

Brief History

Ms. R. Carson founded A Place 2 Grow in 2005. We are now located in the Baldwin Hills Community just across the street from the Crenshaw Plaza. I come with over 20 years of computer programming experience and 15 years teaching experience. We are licensed to serve over 45 families with infants. Our facility operates with pride three programs at our large childcare development center. Our infant center ranges in ages from one week to age 2. Our preschool program begins at age 2 through ages 5. Our school age program begins with children in 1st through 5th grades. At the school age level we offer after school care and full day summer program. Although we operate three wonderful programs, each component operates independently of the other.

Reputation

Our infant program provides the most critical care. We have an excellent staff that affectionately cares for our youngest group. We keep detailed documentation and we support our parents in raising their children. Our school, staff and administrators have strong reputations in the community and the teaching arena. We have teachers that have over 15 and 20 years of experience teaching. We offer our families stability and very low turnover. We have a diverse staff. We respect and celebrate all cultures.

Student Population

We are currently licensed to serve 82 families. We accept government programs and we are constantly fundraising to subsidize private pay tuitions. We have an outstanding relationship with Crystal Stairs, our non-profit resource and referral agency.

High Standards and National Accreditation

A pivotal part of A Place 2 Grow's vision for quality child care in the greater Los Angeles County involves meeting quality standards set by an accrediting body. The National Association for the Education of Young Children (NAEYC) is the hallmark for measuring a quality childcare facility. A Place 2 Grow has made NAEYC standards and accreditation its goal for the next several months. A Place 2 Grow is committed to becoming one of the first NAEYC accredited school within this zip code. All staff members meet and exceed qualifications set forth by the licensing agency of the State of California. The teaching staff, the academic curriculum and the plant facility have all been prepared for NAEYC evaluation.

MISSION STATEMENT

- A Place 2 Grow's mission is to provide a loving, safe and developmentally appropriate learning environment for each child, thereby facilitating a quality, healthy childhood.
- A Place 2 Grow provides open, honest communication among the parents, teachers, and staff and the administration. We encourage parents to take an active role in their child's education.
- Together we can create an optimal learning environment and a healthy and happy childhood for our children.

PHILOSOPHICAL STATEMENT

- At A Place 2 Grow, our belief is that each child is unique and should take pride in individual attributes, family and culture. We celebrate diversity in our staff and in our curriculum. Our program encourages positive interactions between teacher and child, parent and child, parent and teacher as well as the development of a family centered partnership that allows for a comfortable transition between home and school.
- A Place 2 Grow's age appropriate curriculum and programs are designed to assist and encourage each child to reach his or her potential. A Place 2 Grow's environment fosters value of self and others; provides an atmosphere for independence and is a place where each child experiences increased confidence and success.

GOALS

At A Place 2 Grow, academic excellence and high ethical standards are modeled, nurtured and reinforced. Our staff and faculty demonstrate the following:

- Love of learning
- Love of reading
- Joy of teaching
- Value of personal and social responsibility
- Open communication
- Team work

Students at A Place 2 Grow are encouraged to be creative, independent and self-disciplined. Students understand the importance of community while respecting individual differences.

GETTING STARTED !!!

A PLACE 2 GROW'S ADMISSION POLICY AND PROCEDURES:

Rachelle Carson, the founder of A Place 2 Grow, is a pioneer in the field of early childhood education. Through her efforts and her administrative team, A Place Two grow is a top ranked child care facility in Los Angeles County offering high quality care daily to many families and children. All children are enrolled on a first come first serve basis with the next name on the waiting list being contacted when an opening occurs. There is no charge to be placed on our waiting list. Once a space becomes available, the next family is contacted and has two days to make an enrollment decision. If the family declines, but still wishes to be on the wait list, their name will be placed on the bottom of the list.

ADMISSION STANDARDS AND ACCREDITATION GOALS

Children at these times are going to need different skills and support systems. A Place 2 Grow's faculty and curriculum are exceptional but our goals for children cannot be achieved unless we have the full support of our parents. Parents are strongly encouraged to participate. This can be done in a variety of ways and we invite our families and extended families to find out how.

A PLACE 2 GROW'S ADMINISTRATION AND BOARD OF DIRECTORS HAVE THE FOLLOWING EXPECTATIONS FOR PARENTS:

- Attend parent conferences/workshops and school functions
- Abide by corporal punishment state and federal laws:
This means that a parent using corporal punishment on school grounds or in areas that can be observed by A Place 2 Grow's staff or other families will lose their childcare services
- Take advantage of services provided by A Place 2 Grow
- Network with local funding agencies within the community
- Be supportive in assisting with accreditation criteria
- Be willing to serve on various committees – working or advisory
- Parent suggestions are strongly recommended

TEACHER STANDARDS

Our teachers are lifelong learners. They attend workshops to stay current with new standards. They continue taking classes at the local universities. Teachers at A Place 2 Grow must meet and exceed Title 22 guidelines prior to being hired. They are also required to maintain the continuing education requirements that teachers must maintain to be employed. Attendance at school functions and trainings is a mandatory component for continued employment.

