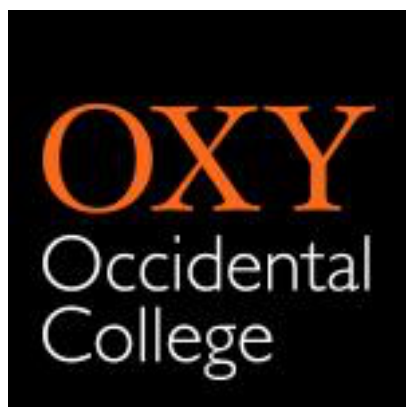




Child Development Center
Parent Handbook
2026 - 2027



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(To Be Signed By Each Parent, as a Condition of Enrollment)	

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.

OUR MISSION

The Occidental College Child Development Center is committed to helping children build a foundation for a successful future and fostering individuals who become socially responsible members of society. We are a nurturing, child-centered, and collaborative community that empowers children and families. We support the development of the whole child and strive to inspire a life-long love of learning. Through providing an environment and experiences that are intentional and responsive, children learn through playful exploration, interactions with others, and a balance of structure and choice.

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 8:00 a.m. and closes at 5:30 p.m. Holidays and other closures are listed in the yearly calendar. The daily schedule includes group time, morning snack, inside play time, outside play time, lunch, nap/rest time, and afternoon snack. We provide a balance of active and quiet activities, as well as a balance of individual, small group, and large group 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.

Lead Teachers are required to have completed a minimum of 24 college-level semester units in Child Development/Early Childhood Education, though many Lead Teachers have obtained A.A. or B.A. degrees. Assistant Teachers are required to have completed the State-required minimum

of 12 college-level semester units in Child Development/Early Childhood Education, though some Assistant Teachers, in fact, hold degrees. All Oxy CDC staff are required to participate in ongoing Professional Development, both through on-site in-service training and through attending off-site workshops, seminars, and/or 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, ethnicity, disability, religion, sex, gender, national origin, or any other characteristic protected by law in the administration of any school program or policy.

PHILOSOPHY/APPROACH

<i>All genuine learning comes through experience. ~ John Dewey ~</i>
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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. Children 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 of 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 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 encourage 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 motivation 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 consists 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 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 experience 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 seems 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 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.

Valuing Diversity - We believe that a diverse community provides a rich and rewarding experience for children, families, and staff. We strive to provide a culturally responsive learning environment in which both our similarities and our differences are considered, respected, and celebrated. In doing so, we foster children's social emotional development, as they learn about various cultures, experiences, and perspectives. To enrich school-to-home partnerships, we ask families to share their important traditions with the CDC children, as a way of broadening children's experiences and understanding of others. We create learning environments to support the children's positive self-identity. This encompasses feeling positively about one's own racial/ethnic and cultural backgrounds, family structure, gender identity, home language, and abilities. We take an "anti-bias" approach, reflecting an appreciation of diversity in our environment, curriculum materials, activities, words, and actions.

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 snacks 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

Nap/Rest Time

Every day from 12:30 to 2:30 p.m., every group has a nap/rest period.

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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 at 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 peer, but not truly playing together). Children’s motor (physical) skills really take off at this age, as children become 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

8:00 - 9:15 a.m.	Arrivals, organized free play in the Hungry Caterpillars classroom
9:15 - 10:00 a.m.	Indoor Play/Activities & Potty training/Diapering/Hand washing
10:00 - 10:15 a.m.	Group Time - Connecting, Songs, Stories, Felt Board Stories + Tuesdays yoga, Wednesdays music
10:15 - 10:30 a.m.	Morning Snack
10:30 - 11:30 a.m.	Outside Play/Activities & Clean-up

* Fridays - Campus Walk from 10:30 - 11:30 a.m.

11:30 - 11:45 a.m.	Potty training/Diapering & Washing Hands
11:45 a.m.-12:15 p.m.	Lunch
12:15 - 12:30 p.m.	Potty training/Diapering & Washing Hands Getting Settled for Nap
12:30 - 2:30 p.m.	Nap/Rest Time
2:30 - 2:45 p.m.	Waking up, Putting on Shoes, Potty training/Diapering & Washing Hands
3:00 - 3:15 p.m.	Afternoon Snack
3:15 - 3:30 p.m.	Potty training/Diapering & Washing Hands
3:30 - 3:45 p.m.	Music & Movement
3:45 - 5:30 p.m.	Outside Play/Activities on Big Yard with Busy Bees and Terrific Tigers (or Inside Play Time depending on weather, daylight, etc.) (Diapering/Pottyng, as needed, throughout the afternoon)

+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.

+YOGA PROGRAM WITH MS. NEELY - Tuesdays from 9:45 - 10:10 a.m. Ms. Neely comes to do yoga with the class every Tuesday. She leads them in yoga poses, breath work, and mindfulness.

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.

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 are 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

8:00 - 9:40 a.m.	Outdoor Play/Activities, Bathroom breaks, as needed *Fridays - 9:00 - 10:00 a.m. Campus Walk
9:40 - 10:00 a.m.	Morning Snack
10:00 - 10:30 a.m.	Movement/Group time + Tuesdays yoga
10:30 - 11:20 a.m.	Inside Play/Activities + Wednesdays music
11:20 - 11:30 a.m.	Clean-up/Use Bathroom/Wash Hands

11:30 - 11:45 a.m.	Story Time
11:45 a.m. - 12:30 p.m.	Lunch Time (as children finish lunch, they use the bathroom and wash hands)
12:30 - 2:30 p.m.	Nap/Rest Time
2:30 - 2:45 p.m.	Waking up, Putting on Shoes, Using bathroom, Washing hands
2:45 – 3:00 p.m.	Afternoon snack
3:00 - 3:20 p.m.	Story Time/ 2nd Group Time
3:20 - 5:30 p.m.	Outside Play/Activities (or Inside Play Time depending on weather, daylight, etc.) Bathroom breaks, as needed

+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.

+YOGA PROGRAM WITH MS. NEELY - Tuesdays from 10:10 - 10:40 a.m. Ms. Neely comes to do yoga with the class every Tuesday. She leads them in yoga poses, breath work, and mindfulness.

