

American River College  
Child Development Center

# Family Handbook



Child Development Center  

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**AMERICAN RIVER COLLEGE**

4700 College Oak Drive  
Sacramento, CA 95842  
(916) 484-8651

<https://arc.losrios.edu/student-resources/child-development-center>



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## **About the Program**

The Child Development Center provides full day and part day early care and education program for infants, toddlers and preschoolers while their parents attend classes and/or work. The Centers are licensed by the State of California, Health and Human Services Agency, Department of Social Services. The program operates according to the Manual of Policies and Procedures of the Community Care Licensing Division, Child Care Center Licensing Requirements, Title 22 and California Department of Education Title 5 regulations, and Welfare Institution Codes. The program is subsidized by the Office of Child Nutritional Services, Child and Adult Care Food Program. In addition, these programs serve as a laboratory for preparing future Early Childhood Education teachers to work in various capacities with young children. Our center will provide children with a quality early care and education program that meets individual children's needs, and provides opportunities for children to engage in a variety of activities to enable them to become respected members of a community of learners.

Each classroom teacher holds a Child Development Permit issued by the California Commission on Teacher Credentialing. Each teacher's biography is posted outside the classroom doors. The teachers are dedicated to providing children with an optimal early care and education program. This is accomplished by focusing on all aspects of development, including a child's mind, body, emotional security and social competence.

The American River College Child Development Center serves as the main laboratory site for students in the Early Childhood Education Teacher Preparation Program. These two are partners in the Early Childhood Education Department at American River College, and are a part of the Health & Education division at ARC.

The Child Development Center is located on the East side of Campus (CDC 300) adjacent to classroom CDC 350. Below are the CDC phone numbers:

CDC Office	(916) 484-8651
CDC 301	(916) 484-8955
CDC 302	(916) 484-8954
CDC 303	(916) 484-8952
CDC 304	(916) 484-8936
CDC 305	(916) 484-8942
CDC 306	(916) 484-8946

## **American River College Vision and Mission**

### **Our Vision**

Transform the future of all students and our community through inclusive, equitable education.

### **Our Mission**

American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

American River College, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.

### **Our Commitment to Social Justice and Equity**

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community.

### **American River College Indigenous Land Statement**

We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.

### **Program Accreditation**

The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research.

The ARC Child Development Center is a proud recipient of NAEYC Accreditation, which is the gold standard of a quality program in the field of Early Childhood Education. Read more about NAEYC accreditation here: <https://www.naeyc.org/our-work/families/value-naeyc-accredited-program>

## **CDC Philosophy Statement**

The staff at the ARC Child Development Center, which includes the classroom teachers, program director, CDC clerk, ECE faculty and Instructional Assistant, as well as student employees and practicum students, share a common belief, purpose, mission, values and commitment to children and families.

### **Image of the Child**

We respect the child as a unique, whole person, as citizens with rights. We believe that children are competent, creative, imaginative, innovative, capable, independent and thoughtful human beings. We see children as scientists, researchers and physicists who are curious about exploring the world around them with an unstoppable thirst for knowledge. Our curriculum is child-initiated, which gives them opportunities to experiment, problem solve, and explore. We provide open-ended exploration that allows children to reach their full potential in the moment of discovery, forming meaningful connections in the brain.

### **Role of the Intentional Teacher**

We see childhood as an important, precious time, not just a race to adulthood. We have great respect for the child and the child's ideas, and center our daily routines around the child's interests and needs. We enjoy helping children see themselves as capable, independent and thoughtful. We acknowledge and validate children's feelings by providing kind, respectful, and responsive interactions. Our focus is to develop secure attachments and trusting relationships with each child and their families. As we constantly weave together our classroom community, we build a sense of belonging and a warm, welcoming, loving, compassionate empathetic atmosphere. As intentional teachers, we serve many roles to support children's learning experiences: mediator, conflict negotiator, facilitator of play and learning, storyteller, brain architect, objective observer and positive role model. We believe that teachers are co-learners, co-researchers, and collaborators with children. As lifelong learners with abundant education and experience, we approach everyday with joy, excitement, and curiosity about the discoveries that children will make.

### **Families as Partners**

We believe that families are the experts on their children, and are their children's first and lifelong teachers. We are here to support you, and happy to be on the journey with you. We have an open-door policy; families are always welcome in the classroom. We understand that we all come from different cultural backgrounds, and we appreciate when you share your skills, ideas and experiences with our classroom community. We understand the challenges families face in regard to balancing work, school and family, and we are committed to supporting you. Each semester, we offer family workshops and gatherings in order to form a community among families and staff, and exchange ideas for promoting healthy growth.



## **Anti-Racist & Anti-Bias Commitment**

We are committed to fostering anti-bias dispositions that enable children to respectfully engage with a range of people they encounter in their classroom communities, and in the wider community. We strive to be culturally competent and responsive. There are several ways we carry out these goals. The first of these is our own on-going learning process through professional development to become aware of our biases and to foster positive self-identity for children and adults by modeling acceptance and discussing our differences. We provide classroom materials in many languages and cultural images including books, photos, and materials that are representative of children and families. We actively seek to show respect for the individual and home beliefs by involving families in center culture. We invite families to bring items from home: songs, books, or other items that represent their family values, beliefs, culture and traditions. We also share our own culture, language, and traditions with children. We discuss issues of racism and sexism in the classroom as they occur, in order to help children develop a positive self image and learn coping strategies that they can use throughout their lives. By having these group discussions, we are creating positive experiences that build trust and respect amongst children and teachers, as well as fostering kind friendships.

