



AGENDA

IRVINE CHILD CARE COMMITTEE REGULAR MEETING

**JANUARY 8, 2019
9:00 AM**

**Heritage Park Community Center
14301 Yale Ave.
Irvine, California 92604**

Speaker's Form/Request to Speak. If you would like to address the Committee on a scheduled agenda item, please complete the Request to Speak Form. Speaker's Forms are located on the table at the entrance to the meeting room. Please identify on the card your name, address and the item on which you would like to speak and return to the Recording Secretary. The Request to Speak Form assists the Chair in ensuring that all persons wishing to address the Committee are recognized. Your name will be called at the time the matter is heard by the Committee. City policy is to limit public testimony to three minutes per speaker (unless extended by the Chair) which includes the presentation of electronic or audiovisual information.

CALL TO ORDER

ROLL CALL

COMMITTEE MEMBER:	Dawn Antis	Council Appointee-Fox
COMMITTEE MEMBER:	Joshua Arnaldo	Parent Representative
COMMITTEE MEMBER:	Cristina Blevins	Irvine Unified School District Appointee
COMMITTEE MEMBER:	Linda Hunter	Community Representative
COMMITTEE MEMBER:	Tyrone Ledford	Irvine Valley College Appointee
COMMITTEE MEMBER:	Dayna Money	Council Appointee-Shea
COMMITTEE MEMBER:	Jessica Winn	Provider Representative
COMMITTEE MEMBER:	Jenny Woo	Parent Representative
COMMITTEE MEMBER:	Dr. Seema Choudhary	Council Appointee-Kahn
COMMITTEE MEMBER:	Vacant	Council Appointee-Kuo
COMMITTEE MEMBER:	Vacant	Council Appointee- Wagner
COMMITTEE MEMBER:	Vacant	Community Representative
VICE CHAIR:	Wenli Lin	University of California, Irvine Appointee
CHAIR:	Donna Schwartz	Provider Representative

PLEDGE OF ALLEGIANCE

INTRODUCTIONS

IRVINE CHILD CARE COMMITTEE REORGANIZATION

RECOMMENDED ACTION:

- 1) Selection of Irvine Child Care Committee Chair: Community Services Supervisor Traci Stubbler, or designee, declares nominations open for Chair and calls for Committee vote.
- 2) Selection of Vice Chair: Newly elected or reappointed Irvine Child Care Committee Chair declares nominations open for Vice Chair and calls for Committee vote.

PRESENTATIONS

1. Heritage Community Park Improvements Master Plan Outreach – Darlene Nicandro, Project Development Administrator, City of Irvine

ANNOUNCEMENTS

Announcements, Committee Reports and Committee Comments are for the purpose of presenting brief comments or reports, are subject to California Government Code Section 54954.2 of the Brown Act and are limited to 15 minutes per meeting.

ADDITIONS AND DELETIONS TO THE AGENDA

Additions to the agenda are limited by California Government Code Section 54954.2 of the Brown Act and for those items that arise after the posting of the Agenda and must be acted upon prior to the next Committee meeting.

PUBLIC COMMENTS

Any member of the public may address the Committee on items within the Committee's subject matter jurisdiction but which are not listed on this agenda during Public Comments; however, no action may be taken on matters that are not part of the posted agenda. Public comments are scheduled for 30 minutes and are limited to 3 minutes per person. If you wish to speak, please complete a Speaker's Form and submit it to the Recording Secretary.

COMMITTEE REPORTS

1. Irvine Child Development Center Operating Corporation – Committee Member Winn
2. Irvine Children, Youth and Families Advisory Committee – Committee Member Blevins

COMMITTEE BUSINESS

1. **APPROVAL OF IRVINE CHILD CARE COMMITTEE MINUTES FOR MEETING HELD OCTOBER 8, 2018**

RECOMMENDED ACTION:

Approve the minutes of the Irvine Child Care Committee meeting held October 8, 2018.