Your Child's New World

A PLACE 2 GROW'S SAFE AND TRUSTING ENVIRONMENT

Our infant room has been called our music room. We play a variety of music and stories for our younger children. This room can be filled with a variety of sounds from our children because so much is going on at this stage of development. That is why we refer to this room as our music room because so many sounds are being shared.

A smile and friendly welcome is the way you and your child will be greeted as you enter the building each day. A Place 2 Grow's staff strives to establish and maintain a physically safe environment. Teachers work hard at building personal relationships with each child to ensure that you child will develop the basic trust necessary to acquire independence. Each classroom and other areas are inspected daily for possible hazards.

The teachers go above and beyond their calling to establish and maintain a physically safe and emotionally warm, stable environment so that our students can develop the basic trust necessary to acquire independence. You and your child will be acknowledged and valued in a genuine, friendly when you enter the classroom and when you leave and the end of the day.

SEPARATING AND REUNITING ROUTINES

Children take their cues from adults to know that our center is a safe and interesting place to spend time. These transitions can be difficult for parent and child. It is important to develop separation routines that acknowledge the intense feelings of the moment while at the same time, helping to develop coping strategies.

- **THE TEACHER'S ROLE IN SEPARATING ROUTINE**

Each morning the teachers will have open-ended materials like manipulatives or play-dough available at arrival time to facilitate your child's movement into the group after saying good-bye. Teachers will help you with scheduling a visit and planning a gradual separation plan as you are getting started. Teachers will always continue to work with parents if separation anxiety occurs again.

- **THE PARENT'S ROLE IN SEPARATING ROUTINE**

Plan to spend time depending on the individual needs of your child, when he/she first enrolls in the program to help your child to make a gradual transition into his/her new world. Initially we encourage parents to spend 5 minutes helping children become comfortable and engage in an activity. We can provide you with a book to read. You can sit down and begin breakfast with your child. If you have a positive outlook, the children will feed off of what you are feeling. At pickup time, plan again to spend a little additional time. Your child may want to show you some of the day's activities or just enjoy a little playtime, knowing you are there. Involve your child in the process of gathering their personal belongings. Begin to establish a routine with your child. The more that your

child sees you in the environment, the more secure he/she will feel. We suggest that you be direct when leaving as opposed to sneaking out. Do not ask the child about your leaving but be direct and pleasant about saying your good-byes. Remember that family events like: illness in the family, custody arrangements, arrival of a new sibling, a parent going out of town, a parent staying home from work, or relatives visiting from out of town, are things that may restart separation anxiety. It is very helpful for teachers if you discuss changes with staff. Teachers can take an active part in discussing these changes with the children by acting it out, writing or reading a story or playing it out with children. What can be the determining factor is when you child sees that you trust, it makes trusting easier for them to do.

After a child has become comfortable with separation, we require that parents come into the center every day to sign their child in, assist in putting away personal belongings, connect with the teacher and say good-bye using whatever ritual you and your child have developed. You child may want to wave goodbye from the good-bye window or may be content to give you a hug and kiss from the work area; in either case it is important that he/she sees you go. It is also important that either the parent or child make contact with a staff member before you depart and that you child is placed safely in an area directly under a teacher's supervision.

CHILD'S SAFETY AT CENTER

We need our parent's to actively participate in the securing the safety of all person's during the drop-off and pick-up at the center. Make sure you close doors behind you. If you happen to find it open, make sure you close it. We have the security cameras covering the front and rear areas of the building. We will not open doors for anyone that we do not know. If you plan to send someone new to pick up children, please call the center prior to the arrival of the new visitor. This person should be on the authorized pick up list. If they are not, please call the center with their name and have those individuals arrive prepared to show some type of picture identification. Do not leave valuables in the car. In the past we had windows broken and purses removed from under seats. Sometimes people watch to see if you walk in the building with a handbag. If you do not, they assume that it is hidden in the car. You might only be in the building a minute. It is best to establish a routine of not leaving valuables behind.

CLASSROOM TRANSITIONS

As children grow, the opportunity to move to the next classroom group comes about. Usually the children are ready and anxious to move to be with new friends in the 'bigger room.' We discuss the transition with parents before any mention is made to the children. Discussion factors are close friendships, age appropriate time and level of readiness. It is ultimately the joint decision with the best interest of your child being ready. We also consider close friendships, work with you in the decision making regarding your children, and let you take leadership in discussion and follow through in the events in your child's life at A Place Two Grow.