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

8:00 - 8:50 a.m.	Arrivals, Organized Free Play In Classroom
8:55 - 9:00 a.m.	Movement
9:00 - 9:25 a.m.	Group Time
	+ Tuesdays - yoga
9:25 - 10:05 a.m.	Table Activities & Indoor Play
10:05 - 10:15 a.m.	Use Restroom & Wash Hands
10:15 - 10:30 a.m.	Morning Snack
10:30 - 11:30 a.m.	Outdoor Play/Activities
	*Thursdays - Campus Walk 10:30 - 11:30 a.m.
	+ Wednesdays - music
11:30 - 11:45 a.m.	Clean-up, Use Restroom, Wash Hands
11:45 a.m. -12:30 p.m.	Lunch/Transition to Naptime
12:30 - 2:30 p.m.	Nap/Rest Time
12:30 - 1:00	Quiet Rest Time for Non-Nappers

1:00 - 2:30	Outdoor Play for Non-Nappers
2:30 - 2:45 p.m.	For Nappers: Wake up, Use Restroom, Wash Hands, Put on Shoes
2:45 – 3:00 p.m.	Afternoon Snack
3:00 - 3:25 p.m.	Second Group Time - Recap of the Day/Discussion/Announcements
3:25 - 3:35 p.m.	Use Restroom, Wash Hands
3:35 - 5:30 p.m.	Outside Play/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.

+YOGA PROGRAM WITH MS. NEELY - Tuesdays from 9:15 - 9:45 a.m. Ms. Neely comes to do yoga with the class every Tuesday. She leads them in yoga poses, breath work, and mindfulness.

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. Some groups start 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 the 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 (5-10 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 likely 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 18 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 is picking up the child on a regular basis, *please tell your child's teacher your routine is changing and someone on your authorized pick up people list will pick the child up on a given date.* Inform whoever is picking up your child for the first time he/she must provide a valid ID as proof of who he/she is. If someone other than a person on your authorized list 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: Each class has its own sign-in/sign-out clipboard. The sign-in/sign-out clipboards can be found on the side of the garage just inside the entrance gate by the parking lot. When you arrive please sign your child in on the daily "sign in/out sheet".

Sign-out: 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.

When you arrive, please help your child ask what he/she can clean up or put away before he/she leaves.

In the late fall/winter, there will be days that children are playing inside when you come to pick them up.

Late Pick Up

The Occidental College Child Development Center hours are 8:00 am - 5:30 pm. Parents who pick up their children after 5:30 pm will be charged a late fee of \$5.00 per minute, per child. We ask that parents arrive by 5:25 p.m., at the latest, and that they plan ahead to allow for sufficient time to complete all end of day tasks (collect belongings, use the restroom, etc.), so that they are able to walk out the gate with their child by 5:30 p.m. The late fee relates to when a parent walks out the gate with their child, not when they arrive.

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, CROCS, 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. 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 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

We like to help children celebrate their birthdays at school with their classmates. If a family would like to bring in a special snack/treat or gift bag for their child's birthday, parents should make a plan with their child's teachers, at least a week in advance. In general, children can celebrate their birthday on or near their child's actual birthday. However, when a class will have more than 2 birthdays within one calendar month, we will set up one day that month when all

children's birthdays can be celebrated.. This is to limit the amount of sugary treats served at school.

Special Snacks Plans (Birthdays and Special Occasions) - Allergy Considerations

Please make arrangements with your child's teachers, at least one week in advance, if you'd like to bring treats for the class.

All treats must be peanut-free. In some cases, classes may have other restricted food ingredients - e.g. other nuts), in which case the treats would need to be free from these ingredients, as well, to ensure the safety of all children in the class. If there are any life-threatening/severe food allergies, these foods will be excluded from the classroom/group.

When there is a child with food allergies, it is the responsibility of that child's parents to ensure that their child has an appropriate snack for their child at school. We ask for parents to make plans in advance, so that we can inform the parents of any children with allergies, and they can arrange to send a special treat that their child can eat on the designated day. We can also store some shelf-stable snacks for children with allergies (cookies, etc.), to have on hand for such occasions.

It is *not* the responsibility of the parent bringing the snack to ensure that they bring a snack that the child/ren with allergies can eat. If the parent bringing the snack wants to take the extra steps of doing the research to find or make an allergen-free snack (and also contact the parents of the child with allergies to ensure that the snack is safe for their child), they may do so. However, these extra steps are not *expected* of the parents who are bringing the snack.

Field Trips

Currently, the Center does not take field trips that require transportation in vehicles. Walking field trips around the Oxy campus are taken weekly, and walking field trips in the community surrounding Oxy may be taken occasionally.

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** - Teachers will provide their own email addresses, and you can also always email Laura, and she will make sure your note makes it to your child's teachers.
- **Text us** using the Remind App.
- **Learning Genie Parent App** - The LG app does have a two-way messaging feature.

Parents should not expect immediate replies from teachers, as they need to focus on caring for the children. For time-sensitive messages, please call the school or contact Laura Drew. Teachers will not utilize the LG app outside of work hours.

- **Write us a note** - you can write a note and hand it to us in the morning or place it on the classroom bulletin board, in the teacher note area.
- **Call the office** - if we don't answer, you can leave a message, and Laura will make sure that the message is received by the appropriate person/s.
- **A quick "download" of info 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.
- **Drop by Laura's Office** - Laura has an "open door" policy, so feel free to drop in and ask to speak with her.
- **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.

Communicating Concerns

If you have any concerns, we want to hear from you. Our hope is that you will feel very comfortable coming to any of us with any concerns, and our goal is to listen, be receptive, and work with you to resolve the issue. You can speak with your child's teachers or the Director. If the concern is more than a minor one, we ask that you please be sure to contact the Director (in addition to the teachers, if you have spoken with the teachers).

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. 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. **Please ensure that at least one parent is reachable at all times via cellphone/text. If we are unable to reach you within 30 minutes (or within 5 minutes at the very end of the day), we will proceed with contacting the Alternate Pick-up Persons you have listed on your Emergency Contact Information sheet.**

The Learning Genie Parent App is another way that teachers will communicate with families. Teachers may post photos/videos of children's daily activities, as well as descriptions of what the class has been doing. Teachers will also use the Learning Genie app to send private and group messages to families.

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/VOLUNTEER ROLES

We strive for the CDC to be a vibrant, supportive, and inclusive community where everyone feels valued, welcomed and empowered to thrive! To build the strongest, most nurturing community, we believe in the importance of collective participation – each family's unique contributions can help our community flourish.

We recognize that families play the most vital role in shaping their children's values. Children are deeply influenced by the behaviors and values they see put into action in the adults closest to them. When parents model and embody values like kindness, compassion, respect, and commitment to community, children are more likely to adopt these values themselves.