2. APPOINTMENT OF MEMBER REPRESENTATIVES TO THE IRVINE CHILD DEVELOPMENT CENTER OPERATING CORPORATION AND THE IRVINE CHILDREN, YOUTH AND FAMILIES ADVISORY COMMITTEE

RECOMMENDED ACTION:

- 1) Appoint an Irvine Child Care Committee representative to the Irvine Child Development Center Operating Corporation Board of Directors.
- 2) Appoint an Irvine Child Care Committee Representative to the Irvine Children, Youth and Families Advisory Committee.

ADJOURNMENT

Next meeting: IRVINE CHILD CARE COMMITTEE regular meeting, March 12, 2019, 9:00 AM, Heritage Park Community Center, 14301 Yale Avenue, Irvine, California.

NOTICE TO THE PUBLIC

At 11:30 a.m., the Irvine Child Care Committee will determine which of the remaining agenda items can be considered and acted upon prior to 12:00 noon and will continue all other items on which additional time is required until a future Committee meeting. All meetings are scheduled to terminate by 12:00 noon.

STAFF REPORTS

As a general rule, staff reports or other written documentation have been prepared or organized with respect to each item of business listed on the agenda. Copies of these materials are on file with the Irvine Child Care Committee liaison and are available for public inspection and copying once the agenda is publicly posted (at least 72 hours prior to a regular Irvine Child Care Committee meeting).

If you have any questions regarding any item of business on the agenda for this meeting, or any of the staff reports or other documentation relating to any agenda item, please contact Irvine Child Care Committee liaison at (949) 724-6647.

SUPPLEMENTAL MATERIAL RECEIVED AFTER THE POSTING OF THE AGENDA

Any supplemental writings or documents distributed to a majority of the Irvine Child Care Committee regarding any item on this agenda after the posting of the agenda will be available for public review in the Community Services Department, One Civic Center Plaza, Irvine, California, during normal business hours. In addition, such writings or documents will be made available for public review at the respective public meeting.

SUBMITTAL OF INFORMATION BY MEMBERS OF THE PUBLIC FOR DISSEMINATION OR PRESENTATION AT PUBLIC MEETINGS

Written Materials/handouts: Any member of the public who desires to submit documentation in hard copy form may do so prior to the meeting or at the time he/she addresses the Irvine Child Care Committee. Please provide 15 copies of the information to be submitted and file with the Recording Secretary at the time of arrival to the meeting. This information will be disseminated to the Irvine Child Care Committee at the time testimony is given.

CITY SERVICES TO FACILITATE ACCESS TO PUBLIC MEETINGS AMERICANS WITH DISABILITIES ACT:

It is the intention of the City of Irvine to comply with the Americans with Disabilities Act (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance beyond what is normally provided, the City of Irvine will attempt to accommodate you in every reasonable manner. Please contact Irvine Child Care Committee liaison at 949-724-6647 at least 48 hours prior to the meeting to inform us of your particular needs and to determine if accommodation is feasible. Please advise us at the time if you will need accommodations to attend or participate in meetings on a regular basis.


COMMUNICATION DEVICES

To minimize distractions, please ensure all personal communication devices are turned off or on silent mode.

MEETING SCHEDULE

Regular meetings of the Irvine Child Care Committee are held on the second Tuesday of select months at 9 AM unless otherwise noted. The Irvine Child Care Committee agenda is posted in the Police Department and is also available on the City web site at *cityofirvine.org*. Meeting agendas and approved minutes are kept current on the City web site at *cityofirvine.org*.

I hereby certify that the agenda for the Irvine Child Care Committee meeting was posted at the main entrance of City Hall and in the posting book located in the Public Safety Lobby of City Hall, One Civic Center Plaza, Irvine, California on December 20, 2018 by 5:30 p.m. as well as on the City's web page.

, Committee Liaison



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Play learning games with your baby, look for opposites with your toddler and encourage your son or daughter to say "Thank You."