Why 'Play' is part of the Learning Process

When children play with sand, they are learning....

Math concepts: conversation, social play, weight distribution, volume and mass, measuring, geometry and numbers

Language: comparative/expressive terms, requests for information, dialogue, names for things

Symbolic representation: a make believe way to represent abstract thinking/visualization

Creative: expressing their ideas

Social skills: sharing, cooperating, problem-solving

Science: exploring, observing, discovering

When they are playing with water, they are learning....

Math concepts: fraction, volume, weight, equality, differences, measurement

Science: water as a power source, water conservation, water pollution, water management, evaporation, water cycle, properties of water and objects in water

Language: vocabulary, phrases

Social skills: manners, sharing

Art: food, paint color in water, mixing colors

Motor skills: pouncing, and coordinator movement

When they are playing with manipulatives, they are learning....

Math concepts: patterns, ordering and sequence, number, measurement, geometry, algebra, probability, logic

Representation: using manipulatives to represent situations, problems

Self-direction: making choices, making a plan and implementing it

Scientific method: observing, making and testing predictions

Social studies; using available resources for building, representing structures

When they are engaged in dramatic play, they are learning....

Language: changing roles, creating a script

Representation: using language and objects to represent situations in life

Problem solving: human interaction, causing others to play cooperatively

When they are playing with blocks, they are learning....

Math and science: size, shapes, weights, sorting, patterning, cause and effect

Critical thinking: problem solving, planning

Social skills: cooperation, negotiation, conflict resolution

Literacy: symbolic representation

When they are engaged in art activities, they are learning...

Representation: using art materials to represent learning from other curricular areas

Creative expression: using color, line, form, texture, shape to express themselves

Problem solving: using available materials to create, using "mistakes" creatively

Language: vocabulary, descriptive words

Cause and effect: creating change, project completion, feelings of accomplishment

A PLACE 2 GROW'S KIDS EXCEL

ACADEMIC PROGRAM OFFERINGS

Our daily program goal for all children at A Place 2 Grow is to have a fun-filled day that helps each child develop a strong positive self-concept and positive learning experiences. Consultant, specialists and teachers plan many weeks in advance so that programs meet criteria guidelines set by NAEYC Accreditation Standards. Our teacher child ratios remain low to allow for maximum learning and supervision.

INFANT PROGRAM

We know that babies are very delicate and require lots of care and attention. We exceed the required ratio required by the State of California. We spend a great deal of time meeting the needs of each baby. We talk to the child and validate each of their feelings. We read to the children and we do lots of music and movement activities. We spend time indoors and outdoors so that they receive ample exposure to other environments with fresh air and sunlight. We plan activities for the small children involving paint and water. We begin introducing healthy foods and fresh fruit when age-ready. When your children reach the age of two they are transition into our Preschool Program.

TODDLER AND PRE-K PROGRAM

We know that when children have the opportunity to handle and be involved with materials they gain positive understanding knowledge. We use lots of water, paint, clay and other mediums that children enjoy. The activity plan places strong emphasis on early literacy and language development. We spend a great deal of time reading with children of all ages. Older toddlers dictate stories and enjoy making simple books. The academic program for the younger children is very experiential in nature. We use lots of water, paint, clay and other sensory materials that children enjoy. Our activity plan places strong emphasis on early literacy and language development. Stories are read all through the day allowing children to develop a rich background of quality illustrated picture books. We are laying the foundation for successful future readers and life-long learners.

A PLACE 2 GROW SCHEDULE

SAMPLE: A PLACE 2 GROW INFANT DAILY SCHEDULE

- Morning: Receive infants from the parents. Record on notes: arrival time, last time fed, quantity of feeding, last time changed. Conduct an observation, note child's appearance. Give comfort and hold child. Sitting with child and rocking them and talking to them about their activities plan for the day. This can be a calming time where soothing music is played. Free play time can follow the calming period. Baby can explore his or her environment. Teachers can interact with board books, toys, blocks, crawling, tunnels and give them time to interact with fellow students.
- 8:00 – 8:30 Diaper changing and hand washing
- 9:00 Snack – Fruit and Cracker
- 9:30 Lesson Plan Activity for each infant based on observation and assessment.
- 10:30 Diaper changing and hand washing
- 11:00 Lunch
- 11:30 Outdoor Activity
- Afternoon: Preparation for Nap Time
- 12- 2:00 Nap Time
- 2 – 3:00 Diaper changing and hand washing
- 3:00 Snack- Fruit and Cracker
- 3:30 Holding while reading a book. Bonding activity. Allow Interaction with other children. Introduce new toys.
- 4:30 Prepare for day ending. Check notes.

