a licensed medical professional examine a child. THESE INVESTIGATIONS MAY INCLUDE INTERVIEWING OF THE CHILDREN IN ATTENDANCE AND/OR THEIR PARENTS. The Department of Social Services has the authority to inspect, audit, copy the child's child care center records upon demand, during normal business hours. Records may be removed if necessary for copying. Removal of records shall be subject to the requirements in Sections 101217 (c) and 101221 (d).

In the State of California, any physical punishment other than an open-handed spanking that doesn't leave a mark is illegal. Any suspicion that an illegal incident has occurred requires a report. We are opposed to physical punishment of any kind and believe that it actually teaches children to use physical violence to solve problems - the opposite of what we want to teach children. We need to model for children the self-discipline and control over our emotions that we want for them to develop, and we want to model that there are non-violent ways to resolve problems - that "using our words" works. If you feel you need parenting guidance and support and would like learn more about positive discipline techniques, please speak to Laura or to your child's teachers. We are very happy to support you and work with you in this way.

### **HOW PARENTS CAN HELP THE CENTER**

1. Talk to your child about school and show an interest in the important "work" he/she does at school each day.
2. Communicate with your child's teachers about any significant events in your child's life, which may affect his/her school day(s).
3. Work in partnership with our child's teachers regarding how to best support your child's growth and development. Try to get on the same page, so that your child's school and home experience and expectations are as similar as possible.
4. Stay informed. Check your parent mailbox and read all emails for important information. Read the monthly Newsletters to stay connected to what is happening in the school community, as well as in your child's classroom.
5. Stay involved. Attend school functions and Parent Education Meetings. **All parents are expected to attend the Back to School Night and Parent-Teacher Conferences.**
6. Volunteer to help teachers tasks at home that will help with classroom preparation.

7. Share your talents - children enjoy it when a parent visits to read a book, introduce an art project, play an instrument, cook, or build something for the Center. We welcome you sharing ideas, special talents, or cultural activities with us, as well.

8. Pitch-in when we request help with projects to improve the school environment.

9. You can check the “Giving Tree” outside the Director’s office for requested donation items.

**ALL DONATIONS ARE TAX-DEDUCTIBLE!** We will happily provide you with a letter confirming your donation.

#### Grievance Procedure

We are open to and appreciate all feedback from parents. If you are having any concerns about your student please bring it to the attention of their teachers first and then the Director if needed. If your concern is with anything else please let the Director know as soon as possible so the issue can be resolved.

## **CDC Admissions, Enrollment, Placement, Schedule, Fee and Leave Policies**

### **Admissions Policy**

Before accepting a child for enrollment in our program, we want to ensure that we are able to meet the child's needs and that the fit for our program is a good one. We require that each family bring their child for an initial visit, where we can get to know the child and better understand his/her needs in the educational/care environment. Based on our intention for every child to be successful in our environment, we reserve the right to decline enrollment of an applicant if we feel we will be unable to fully meet the child's needs based on our limited resources and/or the if the fit between the child and our program is not a good one. The decision whether to accept or decline enrollment of any child will be in the sole discretion of the Director of the Child Development Center.

### **New Student Enrollment Process**

Children will be enrolled during the entry period at the beginning of the school year (August), or as space becomes available. Priority will be given to the children on the wait list whose parent/s is/are Occidental employees or currently enrolled Occidental undergraduate students. After all spaces have been filled by Oxy employee/student children, if there are spaces remaining, children on the wait list from families in the community (Community families) may be enrolled. Priority will be given to children of Community families whose older child/ren is/are already enrolled at the CDC. After offering spaces to these Community families with younger siblings, if spaces still remain available, we will then go to our wait list of Community families to fill the remaining spots, following a "first come, first served" priority. Enrollment is not guaranteed until a signed Enrollment Contract, Tuition Deposit, signed Release form and Signed Acknowledgement page from the Parent Handbook are received from parents/guardians.

