



SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • COLLEGE OF CONTINUING EDUCATION

**San Diego Community
College District**

Child Development & Early Education Centers

Staff Handbook

San Diego City College
San Diego Mesa College
San Diego Miramar College

Revised January 2024



San Diego Community College District

3375 Camino del Rio South
San Diego, CA 92108-6913

Board of Trustees

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About the District

As one of the largest of California's 73 community college districts, the San Diego Community College District serves approximately 80,000 students annually at its three credit colleges, San Diego City College, Mesa College, and Miramar College, as well as seven campuses of San Diego College of Continuing Education.

The credit colleges offer associate degrees, while the credit colleges and College of Continuing Education offer career technical certificates that prepare students for transfer to universities and/or career pathways with higher paying jobs. In addition, Mesa College offers a bachelor's degree in Health Information Management, and City College recently was approved to offer a bachelor's degree in Cyber Defense and Analysis.

The SDCCD maintains active partnerships with local industry, the community, the military, and educational institutions to ensure students have clear pathways to careers and the next stage of their education.

The District and its graduates have a combined economic benefit to the region of \$4.3 billion annually – 92% of the District's students remain in the region after completing their education. The District also proudly serves more than 5,000 active-duty military personnel, veterans, and dependents.

Source: San Diego Community College District. "About the District." San Diego Community College District, 22 September 2023, www.sdccd.edu/about/index.aspx.



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Section 1

PURPOSE OF HANDBOOK

The purpose of this handbook is to provide Child Development / Early Education Lab Center staff and students an understanding of the Center's policies, procedures, and expectations that will enhance their experience with the programs, families, and children. We encourage you to become familiar with the information in this Handbook and seek answers to any questions that may arise. In addition to this Handbook, it is encouraged for staff to read the Family Handbook that is distributed to families upon enrollment of their child.

Please keep in mind that the purpose of this Handbook is to provide general information and sample policies to regarding issues that frequently arise at the Centers. This Handbook highlights issues which are frequently raised, and is not intended to be, and is not, an all-inclusive manual on center operations and policies. This Handbook is not intended to be used in its current form as an employee handbook or policy manual by any businesses.

SDCCD Child Development / Early Education Centers Welcome

San Diego Community College District operates three Child Development / Early Education Centers located on the campuses of San Diego City College, San Diego Mesa College, and at San Diego Miramar College. The Centers are integral components of the San Diego Community College District. They operate as instructional programs for students and offer quality educational programming for infants, toddlers, and preschool children. They are licensed by the California Department of Social Services - Community Care Licensing, Title 22 (Division 12) and meet the guidelines established by the California Department of Education - Early Learning and Care Division (Title 5).

San Diego City College Early Education Center and San Diego Mesa College Child Development Center collaborate with Neighborhood House Association Head Start to jointly support and provide services to the children, their families, and our students. Staff of both agencies meet the educational and legal qualifications for Child Development permits issued by the California Commission on Teacher Credentialing.

The Center teaching staff and the college faculty provide learning environments that support instructional laboratory experiences through observation, practical application, and directed guidance.

We look forward to working with you and hope your experiences are enjoyable and rewarding.

Mission Statement

The Child Development / Early Education Centers of the San Diego Community College District are committed to meeting the individual needs of children, their parents, and college students, preparing them to become contributing members in a diverse society.

Philosophy

The children's program is planned and implemented to nurture each child socially, emotionally, cognitively, linguistically, and physically through integrated practices and curriculum. Children are guided through learning experiences appropriate to their individual capabilities and readiness.

The program provides children opportunities for challenge and mastery, peer interactions, individual needs, and interests. An integrated curriculum provides opportunities for exploration of the environment through language



Section 1 continue

and literacy, creative activities, science, math, sensory experiences, and motor activities. The program provides active and quiet activities, child-directed and teacher-directed activities, and group and individual activities throughout each day.

Children learn best in an environment with consistent limits where they are allowed to explore and consider choices. This approach leads to self-direction, independence, and responsibility. Children are encouraged to think, reason, recall and experiment as they work. Meeting the needs and interests of children and their families includes sensitivity of the diverse values and cultures of individual children. Active participation from parents is ancillary to the totality of our program.

The Centers are laboratory schools that serve as training facilities providing environments for college students to observe, interact, and implement the ideas and theories that are presented as part of the college program. Students integrate laboratory experiences and ideologies that provide understanding of children's readiness and interaction skills. Interaction in the program and the lab provides an opportunity for parents and staff to promote integral relationships and continuity. Parents and students also have the opportunity to use lab classes as elective college courses or as part of a college child development career ladder.

Center Curriculum

Each Center Director determines the curriculum to use at their respective sites which includes, but is not limited to Emergent Curriculum and Creative Curriculum. All Centers use the California Preschool Learning Foundations to outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development.

The Centers allow children to develop their abilities by making individual choices as well as through teacher-facilitated experiences to help reach targeted goals. This includes incorporating the Desired Results Development Profile (DRDP) results for individual children.

The Centers provide developmentally appropriate activities through an integrated curriculum that incorporates California state mandated guidelines, which allow for development, optimism, and growth of each child. All Centers refrain from any religious activities or programs.

Any supplies or materials needed for activities or for the Center can be requested by contacting the Center Director.

Funding and Support

The Centers are funded and supported by:

- ◆ San Diego Community College District
- ◆ California Department of Education, Early Learning and Care Division
 - California State Preschool Program (CSPP), for children 3 or 4 years of age on or before December 1 of the program year.
- ◆ California Department of Social Services, Child Care and Development Division
 - General Child Care and Development (CCTR), for children who are under 3 years of age on or before December 1 of the program year.
- ◆ Child and Adult Care Food Program (CACFP)



Section 1 continue

- ◆ San Diego City Early Education Center and Mesa College Child Development Center are also supported by Neighborhood House Association (NHA)
- ◆ The San Diego County Office of Education, Quality Rating and Improvement System (QRIS), San Diego Quality Preschool Initiative (SDQPI)

Each Center is independently licensed by the California Department of Social Services - Community Care Licensing, Title 22, Division 12 and meets the guidelines established by the California Department of Education - Early Learning and Care Division, Title 5. The Centers adhere to the policies and regulations of Title 5 and 22 for childcare centers, which are subject to change without notice. The District Educational Services Division through the Career Education and Workforce Development Department oversees Center compliance, districtwide procedures, and protocols.

Non-Discriminatory Statements

SDCCD Non-Discrimination Policy (BP 3410):

San Diego Community College District Board of Trustees Policy BP 3410 prohibits discrimination in accordance with state and federal laws. The San Diego Community College District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military or veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. No qualified student with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the district or be subjected to discrimination by it.

Additional information and procedures pertaining to the District's Discrimination Policy can be found online at <http://hr.sdccd.edu/eo/eositecomp.cfm>

USDA Non Discrimination Statement for the Child and Adult Care Food Program (CACFP):

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, audiotape, 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:



Section 1 continue

<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:

1. mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax: (833) 256-1665 or (202) 690-7442; or
3. email: Program.Intake@usda.gov

This institution is an equal opportunity provider.

Section 2

CENTER INFORMATION

San Diego City College Early Education Center, San Diego Mesa College Child Development Center and Neighborhood House Association-Head Start jointly support and provide collaborative services to our children, their families and our students. Staff at both agencies meet the educational and legal qualifications for Child Development Permits issued by the California Commission on Teacher Credentialing.

Hours and Enrollment listed below are subject to change.

San Diego City College Early Education Center

1313 Park Blvd., Building EEC
San Diego, CA 92101-4787
Office: (619) 388-3205, Fax: (619) 388-3689
Website: [San Diego City College EEC](#)

Infant/Toddler Program (CCL# 376701496)	Preschool Program (CCL# 376701495)
Ages served: 4 months – 36 months	Ages served: 2 - 5 years of age
Monday-Thursday: Open 7:30 a.m. – 4:00 p.m. & Friday: Open 7:30 a.m. – 12:30 p.m.	

San Diego Mesa College Child Development Center

7250 Mesa College Drive, Building R-100
San Diego, CA 92111-4998
Office: (619) 388-2812, Fax: (619) 388-2840
Website: [San Diego Mesa College CDC](#)

Preschool Program (CCL# 372005155)
Ages served: 2 - 5 years of age
Monday – Thursday: Open 7:30 a.m. – Close 4:00 p.m. & Friday: Open 7:30 a.m. – Close 12:00 p.m.



San Diego Miramar College Child Development Center, NAEYC accredited

10440 Black Mountain Road, Building F-200
San Diego, CA 92126-7678
Office: (619) 388-7851, Fax: (619) 388-7388
Website: [San Diego Miramar College CDC](#)

Preschool Program (CCL# 372005156)
Ages served: 18 months - 5 years of age
Monday – Thursday: Open 7:45am – Close 4:00 p.m. & Friday: Open 7:45 a.m. – Close 1:00 p.m.

Center Days of Operation

The Centers are open during the San Diego Community College District Fall and Spring semesters. The Centers may open additional days/weeks to accommodate the needs of the college students and/or the community. Please check with your Center Director for days of operation.

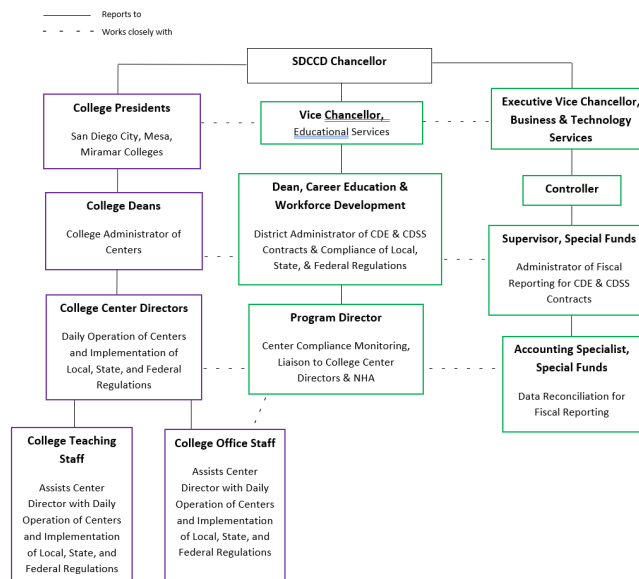
District Administration

San Diego Community College District office is responsible for the California Department of Education, Early Education Division, California Department of Social Services, Child Care and Development Division, and Child and Adult Care Food Program contracts for the Centers. Compliance monitoring and support is provided by the District’s Educational Services Division, Career Education and Workforce Development department.

Educational Services Division:

- Susan Topham, Ed.D, Vice Chancellor, Educational Services
- Amertah Perman, Dean, Career Education and Workforce Development
- Susan Villareal, Program Support Technician, Child Development Center Program Director
3375 Camino del Rio South, Suite 125
San Diego, CA 92108
Office (619) 388-6573, Fax (619) 388-6523

Child Development Center Organizational Chart





NoHo Software

The Centers use NoHo software system for family and child data management. Attendance Sheets, Meal Count Sheets, and other documentation are created with the data that is inputted by Center Directors and office staff.

Section 3

CENTER STAFF INFORMATION

Orientation

Staff will be provided with a paid orientation meeting. Orientation includes, but not limited to:

- Tour of Center and all areas accessible areas to staff
- Location of teacher break room, restroom, and resources
- Tour of campus and food court (may be self-guided)
- Review of the Center Staff and Family Handbooks
- General classroom procedures
- Review of specific responsibilities and/or job description
- Review of individual children's development for classroom assigned to
- Daily activities and routines of the program
- Online videos regarding licensing and other policies/procedures
- Applicable cleaning schedules
- Applicable software programs including PeopleSoft, Learning Genie, and NoHo

Staff receive orientation, including relevant licensing or regulatory rule, before working alone with children in place of a policy.

Code of Ethical Conduct

The Centers follow the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct which states:

The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms.