There is no set schedule for our small babies. Our infant students dictate their schedule according to their needs. We do make sure that they receive a health check twice a day. They receive time inside and outside each day. They also have books read to them and they listen to music. Each child is held and allowed to play independently throughout each day. They are a variety of activities planned for each child individually to enhance each child's coordination and development as they continue to grow.

A Place 2 Grow's Policies

PARENT PARTICIPATION

Your volunteer participation is a critical part of making the success of the program and success of your child at a Place to Grow. Studies show that parents that involve themselves in their child's daily life in a positive way experience fewer discipline problems. Teachers and administrators will be posting a monthly calendar of participation ideas on the Parent's Bulletin Board. The following are some of the participation suggestions:

- ✚ Help cut out pictures for children's activity
- ✚ Make decorations for the children's room
- ✚ Come for a circle time and play a musical instrument
- ✚ Read a story or Do a puppet show
- ✚ Bring snacks to class
- ✚ Do a cooking project
- ✚ Donate items for craft projects
- ✚ Donate items for seasonal holidays
- ✚ Attendance at parent meetings also counts

BABYSITTING POLICY

A Place 2 Grow strongly discourages our staff and teachers from providing child care for families enrolled in our program. Having staff baby sit may seem like a good arrangement but experience has shown us that it can become confusing for children and cause conflicts of interest that is complicated and messy for all parties involved.

FUNDRAISING

Childcare shouldn't be viewed as expensive....it priceless! Parent fees cover only a portion of the cost of providing quality childcare in a program which keeps mandated staff ratios and provides basic benefits as well as hourly wages to staff. Still, parent support of fundraising is vital to keep the program in operation. If parent's participate in the creative fundraising efforts that the school will participate in, everyone's enthusiastic support is needed and welcomed.

BIRTHDAYS

Each day is special at A Place 2 Grow but birthdays are a time for special celebration and recognition. We post birthdays on our monthly calendar. We invite parents and relatives to celebrate birthdays at school to make it a family memory event. The parent and teacher need to plan together so that the event flows smoothly and is tailored to the age level of the child and to ensure that no one is left out. Birthday celebrations will take place following the afternoon snack period, after the academic school day is over. A Place 2 Grow's food recommendation is that a minimum of sweets be brought to school. Our list includes: simple cakes, cookies to decorate or ice cream bars. All visitors and invited guests other than enrolled children must check in at the front office and sign the visitor sign in sheet.

REST, RELAXATION AND NAPS

Your child will gradually learn how to rest and sleep comfortably in their new environment. Infants are not on a schedule and may nap at will. Toddlers learn to lie down together at pre-designated naptimes. Preschool children are given an opportunity to rest quietly on a cot or mat.

We provide the cots or mats, and sheets. We even have some blankets to provide. Children can bring their own cot-sized blankets. Some like a soft cuddle toy as they rest. Teachers will help your child to relax and feel comfortable while listening to soft instrumental music. Most children fall asleep within 15-20 minutes; some on their own and some with a teacher giving a gentle back rub or simply staying close. Children who do not fall asleep after 20 minutes may be given quiet activities to do while others are napping. We believe that this rest time is important learning for children – however, it is not optional. State regulations require that all children rest each afternoon.

CLOTHING

We ask that children wear weather appropriate clothing with elastic waistband and other easily removable clothes as we encourage children to manage their bathroom and changing needs as independently as possible. We also encourage children to wear tennis shoes or sturdy shoes that stay on their feet to enable them to participate in climbing, running, and tricycle riding activities. Sandals and flip flop shoes should be excluded from the program. Belts are strongly discouraged as they are removed and used as toys instead of clothing.

Each child needs a complete change of clothes to be available at school. Please send clothes in a bag which is labeled with your child's name on each piece of clothing. The extra clothes are for your child if there is a bathroom accident or other circumstances where a change of clothes are needed. Please label jackets and all other clothes that will be taken off and on during the day.

SECURITY ITEMS AND TOYS

Toys are differentiated from comforters and transitional objects such as blankets or soft things, which are usually used at naptime and kept in the child's cubbies. The only toys which may be brought to school are those which will be used as a show and tell item on the special day designated for this activity. Occasionally, children enjoy bringing a vacation souvenir to show the group as well. Books and children's musical tapes are always welcome and will be kept on the reading shelf and included in the day's program as arranged by the teacher. Movies can be watched on special days as our program makes very little use of the television.

Jewelry and money are not items that should be brought to school by the children. We will make every effort to take these items from the children and safeguard them in the office until the parent arrives.

DISCIPLINE POLICY

Children are given clear expectations and limits. Discipline takes the form of demonstrating appropriate behavior, clarifying expectations, redirecting, and limiting choices as necessary. Our goal is for children to understand and internalize appropriate behavior and classroom rules. We avoid punitive treatment because it instills fear and anger rather than understand and critical thinking. Physical punishment has never been considered a viable option by A Place 2 Grow and is prohibited by law.