## **Environment as the Third Teacher**

The Child Development Center was designed with concepts of the Reggio Emilia philosophy, where children are deeply respected and the environment is lovingly created just for them, always evolving to accommodate children's needs, interests, and abilities. Natural lighting, distinct playspaces, and child-sized furnishings made of natural wood create a calm, comfortable and beautiful environment, promoting social skills, language, and open-ended play. We create beautiful classroom environments with flexible materials and thoughtfully designed play spaces to allow children to freely explore, discover, play, learn, and create. Children and families see themselves reflected in the classroom, creating a sense of belonging with family photos and culturally relevant objects in a warm, welcoming environment. Everything in the classroom has a purpose and has been intentionally chosen to adapt to children's evolving interests. Our classrooms are flexible and always evolving and changing to the groups' needs, providing a balance of predictability and the excitement of new materials.

## **Emergent Curriculum**

We believe the children ARE the curriculum. Our curriculum is emergent and organic - it grows out of children's activity, play and interests. We spend time in the reflective curriculum planning cycle that begins with observation and documentation of children playing, which leads to reflection, planning, and implementation. We watch for recurring themes and children's understandings, developmental growth, and underlying questions. Our observations guide our curriculum as we create customized opportunities for children to deepen their thinking, represent their understandings, and encounter new perspectives. As we follow children's lead, we bring in a variety of related materials to further learning. By providing meaningful, relevant, individualized activities,

our curriculum is meaningful and relevant to children's lives. While it may seem like 'just play' and 'messy fun', there is a tremendous amount of learning that is documented by the teachers.

### **Children & Teachers as Co-Researchers**

We view children as competent seekers of relationship and meaning, who are our co-researchers in the quest for learning. We support children's ideas, allowing the child space to observe the surroundings, giving them opportunities to form questions, hypotheses and opinions of what they are investigating. As teachers watch, they offer guidance, support and open-ended questions, which encourages further contemplation. Learning alongside children and exploring and looking for tools and materials for enhancing learning opportunities creates a reciprocal journey of learning and open-ended exploration.

### **Constructivist Classroom Community**

We create a constructivist classroom community where all voices are heard and respected. Children are involved in making decisions as they navigate relationships and learn how to live in a community with others where everyone belongs and is valued. We acknowledge children as individuals, and respect their learning styles, abilities, and temperaments. In addition to social learning, there is a tremendous amount of cognitive learning through constructivist activities. Hands on, cooperative learning experiences provide opportunities for children to expand their thought processes and consider multiple perspectives. Social emotional learning is enhanced as teachers' facilitate conflict resolution, which models problem solving strategies for children and how to navigate strong feelings.

### **Documentation**

By documenting children's learning, we are better able to understand each individual child's learning progress. We value the learning moments in the classroom, and observe and document so that we can reflect, interpret and plan curriculum that meets the needs of the current group of children. Our documentation provides a window into understanding what the child is communicating, and helps us give them language to express their thoughts, ideas and feelings. Noticing small details and the importance behind them, as well as recognizing the intentions behind the children's actions, allows us to better understand what the play means and what the child is trying to figure out. Learning moments are made visible to families in a variety of ways, both digitally and in the environment.

### **Our Identity as a Laboratory School**

In addition to providing high-quality child care for student families, we also are an instructional lab school providing hands-on experience to train Early Childhood Education practicum students to be teachers in the workforce. We work as a collaborative team to support lab students: ECE practicum faculty, ECE Instructional Assistant, mentor teachers and program director. All members of our team are well educated, qualified, experienced, dedicated, collaborative, and respectful of each other's

roles. We provide a quality learning experience with dedicated mentors and model classrooms with a design to inspire them and emulate in the field of early childhood education. In addition, the center provides an opportunity for students from a variety of majors to observe and learn about young children.

### **Role of the Lab Mentor**

Every teacher deserves a mentor who is dedicated to encouraging and supporting their growth and learning journey. Lab mentors provide a model for students to learn from and collaborate with during their lab. Mentors provide guidance, take time to listen, and are available to answer questions throughout the course of the student's time with us. Throughout the semester, mentors invite students to participate in the routines and activities with children, and provide a safe environment for learning. Mentors provide feedback and encouragement, without judgment, which nurtures their growth and acknowledges their accomplishments.

### **Image of the Lab Student**

Lab students bring to their classroom their own strengths, experience, diverse dreams and goals as they are exploring career options. We appreciate how eager they are to learn, how capable they already are, and how they are willing to take risks as they learn new skills and approaches to teaching as they become part of the teaching team. One of the many benefits of having lab students in the classroom is the ability to provide individualized, enthusiastic attention and interactions with children.

## **PARENT INVOLVEMENT**

Our center is not only here to serve children, our center is also here to serve families. The center's success in working with families depends on hearing from them - we value our family's thoughts and ideas.

Every family comes to us from different circumstances and with different points of view. We respect the parent/child (family) relationship, support its growth, understand it as a process, and trust its outcome.

Families are welcomed and valued; parents and staff are partners in learning to work together. When parents and staff communicate, children's needs are met more effectively. When parents participate, it enhances children's learning. We encourage parents to share their time and talents in the classrooms whenever possible.

This is a family friendly center...our doors are always open. By being supportive and nurturing to each other, we create a caring community for all who walk through our doors.

Parents need not make an appointment to visit; families are welcome anytime. However, when a longer conversation is needed with the CDC Supervisor or classroom teacher, it is best to make an appointment to ensure availability.

Parent events are planned during the school year. Topics for meetings are determined from parent requests on the "Family Needs Assessment" form in the application packet. Our Parent Advisory Council, the "Junior Beaver Boosters", is established each semester and meets throughout the year to discuss Center policy, rules and programs.