The Centers have made a commitment to:

- ❖ Appreciate childhood as a unique and valuable stage of the human life cycle
- ❖ Base our work on knowledge of how children develop and learn
- ❖ Appreciate and support the bond between the child and family
- ❖ Recognize that children are best understood and supported in the context of family, culture*, community, and society
- ❖ Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- ❖ Respect diversity in children, families, and colleagues



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- ❖ Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

*The term culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world

Standards of Conduct / Statement of Commitment

The Centers follow the National Association for the Education of Young Children (NAEYC) Statement of Commitment which states:

"As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will:

- ❖ Never harm children.
- ❖ Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- ❖ Respect and support families in their task of nurturing children.
- ❖ Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- ❖ Serve as an advocate for children, their families, and their teachers in community and society.
- ❖ Stay informed of and maintain high standards of professional conduct.
- ❖ Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- ❖ Be open to new ideas and be willing to learn from the suggestions of others.
- ❖ Continue to learn, grow, and contribute as a professional.
- ❖ Honor the ideals and principles of the NAEYC Code of Ethical Conduct."

This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

Required Documents for Center Staff

Center staff must complete and sign required forms including, but not limited to:

- Community Care Licensing forms
 - Notice of Employee Rights (LIC 9052)
 - Statement Acknowledging Requirement to Report Child Abuse (LIC 9108)
 - Personnel Record (LIC 501) or Application/Resume
 - Verification of Immunizations
 - Child Development Permit from the CA Commission on Teacher Credentialing (if applicable)
 - For staff without Permits, transcripts to evaluate qualifications (if applicable)
- Certificate in Pediatric CPR & First Aid (all contracted positions)
- 16 hours of Preventive Health & Safety Practices (assigned contracted positions)
- NAEYC Code of Ethical Conduct and Statement of Commitment form



California Commission on Teacher Credentialing (as of June 2019)

Child Development Permits are available at various levels. Each level has one or more ways to qualify. Individuals must meet all of the requirements listed in one of the available options. Individuals should review all available options and complete the one that best reflects their own education and/or experience. Levels of the Child Development Permits are:

- Assistant Permit
- Associate Teacher Permit
- Teacher Permit
- Master Teacher Permit
- Site Supervisor Permit
- Program Director Permit

For more information on all of the requirements and how to obtain a permit visit the CA Commission on Teacher Credentialing website www.ctc.ca.gov

Lab Students in the Classroom

The Centers are lab teaching facilities. Part of their function is to train SDCCD Child Development college students. Lab Students are supervised at all times and never left alone with children and must remain in line of sight of a qualified teacher at all times. Some Lab Students participate weekly in the classrooms; others may come only to do a lesson plan with the children for their college course. Whatever level of participation, the Lab Students contribute to the overall success of the program. It is critical that all Center staff demonstrate respect, openness, and a desire to mentor each Lab Student.

COLLEGE STUDENT PARTICIPATION IN THE CLASSROOM

Lead Teachers assign Lab Students specific jobs to do with detailed explanations. This helps students know what to expect and helps to develop their confidence when working with young children. Some assigned tasks include:

- Encouraging them to take the lead in a variety of situations
- Explaining the importance of supporting children's conflicts
- Role modeling behaviors that help children in their creative activities without doing the activity for the child
- Explaining the importance of staying at an assigned area or activity even if no children are currently there
- Practicing sanitary and safety procedures by closely monitoring the implementation of lab rules

COLLEGE STUDENT LESSON PLANS

Lab Students discuss their lesson plans with the Center teacher and require approval prior to implementation. During the implementation, Lab Students are closely supervised and evaluated by the Center teacher and the class faculty/instructor.

LABORATORY STUDENT/VOLUNTEER ORIENTATIONS

The Centers host orientations for Lab Students and Volunteers early in the semester. Orientation topics include;

- Health & Safety



Section 3 continue

- Emergency procedures of the Center
- Guidance of children and classroom management techniques
- Child abuse and mandated reporter responsibilities/procedures
- Cleaning and sanitizing
- Classroom and playground supervision
- Mealtime routines
- National Association for the Education of Young Children (NAEYC) Code of Ethics
- Overview of NAEYC and Community Care Licensing Title 5 & 22
- Center Staff Handbook

Immunizations for Center Staff, Lab Students, Visitors, and Observers

The following chart indicates required immunizations in order to be in the classroom at each SDCCD Center.

Who	Can interact with Children?	Can be left alone with a child?	Certificate of TB Clearance	TB Skin Test	Proof of Immunizations (Influenza, Pertussis, Measles) Miramar CDC also requires Tdap
STAFF	Yes	Staff with an Associate Teacher Permit or higher	✓	or ✓	✓
LAB STUDENTS	Yes	No	✓	or ✓	✓
VISITORS	Yes w/ TB and Immunizations or attesting to immunization requirements*	No	-	✓	✓
OBSERVERS	No	No	-	-	-

All SDCCD staff, lab students, and visitors who interact with the children must be immunized. Exemptions from immunizations are:

- Medical Exemption (Physician)
- Proof of Immunity (Physician)
- Written Statement declining the influenza vaccine

A person is also considered exempt from the influenza vaccine if they were hired or began volunteering after December 1 of the previous year or before August 1 of the current year (Health and Safety Code sections 1596.7995 (b)(4) and 1597.622 (b)(4)).

*Attesting to immunization requirements must be approved by Center Director.

Supervision of Children

Supervision helps prevent and minimize accidents and injuries in the child care setting and increases the quality



Section 3 continue

of care. In the context of Community Care Licensing laws and regulations, supervision in the centers refers to the visual supervision of children by employed teachers and aides at all times. Paid staff must work collaboratively to ensure all children are being visually supervised by staff 100% of the time.

Lab students, volunteers, observers, and visitors are not responsible for the supervision of children.

Staff and Child Contact

The purpose of this policy is to encourage staff to be warm and supportive of children. However, staff should use methods that limit physical contact between children and adults. These methods can include but are not limited to: words of encouragement and support, signs and signals of approval and appreciation, warm smiles, handshakes, occasional pats on the back, and high five's, questions that show you know the child as an individual, and recognition.

All staff, substitutes, and volunteers should keep the following in mind:

- ❖ Hugging and physical affection must always be appropriate and when prompted by the child.
- ❖ When appropriate, adults in the Center should encourage children to sit next to or near them instead of on their laps.
- ❖ Teachers and children should avoid activities that bring them into full body contact; like “piggyback” rides, body wrestling, and body piling games.
- ❖ Avoid “patting” children on the head. It is demeaning.
- ❖ Staff should **not pick-up or physically control a preschool child**. This includes if a child is destroying equipment or property. Equipment or supplies that may be destroyed or broken by a child are replaceable. Instead, other children should be directed away from the child, a staff member should call for assistance and encourage the child to use their physical skills on acceptable equipment (bouncing/hitting a ball, jumping up-and-down, running laps, etc.).

Ask the Center Director for additional information and/or for additional support or help with a child.

Staff Time Sheets

Time Sheets for hourly staff must be printed out each week from PeopleSoft and submitted to the Center Director. Hourly staff must also record their hours in the Time Sheet notebook. It is each staff member's responsibility to record their work hours in PeopleSoft, print, and submit the Time Sheet to the Center Director who will then sign and submit to the School Dean's mailbox by the due date.

Failure to record hours each week in PeopleSoft and/or submit Time Sheet to the Center Director may cause a delay in pay. Pay checks are mailed around the 10th of the month to the staff address on file with the district.

Staff Breaks / Lunch

Staff working from three hours up to six hours are entitled to a 15-minute rest break, scheduled to the extent feasible, in the middle of the work period. Since the needs of the children are paramount, the Center Director is authorized to adjust rest periods as required by program needs. Budget permitting, the Center Director will provide additional floor coverage during teacher break periods.

The Center asks, but does not require, that staff remain in the Center for their 15-minute breaks in case of an urgent need to call them back into the program.



Section 3 continue

A half hour or hour unpaid lunch period will be provided for all work periods lasting longer than 6 hours. A staff who works for not more than six hours can agree to waive the meal period.

Lunch and Rest Period schedule:

- 3 hours up to a 6-hour shift - One 15-minute paid break.
- 6-hour shift - One 15-minute paid break and one mandatory 30 minute meal period, unpaid (unless waived).
- 8-hour shift - Two 15-minute paid breaks and one mandatory 30 minute meal period, unpaid.

One-hour lunches may be available depending on coverage and program needs. Lunch periods may not be combined with breaks or used to shorten the workday on a routine basis.

At any time, staff may request a short and immediate break when they are unable to perform their duties.

Staff Time Off / Late / Sick

Punctuality and dependability are of prime importance to the efficient operation of the Center. When staff are late or absent, the functions of the Center cannot continue with the same degree of efficiency that is possible if every staff is on time and at work.

If it becomes necessary for an staff to be late to work for any reason or to be absent from work they are expected to follow the procedures listed below:

- Obtain advance permission from the Center Director for days off, days in late, or to leave early.
- If advance notice is not possible, contact the Center Director or Center as soon as possible so alternative arrangements can be made for the absence or tardiness.

Staff must ensure to properly document absences or tardiness or change of shift on their time sheet.

Substitute Information

When a substitute is necessary to cover a shift, staff must obtain advance permission from the Center Director and discuss substitute coverage.

In the case of where advance notice is not possible, staff are required to call or text the Center Director by 7:00 a.m. to inform of the absence. In some cases, staff may be required to arrange for their own substitute according their own Center's protocol. In this case, staff must be prepared to provide the Center Director with substitute information.

Staff Wellness

SDCCD offers employees access to California Schools VEBA services. VEBA provides an extensive range of programs, classes, services and events for Members to take a holistic and proactive approach to their overall well-being, including supports systems to help with stress management, prevention and treatment of depression, and/or general wellness. Click on the SDCCD [CA Schools VEBA](#) webpage for more information.



Staff Breastfeeding Accommodations

Upon request from a staff member, the Centers will provide reasonable break time for an employee to express breast milk for their nursing child for one year after the child's birth each time such employee has need to express the milk. Upon the request, the Center will also provide a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public.

Breastfeeding-Friendly Child Care Center, San Diego City College Early Education Center

San Diego City College Early Education Center offers infant care and is recognized as a [Breastfeeding-Friendly](#) Child Care Center. This recognition confirms the center is:



- Providing a breastfeeding-friendly environment
- Showing sensitivity to breastfeeding mothers and their babies
- Ensuring that all breastfeeding families are able to properly store and label their milk
- Training their staff to support and promote optimal infant feeding
- Developing an individual plan with each family that supports best feeding practices
- Continuing to learn about ways to support parents in protection, promotion and support of breastfeeding
- Never denying children entry into the facility because they are breastfeeding.

Personal Cell Phones / Electronics

It is important that every staff member's attention remains on the children at all times. It is never appropriate to make a personal phone call, send/receive a text message, check voicemail, etc. while in the presence of children.

Cell phones should remain turned off or on vibrate. Cell phone use is permitted only during an staff approved break, and never in a classroom or playground when children are present.

When a class leaves the Center for any reason (walk, field trip, etc.), one staff member will carry a cell phone. In this circumstance, the cell phone should only be used in the event of an emergency and not for personal calls/text messaging.

Computers, iPads, and other electronics are to be used for work purposes only. Under no circumstances may software be installed without the prior permission of the Center Director. Staff may use electronics for work purposes during the children's nap time with prior approval from the Center Director and if there are additional staff present in the room at the time of use.

Social Media

Staff are allowed to associate themselves with the District or the Center when posting on social media, but they must clearly brand their online posts as personal and purely their own.

Content pertaining to sensitive information such as photos, names of children, other staff, visitors, and lab students should never be shared.



Photo / Video of Children

Children will be involved in activities that involve picture-taking, use of audio-visuals, student assignments, student observations, anecdotal notes, classroom activities, bulletin boards, research studies and child's portfolio.

These activities and other projects must always be in public view and under the supervision of the Center Staff. The images/recordings may be used without monetary compensation and only with permission from the parent/guardian.

SDCCD People, Culture, and Technology Services

SDCCD has a People, Culture, and Technology Services department (i.e. Human Resources). Employees can get information on Employment Opportunities, Employment Relations, Payroll, Retirement, and more.