The purpose of guidance and discipline is to help children learn acceptable behavior and to develop inner controls. Any form of discipline involves specific learning processes; therefore, when we redirect or guide a child's behavior, we consider the child's age, intellectual development, emotional make-up and experiences. When disciplining, we make certain the child perceives a positive rather than a negative picture of himself/herself as an acceptable person, and that only the child actions are criticized. Our options for disciplinary action include:

- ♥ Help the children to find among themselves a peaceful and comfortable way to resolve a problem.
- ♥ Redirecting or separating the child from an undesirable situation
- ♥ Ignoring inappropriate behavior while giving attention to desirable behaviors.
- ♥ We do not use statements such as 'you are a bad boy' because that is a judgment of the child's worth.
- ♥ We never use any form of physical punishment, food reward or bribery as a means of discipline.

ON-TIME ARRIVAL

Dependable routines are important part of your child's adaptation to the program. Children rely on daily experience to tell them what to expect; they do not have the advantage of clocks or written daily schedules. They're confused if the day seems to start with snack one day, with outside play another day and with naptime on a third day. Late-arriving children miss the opportunity to connect with their friends at the beginning of the day and can have a feeling similar to arriving in the middle of the movie for the rest of the day. Once a routine is securely established, it can be varied occasionally without causing too much distress. Long days can be taxing on children. We facilitate the uneasiness to make the child less anxious.

LATE PICK-UP POLICY

Late pick-up is very difficult for children who see all their friends leaving and they are expecting to be picked up too. Fear of abandonment arises and will complicate separation issues. Staff has commitments of their own and late pick-up of children will make them late for their personal obligations. We recognize that very occasionally there are circumstances that prevent the timely arrival of parents. If you realize that you will be unavoidably late and can call us, we can reassure your child that you are on your way. A family picking up their child late will be asked to sign the late pick-up form. After (3) late pick-ups, or after one exceptionally late pick-up, a family will be asked to meet with the Director. A pattern of lateness may result in a termination of service.

LATE PICK-UP PROCEDURE

1. The teacher or administrator will wait until closing time.
2. The teacher or administrator will call the parent.
3. The teacher will call all emergency numbers.
4. The teacher will call the Director
5. After 45 minutes, the teacher will call the police department to retrieve child.
6. Parent is required to pay \$5/minute which is to be paid before child returns.

EMERGENCY CARDS

The emergency card helps us to find you when there is a problem such as illness or accident, or when a child has to be picked up at the end of the day. The emergency card also gives permission to a delegated adult to pick up at the end of the day. These cards are taken with the children on all evacuation drills and will be needed, in case of emergency, for release of the new child to anyone other than a custodial parent. Please remember to fill out a new card should phone numbers or phone address change, or if one guardian is not available. We also suggest that you have a back up person other than family to put on your emergency pick-up card. You may not always be available to pick up the child and having other persons for back-up is a plus.

SANITATION PROCEDURES

Sanitation procedures are posted at each changing station and must be strictly adhered to by all staff changing diapers, in order to minimize contamination and the spread of disease. Older infants are often changed standing in the toileting area. Sanitation practices, including careful hand washing, are especially important here.

If a child using underwear has a bowel movement, staff is prohibited by the procedures of blood borne pathogen training from cleaning the underwear. They are instructed to double-bag and label the package to be returned home. Some parents choose to ask staff to dispose of soiled underwear rather than return it home.

In order to learn how to hold and when to release body products, children both underestimate and overestimate. Mistakes are to be expected. Punishment is not used in this learning process because it results in anxiety and resentment. Children are encouraged in a matter-of-fact way to be successful and helped in a matter-of-fact way when they require assistance.

- ★ Mastering toilet use begins with diaper changing
 - ★ The caregiver's attitude, expression and vocabulary are cheerful and positive
 - ★ Sanitation practices are posted and must be strictly adhered to
 - ★ Disposable diapers provided by parents will be used
 - ★ Staff takes advantage of the importance of the diaper changing to talk, sing and play in an appropriate way with each child
 - ★ The child's developing sense of autonomy is respected and the caregiver's back is protected – by using a standing diaper change for older infants.
- **Teachers and parents observe 'readiness' signs. The child:**
 - Shows awareness and understanding of body function, before, during or after the event
 - Indicates awareness by sign or language and develops appropriate vocabulary, including words for body parts and processes as well as words of autonomy like 'mine!' and 'me do it!'
 - Shows interest in bathroom fixtures and processes
 - Asserts autonomy and independence, resists lying down for diaper changes
 - Wakes up from a nap with a dry diaper
 - Urinates in the toilet
 - **Learning to use the toilet has many small steps, each one which encouraged, celebrated and repeated. Notice that many of these steps are slow and inconvenient for the efficient or hurried adult. Children begin by:**
 - Learning independent hand-washing, also known as playing in the water at the sink
 - Pulling toilet paper down, learning how to tear off a piece, how much to take