## **PROGRAM INFORMATION**

### **DAYS OF OPERATION**

The Child Development Center is closed on all holidays observed by the Los Rios Community College District. Please refer to the CDC Operations Calendar for the specific dates each semester. The Center is closed for all college recesses.

### **PARENT CONDUCT**

The center provides a safe environment for all children. A safe environment is one where children can feel secure and where the adults coming into the center treat others with respect and consideration. The following are examples of adult behavior that will help children feel safe while they are at the center:

- ❖ Speak in a friendly, calm voice – refrain from yelling

- ❖ Use positive language when speaking with children and teachers; refrain from threats and never swear or name-call
- ❖ Refrain from using any form of corporal punishment while at the center, even if it is used at home
- ❖ Inform a teacher if a child is misbehaving; allow teaching staff to handle redirection
- ❖ Allow children adequate time to finish what they are doing and separate from friends when at pick up. Give a five-minute warning and during this time sign-out, find children's belongings and talk with classroom teachers
- ❖ We are a cell phone free facility. Cell phones must be off and out of sight in our facility so that we can all focus on the children.
- ❖ ARC is a smoke-free campus

In the event that a conflict does arise between a family member and a staff member or another family, please bring the matter to the Program Supervisor immediately. Every effort will be made to resolve the issue, however should a solution not come from this meeting, families can elevate the issue to the Dean of Health and Education or the Vice President of Administration.

By following these rules of conduct, we help create a safe atmosphere for children.

We appreciate your cooperation!

### **CUSTODY/ RESTRAINING ORDERS**

It is the family's responsibility to provide a copy of custody or restraining orders to the office. A copy of the order is filed with campus police. This enables them to assist if a problem arises. We want to be sure that families and children are safe at all times.

It is our policy to abide by all effective temporary restraining orders or emergency protective orders until that document is no longer in effect. We must have a court order stating that the restraining order is no longer in effect. A verbal or written notification by the parent is not sufficient.

### **EMERGENCY AND SAFETY PROCEDURES**

In case of an accident or injury to a child, the Center will notify the parent immediately. In emergency cases, when the parent cannot be reached, the CDC Supervisor or Site Supervisor will call the Health Center. The nurse will take the necessary steps to care for the child. If necessary, 911 will be called. An emergency card and Consent Authorization are on file at the Center for each child. Stay available by phone in case of an emergency.

When children have a **minor** accident, an accident card will be completed by a teacher and attached to the sign-in sheet. Please initial this card and return it to the classroom teacher; accident cards are kept in children's files. Office staff are happy to make a copy if needed.

Fire drills are conducted monthly. Caregivers are trained on what to do in case of a fire or other emergency. Evacuation plans are clearly posted in the classroom.

Our teachers have been trained in Pediatric and Community First Aid and CPR.

In the case of a natural disaster that requires relocation, the children will be taken to the American River College Campus Gym.

Our outer gates are alarmed and used for emergency exit only. Families may enter through the front doors of the center only. Our front doors are equipped with a remote locking and unlocking feature to reduce unauthorized access to our building.

## **NUTRITION**

Breakfast, lunch and nutritional snacks are served to the children. The meals are provided as a part of the regular program and subsidized by the Office of Child Nutritional Services, Child and Adult Care Food Program.

High nutritional standards in planning and implementing the nutritional program are maintained. The menus meet the USDA Child Care Food Program Meal Pattern requirements and other dietary guidelines and recommendations. An Allergy Statement signed by a physician must be on file for children with food allergies.

Meals are served family-style. In accordance with the Healthy, Hunger-Free Kids Act of 2010, 1% milk is served to all children age two and older. Water is accessible at all times. New foods are offered to the children in an effort to expand their awareness of foods. No child is ever forced to eat. Learning is a large part of the nutritional program. Children are offered opportunities to participate in the preparation of snacks as part of the program curriculum.

Menus are posted in the classrooms. Office staff can make a copy if needed.

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

The USDA Program Discrimination Complaint Form, found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or call (866) 632-9992 to request the form. Complainants may also write a letter containing all of the information requested in the form. Send completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or by fax (202) 690-7442 or by email at [program.intake@usda.gov](mailto:program.intake@usda.gov). Individuals who are

deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

**Note:** The only protected classes covered under the Child Nutrition Programs are race, color, national origin, sex, age, or disability.

## **FOOD ALLERGIES**

An Allergy Statement signed by a physician must be on file for children with food allergies. Families who have food preferences must list them on the “Allergy Special Diet Statement” and every effort will be made to make appropriate substitutions; however, only children with a disability statement signed by a physician are required to have substitutions provided to them.

## **PARKING**

Park in the designated student parking areas and walk with children. Strollers may be left outside the entrance of the Center. The 20 minute designated parking spaces in front of the Centers are intended for parents picking up ill children, parents/children needing special assistance or emergency situations. Cars parked over 20 minutes may receive a parking citation.