Children also develop a deeper sense of pride and confidence in their own daily care and education when they see their parents engaging with and valuing their early education program. One meaningful way that parents can show this support is by contributing their time, energy and talents to our shared community.

While tuition supports much of what we do, it does not cover the full cost of the high-quality care and education that the Oxy CDC is committed to providing. Family involvement through volunteering and participation plays a vital role in helping us maintain and enrich our program for every child and family we serve, while also contributing to keeping tuition costs as low as possible.

For all of these reasons, we invite and encourage all Oxy CDC families to actively participate in the life of our Center. Your involvement not only strengthens our program, but also fosters the building of community and connection, creating a warm and welcoming space for everyone.

Our Parent Participation Program has many ways for parents to volunteer and participate. We understand that everyone's circumstances are different, and we encourage you to take part in the ways that work best for your family. Each family's participation may look different, based on their unique set of circumstances, talents, and interests.

Volunteer Options

A. Parent Workdays:

- There are 3 or 4 Parent Workdays scheduled throughout the school year. They are announced well in advance, so pick one that works best for your family and put it on your calendar. We are thrilled if families want to participate in multiple Parent Workdays during the year, as we can always use the help!
- Parent Workdays are a great way to connect with other families and contribute directly to the care and upkeep of our shared space.

B. Assist with Supportive Roles Outside of Parent Workdays

- Fix-it jobs/handy/construction jobs outside of Workdays
- Assist with a particular expertise/talent – Word Press/web design, filming/film editing/production, graphic artwork, photography, etc.

- Cleaning/organizing around the Center
- Gardening
- Checking for spiders/safety of facility
- Assisting the teachers with jobs around the classroom
- Running errands for the Center
- Doing work at home to assist the teachers/Center (sewing, handy work, etc.)
- Make baked goods or other yummy treats for the teachers
- We welcome other ideas, if you have other ways you'd like to contribute

C. Participate on a Committee

- Committees meet an average of 5-6 hours per year, so participating on a Committee would likely fulfill most of a family's hours.
- Volunteering to participate on one of our program's Committees is a great way to meet with parents in the program. It also allows you to play an important role in supporting our program's successful functioning.
- Committees: Social, Parent Teacher Appreciation, Fundraising, Parent Advisory.

D. Volunteer in the Classroom

- Read a book
- Do a cooking project
- Do an art project
- Share a talent
- Share a family tradition/something of cultural significance/Holiday
- Assist during a specific project where the teachers need more adult support
- We welcome other ideas, if you have other ways you'd like to participate in your child's classroom

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). Please feel free to make a plan with your child's teachers to come in and participate in the classroom.

We are so grateful for the many ways that parents contribute to making our community such a special place!

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 include 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

Young children are still learning emotional/self-regulation, impulse control, and how to make good choices. They also may not always understand the consequences of their actions. Therefore, young children often need our guidance and teaching, in order to make safe and appropriate choices and experience learning for the future. Children of this age need for limits to be set in a clear, consistent manner with follow through. If a limit is set, it needs to be followed through with, in order for the children to internalize the limit and learn self-discipline for the future. Providing a child with appropriate alternatives when redirecting unwanted behavior is very important, as well as helping the child to understand and express the feelings and needs that may be motivating their behavior.

With young children, verbal directives alone are not always effective, unless accompanied by some physical redirection, as well. Every effort is made to allow children the agency and independence to navigate our environment, make choices, and be in charge of their own bodies. Sometimes it may be necessary for our guidance to come in the form of a teacher physically guiding a child's body. Any intervention in which a teacher physically guides a child is aimed at preserving the safety of the child and/or others. A child is always offered a chance to do what is being asked on their own, prior to a teacher's intervention. If physical guidance is necessary, children are guided gently and treated with dignity and respect, with a goal of helping them learn from the experience.

No Use of Corporal Punishment or Harsh Language

We do not use corporal punishment of any kind, nor any form of discipline that involves inflicting pain or serves to humiliate, embarrass or lower self-esteem of the child. The use of threats, intimidation, ridicule and derogatory language by staff is not accepted behavior in

handling children's behavior. All inappropriate behavior will be redirected by using strategies that provide learning experiences for the child.

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 Conference 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.

Child Who Repeatedly Physically Injures Others

Young children are still learning to control their impulses and are developing their language skills. Sometimes, especially in children with few language skills, a child may use physical means (pushing, hitting, biting, scratching, pulling hair, etc.) to express their feelings or needs, rather than using their words. They may lash out in a physical way towards peers and/or teachers. Developmentally, use of some physical means of expression is common, and part of our role is helping to acknowledge the child's feelings/needs and model safer, more acceptable

ways for them to express themselves. This is part of the typical social-emotional learning process for young children.

When a child injures another child or teacher, at school, we support the child in a process of repair and resolution (have the child check on the injured child/teacher, see if there is a way to help them feel better [an ice pack, a hug, etc.] and talk about anything that needs to be processed/resolved).

In addition, it is an important part of the learning process for parents to reinforce the same messages/values/expectations with their children at home – to sit with the child and revisit what happened, help the child process what occurred for them further, offer and role play more constructive ways for children to express their feelings and needs, and echo the value that we should try to treat others gently and kindly because everyone wants to be treated in this way.

Unfortunately, children can sometimes fall into a pattern of repeatedly hurting others over a period of time. If a child exhibits a pattern of repeatedly injuring others (teachers or peers), this is a situation that needs resolution. A child who repeatedly injures others creates an environment of unpredictability, fear, and anxiety for everyone. We are not sufficiently staffed to provide constant one-on-one supervision for any one child. Teachers must be available to assist all children in a group. We are unable to provide a teacher to constantly shadow one child, to prevent the child from injuring others, in the event that such a situation persists over a substantial period of time.

When a situation arises where a child is repeatedly injuring others, a meeting with the child's parents will be held as immediately as possible. Best efforts will be made to resolve the issue through collaboration with the parents – trying to determine the source of/reasons for the child's pattern of hurting others, working collaboratively with parents to address the underlying causes, creating an action plan for school setting, etc. If, after a reasonable period to allow for change (to be decided during meeting with parents – generally no more than 2 additional weeks), the child continues to physically hurt others, it will be requested that the parents: 1) keep the child home for a period, to allow the child a break from school and the ability to shift into a different place, behaviorally (period of time determined on a case by case basis) 2) potentially seek professional support for the child – emotional support, developmental assessment, etc. as needed based on the specific reasons for the child's behavior.

If the child returns after the period of break from school and continues to hurt others repeatedly, then the child's enrollment in the program may be terminated. It is our obligation to create an environment of trust, safety and predictability for all children, as well as for our teaching staff.