- Flushing, flushing, flushing
 - Sitting fully clothed on the toilet
 - Sitting on the toilet but not producing anything
 - Insisting on managing his or her own clothing, beginning by undressing often, all day long!
- **Teachers and parents meet to plan how and when the transition from diapers to underwear will take place, not forcing but following the child's lead.**
 - Adults make sure that they are ready both practically and emotionally for this step.
 - Adults talk to the child about using underwear and read stories like 'Once Upon a Potty'.
 - Parents bring plenty of extra clothing, including extra socks and shoes, to the center to prepare for the first few days of wearing underwear.
 - Mistakes receive little attention and only as much assistance as the child needs to retain some power in the process. Success is celebrated in a matter-of-fact way.

DIAPERS

Disposable diapers provided by the parents will be used. Parents are required to provide ample diapers. State law prohibits A Place 2 Grow from cleaning soiled undergarments. The parent must elect to have soiled underwear disposed of or set aside until pick-up time.

LICENSING AND REGULATION

A Place 2 Grow is a child care center license by the State of California Department of Social Services, and administered under Title 22 and Title 5, to care for up to 45 children. The full set of regulations is available on request for parents to read. Regulations are available on the internet. Child care teachers have California State Department of Education Development Teaching credentials/permits. Licensing representatives have the right to interview the children at the facility without the consent from the parents.

PARENTS' RIGHTS

AB 466 establishes a custodial parent's right to enter and inspect childcare centers where their children are receiving care without advance notice during normal business hours. Access to the facility can be denied when, in the opinion of center personnel, the parent or guardian is behaving in a way which poses a risk to children in the facility or the adult is a non-custodial parent and the facility has been requested – in writing – by the custodial parent to deny access to the non-custodial parent. It is advisable to place any legal documents pertaining to custody arrangements in the child's file.

CHILDREN'S RIGHTS

The following is a paraphrase of the official state legal code for Children's Rights. Each person receiving services from a childcare facility shall have rights

- To be accorded dignity in his/her personal relationship with staff and other persons.
- To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
- To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to, interference with the daily living functions, including eating, sleeping or toileting or withholding of shelter, clothing, medication or aids to physical functioning..
- To be informed, and to have the authorized representative informed by the licensee, of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the licensing agency's complaint receiving unit, and of information regarding confidentiality.
- Not to be locked in any room, building, or facility premises by day or night
- The parents or guardians of the child shall make decisions concerning attendance at religious services or visits from spiritual advisors.

CHILD ABUSE

Parents worry that children in out-of-home care, especially those too young to talk may be treated inappropriately by caregivers. The facts show that fewer than two percent of reported cases of child abuse take place in childcare centers. Children in high-quality, well-supervised childcare settings are shown to be among those at lowest risk for physical or sexual abuse or for accidents resulting in personal injury.

Facing the Facts:

A Parent's Guide to the Understanding of Child Sexual Abuse.

Child abuse and neglect are serious issues for those of us who work with children on a daily basis. Although we hope never to encounter incidents of child abuse or neglect, we must accept the possibility that a child in our program may be suffering from abuse or neglect at home. This information is given not to frighten you, but rather to familiarize you with our responsibilities as parents and childcare professionals. The Child Abuse Reporting Law clearly state:

“...any child care custodian, medical practitioner, or employee of a child protective agency who has knowledge of our status observes a child...he or she reasonably suspects has been the victim of child abuse **shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone.**”

Parents are sometimes surprised to learn that they may not be the first to be notified. Please be aware that the law obligates us to make the report to the child protective agency. Often the centers are directed not to notify parents.

CHILDCARE WORKERS ARE MANDATED to report the above indicators as possible violations of Penal Code Section 11165 (Child Abuse Crimes). If you have any questions about the above information, please feel free to speak with the Director.

PARENT'S GUIDE TO UNDERSTANDING A PLACE 2 GROW'S POSITION IN DIVORCE AND CUSTODY ISSUES

What does it mean to have 'legal' parental rights to a child?

A person who has legal parental rights to a child, which in most cases is the biological parent, is the person who is legally responsible for the child's health, education and welfare. A person with legal parental rights has authority to make decisions regarding the child's life. Therefore, for purposes of child care, it is important for providers to determine whether the person enrolling a child in a child care program has legal parental rights to the child.

What are the different ways that someone can legally claim parental rights to a child?