**Do Not Park** in yellow “Staff” spaces at any time. These spaces are reserved for teachers. If teachers do not have a place to park, then they will not be here to care for children. **Do Not Park** along the red curb. This is for emergency vehicles only and campus police will issue a ticket. Please use caution and help children learn to stay close when walking in the parking lot. ***NEVER leave children unattended in the car.***

## **GUIDANCE**

The children that attend the Center are free from corporal or unusual punishment, infliction of pain, humiliation, ridicule, coercion, threat, mental abuse, or other actions of punitive nature, including but not limited to: interference with the daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning. (Title 22 101223)

We provide a positive emotional environment to the best of our ability. Some of the strategies we use with children are:

- Providing clear limits for safety and respect for others
- Offering alternatives to undesirable behavior instead of punishment
- Acknowledging children’s feelings and accomplishments
- Promoting a safe environment that allows children to make choices and exercise independence

## **CLOTHING**

Please send children in **comfortable play clothes** that can be soiled and the child can easily remove without help (easy zippers, large buttons, elastic waistbands, no belts). We have a garden where children are involved in planting and harvesting; we have an art studio for experiences with a variety of mediums, many of which are messy; we use glue and play in sand... children learn through experience and experiences may stain a shirt :)

Shoes should be worn that fasten securely. (i.e. no flip-flops or slippers). There are shoe baskets near the doors of the classrooms; please encourage children to place their shoes in the basket if they remove them during the day.

Please send children with a sweater or jacket on mornings when the weather is cool.

Children **must** have a change of clothing at the Center for days when accidents occur. **All clothing should be labeled**, including jackets and sweaters. The Center is not responsible for items that are lost. Clothing borrowed from the Center must be laundered and returned the next day. Please check children's cubbies daily for soiled clothing.

## **CELEBRATIONS**

The teachers understand how important and exciting it is to celebrate birthdays. Due to allergies, healthy nutrition guidelines, and NAEYC accreditation standards, we ask that parents not provide treats for birthday celebrations. We encourage children to bring their favorite book from home to share during group time.

## **CURRICULUM**

The ARC Child Development Center curriculum follows the Reggio Emilia Approach, which is an educational philosophy based on the image of a child with strong potential for development and a subject with rights, who learns through the hundred languages belonging to all human beings, and grows in relations with others.

We believe children are capable of constructing their own learning, that they are collaborators and learn through interaction within their communities, and that they are natural communicators and should be encouraged to express themselves however they feel they can.

All of these principles are the foundation of our curriculum, which allow for change and adaptation depending on the values, beliefs and experiences of the families we serve each year.



## EXPLANATION OF CURRICULUM AREAS

CURRICULUM AREAS	BASIC GOALS	IMPLEMENTATION
Outdoor	Large muscle development Participation in directed play Self-confidence Eye-hand coordination	running, sliding, jumping, pulling, hopping, pushing, skipping, throwing, galloping, catching
Cooking/Food Prep Nutrition	Small muscle development Cause and effect Memory & Problem solving Nature of foods Group work/language development	cooking projects, meal times
Art	Exploring colors Cause and effect Expressing individuality Small muscle development Freedom to express feelings and ideas Exploring materials	paper, paints, paint brush, solitary activity, coloring, chalk, pasting, collage, cutting, construction
Music	Large and small Muscle development Rhythm Listening Sound discrimination Left/right concept	Instruments, records, dancing, singing, tumbling, clapping
Sand and Water Play	Group interaction Problem solving Cause and effect Discrimination between wet and dry Eye-hand coordination	digging, pouring, shoveling, lifting, molding, sinking and floating
Blocks and Woodworking	Explore construction Math concepts Cause and effect Use muscles Problem-solving	Blocks, other props, such as cars, people, figures, etc., hammering, grasping, assembling, and disassembling
Science	Problem solving Cause & effect Physical Science	Experimenting, observing change, animals
Math	Problem solving Communicating mathematical ideas Estimation Measurement Converting Mathematical concepts	Analyzing, speaking, writing, graphs, measuring quantity, numbers, geometry
Literacy	Language development Rhyming Early Writing Behaviors	Library; Book In Bag, indoor/outdoor reading, small group, rhyming games, nursery rhymes, writing instruments, daily sign-in

## **Desired Results Developmental Profiles (DRDP)**

The DRDP is an assessment tool that measures a child's understanding, skills, and behaviors in a range of domains, determining their developmental level along a developmental continuum. Classroom teachers complete a DRDP for each child in their caregiving group. Teachers are trained on the process for completing the DRDP upon initial hire, and on an ongoing basis through professional development training. Classroom teachers meet to go over the results and use the data to inform curriculum choices.

[An Overview of the DRDP \(2015\) for Families](#)

### **Environment**

The classroom environments are set up to encourage children to explore their interests and find ways to learn that are meaningful to each child. Experiences that are planned are adaptable to meet the different developmental levels of the children participating. The planned curriculum can change based on emerging interests of the children.

We strive to meet the different developmental needs of all of the children. We do our best to help dual language learners to understand and grow in our curriculum. We have staff that speak languages other than English and utilize them in helping our classroom's multilingual community. If a child's primary language is one other than English, families are encouraged to share some common words and phrases that can be used in the classroom.

## **Parent and Teacher Communication**

### **Parent Conferences**

Parent conferences are scheduled with classroom teachers twice per year. Conferences are an opportunity for teachers and parents to share information on children's growth and development. Teachers are available throughout the year to answer questions.

Parents are encouraged to talk with teachers on a daily basis and share any changes that may be happening at home. For example: Divorce, death of a pet, moving, separation, etc. When parents and teachers communicate, children's needs are met more effectively.

Please be aware that a teacher will not be able to engage in a lengthy conversation while they are caring for children. Please ask the teacher when they'll be available to talk or schedule a parent meeting if more time is needed. Office staff can leave a message for teachers as well.

### **Parent Library**

The center maintains a library of reference books and pamphlets on topics of interest to parents. Books are located in the lobby.