For more information about the policies and procedures about employment with SDCCD, please contact the People, Culture, and Technology Services at sdccdhrcomp@sdccd.edu or 619-388-6880. For employees who are part of the Collective Bargaining agreements, they can review the agreements which include written personnel policies include resignation, termination, and grievance procedures, by going to the SDCCD [webpage](#).

CPR & First Aid Certification

Per Health & Safety Code §1596.866, Center Directors shall ensure that at least one staff member who has a current course completion card in pediatric first aid and pediatric CPR issued by the American Red Cross, the American Heart Association, or by a training program that has been approved by the Emergency Medical Services, and shall be onsite at all times when children are present at the facility, and shall be present with the children when children are offsite from the facility for facility activities.

In addition, at least one director or teacher at each day care center shall have at least 16 hours of health and safety training. The training shall include the following components:

- Pediatric first aid
- Pediatric cardiopulmonary resuscitation (CPR)
- A preventative health practices course or courses that include instruction in the recognition, management, and prevention of infectious diseases, including immunizations, and prevention of childhood injuries
- The training may include instruction in sanitary food handling, child nutrition, emergency preparedness and evacuation, caring for children with special needs, and identification and reporting of signs and symptoms of child abuse.

Course completion certificates should be kept on file at the Center, and training must be renewed by the staff as shown on the course completion certificate.

Staff Development / Trainings

Staff training to update and improve skills is important for everyone working with children. The Centers require all staff to participate in meaningful and relevant professional development activities throughout the year. They include, but are not limited to:



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- Team Building Meetings
- Pediatric CPR & First Aid Training
- Professional Development trainings
- Webinars and other online activities

Centers offer in-service training opportunities during the year which can be used toward these training hours and professional development.

Staff are required to provide verification that training was attended. Verification of Hours and training certificates signed by the presenter(s) are all acceptable types of verification. If the training is sponsored by the Center, then signing the attendance form is adequate.

“A Verification of Hours” form can be downloaded from the [CA Commission on Teacher Credentialing](#).

Staff Meetings

Center staff meetings are an important part of the planning, communication, and team building process at the Center. All Center staff have meeting hours included in their weekly schedule and are required to attend. Meetings are scheduled by the Center Director and include but are not limited to:

- Curriculum planning
- Monthly planning
- Dissemination of agency information
- Discussion of child behavior issues
- Discussion of campus activities
- Review of assessments/desired results
- Planning of parent events
- Regulations and protocols

Complaints of Discrimination / Harassment

Any student or staff, who believes that they have been discriminated against, harassed, or who believes another has been discriminated against in violation of Board Policy 3410 Nondiscrimination, should immediately report the incidents by following the procedures in [AP 3435 Discrimination](#) and Harassment Investigations.

The Equal Opportunity and Diversity Officer is the "responsible District officer" charged with receiving complaints of discrimination or harassment, and coordinating their investigation.

San Diego Community College District
Attn: Legal Services & EEO
3375 Camino Del Rio South, Room 385
San Diego, CA 92108
Phone: (619) 388-6591
Fax: (619) 388-6898
Email: sdccdlegalservices-eeo@sdccd.edu

A copy of the complaint form can be located at on the [SDCCD website](#)

Clothing / Shoes

The Centers encourage staff to observe the 3 C's for appropriate attire at work:



- COMFORTABLE – Dress in comfortable clothes and shoes that allow free movement and activity. Wear clothing and shoes that can get dirty or stained.
- CLEAN – Clothes and shoes should be clean without rips or tears, and must smell appropriate. This also applies to personal hygiene.
- COURTEOUS – Refrain from wearing clothing that contains alcohol, drug, or cigarette references, or vulgar sayings or suggestions.

The Centers discourages wearing clothing or shoes that may interfere with work including: halter tops, strapless “tube” tops, short skirts/shorts (fingertip length or below), excessively torn jeans/shorts, low-rise jeans/shorts which expose undergarments, flip-flops, open-toe-shoes, or high heels.

Gifts from Families

While legally, all Center staff may accept gifts from children and families, it is essential that no preferential treatment be given based on the receipt of gifts. Doing so is a violation of conduct.

SDCCD encourages all staff to be familiar with the Human Resource policies and if applicable, union policies. For contracted staff the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit states that a permanent union member shall be dismissed or disciplined for the “...solicitation or acceptance for personal use of a fee, gift, or other valuable thing in the course of assigned work in exchanged for providing favorable or better treatment than that afforded other person.”

Outside Employment

Center staff may not legally be prevented from having other outside employment, including caring for children of enrolled families. However, staff cannot solicit outside employment during work hours. SDCCD encourages all staff to be familiar with the Human Resource policies and if applicable, union policies.

For contracted staff the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit states: “Outside Employment - A unit member may not be restricted from outside employment except as permitted by law and District Policy and Procedure (4460 and 4460.2) in effect as of October 14, 1998.”

Staff can refer to SDCCD Administrative Procedure, Chapter 7 – Human Resources, [4460.2 Conflict of Interest](#). We strongly encourage all Center staff to be cognizant of any conflicts of interest that may impact their ability to maintain professional relationships at the Center.

When engaged in outside employment, staff views expressed are his/her own and do not represent the views of the SDCCD or the Center. Staff may not discuss Center matters outside of the center at any time.

Center Staff: Mandated Reporters of Child Abuse or Neglect

A list of persons whose profession qualifies them as “mandated reporters” of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow (see below). It includes all school/district staff, administrators, and athletic coaches. School volunteers, while not mandated reporters, should also be encouraged to report any suspected cases of abuse and neglect.



Section 3 continue

All Center staff are mandated reporters and all persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a child shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

All Center staff who report suspicions of child abuse/neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm.

Below is a list of some professions that qualify as “mandated reporters”:

- Teacher, Instructional aide, Teacher’s aide or teacher’s assistant.
- Administrative officer or supervisor of child welfare and attendance or a certificated pupil-personnel staff of any school.
- Head Start program teacher.
- Administrator of a public or private day camp.
- Administrator or staff of a youth center, recreation program or organization.
- Administrator or staff of an organization whose duties require direct contact and supervision of children.
- Licensee, administrator or staff of a licensed community care or child day care facility.
- Social workers.
- A staff member of a police department or a peace officer.
- Administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- Registered psychological assistant, marriage, family and child therapist trainee or unlicensed intern.
- Physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or other licensed health care professional.

REQUIRED ONLINE TRAINING

Beginning January 1, 2018, Health and Safety Code 1596.8662 requires all licensed providers, applicants, directors and staff to complete training as specified on their mandated reporter duties and to renew their training every two years.

The online training can be found at [Mandated Reporter CA](#) website and may take up to 4 hours to complete. A certificate will be provided upon completion of the training

IDENTIFICATION OF CHILD ABUSE AND NEGLECT

These guidelines are issued by the California Department of Education (CDE), in conjunction with the California Department of Social Services (DSS), to help all persons, particularly those persons who work in our children’s

schools, to be able to identify signs of suspected cases of child abuse and/or child neglect and to have the tools to know how to make a report to the proper authorities.



Section 3 continue

Child abuse is more than bruises or broken bones. While physical abuse often leaves visible scars, not all child abuse is as obvious, but can do just as much harm. It is important that individuals working with and around children be able to know what constitutes child abuse or child neglect and know how to identify potential signs.

Remember child abuse can happen by parents, guardians, other staff, visitors, family members, and anyone else who has verbal or physical access to a child.

Child abuse and/or child neglect can be any of the following:

- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

One does not have to be physically present or directly witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.

Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

Warning Signs of Emotional Abuse in Children

- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Does not seem to be attached to the parent or caregiver.
- Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning Signs of Physical Abuse in Children

- Frequent injuries or unexplained bruises, welts, or cuts.
- Is always watchful and "on alert" as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to go home.
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

Warning Signs of Neglect in Children

- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.



Section 3 continue

- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Warning Signs of Sexual Abuse in Children

- Trouble walking or sitting.
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
- Makes strong efforts to avoid a specific person, without an obvious reason.
- Does not want to change clothes in front of others or participate in physical activities.
- A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
- Runs away from home.

REPORTING CHILD ABUSE OR NEGLECT

California Department of Social Services requires that if you suspect that a child's health or safety is jeopardized due to abuse or neglect by parents or other caretakers who have custody of the child, contact the child protective services agency in your county.

1. Reports must be made by phone immediately, or as soon as possible to the child welfare services at **(858) 560-2191 or (800) 344-6000**
2. A written report must be completed within 36 hours. The written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

RIGHTS TO CONFIDENTIALITY AND IMMUNITY

Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

CONSEQUENCES OF FAILING TO REPORT

A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a \$1,000 fine (California Penal Code Section 11166[c]).

AFTER THE REPORT IS MADE

The local law enforcement agency is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

CHILD PROTECTIVE SERVICES

The Child Protective Services (CPS) is the major organization to intervene in child abuse and neglect cases in California. Existing law provides for services to abused and neglected children and their families. More information can be found at Child Protective Services.



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STAFF OR VOLUNTEER ACCUSED OF ABUSE

If a staff or volunteers at the Center is accused or reported of abuse or neglect of a child the San Diego Community District Administrator/Dean can temporarily remove the child from contact with the staff during the investigation and/or temporarily remove that staff from service or take other appropriate action.

Section 4

HEALTH AND SAFETY

General Safety Information

Workplace safety cannot exist on best practice guidelines and policies alone. A safe working environment is based on how well the people, in both management and staff at the center, adhere to and communicate about safety standards. Here are some workplace safety tips you should be aware of when working at the Center:

GENERAL PRECAUTIONS

- ✓ Always follow the correct procedures.
- ✓ Never take shortcuts.
- ✓ Clean and organize your workspace.
- ✓ Ensure a clear and easy route to emergency exits and equipment.
- ✓ Be alert and awake on the job.
- ✓ Be attentive at all times to your work surroundings.
- ✓ When in doubt, contact the Center Director for instruction, guidance, or training.
- ✓ Never take risks when it comes to safety.
- ✓ Obey safety signs, stickers, and tags.
- ✓ Report serious injuries immediately to a supervisor and get emergency assistance.
- ✓ Keep things in perspective. Hazards may be limitless, so focus on the most likely risks first.

SAFETY IS A TEAM EFFORT

- ✓ Always keep the communication lines open with your co-workers, employers, or staff in order to promote and maintain a safe environment.
- ✓ Immediately notify others of any (new or old) hazards that you perceive.
- ✓ Be alert to hazards that could affect anyone— not just yourself; in this respect, maintain a team mentality at all times.
- ✓ Staff should report a hazardous condition immediately to the Center Director.
- ✓ Be conscious as to what others are doing around you, and do your best to ensure you do not pose a hazard to them (and vice versa).

LIFTING AND CLIMBING SAFELY

- ✓ Always use both hands when lifting a heavy or cumbersome object.
- ✓ Adopt a proper stance for lifting: put the strain on your legs, not your back (crouch at your feet, keep your back straight, and do not bend at the waist).
- ✓ Test the weight before you lift something up completely; it might be too late if you realize a few seconds later that it's too heavy or cumbersome for you. An easy way to do this is to nudge it with your foot first.
- ✓ Move your feet, not your back, when you want to travel or turn while carrying a heavy load.
- ✓ Lift slowly and smoothly.
- ✓ Keep your burden close to your body; this minimizes the strain to your body.



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- ✓ If your load is too heavy for you to handle alone, do not lift it. Ask for help!
- ✓ When placing or reaching for items, best practice is to only reach as high as you can reach with your feet flat and arm stretched in the most comfortable way.
- ✓ Never climb on improvised ladders or stools.
- ✓ Ensure floor is free of obstacles and spills.
- ✓ **If a ladder or step stool is needed to reach a space, a request to the facility department is encouraged.**

GEARING UP FOR SAFETY

- ✓ Practice safety drills.
- ✓ Avoid using power strips. Power strips ignite a fire if overloaded.
- ✓ Be aware of the whereabouts and use of fire extinguishers.
- ✓ Never remove or tamper with safety devices.
- ✓ Know your role and location of emergency equipment such as first aid kits and fire extinguishers.

The Center maintains an Emergency Disaster Plan for Child Care Centers (LIC 610) that is posted in the center which list staff assignments and location of equipment during an emergency. This plan is collected by the District annually or whenever any major changes occur.