Recommendations for Additional Developmental Assessment/Services:

The Oxy CDC strives to ensure that each and every child has access to the best possible education and care, informed by their individual needs. Oxy CDC staff are continually observing children's developmental progress, areas of strength, and areas needing additional support. If the Oxy CDC staff have any questions or concerns about a child's development, behavior, and/or (non-medical) individual needs, they may ask to meet with the child's parent(s) to share their observations and gather more information. Because communication, cooperation and collaboration between parent(s) and the Oxy CDC staff is essential to supporting the child's success in the child care environment, parent(s) are expected to respond to these requests for additional information in a timely manner.

If Oxy CDC staff believe that a child might benefit from outside resources (speech therapy, occupational therapy, physical therapy, play therapy, socialization groups, etc.), they will communicate this to the child's parent(s) and request that they pursue such assessments/outside services. If a child's behavior causes repeated disruptions or safety concerns within the child care environment, and does not improve through good-faith collaboration and efforts among the Oxy CDC staff and parent(s), the child may be unable to continue enrollment in the program. If at any time the circumstances indicate that a child may have a disability, the Oxy CDC will follow the process described in the section of this Handbook titled "**ADA/Accommodations Policy.**"

Dismissal Policy

The Child Development Center aims to provide a supportive environment for children as they learn and grow, and our trained and expert staff understand that children may sometimes require particular kinds or levels of support, such as during major life transitions. However, the Child Development Center may dismiss a child from the school where a child is found to present a health or safety risk to him/herself or to others, 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.

Emergency Notification - Remind App

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 these numbers to find out about our status.

Out of State Emergency Contact Numbers:

Christine Williams: (919) 557-7474

If Christine does not pick up, you can try:

Wayne Williams: (919) 576-6262

Injury/Incident Policy

If your child is injured while at school, you will be informed. For lesser injuries, you will receive an "Accident/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/text to inform you (as well as filling out the Accident/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 first, and then will call you to inform you.

Policies Regarding Notifying Parents of Injuries

Any injury to a child will be reported to parents in writing using the Accident/Incident Report forms. This includes:

- Any serious injury to the child
- Any visible injuries to the child
- Any other injury that parents should be aware of

Injuries that may require medical attention will also be reported to parents in a timely manner via phone/text, as well as to our Licensing Agency.

Injuries that require a call/text to parents:

- Bumps to the head that are hard enough to present possible risk of concussion (any that are harder than a light bump)
- Bite from another child that breaks the skin
- Broken bone
- Sprained joint
- Injury/impact to teeth (teeth loose, gums damaged)
- Injury to the eye
- Deep cut/laceration
- Split skin (may require stitches)
- Child not using part of the body normally

Policies/Protocols Regarding Notifying Parents of Significant/Concerning Incidents

Parents will be informed of any incident that is out of the norm for their child's daily experiences.

Examples kinds of incidents require written notification through Accident/Incident Report form AND immediate notification of parents through phone call or text:

- Any incident in which a child has been endangered in some way
- Any incident in which a child is inconsolable for more than 30 minutes
- Significantly atypical behavior in a child

Examples kinds of incidents require written notification through Accident/Incident Report form same day:

- Parents will be notified if their child hurts another child
- A significantly atypical or concerning interaction between a teacher and a child

Some incidents will be reported to parents in ways other than phone, text or Accident/Incident Report such as: verbally, through notes on the child's daily forms (Hungry Caterpillars), through separate notes put in the parents' mailbox, through email, etc.

Typical daily, expected daily occurrences for preschool children and/or the particular child may not necessarily be communicated with parents.

Policies/Protocols Regarding Notifying Parents of Alleged Serious/Concerning Incidents

If there is an allegation made that a child was involved in a significant or concerning incident involving a teacher, we will notify parents, same day, by calling them (usually the Director). Parents will also receive notification in writing through the Accident/Incident Report form. If the parents would also like to have a follow up in-person meeting, one can be arranged. If it is alleged that a child's personal rights were violated, a report will be made to Child Care Licensing, and investigation will be initiated.

Policy Regarding Picking Up an Ill or Injured Child

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 before calling you). Please do your utmost to ensure that, at least, one parent (or caregiver able to pick your child up) is reachable by phone and/or text at all times.

When children are ill, they need to be isolated from their peers, to avoid spread of the illness. Your child will be isolated and comforted until the parent, guardian or other pick up person arrives. It may be 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.**

Each family must fill out an Alternate Pick-up Person Contact Information sheet, providing the name and contact number for, at least, one person we can contact if we are unable to reach you. **If we are unable to reach you within 30 minutes, the person(s) on your alternate pick-up list will be contacted to come get your child.** Please be sure to alert the person(s) on your list that they may get a call from the Oxy CDC to come get your child quickly.

Illness Policy

The goal of the Illness Policy is to help reduce the spread of disease at the Center - to limit spreading illnesses to both children and teachers (teachers who are sick need to stay home, too). While we cannot prevent all illnesses, we may be able to reduce the incidences and severity. We are required by our Licensing Agency (Community Care Licensing) to ensure that "children with obvious symptoms of illness, including but not limited to fever and vomiting, are not accepted"

into our care (Title 22 Regulations). The Illness Policy is one important layer in our strategies to limit the spread of contagious illnesses. It supports a healthy learning environment for all.

Requests Regarding our Illness Policy:

- 1) **If your child has *any new symptoms of illness*, please keep your child home and reach directly out to Laura Drew, via email through the Remind app.** Laura is responsible for managing all cases of illness and ensuring that proper protocols are followed, so she needs to be directly informed.
- 2) We request that you please err on the side of caution when evaluating whether your child is well enough to attend school.
- 3) Each case of illness may need to be addressed individually. Please don't hesitate to reach out to Laura Drew, to confer about your child's specific illness situation. Laura will work with you to determine the best next steps.
- 4) If you bring your child back to school after an illness because you feel your child is ready to return to school, but you are contacted to come pick your child up, *please honor the teachers' assessment of the situation*. The teachers are observing your child and how he/she is functioning at school, and if they feel that he/she is not quite ready, please trust and honor their assessment.
- 5) If your child becomes ill while at school, you will be contacted to come pick your child up. We ask that parents pick up their child ***within 1 hour after the message was sent***. If we ***cannot reach a family within 30 minutes***, we will reach out to the Alternate Pick-up People that the family listed in their initial Enrollment Paperwork. Children must be isolated away from peers when they are sick, and we cannot provide sick child care. Families who may not have the flexibility to pick their child up on short notice should have a back-up child care option in place for such instances.
- 6) If you take your child to the pediatrician due to an illness, please ask for the doctor to provide a doctor's note specifying the diagnosis and when the child is considered non-contagious and cleared to return to school.