## Family Resources

Resources for families are listed on the ARC Child Development Center website. Check back frequently as new resources are added often. <https://arc.losrios.edu/cdc>

The college has many resources to assist students in accomplishing educational goals. Some of these are: Counseling, Assessment, CARES, EOP&S, Financial Aid, Learning Resource Center, Health Center, and Tutoring. See the [Student Services Resource Center website](#) for details.

## Jr. Beaver Boosters

The Jr. Beaver Boosters is a group of Child Development Center stakeholders (families, teachers, and staff) that gather on a regular basis to discuss and plan upcoming events, fundraisers and family involvement.

### The Purpose of Jr. Beaver Boosters is....

- To help bring families together by planning events that benefit parents and children.
- To help the Child Development Center by coordinating fundraisers to raise money for special activities and equipment.
- To collaborate with Child Development Center staff to choose topics for parent events.

### Get Connected!

We encourage all parents to find a Jr. Beaver Boosters activity that suits them. Choose fundraising, attend events, or serve as a council member and make a difference!

## Example Daily Schedule

7:30 - 8:30:	Arrival/Handwashing/Health Check
8:45 - 9:00	Breakfast
9:00 - 11:00	Indoor/Outdoor Play
11:00 - 11:15	Group time
11:15 - 11:45	Lunch
12:00 - 12:30	Departure for morning children
12:30 - 2:00	Nap/Rest
2:15 - 2:30	Snack
2:30 - 3:45	Indoor/Outdoor Play
3:45 - 4:00	Departure

Los Rios Community College District Child Development Centers  
Policies and Procedures - see next page

# **Los Rios Community College District**

## **Child Development Centers**

### **Policies and Procedures**

**American River College • Cosumnes River College • Sacramento City College**

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The Child Development Centers of Los Rios Community College District provide full and part day early care and education programs for children. The Centers are licensed by the State of California, Health and Human Services Agency, Department of Social Services. The program operates according to the Manual of Policies and Procedures of the Community Care Licensing Division, Child Care Center Licensing Requirements, Title 22 and California Department of Education Title 5 regulations. The program is subsidized by the California Department of Education, Early Education Division, the California Department of Social Services, Child Care and Development Division, and the Child and Adult Care Food Program. Our programs also work collaboratively with the college Early Childhood Education (ECE) Department faculty to serve as classroom labs for college students preparing for a future as an ECE professional. Our centers provide children with quality early care and education that meets their individual needs, as well as support families with a variety of services to help them achieve their educational, professional, and/or personal goals.

#### **ADMISSION and ELIGIBILITY**

Admission to the Center will take into consideration the child's full schedule including childcare provided outside the Center and work study/student work requirements. Families must meet eligibility requirements regarding income and need as established by the California Department of Education, Early Education Division. Applications are screened according to eligibility guidelines, assigned a priority number and enrolled according to the regulations of the California Departments of Education and Social Services. Families are enrolled based on their priority number and status as described in the LRCCD Child Development Centers Family Enrollment Priorities - addendum 1.

If the basis of need is educational training, child care and development services shall be limited in total to 6 years from the initiation of services based on enrollment in educational programs. Student families must be making satisfactory academic progress for their children to remain enrolled in the child development center by earning a 2.0 grade point average or higher. Student's academic progress will be checked at the recertification appointment. The first time the parent does not meet the standards for adequate progress, the parent may continue to receive services for one additional certification period to improve progress.

#### **ARRIVAL and PICKUP PROCEDURES**

The parent or designated adult is required to bring and pick up the child(ren) at the center. The parent or designated adult must use a full signature when signing the child in or out of the center. (Title 22 Section 101229.1) Extended family and friends are asked to wait in the lobby while parents/guardians pick up their child(ren).

A child(ren) will not be released to anyone other than the parent or legal guardian unless their name is listed on the Identification and Emergency Form (LIC700). The adult picking up the child must have photo identification and be at least 18 years of age.

Families that consistently fail to follow their contract schedule will be required to meet with the

CDC Supervisor to determine a plan of action to meet the needs of the family and follow center guidelines.

#### Late Pick Up

When a child is picked up after their scheduled pick up time, or after the center is scheduled to close, the following procedures will take place:

1st late pick up: Parent(s) will be given a verbal reminder of their scheduled hours; staff will note the date, time and person that gave the reminder in the child's file.

2nd late pick up: Parent(s) will be notified of the late pick up in writing. Written reminder will include the date and time of the first and second late pick ups.

3rd late pick up: Parent(s) will be required to meet with the CDC supervisor to determine whether the family needs additional support, and to help the parent(s) make a plan for on time pick up.

4th late pick up: Second written warning will be given, notifying the family that another late pick up will result in termination from the program.

5th late pick up: Notice of Action will be issued that child care will be terminated.

If a child is not picked up when the center is scheduled to close, and staff are unable to make contact with the enrolled parent or anyone listed on the child's Identification and Emergency Form (LIC700), Campus Police will be contacted to take the child(ren) to the Children's Receiving Home of Sacramento.

### **ATTENDANCE and ABSENCE POLICIES**

Families are required to notify the center/classroom before 8:30 am each day if their child(ren) will be absent. Failure to notify the center regarding the absence of a child may result in an unexcused absence.

Each absence must be explained and documented. The California Departments of Education and Social Services have very specific attendance guidelines. Excused absences include illness/quarantine or doctor appointment of the child or parent; court ordered visitations are excused with appropriate documentation. Family emergencies such as no transportation, bereavement of family members or illness of siblings are excused.