### Levels of Priority

- 1) Children on the **Oxy employee/student Wait List** whose **older sibling/s is/are currently enrolled at the CDC** (order of admission determined by the date that the child was placed on the Waitlist)
- 2) Children on the **Oxy employee/student Wait List** who do NOT have siblings currently enrolled at the CDC (order of admission determined by the date that the child was placed on the Waitlist)
- 3) Children on the **Community Wait List** whose **older sibling/s is/are currently enrolled at the CDC** (order of admission determined by the date that the child was placed on the Waitlist)
- 4) Children on the **Community Wait List** who do NOT have siblings currently enrolled at the CDC (order of admission determined by the date that the child was placed on the Waitlist\*)

\*The CDC seeks gender balance in the classroom. With this goal in mind, there may be

instances where a child of the less prevalent gender in a classroom would get priority for an opening irrespective of the priority list.

### **Fall semester entry period**

- All children will enter the program at the beginning of the fall semester (August), unless a space becomes available during the year.
- A child's second birthday must occur on or before the first day of school, in order to start attending classes at the start of the school year.
- If a child's 2nd birthday is after September 1st, he/she will be eligible to start attending classes the following fall semester, or when a space becomes available after their 2nd birthday.
- Admissions paperwork, the \$200 non-refundable Enrollment Fee and the \$200 non-refundable Tuition Deposit must be turned in by July 1 for fall semester entry.

### **Group Placement Process**

At the majority of area elementary schools, the birthday cutoff to enter Kindergarten is September 1st, meaning that children must have their 5th birthday by September 1st in order to enter Kindergarten that year. Based on this, **we work from a September 1st birthday cutoff for each of our groups**. Our goal is that Terrific Tigers are four by September 1st, Busy Bees are three by September 1st, and Hungry Caterpillars are two by September 1st. This allows for children to spend one year in each of our classrooms, not having to repeat in any of the classrooms. Some exceptions may be made, at the Director's discretion, based on particular children's and families' specific situations and the Center's ability to accommodate.

Our placement process may also address each child's developmental age and peer relationships. Teachers get to know each child deeply and understand where children are in their social, emotional, cognitive, language and physical development. They get to know each child's areas of strength and areas where they may need additional support or time to develop. A child's group placement will take into account the teachers' in-depth understanding of each child and his/her functioning at school. We welcome, and thoughtfully consider, parents' insights into their child and their preferred group placement for their child. **To ensure optimal group functioning for all children, final decisions about group placements will be made by the Director, with input from the teachers.**

### **Weekly Schedule Options**

**Busy Bee and Terrific Tiger children attend 5 full days per week.** We feel that, at these ages, children are ready for this schedule, and we don't want children to miss out on the important activities, learning and group processes that happen at school every day. 2- or 3-day plans may be made for the Hungry Caterpillar children (who are younger and just getting started in school). This is contingent on us being able to find another family who can split/share the weekly

schedule (e.g. one family attends M,W and F and the other attends T and Th). Because we don't have a separate afternoon program, we offer full-day options in all groups. Some exceptions to these enrollment schedules may be made, at the Director's discretion, based on particular children's and families' specific situations and the Center's ability to accommodate.

### **Enrollment Schedules**

All Community families attend on a 12-month schedule (mid-August to mid-August), with one (1) tuition-free week during the summer (first week in July).

Occidental families can select a 10-, 11-, or 12-month schedule when signing their Enrollment Contract during the spring prior to each school year. Only those Oxy families selecting a 12-month schedule will receive the one week tuition-free during summer break.

Children who are pre-registered for the Busy Bee or Terrific Tiger groups for the upcoming fall *may* be able to start during the summer session, pending space availability and depending on the child's previous experience with being at school without his/her parents. If a child has never attended school before, a separation/adjustment process will be necessary, which may need to take place during the more routine regular school year schedule. All incoming Hungry Caterpillar children will wait to enter school on the first day of the fall semester in August (or as their space becomes available later in the year).

For students entering during the summer session, all admissions paperwork, the \$300 non-refundable Enrollment Fee and the \$200 non-refundable Tuition Deposit must be turned in by June 1. All paperwork, including the immunization and medical forms from a physician, must be completed before the child can attend. The summer session is only open to children who are registered with completed paperwork.

### **Graduating children**

Children who have completed their final year as Terrific Tigers are eligible to sign up for weekly summer sessions following Graduation. Per the Enrollment Contract, families may select Graduation Day as their child's final day at the CDC (not attend summer), provided that they have either selected a 10-month enrollment plan (Oxy families) or have given the necessary 30 days notice for the withdrawal of their child. 30 days notice is required prior to withdrawal.

### **Enrollment Fee**

There is a one-time Enrollment Fee of \$300 due prior the child's start in the program.