Illness Procedures

- 1) **If your child experiences any of the symptoms of illness, even mild ones:**
 - a) **Keep your child home.**

- i) **Your child should remain home until the necessary conditions for return have been met, for the health and safety of others** (see below).
- ii) More than likely, when a child has cold symptoms, he/she will require more than one day out of school, in order for symptoms to improve sufficiently for him/her to return to school (see conditions for return below).
- iii) Our preference is for families to keep their child home for a minimum of 2 days after the onset of symptoms, so that their child passes through the most contagious period prior to return.

b) Reach out to Laura Drew to inform her via email or the Remind app.

2) Your child can return to school when ALL of the following conditions are met*:

- a) Your child has been **fever-free for, at least, 48 hours** (without fever-reducing medicine) – *fever-free means at their normal temperature.*
- b) Your child feels **basically back to him/herself** except for some mild, lingering cold symptoms (light congestion, mild and intermittent cough). He/she has no other symptoms of illness and is **generally feeling and functioning well.**
- c) **Your child's cold symptoms have started to improve.**
- d) If any lingering cough is present, it is **fairly mild and intermittent.**
- e) Your child's runny nose is **not impacting his/her general functioning at school:**
 - i) **The nose is not so consistently runny that it he/she is having to wipe his/her nose and go wash his/her hands continually, change masks frequently,** and mucus is under control enough that the child is **not spreading mucus around on other surfaces** (on the toys, in the playdough, etc.).
- f) For any illness that requires medication/treatment (e.g., strep throat, pink eye, impetigo, pneumonia, etc.), the child has been on the medication long enough to be considered non-contagious (per pediatrician instructions).

*Please see conditions for return for other illnesses listed below.

Other General Illnesses/Conditions That Require Exclusion from Child Care

Children should not attend school with the following symptoms/conditions:

- Lice (presents of nits in the hair). A child must be nit-free in order to return to school.
- Fever (temperature 100 degrees or above) – must be 48 hours fever-free to attend (without fever reducing medicine) Fevers tend to spike in the late afternoon or evening, so please be sure that your child has had a full 48 hours without symptoms before returning.

- Diarrhea within the last 24 hours (with more than one loose movement in a day, a child will be sent home)
- Vomiting in the past 24 hours
- Nausea or severe stomach cramps
- Headache or stiff neck
- Severe coughing
- Labored or rapid breathing
- Jaundice/yellow look on skin/in eyes
- Unusually dark (tea colored) urine
- Redness, irritation, tearing, discharge in the eyes (that cannot be explained by recent irritants being introduced into the eye).

For bacterial pink eye, children must be on medication for a full 24 hours prior to returning to school.

For viral pink eye, a child can return when the pediatrician determines the child will no longer be contagious.

- Impetigo (child care return after being treated with antibiotics for a full 24-hour period)
- Unexplained rash (especially with oozing or pus-filled sores)
- Mouth sores that might indicate Coxsackie/Hand, Foot & Mouth Virus
- Very sore throat, especially with spots in the back of the throat (possibly Strep Throat)
- A continually runny nose, especially if accompanied by other symptoms
- COVID-19 - see COVID-19 Illness Policies

Children should be feeling well-enough to have a good day at school, in order to attend. If a child is too lethargic/unwell to participate in daily activities, the child is not well enough to be at school.

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
- Hysterically or inconsolably upset
- Feeling general discomfort or seeming unwell
- Loss of appetite

Seasonal Allergies

If your child has cold-like symptoms and you believe that these symptoms are due to ongoing, seasonal allergies (e.g., you and/or your child have/has a history of allergies), you can have your pediatrician confirm that the symptoms are due to seasonal allergies, and your child can attend school with a doctor's note confirming the presence of allergies and outlining the symptoms that present when your child's allergies are active. However, we do request that, if your child is

going to attend school while allergy symptoms are present, your child should be on a daily dose of children's allergy medicine (e.g. Claritin, Zyrtec). This helps children manage their day more comfortably, and it helps identify that we are not dealing with contagious cold symptoms.

Medication Administration Policy

- 1) The CDC will obtain emergency medical treatment for a child without specific instructions from the child's authorized representative if that person(s) cannot be reached immediately, or if the nature of the child's injury or illness is such that there should be no delay in getting medical treatment for the child. A child may be transported to the closest emergency medical facility by ambulance. Parents will be contacted regarding any medical emergencies. Every child must have a signed consent form on file authorizing emergency medical treatment (except as specified in Cal. Code Regs. Tit. 22, Section 101220).
- 2) Parents should check with the Director to ensure that the CDC can agree to administer a particular medication to their child. There may be some medications that we are unable to administer, due to particular complexity or risk.
- 3) Medications commonly prescribed for typical childhood illnesses, such as antibiotics and eye drops, as well as child-safe non-prescription medications, fall into the category of medications that CDC staff will, generally, agree to administer (if items 4-6 below are met).
- 4) We will also keep on hand and administer medications that are needed for life-threatening conditions, such as asthma and anaphylactic-level allergies (inhaler, epi-pen, etc.), as prescribed by the child's pediatrician. Parents must provide us with a copy of the prescription for such medications, as well as a note from the pediatrician describing the conditions under which teachers should administer these emergency medications. Parents must fill out the medication form with open-ended dates for the year (LIC 9221 – Parent Consent for Administration of Medications).
- 5) If a child does not readily allow a teacher to administer a medication, we will ask that a parent or another authorized person administer the medication to the child for the duration of the prescribed period.
- 6) In preparing medications, all parents must follow all requirements of the California Code of Regulations on Child Care Center Licensing (Title 22, Division 12) regarding medication administration:
 - a) Each container shall have an unaltered label.
 - b) All prescription and non-prescription medications shall be maintained with the child's name and shall be dated.
 - c) Prescription medications shall be administered in accordance with the label directions as prescribed by the child's physician.
 - d) For each prescription medication, the parents must provide, in writing, approval and instructions from the child's authorized representative for the administration

of the medication to the child (using form LIC 9221 – Parent Consent for Administration of Medications).