Each child is allowed ten "Best Interest" days per academic year (July to June). These days may be used for vacations, visiting family, canceled classes etc. All "Best Interest" days over ten are unexcused absences. If a family has excessive unexcused absences, the supervisor will meet with the family to determine if there are support services needed. When a child has been absent and the family has not been in communication with the center or responded to communication attempts, a Notice of Action to disenroll the family will be issued after 30 days.

### **CIVIL RIGHTS COMPLAINT PROCEDURE**

All Los Rios Community College District Child Development Centers participate in the USDA, Child and Adult Care Food Program. In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender

identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

**mail:**

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

**fax:**

(833) 256-1665 or (202) 690-7442; or

**email:**

Program.Intake@usda.gov

**This institution is an equal opportunity provider.**

## **CLOTHING**

Children should wear comfortable play clothes so they can easily dress and undress without assistance (easy zippers, elastic waistbands, no belts, etc). This will help reduce bathroom accidents.

Shoes should be worn that fasten securely (i.e. not flip flops) and allow the child to run and climb safely.

Paint, sand and water activities are an important part of our program. Children should wear clothes that can be easily washed. All children MUST have a change of clothing at the Center for days when accidents occur. All clothing should be labeled; the Center is not responsible for lost items.

Children should have a sweater or jacket on cool mornings. Children go outside every day except in severe weather.

Families should check children's cubbies daily for soiled clothing. Any items borrowed from the Center must be laundered and returned as soon as possible.

## **CONFIDENTIALITY**

All staff are required to respect a code of confidentiality concerning information about children and families enrolled in the center. Families are encouraged to share any information about children with the program supervisor and classroom teachers. Information about children will be shared only on a "need to know" basis. Staff respect the privacy of the children and families and respond to their needs as professionals. The disclosure of all information pertaining to the child and their family shall be restricted to purposes directly related to the administration of the program. All information pertaining to a child's family is confidential and will not be disclosed without the parent's written consent.

## **DIAPERS**

The centers of the Los Rios Community College District have met with their individual Family Advisory Councils and it has been determined that the families will provide diapers for their own children. This is a cost the program is not able to assume. Families that need financial assistance purchasing diapers should consult with their teachers or supervisor to see if college resources are available.

## **EQUAL ACCESS**

At Los Rios Community College District, we value equity and diversity. That's why we work toward just and fair inclusion into a society in which all people can participate, prosper, and reach their full potential.

No person shall be unlawfully discriminated against, harassed, or excluded from any benefits, activities, or programs because they possess of any of the following characteristics (actual or perceived):

- Ethnic group identification
- Race or color
- Sex, gender, gender identity, or gender expression
- Pregnancy or childbirth-related condition
- Sexual orientation or sexual identity
- Religion or religious creed
- Age (over forty)
- National origin or ancestry
- Physical or mental disability
- Medical condition
- Political affiliation or belief
- Military and veteran status
- Marital status

In addition, retaliation against a person who files a complaint, refers a matter for investigation, participates in an investigation, or serves as an advocate for a complainant or respondent is prohibited by district policy.

In order to help children to the best of our ability, it is important that families disclose any special needs a child may have. If a child has an Individual Educational Plan (IEP) or an Individual Family Services Plan (IFSP) please be sure to give a copy to the office so our staff can help meet the goals of that plan while the child is attending the Child Development Center. CDC staff are available to attend families' annual IEP meetings in order to contribute to the plan and learn how to best support the child.



## **FAIR HEARING POLICY**

In accordance with California Department of Education, Early Education Division guidelines, if services are changed or discontinued, families will be given a Notice of Action stating the action date and the reason for the action.

If a family is terminated from the program for any reason or does not agree with a judgment and/or decision made regarding eligibility for services, families are entitled to a fair hearing. The procedure for requesting a fair hearing is on the reverse side of the Notice for Action.

## **FEES**

Fees for subsidized families are set by the California Department of Education (Title 5 Regulations, sections and non-subsidized fees are set by the Los Rios Community College Financial Office based on the Sacramento Regional Market Rate for childcare services. All fees, when applicable, are paid in advance and within one week of the invoice date. There is no fee credit or refund of payment for days missed due to illness, etc. Child Care bills are based on the hours stated on the "Notice of Action" or "Agreement for Non-Subsidized Enrollment". Payments are made based on individual college procedures. Proper receipt of payment must be returned to the Child Development Center Office by the due date stated on the invoice. In the case of delinquent Child Care bills, families may be disenrolled and a hold will be placed on academic records.

The following factors are utilized when determining the fee to be assessed for each family:

1. The adjusted monthly family income
2. Family size
3. The child who is enrolled for the longest period
4. No adjustment shall be made for excused or unexcused absences

## **FIELD TRIP POLICY**

The Child Development Centers do not conduct any field trips off campus. The CDC's are fortunate to operate on college campuses that are rich with educational opportunities for children to explore. Teachers take children on walks to various places and departments on campus, as well as invite visitors from the campus community to share experiences with children at the center.

## **ILLNESS AND HEALTH POLICY**

Children should be kept at home when they are ill. Reasons for exclusion from care include the following:

1. Fever over 100 degrees
2. Runny noses with yellow mucus (allergy mucus is usually clear)
3. Cough
4. Diarrhea
5. Difficulty breathing
6. Sore throat
7. Rash
8. Change in the child's typical behavior

Children may return to school after 24 hours of normal temperature without the use of fever-reducing medications **and** no symptoms of illness. Contagious diseases spread fast in a child care setting; please help stop the spread by keeping children home when they are ill.

Families should call the office when children have contracted one of the common communicable childhood diseases such as measles, chicken pox, impetigo, scabies, conjunctivitis, head lice, hand, foot, and mouth, etc. so that staff can alert other families. The child's personal information will be kept confidential.