Parental rights arise from several different sources which could include:

Natural Parentage	Marriage & Paternity Action
Separation	Dissolution
Legal Guardianship	Adoption
Court Orders Regarding Child Custody and Visitation	

Can A Place 2 Grow release children to anyone who comes to pick him/her up?

NO. Providers are legally responsible for the safety of every child in their programs. This includes ensuring that children are only released to either individuals who has a legal right to the child, or to someone whom the child's parent(s) or guardian has previously authorized. A Place 2 Grow can generally release a child to:

- The legal parents
- Legal guardian(s)
- Any person whom the parent or legal guardian has previously authorized, who can be reasonably identified

Can A Place 2 Grow refuse to release a child to a parent of the center has a copy of a restraining order against that parent?

PROBABLY. A restraining order, also known as a civil protective order, is a court issued order where actions of specified individuals will be 'restrained'. This may mean that a parent is not allowed to come near a certain individual, at specified places, or during noted times. In order for a provider to enforce a restraining order against an individual is necessary that the provider have a copy of the restraining order, that the

provider check the order has not expired (because many restraining orders are temporary), and that the provider understand exactly what conduct is being restrained.

Most 'domestic violence' restraining orders include the child's school or child care facility as a protected site, meaning that the batterer is prohibited from coming within 100 yards of that location, this means that the batterer or restrained person cannot come within 100 yards of the site regardless of whether the protected person or the child is present. Additionally, a restraining order includes custody orders, so be sure to tell the center of any changes. However, if the restraining order does not include the child care facility, the provider has no right to restrict the batterer from visiting a child at the facility.

HOLIDAYS

A Place 2 Grow will be closed in observance of the following holidays:

New Year's Eve
New Year's Day
Christmas Eve
Christmas Day
Thanksgiving Break (Thanksgiving day & the day before)
Martin Luther King Birthday
Cesar Chavez Birthday
Memorial Day
President's Day
4th of July
Labor Day
Veteran's Day

Health & Nutrition

MEALS

A Place 2 Grow provides a nutritious breakfast, afternoon lunch and afternoon snack. Eating times are pleasant and happy with children and staff sitting together in a family style meal. Parents are welcome, visitors must provide TB test are on file. Occasionally, parents come and eat together with their children on the covered patio.

NAPTIME

All children take a rest during the day. The majority of the children fall asleep. The children in all rooms (except small infants) rest on cots. Each child is assigned a rest time sheet. We also suggest that each child have a small, lightweight blanket for rest time, flannel or other easy to fold material is best. We can provide one if your child does not have one. We encourage the children to help with folding this blanket. Naptime linen will be kept in individual bags provided by A Place Two Grow. Every week the blanket and sheet will be cleaned by the staff at A Place Two Grow. If you personally chose to wash the sheet and blanket, please let staff know at the end of each week.

MANAGEMENT AND PREVENTION OF ILLNESS

Inclusion/Exclusion/Dismissal Child Inclusion/Exclusion/Dismissal

Fever is defined as an elevation of body temperature above normal 98.6 degrees F. Fever may preclude a child's participation in the facility. The height of the fever does not necessarily indicate the severity of the child's illness. A child's overexertion in a hot, dry climate may produce a fever. Generally, young infants show less fever with serious illness than older children. Infants and children older than 4 months should be excluded whenever fever is accompanied by behavior change, signs or symptoms of illness. Infants 4 months old and younger should be excluded for temperature above 100 degrees, even if there has not been a change in their behavior.

ILLNESS

The California Department of Social Services which licenses all child care centers does not allow ill children to be at school with well children. A sick child violates the rights of the well children because they put the well children in an unsafe environment. We realize that it is difficult to make last minute arrangements for your ill child. We recommend that you have a back-up care in mind.

The American Public Health Association and American Academy of Pediatric have published Guidelines for Out of Home Childcare Management and Prevention of Illness. The Center complies with these guideline for Inclusion, Exclusion and Dismissal relating to the ill child. The standards are included in this handbook. Each classroom has a copy

of the mentioned footnotes if you wish to read them at any time. Our goal is that all children have the best possible preventative care.

MEDICATIONS

- Medication will not be administered without a current prescription from a physician. Parents are responsible for the medication dispenser. Medicine will not be given without a dispenser, which measures the dosage as it is written on the prescription.
- Children may wear a medicine tag pinned to outer clothes as a reminder to the teachers to administer the medicine. Parents may place the tag on the child when the medicine is signed in for the day. The reminder tag will be removed when the medication is administered. The lead teacher or director will inform all staff involved of the medication.
- All medication must be signed in each day, and must always be stored in designated locked or refrigerated areas. Medication is never to be left in cubbies, backpacks, or classroom areas.