Handwashing

Keeping your hands clean is one of the most important steps to avoid getting sick and spreading germs to others. Many diseases and conditions can be avoided by washing hands with soap and clean, running water. Staff are asked to use the 20 Second Hand Washing Rule:

1. WET your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. LATHER your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
3. SCRUB your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
4. RINSE your hands well under clean, running water.
5. DRY your hands using a clean towel or air dry them.

Handwashing with soap removes germs from hands. Staff must wash their hands at the following times:

- Upon arriving at the Center
- After each diaper change
- After helping a child use the toilet
- Before preparing meals
- Before and after meal times
- Before and after using the sensory table
- After removing gloves
- After using the restroom
- After returning to the Center from a break
- After coming indoors from the playground
- After wiping a nose, coming into contact with saliva, or any other bodily fluid

Child Immunizations

Immunization requirements for children entering child care or school are as follows:

- Parents or guardians of students in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine.



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- Students who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status.

CHILDREN WITH MEDICAL EXEMPTIONS:

There may be children who have medical exemption from immunizations. The process for a medical exemption from a required immunization includes:

- A parent or guardian must submit a written statement from a licensed physician (M.D. or D.O.) which states:
 - That the physical condition or medical circumstances of the child are such that the required immunization(s) is not needed.
 - Which vaccines are being exempted.
 - Whether the medical exemption is permanent or temporary.
 - The expiration date, if the exemption is temporary.

If a child has been exposed to one of the 10 diseases named in the immunization requirements (listed below) and does not have proof of immunization, the child may temporarily be kept out of the Center.

- | | |
|-------------------------------|---|
| 1. Measles | 6. Tetanus |
| 2. Whooping Cough (Pertussis) | 7. Meningococcal Disease |
| 3. Flu | 8. Hepatitis B |
| 4. Polio | 9. Mumps |
| 5. Pneumococcal Disease | 10. Hib (Haemophilus Influenzae Type B) |

Child Daily Health Screening

Teachers are required to make an informal health inspection as each child arrives at school. While greeting the child, the Teacher should get on the child's level and look at their general appearance. If the child appears ill, the Teacher should talk to the parent to determine the child's health status before the child is left at school for the day. Things to look for when doing a health screening include:

- | | |
|---|--|
| • listlessness | • feverish appearance or warm to the touch |
| • visible rash | • parent reports child is not feeling well |
| • excessive coughing or runny nose | • signs of injury such as noticeable bruises or cuts |
| • verbal complaints of not feeling well | |

After the child has been determined to be without obvious signs of illness and has been accepted, the teacher or parent should direct the child to wash their hands upon arrival.

Sick Child - Exclusions Guidelines

If a child becomes sick or shows signs of being sick (see list below), staff must notify the parents or those listed as emergency contacts. If at all possible, the child should be moved away from the other children and monitored

until picked up. An Ouch Report must be completed to document an illness. A Doctor's note indicating child is well enough to return to school may be required.

A child should not attend if:

- The parent feels the child cannot fully participate in the program.
- Has a fever of a 100° degrees or higher.



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- Has had diarrhea or loose stools within the last twenty-four (24) hours.
- Has vomited within the last twenty-four (24) hours.
- Has a continuous runny nose (that is not allergy related).
- Has a persistent cough.
- Has red, watery, or mucous-filled eyes (pink eye or conjunctivitis)
- Has an undiagnosed skin rash on any part of the body.
- Has impetigo, ringworm, scabies, head lice, pin worms, strep throat, hand, foot and mouth or other infectious diseases.
- Is taking medication to control fever, diarrhea, vomiting or other illnesses.
- Is fussy, cranky, and generally not himself/herself.

The Center Director must be informed if any child was exposed to a communicable disease while at the center. The information about the exposure will be posted for other parents to take precautions and/or look for signs of the illness in their own child.

Child Illness, First Aid, and Medical Treatment

The safety and health of the children are the Centers first priority. If a child has any first aid needs please follow First Aid training. Staff should always know where the First Aid kits are located in the Center. In addition, here are a few other reminders:

- Fever - cool down without chilling. Remove child's outer clothing, wrap in light cloth that is damp with tepid water if necessary. Observe child closely, watch for signs of looking "poorly" and possible seizures. Call parents.
- Vomiting - offer supportive care, give nothing by mouth. Encourage slow deep breathing if possible. Call parents.
- Cough and colds - two areas of concern:
 - Croup (loud barking cough) - call parents. Keep child near humidifier or in steamy room if possible (run hot water in sink to steam up bathroom).
 - Epiglottitis – call 9-1-1. Epiglottitis is a potentially life-threatening condition that occurs when the epiglottitis — a small cartilage "lid" that covers your windpipe — swells, blocking the flow of air into your lungs. Child looks bad, drooling, won't lie down, difficulty swallowing or breathing.
- Seizures - seizures are self-limiting, they will stop by themselves. Care is supportive. Keep child from hurting himself, lay on left side and aspirate if possible. Pay attention to how child looks, how long seizure lasts, and what happened just before. Call 9-1-1.
- Coma - place child on left side, if injury is suspected immobilize torso. Call 9-1-1. Try and find out events leading up to the coma.

When the Center Director is not in the office to assist with emergency or illness, use the emergency file in the office for information and procedures for contacting parents. Staff should be familiar with emergency procedures in order to act quickly in the event of a serious accident or illness.

Child Medications / Medical Needs (including sunscreen)

Parents of children who have medical needs and/or who need medications while in care, must meet with the Center Director for appropriate and reasonable accommodations. If reasonable accommodations can be made,



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the parent and/or child's physician must complete all appropriate forms before medication or care can be provided to the child. Any necessary training for the staff will be conducted by the parent and/or College Nurse.

Prescription and non-prescription medications will not be administered to a child without the written order of a physician that indicates the medication is for that specific child. Medications will be centrally stored in a safe place inaccessible to children and will be given to the child by authorized staff who have been trained.

- ◆ PRESCRIPTION MEDICATION – Prescription medications must, by law, be dispensed in child-resistant safety containers, labeled with the child's name, the name of the drug, and the directions for its use.
- ◆ Prescriptions for siblings or other family members will not be given, nor will medication in sample bottles or bottles other than the prescription container.
- ◆ OVER-THE-COUNTER MEDICATION will be given only if the medication has a prescription label stating the child's name, dosage, and dates pertinent to illness.
- ◆ SUNSCREEN – Center staff do not apply sunscreen to the children. Instead parents are encouraged to apply sunscreen to their children before drop off or any time their child is at the Center, and/or parents can send hats for their children to wear when outdoors.

Child Ouch Reports

Participation in various activities at the Center help children stay healthy and physically fit, but they can also occasionally result in injuries. Scrapes are a fact of life for most children. If a child has a minor injury (scrape, abrasions, bump-other than the head, etc.) then an Ouch Report should be completed.

The staff member who was responsible for the supervision of the child should complete the report in conjunction with any staff who witnessed the injury. The Teacher will review with the parent upon pick-up or via a phone call. The white copy of the report goes to the parent and the yellow is filed in the Center.

Center Unusual Incident / Injury Report

If an unusual incident occurs to a child or staff member at a center, the Center Director is responsible to contact Community Care Licensing (CCL) within the first 24 hours to report the incident. Unusual incidents include aggressing act of self, to another client or to staff, alleged client abuse, injury requiring hospital services, epidemic outbreak, etc.

The Center Director will complete an Unusual Incident / Injury / Death Form (LIC 624) and submit to CCL within the first 48 hours with as much information about the incident as possible. A copy of the form will be filed and kept at the Center.

Center Safety Drills

Coordination of emergency procedures is important for staff to safely remove the children and themselves from danger. Each Center has an Emergency Disaster Plan (LIC 610) posted and available at their Center.

FIRE DRILL PROCEDURE:

- Announce

Teacher will announce "Fire Drill!" or use a whistle/alarm sound

- Response

During the response phase, the Teacher closest to the door gets the Sign in/out sheets and Emergency Bag. The children are instructed to come to the door and the teacher will lead the children out the



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appropriate door.

- In the drill, the teacher nearest to a phone, if available, will take it with her/him.
- The last teacher out of each room must check the room and/or bathrooms to verify that all children are out of the room, and close the doors.
- An assigned staff member is designated to check all classrooms, bathrooms, kitchens, and other areas to ensure everyone is out of building.

- Evacuation

All teachers will space themselves along the line of children following the lead teacher out to the meeting space. They will keep the children moving quickly and quietly.

- Assembly

All children are to be walked to a meeting location.

- Roll Call

Attendance of the children is taken from the Sign-In/Out sheets.

- Log

The Center Director will document the fire drill in a log.

EARTHQUAKE DRILL PROCEDURE:

- Announce

Teacher will use Air horn and announce an “Earthquake Drill”

- Response

During the response phase, everyone heads for cover. Staff and children get under a heavy desk, table, chair, bed or under a door jamb. Make sure you move away from windows, glass or light fixtures. If there is not cover available, crouch and try to protect your head.

- Response

After remaining in your respective safe-place until the shaking has stopped, children and staff then evacuate the building. The evacuation proceeds through pre-determined safe routes and evacuees gather outside in a safe area away from buildings, fences, walls, electricity poles, bridges and trees.

- Assembly

All children are to be walked to a meeting location.

- Roll Call

Attendance of the children is taken from the Sign-In/Out sheets.

- Log

The Center Director will document the earthquake drill in a log.

If an earthquake occurs and children are outside, gather children away from overhead power lines and glass windows.

Emergency Center Situations

Listed below are some types of emergency situations that may occur. When required, the Center Directors will complete and send Community Care Licensing an Unusual Incident report within 24 hours of an incident.

NATURAL DISASTER OR EXTREME WEATHER POLICY:

It may become unsafe for the program to operate during a natural disaster or extreme weather, which would deem the facility to become unsafe. Some tips to keep in mind:



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- If local elementary school district or the San Diego Community College District closes due to a natural disaster (i.e. bad weather, flooding, fire) the center may also close.
- If school is open in the morning and a natural disaster occurs and the center must close, staff are required to make contact with the parents to notify when and where to pick up their children.
- If a natural disaster occurs on a day when the center is closed, the Center Director will make the decision to whether to open the center as scheduled.
- Center Director will make every effort to update the center's telephone voicemail or will text to inform staff and families of any information regarding a center closure or updates during an emergency.

LOCKDOWN

When the Center is notified by law enforcement officers that there is danger in the immediate area, the Center goes into lockdown.

- Lock all doors that lead into the center or any door where children and/or staff are (classroom, kitchen, etc.).
- Individuals do not arrive or depart from the Center as it would cause an immediate threat to the safety of the staff and children in the Center.
- Keep children and staff away from the windows and doors.
- Notify the district office by phone or any mean necessary (text, email).
- Lockdown is over when law enforcement officials inform the Center that the threat has passed.

POWER FAILURE / WATER SHUT OFF

In an event of a power outage the Center may have to close due to food safety, outdoor/indoor temperature, and/or district phone access. In the event of a power outage or water shut off:

- Contact the Center Director and ask for further instructions.
 - Closing the Center is at the discretion of the College Campus President and/or the Vice President of Instruction (VPI).
 - In the event, the President and/or the VPI are not available, the Dean and Center Director will work collaboratively to make a decision.
- If the decision is made to close the Center, staff will contact parents to pick up their children.
- If possible, Teachers will continue activities for the children as normal until power or water is restored or until parents pick up their children.

For more information from Community Care Licensing on Emergency and Disaster Information click on the following link [PIN 19-18.1-CCP](#).

MISSING CHILD

Every attempt must be made to ensure the security and safety of children is maintained at all times. In the unlikely event a child is missing, staff are to follow the Missing Child procedure:

- The Center Director or person in charge will:
 - Conduct a thorough search of inside and outside the building (playground and perimeter).
 - Notify all those they see of the missing child.
 - Check doors and gates to see if there has been a breach of security whereby a child could wander out.
 - Assign staff as follows:
 - One staff to



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- contact the police
- contact the parents
- Second staff to
 - establish when the child was last seen and document the time
 - document where the child was last seen
 - document what clothes and shoes the child was wearing
- All other staff who are not part of ratios will each take a role to:
 - Verify that all other children who are signed-in are accounted for
 - Move inside or stay in classrooms with children until the missing child is located or until further instructions are provided.
 - The Center Director, and if necessary all staff, will need to remain on site until instructed otherwise by police. If the incident warrants a police investigation, all staff will co-operate fully. The police will handle all aspects of the investigation including interviewing staff.