- e) The instructions from the child's authorized representative shall not conflict with the label directions as prescribed by the child's physician.
- f) Nonprescription medications shall be administered in accordance with the product label directions on the nonprescription medication container(s).
- g) For each nonprescription medication, the parents must provide, in writing, approval and instructions from the child's authorized representative for the administration of the medication to the child (using form LIC 9221 – Parent Consent for Administration of Medications).
- h) The instructions from the child's parent shall not conflict with the product label directions on the nonprescription medication container(s).

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 to 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 asking 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 they 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.

Nap/Rest Time

Nap/Rest Time Licensing requirements

Licensing regulations state that children must be provided with a rest/quiet period daily.

- Children’s daily schedule must include some “rest and relaxation”. All children must be “given an opportunity to nap or rest without distraction or disturbance.”
- Children who want/need to nap/sleep must be allowed to do so.
- Children should be allowed to sleep until they wake up on their own. We resume normal activity in the room at the end of nap time, and teachers may gently encourage a late napper to wake up, but teachers will not forcefully wake children.
- A child who is disruptive to the sleep of other children (yelling, running around, etc.) needs to be removed from the room, so that the disruption does not violate other children’s personal right to sleep.

The Importance of Sleep

Sleep is important for all of us, because it’s a time for rest and recovery, allows our brains to form new pathways, and is a chance to replace chemicals and repair muscles. Sleep is especially important for young children, because a lot of important brain development and overall growth happens while children sleep. Sufficient sleep helps children to be their healthiest and happiest selves throughout the day.

Varying Sleep Needs

Preschool children usually need some amount of rest during the day to provide downtime for their bodies to rejuvenate. However, sleep is highly individualized. Children’s nap schedules may vary depending on age, temperament, and individual needs. Some children consistently take naps until the late preschool years. Other children are less predictable—taking cat naps here and there, even from early infancy. On average, 2-year-olds need 11 – 14 hours of sleep each 24-hour period, which usually includes a 1- to 2-hour nap. On average, Preschool children (3 to 5 years) need 10-13 hours of sleep each 24-hour period, which may include a nap of 1 hour or more. Most children grow out of their nap by age 5.

We strive to be responsive to each child’s unique sleep/nap needs. Provisions will be made for all children’s varying sleep needs, including provisions for early risers, provisions for late sleepers, and provisions for children who don’t nap.

Collaboration with Parents

Collaboration with a child’s family helps us to successfully meet the child’s individual sleep needs.

- We request that parents communicate directly with their child’s teacher about whether or not they would prefer for their child to have a daily nap.
- We request that parents communicate any special requests or concerns they have

regarding their child's nap time directly to their child's teachers.

- We request that parents share information with us about their child's bedtime/naptime routines at home and what things they have found help their child settle, relax, and go to sleep
- We request that parents keep us updated about their child's nap patterns at home/sleep needs and inform us when they believe that their child is beginning to grow out of their nap (may no longer require a nap as part of their daily schedule).
- If we notice that a child is becoming more resistant to napping on a regular basis, and parents have not yet communicated with us about a change in their child's sleep schedule, we will reach out to parents to make a plan for their child's nap time, moving forward.

Nap/Rest Time Protocols

- We set the stage for rest/sleep by turning off the lights in the classroom and playing soothing music. We keep talking to a minimum, and when we do talk, we use whispering voices and ask the children to do the same. We try to create a calm, restful environment in the classroom, which promotes rest and sleep.
- For children who don't nap or whose parents are fine if they don't nap, the only expectation is that children rest quietly (sitting, lying down, any position) on their mats for 30 minutes (until 1:00 p.m.).
- If a child needs an activity to do, in order to be able to rest quietly on his/her mat for the 30 minutes, the child can do a quiet activity on his/her mat (books, puzzles, drawing, etc.).
- Children whose parents want them to nap will generally be given a longer time on their mats to fall asleep (longer than 30 minutes), as determined in consultation with the child's family.
- If a child whose parents want him/her to nap is not asleep by 1:30 p.m. (or another time frame decided upon with the particular family), we assume that the child will not nap on that day. If the parents approve of this plan, and we have sufficient teacher coverage outside (there are not too many children outside already to maintain appropriate ratios), these children can go outside to play. If the parent prefers for the child not to play outside, or we don't have sufficient teacher coverage outside that day, the child can do a quiet activity on their mat (books, puzzles, drawing, etc.) until the end of nap time.
- We can provide physical comforting (e.g. rub a child's back, stroke a child's hair, etc.) to help a child relax and go to sleep. If a family would prefer for their child not to be helped in this way, they should let their child's teacher know. We also seek to be respectful of children by asking if they would like to be comforted in these ways (e.g. "Would you like for me to rub your back?")
- Children whose parents want them to nap may be asked to lie down, and may be gently guided to lie down, but they will not be physically forced to lie down.

- Children cannot and will not be forced to sleep.
- If parents want their child to nap every day, but the child is consistently resisting sleeping/resting, we will ask for a meeting with the family to get on the same page about nap time expectations/plans.
- A child who is disrupting other children's ability to sleep (yelling, running around, etc.) will be brought out of the classroom (outdoors or to the office) and helped to calm, self-regulate, quiet down, etc. and then given a chance to return to his/her nap mat. An attempt will be made to understand why the child is having difficulty remaining calm and quiet, and steps will be taken to address the reasons/needs behind the behavior. For example, if the child is bored, he/she will be offered a choice of activities to engage in. In some cases, it may help the child to sit on a teacher's lap in the nap room, rather than their own mat. If, after such attempts to understand and meet the child's needs, the child remains disruptive to the sleep of other children, the child may be brought into the office to rest or sleep, supervised by a teacher or the Director. If the child is one who needs to take a nap, we will try to help the child settle and go to sleep in the office. If the child is one that does not need to take a nap, he/she can join the children who go outside to play at 1:00 p.m.

If your child soils his/her nap sheet and/or blanket, these will be sent home for washing, to be returned the next day.

Meals and Snacks

Morning snack, lunch, and afternoon snack are provided daily. Morning and afternoon snacks are prepared on site, and lunches are provided by Oxy's Campus Dining. We serve 1% milk and water at each eating time. 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 children's 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 snack options provided, as well as the weekly lunch menu can be found on the parent login portion of our website. We also try to post the lunch menu on the fence, near the entrance/exit gate, by the parking lot.

Families who wish to opt out of our food service plan, due to their child's specific dietary restrictions (e.g. food allergies), and who can present a doctor's note stating that their child should have a specialized diet provided from home, can receive a discount on their monthly

tuition. Please contact Laura Drew to discuss the possibility of an alternate food plan and commensurate discount.

Families may provide additional food/drinks from home, as long as they follow the Center's policies regarding excluding certain foods (see below).