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Children & Families
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Early Learning Mental Wellness Training Series

National University
3390 Harbor Blvd., Costa Mesa, CA 92626
Combined Rooms 240/243
Training times vary by date; details below

Registration is for the entire series.

- If you cannot attend a specific date, then someone from your organization can take your place.

- ★ Purpose: To acquire knowledge about best practices in early childhood mental health/wellness and trauma informed care.
- ★ Target Audience: Early Childhood Professionals
- ★ This training is free of charge.
- ★ Please bring a device (such as a laptop, tablet, or smartphone) to have access to the training materials.

Training Series

1. Social Emotional Foundations for Early Learning (SEFEL) – (Presenters: Catherine Darker and Carly Bedard)
 - Module 1: October 19, 2018, Module 2: November 27, 2018, Module 3: December 12, 2018, all 8:30 a.m. – 4:00 p.m.
2. Adverse Childhood Experiences (ACEs) & The Trauma-Responsive Educator (Presenters: Pamela Kahn and Lucy Vezzuto, Ph.D.)
 - December 5, 2018 – 2:00 p.m. – 4:00 p.m.
3. Self-Care and Mindfulness for Early Childhood Providers (Presenter: Lucy Vezzuto, Ph.D.)
 - January 14, 2019 – 2:00 p.m. – 4:00 p.m.
4. Positive Discipline (Presenter: Jean Barbre)
 - February 5, 2019 – 2:00 p.m. – 4:00 p.m.
5. Developmental Assets (Presenter: Stephan Lambert)
 - March 6, 2019 – 2:00 p.m. – 4:00 p.m.
6. Sesame Street in Communities Traumatic Experiences (Presenters: Jannell Jones and Sesame Street Team)
 - May 15, 2019 – 1:00 p.m. – 3:00 p.m., via webinar

Registration and event details at:

<http://ocde.k12oms.org/1419-158307> Use Code: WELLNESS

For registration assistance contact: Cindy Salisbury at csalisbury@ocde.us

All children deserve a quality start.

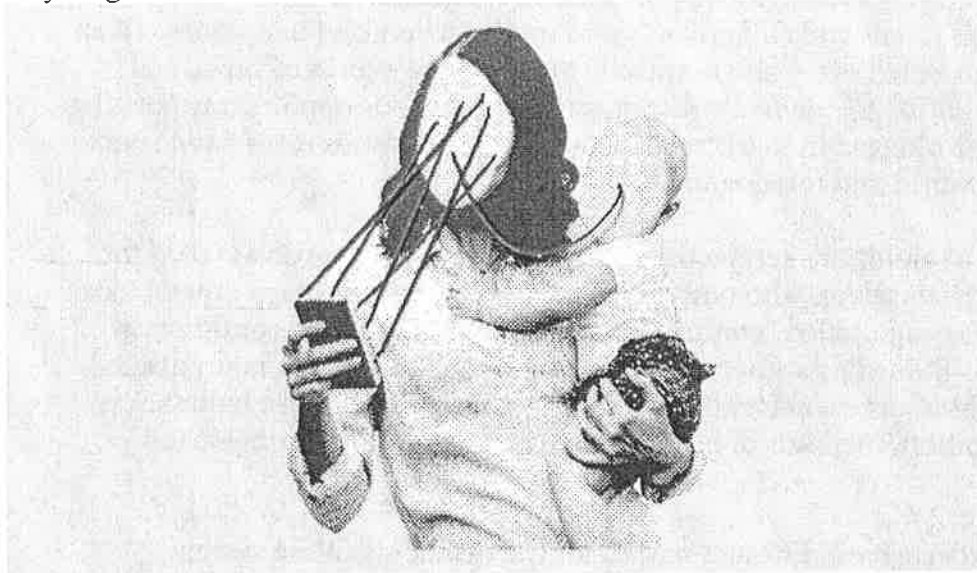
For more information visit www.qualitystartoc.com

The Dangers of Distracted Parenting

When it comes to children's development, parents should worry less about kids' screen time—and more about their own.