CDC staff, students, and children practice health precautions by using the most effective means of preventing the spread of disease, including frequent hand washing and disinfecting tables and classroom materials on a routine basis.

Children will have a daily health inspection prior to entering the group. The adult bringing the child must remain until the child has been accepted. (Title 22 Section 101226.1)

Special medical needs will require a meeting with parent(s) and staff to address specific needs and conditions. In cases in which a child needs medication, the center supervisor will meet with the parent to develop a care plan, including physician authorization, related to the illness and the administration of medication.

If a child becomes ill at the Center, staff will locate the family using the most current information provided. It is important to inform the teachers and office when contact information changes. In the event that a parent cannot be reached, center staff will call persons listed on the emergency contact list to pick up the child(ren).

### **MANDATED REPORTING**

The Child Development Center staff and all those employed at Los Rios Community College District are mandated under the laws of the State of California – Health and Human Services Agency to cooperate fully with the rules and reporting requirements of the California Department of Social Services, Children's Protective Services. If staff observe anything that they suspect may be signs of physical, emotional, or sexual abuse or neglect of a child, the necessary agency will be notified immediately. As mandated reporters, staff must inform the proper officials if any type of abuse inflicted on an individual is known or suspected.

### **OPEN DOOR POLICY**

The Child Development Centers have an open door policy, which means that enrolled parents are welcome to come in and visit our program at any time. The center staff values families' ideas, thoughts, and questions. As positive relationships are developed, staff are better equipped to focus on the needs of children. Parents need not make an appointment to visit, and we welcome families to participate in daily activities whenever possible. For longer conversations with the Director or classroom teacher, please make an appointment.

### **PROGRAM SELF EVALUATION (PSE)**

The teaching staff and supervisors from each of the Los Rios Community College Child Development Centers: American River College, Cosumnes River College, and Sacramento City College, complete the Program Self Evaluation each year.

Findings from previous Program Self Evaluations (PSE) are reviewed to plan for the year. An agency wide training is held in August to train staff on the recommendations from the previous year.

Each site supervisor meets with their respective teaching teams again in January to review group reports from the Desired Results Developmental Profiles (DRDPs). Findings are used in planning both group and individual activities to guide children's continued development and growth.

The site supervisors, with input from the program director, meet twice in May to aggregate site level data from the program review instrument, DRDPs, Environment Rating Scales (ERS), and Parent Surveys. The aggregated data is used to complete the PSE and determine areas that meet and do not meet standards. The PSE is then submitted to the program director for approval.

The PSE is presented to the Los Rios Community College Board of Directors for approval.

### **RECORDS AND LICENSING REQUIREMENTS**

A complete and current file is maintained on site for each child. Information provided in the file is held in confidence. The forms support the funding set by the California State Department of Education, Title 5 and meet licensing requirements set by the California Department of Social Services, Title 22.

The following forms must be in each child's file. Children will not be allowed to attend the Program without them.

Confidential Application (CD9600 & 9600A)	Identification and Emergency
Notice of Action (CD 7617)	Information (LIC 700)
Income Documentation	Physician's Report (LIC 701)
Verification of Family Size	Allergy Statement/Shot Record
Employment Verification	Child Development Center Contract
Food Program Eligibility (NSD 3101)	Medical Emergency Consent Form
College Enrollment Print Out	Parent's Rights (LIC995)
Training Verification	Personal Rights (LIC 613A)
Grade Report for Each Semester	Program Consent Form
Family Needs Assessment	Child's History

The Child Development Centers are licensed by the California Department of Social Services (CDSS) and comply with all applicable legal regulations. The CDSS has the authority to interview children or staff and to inspect and audit child or facility records without prior consent. (CDSS Title 22 Section 101200)

The Child Development Center staff is mandated under the laws of the State of California – Health and Human Services Agency to cooperate fully with the rules and reporting requirements of the California Department of Social Services, Children's Protective Services.

### **RELIGIOUS INSTRUCTION OR WORSHIP**

The Child Development Centers of Los Rios Community College District refrain from religious instruction or worship.

## TERMINATION POLICY

The following circumstances are cause for termination of a child's or family's enrollment:

- ❖ When the family changes residency outside of California
- ❖ When the recalculation of income based on provided documentation indicates that the family's adjusted monthly income based on family size exceeds the income threshold set forth on the signed income policy and the family does not meet the requirements for another eligibility.
- ❖ When there is substantiated evidence of **fraud** that invalidates the initial certification or recertification. This includes but is not limited to: increased earnings not reported; cash aid fraud; parent/employer collusion to falsify work; false statements that affect eligibility or payment; child is not dependent of enrolled family
- ❖ A child who requires a higher level of supervision than the program is able to provide with reasonable accommodations due to the child's social, emotional, cognitive or safety needs. See expulsion and suspension policy addendum 2.
- ❖ All adults, whether they are students or not, are expected to follow the "Student Standard of Conduct" while in the Child Development Center classrooms and other areas (inside and outside) of the center, as well as on campus. Services will be terminated IMMEDIATELY for willful disruptive behavior (i.e. yelling, using profanity, physical aggression) on the part of a parent or responsible adult at the discretion of the college administration.
- ❖ Families who fail to comply with policies and procedures as stated in the application packet, contract, family handbook and the district Child Development Center's Policies and Procedures.
- ❖ Abandonment of Care. When a child has been absent and the family has not been in communication with the center or responded to communication attempts, a notice of action to disenroll the family will be issued after 30 days.
- ❖ Failure to pay family fees within 7 calendar days from the date the fees were due.
- ❖ At the certification appointment, if it is determined by grade reports that a parent has not made satisfactory progress towards an educational goal, families may receive care for one more certification period, at which point the parent(s) must show satisfactory progress to continue receiving services.