### **Diapering Fee**

When a child is admitted, an additional \$100.00 monthly diapering fee will be charged if the child is not fully potty trained according to Oxy's Child Development Center criteria. At Oxy's Child Development Center, "fully potty trained" means a maximum of one potty accident, while

awake, per month. When the designated classroom teachers determine the child is “fully potty trained,” the \$100.00 monthly fee will be lifted starting the following month. The teachers determine if the child is “fully potty trained.” A child’s performance at home does not factor into what happens at school.

### **Late Pick Up Fee**

The Occidental College Child Development Center hours are 7:30 am - 6:00 pm. Parents who pick up their children after 6:00 pm will be charged a late fee of \$5.00 per minute, per child. Late fees will be added to the monthly invoice. In accordance with the payment agreement, if late fees are not paid by the invoice due date, an additional late fee of \$25.00 will be applied. Calls to the Center to notify and explain why a parent will be late does not excuse lateness, and late fees will still be assessed. Parents are responsible for their child's attendance. If you send an authorized person to pick up your child, and that person is late, the parent is responsible for paying the late fees.

### **Discounts**

If a Community parent is a graduate of Occidental College, his/her child is eligible for the 5% Alumni discount.

Community families who have two children simultaneously enrolled at the CDC are eligible for a 5% second child discount on their 2nd child’s tuition, as long as both children are enrolled full-time (5 full days).

### **Child Medical Leave**

If a child is on extended medical leave (longer than two weeks), parents may be eligible for different rates, depending on the schedule options below. A parent consultation with the Center Director is required to determine what is appropriate given the circumstances, child’s age, and progress in the program. A physician’s note outlining the expected duration of medical leave will be required in advance, as well as a physician’s authorization note prior to reinstatement to full time attendance.

#### **A. Child continues to attend, adjusts to part-time**

Parent pays a part-time rate (a prorated rate, plus 8%) during a full month of part-time attendance. One week’s written notice must be given before transition to a part-time schedule and rate.

#### **B. Child does not attend for one semester**

Parent continues to pay 50% of monthly rate as defined in the parent payment agreement to hold the student’s space during leave semester. One month’s written notice must be given before student stops attending for approved leave period.

C. Child does not attend for one year

Parent continues to pay 50% monthly rate as defined in the parent payment agreement to hold the student's space during academic leave year. One month's written notice must be given before student stops attending for approved leave period.

D. Child withdraws. Parent must provide written notice 30 days before withdrawal. Student's space is released to someone on the waitlist.

If parents want to re-enroll their child after official withdrawal, they must send a written request 30 days before entry period of each semester (in accord with fall and spring deadlines). Requests will be evaluated on available space, and will be subject to the current tuition rate as defined in the parent payment agreement. Parents do not need to re-submit a new student enrollment package or deposit for returning students. Following withdrawal, their child will be placed on the waitlist if space is not readily available.

## **OXY EMPLOYEES PARENTS (FACULTY AND STAFF)**

### **Discounted rate**

Parents or legal guardians who are Oxy employees and enrolled students may qualify for the discounted Oxy employee rate (some part time employees may not qualify). Proof of employment and legal guardianship will be required (similar to HR requirements for other benefits coverage). The employee discounted rate *cannot* be combined with the 5% Oxy alumni discount, but may be combined with the Oxy 10% second child discount. The second child discount only applies when a family has two children simultaneously enrolled at the CDC and both children attend full-time (5 full days). Oxy sibling children who attend on a less than full-time schedule are not eligible for the second child discount.

### **Grandparents that work at Occidental**

If an Oxy employee is the **legal guardian** of his/her grandchild, he/she is eligible for the employee rate. Otherwise, an employee's grandchildren are subject to Community rate. Proof of employment and legal guardianship will be required.

### **Tuition Rate Change - When Parent Stops Being an Occidental Employee**

If the parent stops being an Oxy employee, for whatever reason, the discounted tuition rate will remain in place for the remainder of the month in which the separation from Oxy occurred. The tuition rate will increase to the Community rate the month following the parent's separation from Oxy.

Per the Enrollment Contract, 30 days written notice is required prior to withdrawal.