ERIKA CHRISTAKIS

July/August 2018 Issue



EDMON DE HARO

Smartphones have by now been implicated in so many crummy outcomes—car fatalities, sleep disturbances, empathy loss, relationship problems, failure to notice a clown on a unicycle—that it almost seems easier to list the things they *don't* mess up than the things they do. Our society may be reaching peak criticism of digital devices.

Even so, emerging research suggests that a key problem remains underappreciated. It involves kids' development, but it's probably not what you think. More than screen-obsessed young children, we should be concerned about tuned-out parents.

Yes, parents now have more face time with their children than did almost any parents in history. Despite a dramatic increase in the percentage of women in the workforce, mothers today astoundingly spend more time caring for their children than mothers did in the 1960s. But the engagement between parent and child is increasingly low-quality, even ersatz. Parents are constantly present in their children's lives physically, but they are less *emotionally* attuned. To be clear, I'm not unsympathetic to parents in this predicament. My own adult children like to joke that they wouldn't have survived infancy if I'd had a smartphone in my clutches 25 years ago.

To argue that parents' use of screens is an underappreciated problem isn't to discount the direct risks screens pose to children: Substantial evidence suggests that many types of screen time (especially those involving fast-paced or violent imagery) are damaging to young brains. Today's preschoolers spend more than four hours a day facing a screen.

And, since 1970, the average age of onset of “regular” screen use has gone from 4 years to just four months.

Some of the newer interactive games kids play on phones or tablets may be more benign than watching TV (or YouTube), in that they better mimic children’s natural play behaviors. And, of course, many well-functioning adults survived a mind-numbing childhood spent watching a lot of cognitive garbage. (My mother—unusually for her time—prohibited *Speed Racer* and *Gilligan’s Island* on the grounds of insipidness. That I somehow managed to watch every single episode of each show scores of times has never been explained.) Still, no one really disputes the tremendous opportunity costs to young children who are plugged in to a screen: Time spent on devices is time *not* spent actively exploring the world and relating to other human beings.

Yet for all the talk about children’s screen time, surprisingly little attention is paid to screen use by parents themselves, who now suffer from what the technology expert Linda Stone more than 20 years ago called “continuous partial attention.” This condition is harming not just us, as Stone has argued; it is harming our children. The new parental-interaction style can interrupt an ancient emotional cueing system, whose hallmark is responsive communication, the basis of most human learning. We’re in uncharted territory.

Child-development experts have different names for the dyadic signaling system between adult and child, which builds the basic architecture of the brain. Jack P. Shonkoff, a pediatrician and the director of Harvard’s Center on the Developing Child, calls it the “serve and return” style of communication; the psychologists Kathy Hirsh-Pasek and Roberta Michnick Golinkoff describe a “conversational duet.” The vocal patterns parents everywhere tend to adopt during exchanges with infants and toddlers are marked by a higher-pitched tone, simplified grammar, and engaged, exaggerated enthusiasm. Though this talk is cloying to adult observers, babies can’t get enough of it. Not only that: One study showed that infants exposed to this interactive, emotionally responsive speech style at 11 months and 14 months knew twice as many words at age 2 as ones who weren’t exposed to it.

Child development is relational, which is why, in one experiment, nine-month-old babies who received a few hours of Mandarin instruction from a live human could isolate specific phonetic elements in the language while another group of babies who received the exact same instruction via video could not. According to Hirsh-Pasek, a professor at Temple University and a senior fellow at the Brookings Institution, more and more studies are confirming the importance of conversation. “Language is the single best predictor of school achievement,” she told me, “and the key to strong language skills are those back-and-forth fluent conversations between young children and adults.”