INFECTION CONTROL

Teachers practice universal infection control, using gloves when changing children, cleaning wounds, or whenever they come in contact with any other bodily fluids. The children do not seem concerned about this. If they do ask, teachers explain to them it is to help everyone stay clean and healthy.

INJURIES

All injuries that children may have are recorded on an Accident Report Form. A copy of this report is available to you at pickup times and the original is kept in child's office file. We will always call you about any incident to which we feel you may want to be informed. We record even minor incidents on Ouch Reports which must be acknowledged and signed by the parent/guardian. If there is an unusual injury which occurs while the child is in our care, we must also report the incident to State Licensing Agency. They have an Unusual Incident Report which must be completed by our staff explaining what incident happened and how and why. It is very detailed and is available for you to view if such an incident should occur.

We carefully monitor all 'ouchies' and offer first and TLC. All teachers have CPR and First Aid training. The emergency cards you sign at the time of enrollment gives permission to have treatment for your child in the event of an emergency, or if you are not immediately available and a situation calls for immediate/emergency care.

EARTHQUAKE PREPAREDNESS

Parents are asked to update any changes in their contact information immediately. If available, A Place Two Grow would like to establish an out-of-state contact person for

each family. In the event local telephone lines are inoperable, our staff can leave a message and the parent/guardian can retrieve the message with the out-of-state contact person.

SIGN-IN/SIGN-OUT PROCEDURES

It is mandatory that all students be signed in and out each day. It is also a safety requirement and the law that parents enter the building with their child and sign their child in and out each day that your child is in attendance. Children cannot enter the building independently without the parent. (Please see new criteria due to Covid-19)

ORIGINAL DOCUMENTS THAT MUST BE INCLUDED IN STUDENT FILE:

1. Admission and Tuition Agreement
2. Notice or Vacation or Extended Medical Leave
3. Consent for Emergency Medical Treatment [LIC 627]
4. Physician's Report for Community Care Facilities [LIC 602]
5. Personal Rights [LIC613]
6. Child's Preadmission Health History – Parent's Report [LIC 702]
(including current immunization information)
7. Identification and Emergency Information [LIC 700]
8. Child Care Center Notification of Parents' Rights [LIC 995]
9. Center Eligibility Application, California Food Program
10. Certificate of Enrollment or Notice of Action from subsidizing agency
11. Court Orders affecting child
12. New Student Enrollment Form
13. Copy of original Birth Certificate
14. Family Photograph of all persons authorized to pick-up child

PARENT SHOULD HAVE COPY FOR RECORDS:

- Parent Handbook
- Monthly Lunch and Snack Menu
- Monthly Calendar

PARENT REMINDERS:

- Only authorized persons can pick-up children.
- Update phone numbers, cell numbers and addresses as they change.
- Update school with new immunization information.
- Attendance forms must be completed
 - Daily
 - Accurately
 - By appropriate person

NEW IMMUNIZATION REQUIREMENTS

SACRAMENTO - State Health Director Kim Belshé today urged all Californians to join in the effort to ensure that California children receive their immunizations at 2, 4, 6, 12, and 15 months, followed by their kindergarten entry boosters. The State's School Immunization Law requires a series of immunizations before children are allowed to start preschool, kindergarten, or child care programs. Effective August 1, 1997, a three-dose hepatitis B series is being added to this requirement.

"Immunizing children before they begin school or a child care program is the safest preventive health practice. It protects schools and child care settings from diseases which could otherwise spread quickly among children," said Belshé.

"With our school law, over 90 percent of children in California elementary schools and child care centers routinely are protected against vaccine-preventable diseases like measles and polio. These new hepatitis B shots will give children lifelong protection against this serious disease which damages the liver, causing jaundice (yellowing of the skin and eyes), and can lead to liver cancer and cirrhosis of the liver later in life."

To meet California's school entry requirements, kids entering kindergarten will need a total of five DTP (diphtheria, tetanus and pertussis or whooping cough); four polio; two MMR (measles, mumps, rubella) immunizations, and the new hepatitis B series.

Children over 18 months of age enrolling in child care centers and family day care homes need a four DTP; three polio; one MMR and at least one Hib meningitis immunization, as well as the three hepatitis B shots. Younger infants need immunizations at 2, 4, 6, 12, and 15 months.

The School Immunization Law requires schools, child care centers, and family child care homes to enforce immunization requirements; to maintain immunization records of all children enrolled; and to submit reports to the county health department.

COVID-19 Pandemic Changes:

In March 2020, we encountered the pandemic illness Covid-19 which required childcare centers to make immediate changes to operations. Parents are no longer allowed to enter the facility. When the parents/guardians arrive to our facility to drop or pick up they must have a mask on. They are provided with a glove so that they can log their child in/out. All children under 2 years old must wear a mask.