## RESOURCES

Each campus child development center maintains a website for current and prospective families that has program information and family resources:

### **American River College Child Development Center website**

<https://arc.losrios.edu/student-resources/child-development-center>

### **Cosumnes River College Child Development Center website**

<http://www.crc.losrios.edu/cdc/>

### **Sacramento City College Child Development Center website**

<http://www.scc.losrios.edu/cdc/>

### **The Teaching Pyramid (Parenting resources and tips)**

"The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development, provides support for children's appropriate behavior, prevents challenging behavior, and addresses problematic behavior. The WestEd Center for Child and Family Studies offers comprehensive professional development packages for infant/toddler, preschool, and early elementary educators. WestEd's Teaching Pyramid is based on evidence-based practice originally developed by the Center on the Social Emotional Foundations in Early Learning (CSEFEL), authorized by California Department of Education (CDE), and aligned with California's Early Learning and Development System."

<http://www.cainclusion.org/teachingpyramid/index.html>

### **Child Action**

Child Action, Inc. is a private, nonprofit corporation created in 1976 to provide for the education and social welfare of children and families by *organizing, sponsoring and administering services* to children.

<http://www.childaction.org/>

### **Sacramento County Office of Education-Early Learning**

The Sacramento County Office of Education plays a leadership role in advocating for high-quality early care and education programs for all children in Sacramento County.

<http://www.sacramentocountyearlylearning.org/>

## **Addendum 1**

### **LRCCD Child Development Centers Family Enrollment Priorities**

Enrollment for the LRCCD Child Development Centers for families that meet eligibility criteria is as follows:

1. Children in Child Protective Services or that are at risk
2. Children with Special Needs (IEP or IFSP, 5% minimum)
3. Siblings of currently enrolled children
4. Student Families (Subsidized Program)
  - a. Of these, families are assigned a ranking number based on family size and income, and lowest income is enrolled first.
  - b. If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.
  - c. If there are no families with a child that has a primary home language other than English, the child that has been on the waiting list for the longest time shall be admitted first.
5. Community Families (Subsidized Program)
  - a. Of these, families are assigned a ranking number based on family size and income, and lowest income is enrolled first.
  - b. If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.
  - c. If there are no families with a child that has a primary home language other than English, the child that has been on the waiting list for the longest time shall be admitted first.
6. Full Fee Families
  - a. Families with income that exceeds the subsidized income ceiling for their family size.

#### **CSPP Only**

7. Children from families whose income is no more than 15 percent above the eligibility income threshold. Within this priority category, priority shall be given to three- and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the percent of funded enrollment set aside

pursuant to Section 8208, then to four-year-old children before three-year-old children without exceptional needs.

8. Children from families that meet eligibility criteria without having a need for services
  - a. Of these, families are assigned a ranking number based on family size and income, and lowest income is enrolled first.
  - b. Student families
  - c. If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.
  - d. If there are no families with a child that has a primary home language other than English, the child that has been on the waiting list for the longest time shall be admitted first.
9. CSPP Neighborhood School Site site (CRC) - A California preschool program operating within the attendance boundaries of a qualified free and reduced priced meals school, in accordance with Section 8217, may enroll any three- and four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income.
  - a. Of these, families are assigned a ranking number based on family size and income, and lowest income is enrolled first.
  - b. Student families
  - c. If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.
  - d. If there are no families with a child that has a primary home language other than English, the child that has been on the waiting list for the longest time shall be admitted first.

## **Addendum 2**

### **Los Rios Community College District (LRCCD) Child Development Centers Expulsion and Suspension Policy**

The LRCCD Child Development Centers are committed to creating a positive learning environment that focuses on preventing expulsions and suspensions, encouraging partnerships between programs and families to support healthy development, and ensuring fairness, equity and continuous improvement to support children's social, emotional and behavioral health.

The Child Development Centers maintain a focus on fostering social emotional development and responding to challenging behaviors by incorporating positive discipline practices and policies before ever considering expulsion or suspension from early childhood programs.

#### Prevention of expulsion and suspension:

In an effort to prevent expulsion and suspension of children, the Los Rios Child Development Centers shall provide the following, in policy and practice, and in a consistent and non-discriminatory manner:

- Use developmentally appropriate practices that provide for stimulating and interactive learning environments, diversity, age appropriate expectations, small group activities, teachable moments and knowledge of research-based evidence and best practices in child development, early learning and education.
- Invest in professional development, training and education to ensure educators have the competencies to support children's social and emotional health.
- Develop and implement classroom schedules that meet the needs of the children.
- Adapt learning environments to promote healthy social interactions with others.
- Develop healthy and nurturing relationships with children.
- Develop strong partnerships and relationships with parents.
- Develop and implement classroom expectations that are developmentally appropriate, clear and consistent.
- Provide family engagement opportunities.
- Ensure fairness and equity.

#### Other Options Prior to Suspension or Expulsion

Prior to the expulsion of any child from this program, the staff and director will follow these guidelines:

- Identify and engage mental and behavioral health consultants and community resources after obtaining parent permission.
- Conference with parents to discuss positive behavior interventions and development of goals.
- Document efforts to prevent and reduce expulsion.
- Provide reasonable accommodations.

#### Transition Procedures

If an expulsion must occur, the center staff and director will assist the family in transitioning to another program by identifying and engaging mental / behavioral health consultants and community resources to assist in determining the most appropriate placement for the child.