A problem therefore arises when the emotionally resonant adult–child cueing system so essential to early learning is interrupted—by a text, for example, or a quick check-in on Instagram. Anyone who’s been mowed down by a smartphone-impaired stroller operator can attest to the ubiquity of the phenomenon. One consequence of such

scenarios has been noted by an economist who tracked a rise in children's injuries as smartphones became prevalent. (AT&T rolled out smartphone service at different times in different places, thereby creating an intriguing natural experiment. Area by area, as smartphone adoption rose, childhood ER visits increased.) These findings attracted a decent bit of media attention to the physical dangers posed by distracted parenting, but we have been slower to reckon with its impact on children's cognitive development. "Toddlers cannot learn when we break the flow of conversations by picking up our cellphones or looking at the text that whizzes by our screens," Hirsh-Pasek said.

In the early 2010s, researchers in Boston surreptitiously observed 55 caregivers eating with one or more children in fast-food restaurants. Forty of the adults were absorbed with their phones to varying degrees, some almost entirely ignoring the children (the researchers found that typing and swiping were bigger culprits in this regard than taking a call). Unsurprisingly, many of the children began to make bids for attention, which were frequently ignored. A follow-up study brought 225 mothers and their approximately 6-year-old children into a familiar setting and videotaped their interactions as each parent and child were given foods to try. During the observation period, a quarter of the mothers spontaneously used their phone, and those who did initiated substantially fewer verbal and nonverbal interactions with their child.

Yet another rigorously designed experiment, this one conducted in the Philadelphia area by Hirsh-Pasek, Golinkoff, and Temple's Jessa Reed, tested the impact of parental cellphone use on children's language learning. Thirty-eight mothers and their 2-year-olds were brought into a room. The mothers were then told that they would need to teach their children two new words (*blicking*, which was to mean "bouncing," and *frepping*, which was to mean "shaking") and were given a phone so that investigators could contact them from another room. When the mothers were interrupted by a call, the children did not learn the word, but otherwise they did. In an ironic coda to this study, the researchers had to exclude seven mothers from the analysis, because they didn't answer the phone, "failing to follow protocol." Good for them!

It has never been easy to balance adults' and children's needs, much less their desires, and it's naive to imagine that children could ever be the unwavering center of parental attention. Parents have always left kids to entertain themselves at times—"messaging about in boats," in a memorable phrase from *The Wind in the Willows*, or just lounging aimlessly in playpens. In some respects, 21st-century children's screen time is not very different from the mother's helpers every generation of adults has relied on to keep children occupied. When parents lack playpens, real or proverbial, mayhem is rarely far behind. Caroline Fraser's recent biography of Laura Ingalls Wilder, the author of *Little House on the Prairie*, describes the exceptionally ad hoc parenting style of 19th-century frontier parents, who stashed babies on the open doors of ovens for warmth and otherwise left them vulnerable to "all manner of accidents as their mothers tried to cope with competing responsibilities." Wilder herself recounted a variety of near-calamities with her young daughter, Rose; at one point she looked up from her chores to see a pair of riding ponies leaping over the toddler's head.

Occasional parental inattention is not catastrophic (and may even build resilience), but chronic distraction is another story. Smartphone use has been associated with a familiar sign of addiction: Distracted adults grow irritable when their phone use is interrupted; they not only miss emotional cues but actually misread them. A tuned-out parent may be quicker to anger than an engaged one, assuming that a child is trying to be manipulative when, in reality, she just wants attention. Short, deliberate separations can of course be harmless, even healthy, for parent and child alike (especially as children get older and require more independence). But that sort of separation is different from the inattention that occurs when a parent is *with* a child but communicating through his or her nonengagement that the child is less valuable than an email. A mother telling kids to go out and play, a father saying he needs to concentrate on a chore for the next half hour—these are entirely reasonable responses to the competing demands of adult life. What’s going on today, however, is the rise of *unpredictable* care, governed by the beeps and enticements of smartphones. We seem to have stumbled into the worst model of parenting imaginable—always present physically, thereby blocking children’s autonomy, yet only fitfully present emotionally.