### **Approved Medical Leave**

If an Oxy employee (not an employee's spouse/partner) goes on approved medical leave, he/she will continue to be eligible for the Oxy employee monthly rate, unless his/her employment status changes. Proof of approved medical leave is required. Different rates may apply, depending on the schedule options below. A parent consultation with the Center Director is required to determine what is appropriate given the circumstances, child's age, and progress in the program.

A. Student continues to attend full-time

Parent pays employee full-time rate as defined in parent payment agreement during period of attendance.

B. Student continues to attend, adjusts to part-time

Parent pays part-time rate (a prorated rate, plus 8%) during a full month of part-time attendance. One week's written notice must be given before transition to a part-time schedule and rate.

C. Student does not attend for one semester

Parent continues to pay 50% of employee monthly rate as defined in the parent payment agreement to hold the student's space during leave semester. One month's written notice must be given before student stops attending for approved leave period.

D. Student does not attend for one year

Parent continues to pay 50% employee monthly rate as defined in the parent payment agreement to hold the student's space during academic leave year. One month's written notice must be given before student stops attending for approved leave period.

E. Student withdraws. Parent must provide written notice 30 days before withdrawal. Student's space is released to someone on the waitlist.

If parents want to re-enroll their child after official withdrawal, they must send a written request 30 days before entry period of each semester (in accord with fall and spring deadlines). Requests will be evaluated on available space, and will be subject to current tuition rate as defined in the parent payment agreement. Parents do not need to re-submit a new student enrollment package or deposit for returning students. Following withdrawal, their child will be placed on the waitlist if space is not readily available.

**Faculty on approved sabbatical or early career leaves**

Faculty must notify the Child Center in writing of any schedule changes due to approved sabbatical or early career leaves by July 1 for the upcoming academic year. Different rates may apply, depending on the schedule options below. A parent consultation with the Center Director is required to determine what is appropriate given the circumstances, child's age, and progress in the program.

A. Student continues to attend full-time

Parent pays employee full-time rate as defined in parent payment agreement during period of attendance.

B. Student continues to attend, adjusts to part-time

Parent pays part-time rate (a prorated rate, plus 8%) during a full month of part-time attendance. One month's written notice must be given before transition to a part-time schedule and rate.

C. Student does not attend for one semester

Parent continues to pay 50% of employee monthly rate as defined in the parent payment agreement to hold the student's space during leave semester. One month's written notice must be given before student stops attending for approved leave period.

D. Student does not attend for one year

Parent continues to pay 50% monthly rate as defined in the parent payment agreement to hold the student's space during academic leave year. One month's written notice must be given before student stops attending for approved leave period.

E. Student withdraws. Parent must provide written notice 30 days before withdrawal. Student's space is released to someone on the waitlist.

If parents want to re-enroll their child after official withdrawal, they must send a written request 30 days before entry period of each semester (in accord with fall and spring deadlines). Requests will be evaluated on available space, and will be subject to current tuition rate as defined in the parent payment agreement. Parents do not need to re-submit a new student enrollment package or deposit for returning students. Following withdrawal, their child will be placed on the waitlist if space is not readily available.

### **OXY UNDERGRADUATE STUDENTS (Currently enrolled)**

Undergraduate students who are currently enrolled either full-time or part-time at Occidental College will be eligible for the Oxy employee rate. Applicants to the College will be given the community enrollment package and rates until admission and enrollment is verified. Proof of active enrollment must be provided at the beginning of each semester. Students enrolled in the spring will be eligible for the employee rate through summer.

### **Tuition Rate Change - When Parent Stops Being an Occidental Student**

If the parent withdraws, transfers or is expelled, the Oxy employee rate will be extended through the remainder of the month in which the separation from Oxy occurred. The tuition will be increased to the Community rate for the month following the parent's separation from Oxy.

Per the Enrollment Contract, 30 days written notice is required prior to withdrawal.

**PARENT HANDBOOK ACKNOWLEDGEMENT AND AGREEMENT  
OCCIDENTAL COLLEGE CHILD DEVELOPMENT CENTER**

I have received, read, understand, and expressly agree to the policies and provisions in the Occidental College Child Development Center Parent Handbook. Failure to abide by the Parent Handbook may lead to dismissal from the CDC.

Signatures:

\_\_\_\_\_

Parent/Legal Guardian

Parent/Legal Guardian

\_\_\_\_\_

Date

\_\_\_\_\_

Date

*Please sign (both parents) and return to Program Director, Laura Drew.*