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 Preadmission 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 have 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 (your child's group may also have other restricted food items, and you will be informed, if this is the case).
- 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.
- Please do not send foods that are listed as choking hazards, or if possible cut foods in pieces small enough that they no longer present a choking hazard. Cylindrical foods like carrots and hot dogs should be sliced lengthwise. Cheese, meat, fruit, vegetables, etc. should be cut into cubes/pieces that are smaller than ½" wide. Small round foods, such as grapes and cherries, should be cut in half or quarters. Popcorn, raisins, dried fruits, and nuts are also on the choking hazard list, so please don't send these to school with your child.

Potty/Toilet Training Policies

During the first month of school for your child, your child's teachers will assess your child's potty-training level, based upon your child's patterns while at school. Children who are in the potty-training process will be required to come to school in pull-ups. This needs to be a school policy so that areas of the school are not contaminated with bodily fluids. Underwear is reserved for when a child has mastered potty training (at home and at school). The message given to children should be that, when they are ready to consistently put their pee and poop in the potty/toilet each day, they will wear underwear to school. Each child should have an adequate supply of pull-ups and wipes at school, as well as extra changes of clothing in their cubby, at all times.

How do I know if my child is ready to begin potty training? Your child:

- Has the receptive language skills and ability to follow simple directions.
- Has emerged from the phase of negativity where "no" is the usual response to any requests (but it is important that he/she is able to say "no", to make his/her own decisions, since toilet training has to be your child's decision and accomplishment).
- Understands that things have a place that they go and can put things where they belong.
- Announces that he/she has peed/pooped in his/her diaper.
- Shows interest in the toilet and watching others use the toilet.
- May pretend to use the potty fully clothed; may act out having stuffed animal/baby doll "use the potty".
- Is able to pull his/her own pants up and down (loose fitting pants/shorts with elastic waistbands highly recommended during this phase, to help child be successful)
- Remains dry for at least 2 hours at a time during the day.
- Has regular and predictable bowel movements.
- Seems uncomfortable with soiled or wet pants.
- Has asked to wear underwear.

If your child has mastered most of these skills, then he/she is probably ready to start toilet training. If your child does not have most of these skills or has a negative reaction to toilet training, it may be best to wait a few weeks. Starting the process too early can actually delay the process and cause tears and frustration. Toilet training is much easier when the child is ready. Since potty training is a process, it requires the support of both parents and teachers.

Signs That a Child is Not Ready for Toilet Training:

- Stands at the potty and then pees on the floor
- Doesn't want his/her diaper taken off at all (screaming/struggling when parent tries).
- Takes his/her diaper off and then has a bowel movement on the floor.
- Appears comfortable/happy to sit in a soiled diaper.

- Goes off to hide in a corner or closet to have his/her bowel movement.
- Shows any resistance whatsoever to using the potty/toilet.

When a child is ready to start potty training, one way that parents can help with the process at school is to start the day and end the day by taking your child to the restroom. This helps children understand that mom and dad have the same bathroom expectations as the teachers at school. Teachers will take children to the restroom at regular times during the day. While a child may not actually use the potty every visit, we will be working with them to go through the motions. Children should wear clothing that can be easily pulled up and down (no onesies, overalls, belts, tight fitting pants, etc.) They must come to school in a pull-up. Learning to use the potty or toilet is a significant event in the life of a young child. Toilet or potty training is a process that each child goes through at their own pace. Needless to say, no two children are alike and we do not have a one size fits all policy. The staff is always ready to help answer any questions you may have.

Children should be involved in the process of learning to wipe themselves after going to the bathroom - and encouraged to be more and more independent in this process as they age and develop. We ask parents to encourage children to participate in the process of wiping at home. Remember that by the time children enter public school (which is at 4 for TK), teachers do not help with the wiping process at all, so children will need to be totally independent in this regard by that age.

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 to 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.

Child Care Licensing

Inspection Authority

As a licensed childcare facility, Child Care Licensing (Department of Social Services) has the authority to interview children or staff, as well as to inspect and audit child or facility records, without prior consent or approval from parents. Upon request from Licensing, we are required to make provisions for private interviews with any children or staff members and for the examination of all records relating to observing the physical condition of the child(ren), including conditions that could indicate abuse, neglect, or inappropriate placement.

Reporting Requirements and Process

We are required to report to Community Care Licensing:

- Any outbreak of any contagious/communicable illness that occurs at the Center
- Any breach of a child's personal rights
- Any injury that requires medical treatment

If a child is involved in an injury or incident that requires the Oxy CDC report to Licensing, parents will be notified, same day, via phone call, by the teacher or Director, in addition to a written Accident/Incident Report.

Parents will be given accurate and timely information about what happened to their child (or was alleged to have happened), although names of teachers/children may be withheld for privacy/confidentiality.

Children's Personal Rights

Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:

- To be accorded dignity in his/her personal relationships with staff and other persons.
- To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
- To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
- To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
- To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.
- Not to be locked in any room, building, or facility premises by day or night.
- Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

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 with 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 our Amazon Wish List for requested donation items, as well as the list of items

that we can always use, which is posted in the hallway by the parent mailboxes and on our website. **ALL DONATIONS ARE TAX-DEDUCTIBLE!** We will happily provide you with a letter confirming your donation.

10. Communicate concerns/feedback promptly: We are open to and appreciate all feedback from parents. If you are having any concerns about your child, please bring it to the attention of their teachers and the Director. If your concern/feedback is about something other than your child please let the Director know as soon as possible, so the concern/feedback can be addressed.

Oxy CDC Admissions, Enrollment, Placement, Schedule, Tuition/Fee and Leave Policies

Admissions Policy

Before accepting a child for enrollment in our program, we require that each family bring their child for an initial visit, where we can get to know the family and child and better understand their goals, alignment with the philosophy and structure of the program, and needs and expectations in the educational/care environment. Our intention is for every child who is admitted to be successful and thrive in our environment. 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, following the receipt of any requested forms and information and an initial visit with the child and their family.

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 Oxy employee/student children have been offered spots, 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** whose **sibling(s) graduated** from the CDC within the last few years (recent graduate previous families).
- 5) Children on the **Community wait list** who do NOT have siblings who are, or have previously been, enrolled at the CDC (order of admission determined by the date that the child was placed on the wait list*).

*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 the child's 2nd birthday falls between the start of school and September 1st, the child can start on or after his/her 2nd birthday.
- If a child's 2nd birthday is after September 1st, he/she will be eligible to start attending classes the following fall semester
- Admissions paperwork, the \$300 non-refundable Enrollment Fee and the \$700 non-refundable Tuition Deposit must be turned in by July 1 for fall semester entry.