Managing People During an Emergency

Part of managing the incident is to keep everyone as calm as possible. Here are some tips to help.

- Children may be worried. It is important for staff to focus on the children's needs and answer their questions honestly in the most age appropriate way.
- The Center Director will ensure staff are safe and able to continue care for the children.
- Parents may feel nervous or angry. The Center Director will meet or talk to any parent who is distraught. In the case when the Center Director is not available, there should be 2 staff members present when engaging with a distraught parent. Any aggression or threats against staff are not tolerated and the police should be called.
- Staff must not discuss any emergency with the press/news media and should refer them to the Center Director.

Agency Plan During Extended Emergency Closures

The SDCCD Centers will continue to provide services to enrolled families and children via “distance learning” in cases of extended emergency closures. When offering State-Subsidized early learning and care programs, the Centers must continue to provide modified quality program activities to all currently enrolled children and families in compliance with 5 CCR and EC8203.

In the event of an extended closure during the program school year, the Agency Plan provides districtwide guidance regarding modified program operations to address the needs of children and families who are no longer being served in the physical setting during an emergency closure. The Agency Plan includes various ways center staff will engage remotely with families through modified program services. This includes but not limited to; email, phone calls, text, Learning Genie family application/software, educational packet distribution, etc.

The Agency Plan is maintained on file at each Center and at the District office. An electronic copy can be located at the SDCCD website [Agency Plan](#).

Each center must develop and maintain family engagement plan(s) for disasters.



COVID-19 Center Information

Each Center developed written plans to address COVID-19 regulations using the guidelines and regulations provided by the following entities:

- California Department of Public Health
- County of San Diego
- Community Care Licensing
- San Diego Community College District
- College Campus

The Plans include but not limited to:

- Staff Training on COVID-19
- Arrival & Departure Procedures
- Plan for Containment
- Preparing Environment
- Safety, Sanitizing, and Cleaning
- Children's Meal Service
- Center Hours, Class Group Sizes

Contact the Center Director to review the most current Center Plan.

Cleaning / Sanitizing

Cleaning and disinfecting are part of a broad approach to preventing infectious diseases. To help slow the spread of influenza (flu), the first line of defense is getting vaccinated. Other measures include staying home when sick, covering coughs and sneezes, and washing hands often. Below are tips on how to slow the spread of flu, specifically through cleaning and disinfecting.

First, know the difference between Cleaning, Disinfecting, and Sanitizing:

CLEANING removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

DISINFECTING kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

SANITIZING lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

◆ When **CLEANING** a surface

1. Use a soapy water solution to clean tables using a clean disposable paper towel.
2. Spray the entire surface using the approved solution.
3. Allow the solution to sit at least 10 seconds (preferable 2 minutes) before wiping dry, using a clean disposable towel or let air dry.



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Store the solution out of reach of children in a way that prevents tipping and spilling. Always follow the manufacturer's instructions for safe handling.

Alternative to Bleach: An alternative solution is an EPA approved "disinfectant" (not sanitizer) which may be used in place of the usual bleach and water solution if:

- It is registered with the EPA; Check the label of the original container and look for the designation as an EPA disinfectant
- It is described as a disinfectant
- It is used according to the manufacturer's instructions

When to sanitize the tables:

- After messy play (play dough, sand, paste, etc.)
- Before and After a snack and meal
- Before closing the Center

Each Center Director creates a cleaning schedule for toys and materials, which may include the use of the bleach-water solution and/or other appropriate alternatives (i.e. machine wash, stem cleaning). You should be aware of the cleaning schedule in order to plan accordingly.

Maintenance and Repairs

The Center Director oversees all facility repairs and maintenance of the Centers in conjunction with the College Maintenance Supervisor. If a Center has a repair or maintenance item in need of attention, staff can complete a Maintenance & Repair Request for Action Form and submit to the Center Director for approval. The Center Director will submit to the Maintenance Supervisor.

If a Center has an URGENT repair need, then a phone call/text should be made to the Center Director, Dean, and/or the Maintenance Supervisor for further direction.

When the Maintenance Supervisor is working at a Center, staff can discuss pending repair or maintenance issues with him/her, but know a Maintenance & Repair Request for Action Form will still need to be submitted.

If someone arrives at the center to complete work without prior notice, do not let him or her continue any work until the Center Director is contacted and approves the work.

Section 5

CHILD AND FAMILY INFORMATION

Children's Personal Rights and Parent's Rights

Community Care Licensing requires each parent/guardian to be made aware of their child's personal rights and their parent's rights when they place their child in a center. Center staff must be familiar and adhere to these rights at all times. The rights are as follows:



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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:

- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
- (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
- (3) 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.
- (4) 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.
- (5) 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.
- (6) Not to be locked in any room, building, or facility premises by day or night.
- (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

PARENTS' RIGHTS

Parent/Authorized Representative, have the right to:

1. Enter and inspect the child care center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address and telephone number of the local licensing office.
Licensing Office Name: San Diego Child Care Regional Office
Licensing Office Address: 7575 Metropolitan Drive, 110, San Diego, CA 92108
Licensing Office Telephone #: (619) 767-2200
7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.



Confidentiality of Family, Child, and Staff Information

Each staff is responsible for safeguarding confidential information obtained in the course of his or her employment. In the course of work, staff may have access to confidential information about the Centers, parents, children, suppliers, and/or fellow staff. The protection of confidential, sensitive, and proprietary information is of critical importance to the district, its workforce, and its clients.

Staff must not use any confidential, sensitive, or proprietary information of the district in any manner that is unauthorized or detrimental to the best interests of the Centers. This policy does not apply to the terms and conditions of your employment, including your wages.

The use or disclosure of all information pertaining to a child and his/her family shall be restricted to purposes directly connected with the administration of the program. The basic data file can be reviewed by the parent or the parent's authorized representative. If anyone calls requesting information about a child or family, we cannot give it out. Tell the person making the request that their information be given to the parent and the parent can contact them.

Child Diapering & Toileting

Each Center is equipped to change diapers and soiled clothing in safe and sanitary fashion. Staff are expected to change children's diapers, underwear, and other clothing when wet or soiled. Staff check for this at least every two hours or, if the child is sleeping, when he/she awakens.

Staff must change children's diapers or soiled underwear in the designated changing areas. At all times, staff must have a hand on the child when the child is being changed on an elevated surface. In the changing area, staff post and follow changing procedures from the Center for Disease Control and Prevention.

1. PREPARE

- Bring your supplies (e.g., clean diaper, wipes, diaper cream, gloves, plastic or waterproof bag for soiled clothing, extra clothes) to the diapering area.
- Cover the diaper-changing surface with disposable liner.
- If you will use diaper cream, dispense it onto a tissue now.

2. CLEAN CHILD

- Place the child on diapering surface and unfasten diaper.
- Keep soiled diaper/clothing away from any surfaces that cannot be easily cleaned. Securely bag soiled clothing.
- Clean the child's diaper area with disposable wipes. Always wipe front to back.

3. DISCARD/REMOVE TRASH

- Place used wipes in the soiled diaper.
- Discard the soiled diaper and wipes in the trash can.
- Remove and discard gloves, if used, by pulling them off inside out.

4. REPLACE DIAPER

- Slide a fresh diaper under the child.
- Apply diaper cream, if needed, with a tissue or a freshly gloved finger.
- Fasten the diaper and dress the child.

5. WASH CHILD'S HANDS

- Wash child's hands with soap and water and place him or her in a safe, supervised area.

6. CLEAN UP



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- Remove liner from the changing surface and discard in the trashcan.
- Wipe up any visible soil with damp paper towels or a baby wipe.
- Wet the entire surface with disinfectant; make sure you read and follow the directions on the disinfecting spray, fluid, or wipe. Choose disinfectant appropriate for the surface material.

7. WASH YOUR HANDS

- Wash your hands thoroughly with soap and water.

Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly by using a hands-free device (e.g., a step can). Containers are kept closed and are not accessible to children.

For children who require cloth diapers, the diaper must have an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.

Releasing a Child from the Center

Children can be released for pick-up only to parents, persons designated on the child's emergency information card, or when the parent has signed a release for the person to pick-up their child. Staff are responsible for checking identification on any adult with whom they are not familiar with and who is picking up a child from the Center.

1. Ask for Identification from the person
2. Check the name in the child's file under the Emergency Information / Authorized to Pick-up. The name must match name on the form.
3. If the name does not match or the staff is not comfortable letting the child leave, parent should be called to confirm authorization of pick-up or to make alternative arrangements for pick-up of their child.

In the event that a person refuses to leave or insists on taking the child, the staff must call campus police immediately at 9-1-1 or (619) 388-6405. Here are some instructions for extreme situations at pick-up or drop off a child:

- Intoxicated Parent. It is difficult to predict under what circumstances a court would impose liability on a Center for releasing a child to an authorized but intoxicated (under the influence of drugs or alcohol) person. It is unclear whether the provider's duty to protect the child's health and safety over-rides the parents' right to take the child away from the facility. Recommended actions are:
 1. Delay the person's departure until she or he is sober
 2. Volunteer to call either another person on the child's emergency form or a friend, relative or taxicab to pick-up the child and parent
 3. If the person refuses to cooperate or acts threateningly, call Campus Police at 9-1-1
 4. In the event that the child is released to the suspected parent, write down the license plate number and report the information to police immediately
 5. Report the incident to the Center Director.
- Unauthorized Person. When an unauthorized person demands release of a child, in order to avoid civil or criminal liability, a provider should take all reasonable steps to resist the person's demands. Recommended actions:



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1. Stay calm
 2. Explain that both the law and the Center rules prevent the release of a child to any unauthorized person.
 3. Explain that the only exception would be if the parent has signed a written authorization and verified orally with the provider.
 4. Call the custodial parent and inform him or her about the situation.
 5. If the parent confirms that the person is unauthorized, try to stall the person until the parent arrives without releasing the child.
 6. If the person abducts the child by force, get a detailed description of the unauthorized person, record the person's license plate and take note of the direction in which they went and immediately notify police.
- **Procedure For Children Left After Hours.** **Within 10 minutes** after the normal closing hour of the Center, the staff in charge must begin calling persons identified on the Emergency Sheet supplied to the Center at the time of the child's enrollment. Both primary and secondary numbers should be called repeatedly. This procedure will be **followed until 30 minutes** after the Center's closing or earlier depending on season or circumstances.
 1. If the parent or other authorized person cannot be reached within that time, and/or if the child has not been picked up by that time, the staff in charge is instructed to call both the Center Director and Campus Police at (619) 388-6405.
 2. The teacher and child may be taken to the Security Office primarily for safety reasons. A police vehicle will be dispatched to the Center and both the staff and the child will return to the Security Office with the officer. The teacher must leave a note in a prominent location at the Center indicating where the child has been taken.
 3. The teacher will remain with the child until either, parent, Child Protective Services, or the Center Director returns to stay or retrieve the child. **One and one half hours** after closing time, both the teacher and the officer in charge are authorized to contact Child Protective Services at (858) 560-2191 or (800) 344-6000. The teacher and the officer in charge are authorized to release the child to these authorities upon their arrival.

Child Car Seat Law

Staff should be aware of the current California Car Seat Law, which can be found at www.cdph.ca.gov/vosp. It is the parent's responsibility to ensure their child has the appropriate car seat. If a parent or designated representative arrives to pick up a child without the appropriate car seat, the child should remain at the Center until the parent or designated representative obtains a car seat that follows current standards of the law.

Staff / Parent Communication

It is important for all Center staff to understand that effective, professional, and regular communication with parents is expected at all times. All staff should be careful what they say to parents regarding enrollment, schedules, or fees. It is better to refer them to the office.

Parent communication must be:

- ◆ Considerate – conversations are polite and professional
- ◆ Confidential – conversations are not held in front of other parents or staff



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- ◆ Positive -kept to positive information about the child. Avoid critical comments about the school, other agencies, or the Center staff.
- ◆ Sensitive – conversations about their child should be done in private and not with the child near
- ◆ Regular – daily communication with the parent establishes a relationship

If a parent is upset and has a complaint regarding the Center, refer them to the Center Director. If the Center Director is not available, follow these steps:

- ◆ If possible, meet with parent away from children and staff.
- ◆ Let the parent talk and listen carefully to what they are saying.
- ◆ Acknowledge the parents concern and let them know you will notify the Center Director as soon as possible.
- ◆ Document the concern and provide to Center Director.
- ◆ Within 24 business hours, let the parent know you provided their Center Director with the information.

Parents who want to speak to someone other than staff at the center can be directed to the appropriate personnel.

- Concerns or complaints of the operation of the Center – College Dean (see Center information at the beginning of this Handbook)
- Notice of Action Appeals (NOA) – District Dean, Career Education and Workforce Development (information is located on back of the NOA)
- Child and Adult Care Food Program discrimination allegation - District Dean, Career Education and Workforce Development
- Any student or staff, who believes that they have been discriminated against, harassed, or who believes another has been discriminated against in violation of Board Policy 3410 Nondiscrimination - San Diego Community College District, Attn: Legal Services & EEO, phone (619) 388-6591, Email sdccdlegalservices-eeo@sdccd.edu

For any concerns, you are unsure of, contact your Center Director or the District Program Director, Susan Villareal, phone (619) 388-6864, Email svillareal@sdccd.edu

Family / Parent Surveys

A Parent Survey is distributed annually to parents. The Center Director will review the results of the survey to plan and conduct activities to support children’s learning and development. Staff also uses the results to improve communication and services with parents and staff.

Family Notice of Actions (NOA)

The Center’s decision to approve, deny, or change in services shall be communicated to the parent through a written statement referred to as a Notice of Action (NOA). Information on the NOA includes:

- Basis of eligibility.
- Monthly Family Fee, if applicable.
- Duration of the eligibility.
- Names of children approved to receive services.
- Hours of service approved for each day.
- Instructions for the parent(s) on how to request a hearing if they do not agree with the contractor’s decision in accordance with procedures specified below.



Child Behavior Management

The Centers would like every child to successfully manage their behavior. The Center uses prevention, positive interaction, and supportive intervention to help children reach that goal. Below are some of the strategies used by Center staff to help children stay safe while participating in the program and with other children and adults.

Staff may not use any type of 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.

REDIRECTING

It will be more successful in changing a child's behavior if you turn his/her attention to something else, which is equally as interesting as what he/she has been doing. For example: Katie has been playing in the sandbox for some time. She begins throwing the sand toys. The teacher assumes that she has lost interest and needs to do something more active. She says, "Katie, let's find the beanbags and set up a place to throw." Together they locate the beanbags and create a fun target.

POSITIVE, NON-JUDGMENTAL STATEMENTS

Teach children a healthy attitude about mistakes. Avoid labels (even complimentary labels such as "talented", "smart", etc.); commenting on specific actions instead, ("You put the puzzle pieces together perfectly!"). State requests in a positive form ("Walk around the puddle", rather than, "Don't...").

Remember that while not all acts can be approved, all feelings can be. It is important for a child to know what he/she feels even if he does not know why. Try to be friendly and undisturbed by a logical consequence which serves as its own discipline (avoid saying, "I told you so"). Use impersonal statements where appropriate ("Rest time is at noon" rather than "You must rest on your cot at noon").

Compliment a child's effort, even if the child is unable to complete the task.

VERBALIZING FEELINGS

Helping children to verbalize their feelings is an important part of our work at school. Children will argue and fight over toys, which chair to sit on at snack time, or their place in line. Discourage fighting by encouraging children to "use their words" and say what they feel. For example, "Don't do that. I don't like you to push me," rather than acting out their feelings physically.

A child having a difficult time with separation, sharing, or just growing up may be helped by the adult stating: "It's okay to feel..."

- ...sad when your mother/father leaves."
- ...hurt when someone won't share with you."
- ...frustrated when you can't tie your shoe laces by yourself."

SELF-REGULATION SUPPORT

When a child is unable to regulate their behavior the teacher will move to the child and state what they see happening with emotions and/or behaviors and offer support. For example, the adult may say, "Johnathon took



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the block you were using and you were angry so you threw the basket. I will stay with you if you like. It can be scary to feel so angry.

To calm yourself you could take some deep breathes like this”, the adult might suggest a calming activity such as “Would you like to blow some bubbles or play with the squishy ball?” or, “Would you like to sit on the pillows and read a book with me?”

CONFLICT RESOLUTION

HighScope is a preschool curriculum that teaches an approach to conflict resolution designed for young children age eighteen months to six years of age. The approach is based on six simple mediation steps that teachers use with children during emotionally charged conflict situations. The steps are:

1. Approach calmly, stopping any hurtful actions.
2. Acknowledge children’s feelings.
3. Gather information.
4. Restate the problem.
5. Ask for ideas for solutions and choose one together.
6. Be prepared to give follow-up support.

WORDS THAT HELP

Phrasing a sentence in the positive instead of the negative produces much better results.

Re-Phrasing Words	
Instead of:	Try saying:
⊗ “Stop running in the classroom.”	✓ “We use walking feet when we are inside.”
⊗ “You don’t get to play with this again if you don’t clean up.”	✓ “It’s time to clean up now. Let’s all help.”
⊗ “You should put windows in your house”	✓ “I see you had fun making the picture.”
⊗ “What is it?”	✓ “Would you like to tell me about your picture?”
⊗ “Don’t hit with that broom.”	✓ “Brooms are for sweeping. We keep them on the floor.”
⊗ “Don’t poke Marie with the brush.”	✓ “Paint brushes are for painting.”
⊗ “Don’t put it in your hair.”	✓ “Keep the clay on the table.”
⊗ “Don’t throw blocks.”	✓ “Blocks are for building with.”
⊗ “What! A big girl sucking her thumb?”	✓ “Would you like to hold the books for me?”
⊗ “You have to do it now.”	✓ “Can you do it by yourself or shall I help you?”
⊗ “I told you to stop throwing sand!”	✓ “Keep the sand low; it hurts when it gets in the eyes.”



⊙ "Hurry up and get over here."	✓ "If we put our jackets on quickly, we'll have more time outside."
⊙ "Stop being mean."	✓ "It hurts to be hit. See, your friend is crying."

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INTERVENTION SUPPORT

If the child's behavior impedes the child's learning, or that of others, the Center and family must consider behavioral intervention strategies, including the use of positive behavioral interventions and supports when developing an initial plan or modifying an existing plan, as to reduce the need for discipline of a child.

In addition, preschool children with disabilities who are eligible for services under the Individuals with Disabilities Education Act (IDEA) are entitled to the same disciplinary protections that apply to all other IDEA-eligible children with disabilities, and may not be subjected to impermissible disciplinary changes of placement

for misconduct that is caused by or related to their disability, and must continue to receive educational services consistent with their right to a Free Appropriate Public Education (FAPE) under the IDEA.

PROCESS FOR A CHILD'S SAFE PARTICIPATION IN THE PROGRAM

A child who displays persistent and/or serious challenging behavior that disrupts the safety or learning of themselves or of other children will be offered support through various systems. The Center follows the California Department of Education, Early Education Division directives and recommendations for children who have persistent and serious challenging behaviors. Refer to the Family Handbook for the process.

The Centers follow Community Care Licensing definitions of expulsion and suspensions:

- Expulsion: Terminating the child's participation in the program (even if saying "not a good fit", etc.).
- Out-of-school suspension: not allowing the child to attend the program for a certain number of hours in a day or a certain number of days.
- In-school suspension: Sending the child out of the classroom to the "office" or another classroom for a significant portion of the day (over 25% of the time the child is in school).

Section 6

CLASSROOM

Classroom Ratios for State Funded Classrooms

Following ratios is critical to maintaining a safe and nurturing environment where children can develop secure emotional bonds with teachers and other children. Staff should always immediately inform the Center Director if ratios are not being met at any time during center operations.

The Centers are held to Community Care Licensing, Title 5 Ratios. Ratios must be followed at all times while children are signed-in for care. The Centers and/or classrooms without Head Start programs follow these ratios:

- Children 0-2 years
 - 1 adult: 3 children



- 1 permitted Teacher for every 18 children
- Children 18 months-36 months
 - 1 adult: 4 children
 - 1 permitted Teacher for every 16 children
- Children 36 months-6 years old
 - 1 adult: 8 children
 - 1 permitted Teacher for every 24 children



Classroom Ratios and Group Sizes for Head Start Classrooms


(San Diego City Early Education Center and Mesa College Child Development Center)

Neighborhood House Association (NHA) collaborates with San Diego City and Mesa College Child Development / Early Education Centers to offer Early Head Start and Head Start services to families and children.

Centers and/or classrooms with Head Start or Early Head Start programs follow Head Start Performance Standards for Ratios and Group Sizes. Below are the Head Start ratios and group sizes, however, a variety of

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accommodations can be made with programs that have multiple funding sources such as San Diego City and Mesa Colleges.

Program Option	Age of Children	Group Size	Adult/Child Ratio / Case Load	Reference: Head Start Performance Standards
Center Based	0-3 years	8	1 Teacher for every 4 children	1304.52(g)(4)
	4-5 years	17 - 20 children, with a maximum of 20 children enrolled in any one class.	2 paid staff people per class – Teacher and Teacher Aide, or Two Teachers. When possible an additional volunteer will be present in the classroom	1306.32(a) class size 1306.20(c) and (e)ratios
	3 years	15 - 17 children, with a maximum of 17 children enrolled in any one class.		

Center Curriculum Plans

Curriculum Plans are required to be completed by the Lead Teacher and posted in the classroom. Curriculum Plans and education components shall include, but are not limited to, the following:

- The program approach is developmentally, linguistically, and culturally appropriate
- The program is inclusive of children with special needs
- The program encourages respect for the feelings and rights of others
- The program supports children’s social and emotional development by
 - Building trust
 - Planning routines and transitions so they can occur in a timely, predictable manner, and unhurried manner
 - Helping children develop emotional security and facility in social relationships
- The program provides for the development of each child’s cognitive and language skills by:
 - Using various strategies, including experimentation, inquiry, observation, play, and exploration
 - Ensuring opportunities for creative expression through activities such as art, music, movement, and dialogue
 - Promoting interaction and language use among children and between children and adults



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- Supporting emerging literacy and numeracy development
- The program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement
- The program promotes and maintains practices that are healthy and safe

Routine and Schedule of Daily Activities

Teachers and Center Directors work together to plan indoor and outdoor schedules to ensure all children have access to various activities and environments throughout the day. The schedule must be posted in the classroom.

It is best to describe a daily schedule as a daily routine. The Centers follow a daily routine that is adapted to the children’s interests or needs. The length of time spent during one part of the day may change from one day to the next, but the pattern or order of events throughout each day is consistent and predictable.

Children do best when there is a clear understanding or expectation of the daily routine. A predictable routine helps children:

- Develop emotionally, cognitively, and socially
- feel secure
- reduce behavior problems
- understand what they will be expected to do during each part of their day
- be more responsible, independent and confident
- be more relaxed and cooperative

Environment Rating Scales

The Centers annually complete Environment Rating Scales (ERS) to ensure classroom and playground environments meet or exceed Community Care Licensing and California Department of Education standards. The two ERS used are:

- Early Childhood Environment Rating Scale (ECERS) for preschool classrooms
- Infant Toddler Environment Rating Scale (ITERS) for infant and toddler classrooms

These evaluation instruments are for rating early childhood settings and include 37 items divided into seven subscales:

1. Personal care routines
2. Furnishings and display for children
3. Language - reasoning experiences
4. Fine and gross motor activities
5. Creative activities
6. Social development
7. Adult needs

Once completed, the Center Director and staff review scores to recognize areas of strength and develop strategies to help improve areas where scores were low.