ADA/Accommodations Policy

Policy: The Oxy CDC aims to foster an inclusive and welcoming environment for children. It is the Oxy CDC's policy to comply with the Americans with Disabilities Act (ADA), Unruh Civil Rights Act, and other applicable federal and state laws to ensure equal opportunity for children with disabilities.

The Oxy CDC will make reasonable accommodations to qualified children with known disabilities to enable equal access to the Oxy CDC educational programs, services, activities, and facilities - unless doing so would constitute an undue hardship or necessitate a fundamental alteration to the program.

Reasonable Accommodations: When a child's disability has been disclosed or is apparent, the Oxy CDC will initiate a timely and good-faith interactive process with the parent(s) to determine what, if any, reasonable accommodations can be provided. The Oxy CDC may request medical documentation to support an accommodation request.

If a request for reasonable accommodation is granted, the CDC will monitor to ensure the accommodation is effective for the child. If circumstances change or the accommodation is not effective, the CDC will continue to have interactive discussions with the parent(s) to determine if an alternative accommodation may be effective. Parent(s) are expected to engage in the interactive process in good faith and in a timely fashion. In rare circumstances, where an accommodation would pose an undue hardship or necessitate a fundamental alteration to the program, a child may be unable to enroll and/or their enrollment may be discontinued.

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.**

Attendance Schedule

All children attend 5 full days per week. In general, children are ready for this schedule and adapt well. We find that, when children attend the full week, they tend to settle in and form bonds with peers and teachers quickly, plus they don't miss out on all of the important activities, learning, and group processes that happen at school every day. Because we don't have a separate afternoon program, we offer full-day options in all groups. Parents are in charge of what time of day they decide to pick their child up. If they feel that their child needs a shorter day on some days, they are welcome to pick their child up early on any given day. Or sometimes families choose to have "family days" and keep their child home on certain days. This is, of course, up to each family's discretion.

Enrollment Spots and Tuition Payments

When you enroll your child at the Oxy CDC, you are paying for an enrollment spot, not for individual days of attendance. Parents are expected to pay the full month's tuition each month, even if they are unable to, or choose not to, bring their child to school. All tuition is due, regardless of illness, being asked to keep your child home due to our illness policy, behavioral/disciplinary removal, vacations, holidays, breaks, late arrivals, early pick-ups, or emergency-related closings of classrooms or the Center of any kind (such as due to public health emergencies/pandemic), except as outlined below (in Center Closures). No reimbursement of

tuition will be granted. If a closure longer than two weeks is necessary, any excess tuition payments already on account would be applied as a credit to future weeks of enrollment. To ensure their child's enrollment, parents must re-register their child(ren) for the following year. It is understood that there will be an annual increase in tuition rates each August at the start of the new school year.

Center Closures

The Center (or particular classrooms in the Center) may need to close, to protect the health and safety of children, staff and families, in certain instances, such as fire, earthquake, wildfires, extreme weather, natural disasters, public health emergencies, bomb threat/terrorist threat, civil unrest, power/water outage, insufficient teacher coverage, or other conditions that render safe operations impossible. Whenever possible, we will give as much advance notice of closure as we can. In some cases, we may need to close without warning.

When the Center (or a particular classroom) must close due to an emergency situation (as stated above), tuition charges will be handled in the following manner. For up to the first week of closure, full tuition will be due. If the closure lasts longer than one week, for up to the full second week of closure, 50% of tuition will be due. If the closure lasts longer than two weeks, parents would not be obligated to pay tuition for the period between the start of week 3 and the day that the Center reopens. During a closure where at least 50% of tuition is being paid, teachers may be able to offer online/remote learning options for families (if teachers are ill or furloughed, this would not be possible). Past the 2-week point, it is also possible that the teachers might be able to offer an online option, but this would require that families pay a fee.

Public Health Emergencies

In the event of a public health emergency, decisions about operations and/or closure will be made in consultation with Occidental College and through considering the guidance of the Centers for Disease Control, the Los Angeles Department of Public Health, Child Care Licensing, and other local, state and federal guidance. To ensure the safety of children, staff and families, we will monitor the situation and take into account the guidance and suggestions from the authorities on the situation. Decisions made by Oxy CDC will consider the safety of children, staff and families. We may be forced to close the Center (by the Department of Public Health), or we may deem closure necessary to protect the health and safety of children, staff and families.

When we are in operation during a public health emergency, we may have to alter operations and policies, in order to comply with local health guidelines and to protect the health and safety of children, staff, and families.

Public health emergencies may necessitate alterations to policies and operations. These may include, but are not limited to, such things as: reduced hours of operation, additional fees,

changes in the illness policy, limited entry to the building/facility, limitations on what may be brought to the Center, changes in staffing, reduced enrollment capacity, required attire (e.g. face masks), daily schedule, group functioning, food service, etc.

Enrollment Schedules

All Community families attend on a 12-month schedule (mid-August to mid-August). Oxy employees who have a 9- or 10-month employment contract with Oxy may select a 10-, 11-, or 12-month schedule. Oxy employees who have an 11-month employment contract with Oxy may select an 11- or 12-month enrollment option. All Oxy employees who have a 12-month employment contract (year round employees) will be on a 12-month enrollment plan.

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 \$700 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 attend during the summer. 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 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, non-refundable Enrollment Fee of \$300 due prior to the child's start in the program.

Tuition Deposit

There is a one-time, non-refundable Tuition Deposit of \$700 due with the Enrollment Contract. This deposit holds a child's spot in our group. This deposit is held on account until the child's last month of enrollment with us and is then applied to the last month's tuition (when a family is up to date on their tuition). The Tuition Deposit can be rolled over from year to year.

Late Pick Up Fee

The Occidental College Child Development Center hours are 8:00 am - 5:30 pm. Parents who pick up their children after 5:30 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

Because of the already generous discount that Oxy employees receive on their tuition, no additional discounts are possible. If a Community **parent** is a graduate of Occidental College, his/her child is eligible for the 5% Alumni discount.

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 may qualify for the discounted Oxy employee rate and receive priority for enrollment. 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 any other discounts.

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 of the child from the program.

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 discounted 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 of the child from the program.

**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. I understand that failure to abide by the policies in the Parent Handbook may lead to my child's dismissal from the Oxy CDC.

Signatures:

Parent/Legal Guardian

Parent/Legal Guardian

Date

Date

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