Child Desired Results Developmental Profile 2015 (DRDP 2015)

The Desired Results Developmental Profile (2015) is a formative assessment instrument developed by the California Department of Education for young children and their families to be used to inform instruction and program development. DRDP 2015 is comprised of eight domains:

1. Approached to Learning - Self Regulation
2. Social Emotional Development
3. Language and Literacy Development
4. English Language Development
5. Cognition including Math and Science
6. Physical Development Health
7. History Social Science
8. Visual and Performing Arts

At minimum, the teachers assess each child twice a year; 60 calendars from the child's first day of childcare and every 6 months thereafter. Parent conferences occur at a minimum of twice a year to review the results and are provide the parent with a copy of their child's developmental summary.

If you or any staff member suspects a developmental delay or special need of a child, they should report the concern to the Lead Teacher and Center Director as soon as possible. The Center Director will work in collaboration with the Teacher to observe and provide documentation and notify families if and when necessary. Some steps may include:

- Providing written documentation to parents
- Developing strategies to support child's development at home and in classroom
- Establishing a pattern for receiving communication between families and Center staff
- Providing resources and referrals to staff and parents

The Center Director will continue to follow-up with the parent and teacher to ensure child's overall development is being appropriately addressed.

Field Trips

Teachers can plan field trips during the program year with prior approval from the Center Director. Field trips include walking onto the college campus to visit various activities and events. Permission for on campus-field trips is signed by parents on the Consent Form at time of enrollment. For off-campus field trips, parents will need to sign an additional permission slip, which will indicate date, time, and location of the trip. Forms can be requested through the Center Director and/or Office Staff.

Due to the teacher child ratios, it may become necessary for any child that is not participating in a field trip to be picked-up before or dropped-off after the field trip.

If necessary, Teachers are responsible to ensure meals/snacks are prepared in accordance to field trip protocol with food vendor.

Section 7

CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

Overview

The Child and Adult Care Food Program (CACFP) provides reimbursement funds to child care centers for the provision of nutritious foods that contribute to the wellness, healthy growth, and development of young children. There is no charge to the families for the meals and snacks served to the children.



Section 7 continue

The CACFP meal pattern varies according to age and types of meals served. Centers are approved to claim up to two reimbursable meals (breakfast, lunch, or dinner) and one snack to each eligible participant, each day.

Reimbursement for the Center is computed by actual meal count by type (breakfast, lunch, supper, or snack) and eligibility category (Free, Reduced Price, and Paid). Parents complete a Meal Benefit Form prior to their child's enrollment which will determine the eligibility category for reimbursement.

Meals / Snacks

The Center receives daily CACFP approved meals and snacks from Neighborhood House Association (NHA) Nutrition Services. NHA handles, prepares, and transports food according to all federal, state, and local laws pertaining to safe food handling.

NHA's Nutrition Services provides a cutting-edge menu that is balanced in calories, carbohydrates, fat, protein and nutrients. NHA's food service operation features:

- Kid-tested and approved meals
- Ethnically diverse menus
- Natural and organic foods
- Homemade recipes made at a local facility
- Conversions to accommodate food allergies and intolerances
- Ability to use the menu as a nutrition teaching tool for children and families
- NHA provides a monthly menu before the start of each month, which is then posted for families to read.

Family Style Meal Service

The Centers encourage classrooms to serve meals and snacks Family-Style. Family-Style is defined as:

- Each table has all the meal components set-out and enough food and milk/juice to provide the required portion of each component to all participants at the table.
- Children and a staff member are seated at the table together at point of service.
- Children are initially offered the full required portion of each meal component by passing the food portions around to each child or the staff member offering to serve the portion.
 - Staff are actively encouraging each child to accept the required portion for each food component and/or encouraging the child to try all food and drinks offered.

It is important for staff to sit at the table with children and serve a child size portion of the meal/snack to:

- Model good eating habits
- Model good table manners
- Encourage children to eat or try the meal/snack

Traditional Meal Service

If a Center or class chooses to serve Traditional Meal Service, the following process is to take place:

- All food items and drinks must be served to each child with the minimum required portion amounts of each meal component.
- Meal counts are taken after all children have been offered and served, Point Of Service (POS)



SDCCD CACFP Handbook

San Diego Community College District has a written Child and Adult Care Food Program Handbook specific to the Centers. Center staff are encouraged to read the handbook and be familiar with the processes and procedures of CACFP at the centers. The handbook can be located on the SDCCD website at [CACFP Handbook](#).

Section 8

DOCUMENTS TO BE POSTED AT THE CENTER

The Centers are required to have the following documents posted per Community Care Licensing. If any of these documents are not posted, please notify the Center Director immediately.

- Facility License
- Personal Rights (LIC 613A)
- Child and Adult Care Food Program Civil Rights Posters
- Menus
- CACFP “And Justice For All” Poster
- Child Passenger Restraint System Poster (PUB 269)
- Daily Activity Schedule
- Emergency Disaster Plan (LIC 610) and Earthquake Preparedness Checklist (LIC 9148)
- Parent’s Rights Poster (PUB 393)
- Notice of Site Visit (LIC 9213)
- Any licensing report documenting a Type “A” citation must be posted for 30 days
- Any licensing report or other document verifying compliance or non-compliance with the Department’s order to correct a Type A deficiency must be posted for 30 days.
- Women, Infants, and Children (WIC) information

RESOURCE LIST

- California Commission on Teacher Credentialing, Child Development Permits
 - www.ctc.ca.gov/credentials/req-child-dev
- California Department of Education (CDE), Early Learning and Care Division (ELCD)
 - www.cde.ca.gov/sp/cd/
- California Department of Social Services, Community Care Licensing (CCL)
 - www.cdss.ca.gov/inforesources/Community-Care-Licensing
- California Early Childhood Online (CECO)
 - www.caearlychildhoodonline.org
- California Preschool Instructional Network (CPIN)
 - <https://cpin.us/>
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
 - <http://csefel.vanderbilt.edu/>
- Child Abuse Mandated Reporter Training
 - www.mandatedreporterca.com/training
- Child and Adult Care Food Program (CACFP)
 - www.cde.ca.gov/ls/nu/



Section 8 continue

- **Desired Results for Children and Families**
 - www.desiredresults.us
- **National Association for the Education of Young Children (NAEYC)**
 - www.naeyc.org
- **Neighborhood House Association (NHA), Early Head Start and Head Start**
 - www.neighborhoodhouse.org
- **San Diego Community College District (SDCCD)**
 - www.sdccd.edu
- **San Diego County Office of Education (SDCOE), Early Education Program and Services**
 - www.sdcoe.net/student-services/early-education/Pages/default.aspx
- **San Diego Quality Preschool Initiative (QPI), Quality Rating Improvement System (QRIS)**
 - <https://qpi.sdcoe.net/>
- **Zero To Three**
 - www.zerotothree.org

APPENDIX

- CCL Notice of Employee Rights (LIC 9052)
- Effects of Lead Exposure Brochure
- NAEYC Cleaning, Sanitizing, and Disinfecting Frequency Table (Chart)
- Centers for Disease Control and Prevention – Handwashing Poster
- Centers for Disease Control and Prevention – Safe and Healthy Diapering Poster



NOTICE EMPLOYEE RIGHTS

Instructions:

This form is intended to meet the requirements of Health and Safety Code Sections 1596.881 and 1596.882 which require that employees be informed of their rights, at the time of employment, to filing complaints against their employer for violating any licensing law or regulation. The child care facility licensee is required to give the employee this form, to have the employee complete and detach the bottom of the form, and to maintain the signed acknowledgement of receipt of the form in the employee's file.

No employer shall discharge, demote, suspend or threaten to discharge, demote or suspend, or in any manner discriminate against any employee for taking any of the following actions:

1. Making an oral or written complaint against the employer to the California Department of Social Services or other agency having statutory responsibility for enforcement of the law or to the employer or representative of the employer for the violation of any licensing law or other laws (including but not limited to laws relating to child abuse, staff-child ratios, etc.).
2. Instituting or causing to be instituted any proceeding against the employer regarding the violation of any licensing law or other laws.
3. Is, or will be, a witness or testifier in a proceeding regarding the violation of any licensing law or other law.
4. Refusing to perform work that is in violation of a licensing law or regulation after notifying the employer of the violation.

Pursuant to Health and Safety Code Section 1596.882, an employee alleging the violation by the employer of any action described above shall do the following:

1. Present the employer with a claim alleging violation of the employee's rights within 45 days after the discharge, demotion, suspension or threat thereof or for discriminating against the employee for taking such action.
2. File a claim with the Division of Labor Standards Enforcement no later than 90 days after the employer takes any of the above described actions against the employee.

Upon receipt of the employee's complaint, the Division of Labor Standards Enforcement shall do whatever investigation it deems appropriate to resolve the complaint. If it is determined that the employer has violated the employee's rights, the Division of Labor Standards Enforcement shall take action against the employer in any appropriate court. The court shall have jurisdiction of any action taken as well as to issue restraining orders and any other appropriate relief, including rehiring and reinstatements of the employee to his or her former position with backpay and benefits.

Within 30 days of receipt of a complaint from an employee as outlined above, the Division of Labor Standards Enforcement shall review the facts of the complaint and set either a hearing date or notify the employee and the employer of its decision. Where necessary, the Division of Labor Standards Enforcement shall begin the appropriate court action to enforce the decision.

Except for any grievance procedure or arbitration or hearing that is available to the employee pursuant to a collective bargaining agreement, Section 1596.882 is the exclusive means for presenting claims.

To file a claim with the Division of Labor Standards Enforcement, check the white pages of the local telephone directory under State Government Offices, California State of, Industrial relations Department, Labor Standards Enforcement-Working Conditions, for the local telephone number and address of the nearest office, or contact the headquarters office at P.O. Box 603, San Francisco, CA 94101, telephone (415) 703-4810.

(Detach Here)

(This form is to be retained in the employee's file)

EMPLOYEE RIGHTS

This is to acknowledge that I _____
(PLEASE PRINT NAME OF EMPLOYEE) have received a copy of
 "EMPLOYEE RIGHTS" from my employer _____,
(PLEASE PRINT NAME OF EMPLOYER) who is the
 licensee or authorized representative of _____
(PLEASE PRINT NAME OF FACILITY)

(SIGNATURE OF EMPLOYEE) _____
(DATE)



POTENTIAL SOURCES OF LEAD

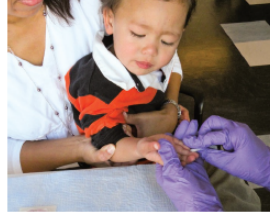
- Old paint, especially if it is chipped or peeling or if the home has been recently repaired or remodeled
- House dust
- Soil
- Some imported dishes, pots and water crocks. Some older dishware, especially if it is cracked, chipped, or worn
- Work clothes and shoes worn if working with lead
- Some food, candies and spices from other countries
- Some jewelry, toys, and other consumer products
- Some traditional home remedies and traditional make-up
- Lead fishing weights and lead bullets
- Water, especially if plumbing materials contain lead

SYMPTOMS OF LEAD EXPOSURE

Most children who have lead poisoning do not look or act sick. Symptoms, if any, may be confused with common childhood complaints, such as stomachache, crankiness, headaches, or loss of appetite.



OPTIONS FOR LEAD TESTING



A blood lead test is free if you have Medi-Cal or if you are in the Child Health and Disability Prevention Program (CHDP). Children on Medi-Cal, CHDP, Head Start, WIC, or at risk for lead poisoning, should be tested at age 1 and 2. Health insurance plans will also pay for this test. Ask your child's doctor about blood lead testing.

For more information, go to the California Childhood Lead Poisoning Prevention Branch's website at www.cdph.ca.gov/programs/clpppb, or call them at (510) 620-5600.

(The information and images found on this publication are adapted from the California Department of Public Health Childhood Lead Poisoning Prevention Program.)

1/2019



EFFECTS OF LEAD EXPOSURE

Children 1-6 years old are the most at risk for lead poisoning.

- Lead poisoning can harm a child's nervous system and brain when they are still forming, causing learning and behavior problems that may last a lifetime.
- Lead can lead to a low blood count (anemia).
- Even small amounts of lead in the body can make it hard for children to learn, pay attention, and succeed in school.
- Higher amounts of lead exposure can damage the nervous system, kidneys, and other major organs. Very high exposure can lead to seizures or death.

LEAD POISONING FACTS

- Buildup of lead in the body is referred to as lead poisoning.
- Lead is a naturally occurring metal that has been used in many products and is harmful to the human body.
- There is no known safe level of lead in the body.
- Small amounts of lead in the body can cause lifelong learning and behavior problems.
- Lead poisoning is one of the most common environmental illnesses in California children.
- The United States has taken many steps to remove sources of lead, but lead is still around us.

IN THE US:

- Lead in house paint was severely reduced in 1978.
- Lead solder in food cans was banned in the 1980s.
- Lead in gasoline was removed in the early 1990s.



LEAD IN TAP WATER

The only way to know if tap water has lead is to have it tested.



Tap water is more likely to have lead if:

- Plumbing materials, including fixtures, solder (used for joining metals), or service lines have lead in them;

- Water does not come from a public water system (e.g., a private well).

To reduce any potential exposure to lead in tap water:

- **Flush the pipes in your home**
Let water run at least 30 seconds before using it for cooking, drinking, or baby formula (if used). If water has not been used for 6 hours or longer, let water run until it feels cold (1 to 5 minutes).*
- **Use only cold tap water for cooking, drinking, or baby formula (if used)**
If water needs to be heated, use cold water and heat on stove or in microwave.
- **Care for your plumbing**
Lead solder should not be used for plumbing work. Periodically remove faucet strainers and run water for 3-5 minutes.*

- **Filter your water-** Consider using a water filter certified to remove lead.

WARNING!

Some water crocks have lead. Do not give a child water from a water crock unless you know the crock does not have lead.



(*Water saving tip: Collect your running water and use it to water plants not intended for eating.)

For information on testing your water for lead, visit The Environmental Protection Agency at www.epa.gov/lead/protect-your-family-exposures-lead or call (800) 426-4791.

You can also visit The California Department of Public Health's website at <https://www.cdph.ca.gov>.





Cleaning, Sanitizing, and Disinfection Frequency Table

Definitions	
Cleaning¹	Physically removing all dirt and contamination, oftentimes using soap and water. The friction of cleaning removes most germs and exposes any remaining germs to the effects of a sanitizer or disinfectant used later.
Sanitizing²	Reducing germs on inanimate surfaces to levels considered safe by public health codes or regulations. Sanitizing may be appropriate for food service tables, high chairs, toys, and pacifiers.
Disinfecting	Destroying or inactivating most germs on any inanimate object, but not bacterial spores. Disinfecting may be appropriate for diaper tables, door and cabinet handles, toilets, and other bathroom surfaces.
Detergent	A cleaning agent that helps dissolve and remove dirt and grease from fabrics and surfaces. Soap can be considered a type of detergent.
Dwell Time	The duration a surface must remain wet with a sanitizer/disinfectant to work effectively.
Germs	Microscopic living things (such as bacteria, viruses, parasites and fungi) that cause disease.

Definitions adapted from American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. *Caring for Our Children: National health and safety performance standards; Guidelines for early care and education programs*. 3rd edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. See <http://cfbc.nrckids.org/WebFiles/AppendicesUpload/AppendixJ.pdf> for additional details.

Cleaning, Sanitizing, and Disinfecting Frequency Table (Referenced in guidance for Criteria 5.A.08, 5.C.01, 5.C.02, and 9.C.06)						
Areas	Before Each Use	After Each Use	Daily (End of the Day)	Weekly	Monthly	Comments ⁱⁱⁱ
Food Areas						
Food preparation surfaces	Clean, and then Sanitize	Clean, and then Sanitize				Use a sanitizer safe for food contact
Eating utensils & dishes		Clean, and then Sanitize				If washing the dishes and utensils by hand, use a sanitizer safe for food contact as the final step in the process; use of an automated dishwasher will sanitize
Tables & highchair trays	Clean, and then Sanitize	Clean, and then Sanitize				
Countertops		Clean	Clean, and then Sanitize			Use a sanitizer safe for food contact
Food preparation appliances		Clean	Clean, and then Sanitize			
Mixed use tables	Clean, and then Sanitize					Before serving food
Refrigerator					Clean	

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Cleaning, Sanitizing, and Disinfecting Frequency Table (Referenced in guidance for Criteria 5.A.08, 5.C.01, 5.C.02, and 9.C.06)						
Areas	Before Each Use	After Each Use	Daily (End of the Day)	Weekly	Monthly	Comments ⁱⁱⁱ
Toilet & Diapering Areas						
Changing tables		Clean, and then Disinfect				Clean with detergent, rinse, disinfect
Potty chairs		Clean, and then Disinfect				Use of potty chairs is not recommended, but if used should be cleaned and disinfected after each use.
Hand washing sinks & faucets		Clean, and then Disinfect				
Countertops		Clean, and then Disinfect				
Toilets		Clean, and then Disinfect				
Diaper pails		Clean, and then Disinfect				
Floors		Clean, and then Disinfect				Damp mop with a floor cleaner/disinfectant
Child Care Areas						
Plastic mouthed toys		Clean, and then Sanitize				
Pacifiers		Clean, and then Sanitize				Reserve for use by only one child; use dishwasher or boil for one minute
Hats		Clean				Clean after each use if head lice present
Door & cabinet handles		Clean, and then Disinfect				
Floors		Clean				Sweep or vacuum, then damp mop, (consider micro fiber damp mop to pick up most particles)
Carpets ^{iv} and Large Area Rugs		Clean			Clean	Daily: Vacuum ^v when children are not present; clean with a carpet cleaning method consistent with local health regulations and only when children will not be present (until the carpet is dry) Monthly: Wash carpets at least monthly in infant areas and at least every three months in other areas when soiled Daily: Shake outdoors or vacuum
Small Rugs		Clean	Clean			

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Cleaning, Sanitizing, and Disinfecting Frequency Table (Referenced in guidance for Criteria 5.A.08, 5.C.01, 5.C.02, and 9.C.06)						
Areas	Before Each Use	After Each Use	Daily (End of the Day)	Weekly	Monthly	Comments ⁱⁱⁱ
Sleeping Areas						
Machine washable cloth toys				Clean		Weekly: Launder
Dress-up clothes				Clean		Launder
Play activity centers				Clean		
Drinking Fountains			Clean, and then Disinfect			
Computer keyboards ^{vi}		Clean, and then Sanitize				Use sanitizing wipes, do not use spray
Phone receivers			Clean			
Bed sheets & pillow cases				Clean		Clean before use by another child
Cribs, cots, & mats				Clean		Clean before use by another child
Blankets				Clean		

ⁱ Routine cleaning with detergent (see definition above) and water is the most useful method for removing germs from surfaces in the child care setting. Safer cleaning products are not only less-toxic and environmentally safer, but they also often cost the same or less than conventional cleaners. [Green Seal](#) and [UL EcoLogo](#) are non-profit companies that research and certify products that are biodegradable and environmentally friendly.

ⁱⁱ Sanitizing and disinfecting can be achieved with a solution of chlorine bleach and water. However, the use of chlorine bleach for disinfecting and sanitizing is not a requirement; there are other EPA-approved sanitizing and disinfecting agents that can be used instead of chlorine bleach/water solutions. When purchasing products, look for an EPA registration number on the product label, which will describe the product as a cleaner, sanitizer, or disinfectant. When using sanitizing and disinfecting agents, it is important that manufacture instructions for 'dwell time' (see definition above) is adhered to.

ⁱⁱⁱ When sanitizing or disinfecting is warranted, staff use EPA-registered least-toxic disinfecting and sanitizing products. The easiest way to find least-toxic cleaning products is to use products that have been tested and certified by a third party group such as [Green Seal](#), [UL EcoLogo](#), and/or [EPA Safer Choice](#). For alternative methods and products to be used in lieu of chlorine bleach, please refer to the [Green Cleaning Toolkit for Early Care and Education](#), a set of resources developed by the EPA. Follow manufacturer instructions for how to mix chlorine bleach / water solutions for sanitizing and disinfecting. Refer to *Caring for Our Children*, Appendix J, (<http://www.naeyc.org/files/naeyc/images/Appendices/AppendixJ.pdf>) for instructions on how to identify EPA-registered sanitizing and disinfecting products (including chlorine bleach), and how to safely prepare chlorine bleach solutions.

^{iv} In addition to the frequencies listed here, all items should be cleaned when visibly dirty.

^v It is best practice to use alternatives to installed carpets in the child care environment.

^{vi} All area rugs and carpeted areas should be vacuumed with a HEPA filtered vacuum and according to instructions for the vacuum. Use proper vacuuming technique: (1) push the vacuum slowly; (2) do a double pass—vacuum in 2 directions, perpendicular to each other; (3) start at the far end of a room and work your way out (to avoid immediate re-contamination); (4) empty or replace vacuum bags when 2/3 full.

^{vii} Each Use^{vii} of computer keyboards should be defined as use by each group of children, not each individual child. Keyboards connected to computers should be cleaned daily if one group is in the room all day, or after each different group of children uses the room. These guidelines do not apply to keyboards that are unplugged and used for dramatic play.

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HOW TO WASH YOUR HANDS

PROTECT YOURSELF AND OTHERS AGAINST INFECTIONS



1 WET HANDS



2 APPLY SOAP



3 RUB HANDS
PALM TO PALM



4 LATHER THE BACKS
OF YOUR HANDS



5 SCRUB
BETWEEN YOUR FINGERS



6 RUB THE BACKS
OF FINGERS ON
THE OPPOSING PALMS



7 CLEAN THUMBS



8 WASH FINGERNAILS
AND FINGERTIPS



9 RINSE HANDS



10 DRY WITH
A SINGLE USE TOWEL



11 USE THE TOWEL
TO TURN OFF THE FAUCET



12 YOUR HANDS ARE CLEAN

Safe and Healthy Diapering to reduce the spread of germs

Keep a hand on the child for safety at all times!



1. PREPARE

- Cover the diaper changing surface with disposable liner.
- If you will use diaper cream, dispense it onto a tissue now.
- Bring your supplies (e.g., clean diaper, wipes, diaper cream, gloves, plastic or waterproof bag for soiled clothing, extra clothes) to the diapering area.



2. CLEAN CHILD

- Place the child on diapering surface and unfasten diaper.
- Clean the child's diaper area with disposable wipes. Always wipe front to back!
- Keep soiled diaper/clothing away from any surfaces that cannot be easily cleaned. Securely bag soiled clothing.



3. REMOVE TRASH

- Place used wipes in the soiled diaper.
- Discard the soiled diaper and wipes in the trash can.
- Remove and discard gloves, if used.



4. REPLACE DIAPER

- Slide a fresh diaper under the child.
- Apply diaper cream, if needed, with a tissue or a freshly gloved finger.
- Fasten the diaper and dress the child.



5. WASH CHILD'S HANDS

- Use soap and water to wash the child's hands thoroughly.
- Return the child to a supervised area.



6. CLEAN UP

- Remove liner from the changing surface and discard in the trash can.
- Wipe up any visible soil with damp paper towels or a baby wipe.
- Wet the **entire surface** with disinfectant; make sure you read and follow the directions on the disinfecting spray, fluid or wipe. Choose disinfectant appropriate for the surface material.



7. WASH YOUR HANDS

- Wash your hands thoroughly with soap and water.



Centers for Disease
Control and Prevention
National Center for Emerging and
Zoonotic Infectious Diseases

03/17/14



ACKNOWLEDGEMENT OF RECEIPT OF STAFF HANDBOOK

Child Development Center: City Mesa Miramar

Staff Name: _____

This is to acknowledge that I have received a copy or know how to access the Child Development / Early Education Center Staff Handbook. I understand the handbook provides general guidelines and summary information about the Center's policies and procedures and it is not intended to be all inclusive of the District/College policies. I also understand that it is my responsibility to read, understand, become familiar with, and comply with the standards that have been established.

I understand that if I have questions, at any time, regarding the Staff Handbook, I will consult with my immediate supervisor and/or the Center Director.

Signature _____ Date _____