Fixing the problem won’t be easy, especially given that it is compounded by dramatic changes in education. More young children than ever (about two-thirds of 4-year-olds) are in some form of institutional care, and recent trends in early-childhood education have filled many of their classrooms with highly scripted lessons and dull, one-sided “teacher talk.” In such environments, children have few opportunities for spontaneous conversation.

One piece of good news is that young children are prewired to get what they need from adults, as most of us discover the first time our diverted gaze is jerked back by a pair of pudgy, reproaching hands. Young children will do a lot to get a distracted adult’s attention, and if we don’t change our behavior, they will attempt to do it for us; we can expect to see a lot more tantrums as today’s toddlers age into school. But eventually, children may give up. It takes two to tango, and studies from Romanian orphanages showed the world that there are limits to what a baby brain can do without a willing dance partner. The truth is, we don’t really know how much our kids will suffer when we fail to engage.

Of course, adults are also suffering from the current arrangement. Many have built their daily life around the miserable premise that they can always be on—always working, always parenting, always available to their spouse and their own parents and anyone else who might need them, while also staying on top of the news, while also remembering, on the walk to the car, to order more toilet paper from Amazon. They are stuck in the digital equivalent of the spin cycle.

Under the circumstances, it’s easier to focus our anxieties on our children’s screen time than to pack up our own devices. I understand this tendency all too well. In addition to my roles as a mother and a foster parent, I am the maternal guardian of a middle-aged, overweight dachshund. Being middle-aged and overweight myself, I’d much rather obsess over my dog’s caloric intake, restricting him to a grim diet of fibrous kibble, than address my own food regimen and relinquish (heaven forbid) my morning cinnamon

bun. Psychologically speaking, this is a classic case of projection—the defensive displacement of one’s failings onto relatively blameless others. Where screen time is concerned, most of us need to do a lot less projecting.

If we can get a grip on our “technoference,” as some psychologists have called it, we are likely to find that we can do much more for our children simply by doing less—regardless of the quality of their schooling and quite apart from the number of hours we devote to them. Parents should give themselves permission to back off from the suffocating pressure to be all things to all people. Put your kid in a playpen, already! Ditch that soccer-game appearance if you feel like it. Your kid will be fine. But when you *are* with your child, put down your damned phone.



Reducing Challenging Behaviors during Transitions: Strategies for Early Childhood Educators to Share with Parents

Resources / Publications / Young Children / September 2018 / Reducing Challenging Behaviors during Transitions: Strategies for Early Childhood Educators to Share with Parents

ANNE M. BUTLER, MICHAELENE M. OSTROSKY

At pickup time, Teresa approaches her daughter's preschool teacher, Ms. Ann. Teresa would like some advice on how she can get her daughter, Lily, to transition more easily between daily activities. The previous evening, Lily had a tantrum at the end of library story time; she wanted to stay at the library longer, looking at picture books, but it was time to go home for dinner. Ms. Ann listens to Teresa and struggles to come up with concrete ideas for making outings such as these smoother for everyone.

Transitions are when children move from one activity to another. Everyday transitions include arriving at an educational setting from home, moving from dinner to playtime, finishing playtime and cleaning up, brushing teeth and then taking a bath, and going from bath time to bedtime. Transitions can be difficult for some parents, particularly when taking their young children out into the community (such as Teresa's struggles with Lily at the library), picking them up from educational settings, or moving between activities and routines at home. For some children, transitions may be frustrating or may provoke anxiety, and they may lead to challenging behaviors. In this article, we adopt the definition of "challenging behavior" provided by the Center on Social and Emotional Foundations for Early Learning (2013):

- Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.

When young children engage in persistent challenging behavior, parents might look to their children's teachers for advice. The purpose of this article is to highlight strategies that early childhood educators can share with families in an effort to prevent challenging behavior during routine activities both inside and outside the home. We start with a discussion of why transitions may be difficult and when frustrations are most likely to occur. We then focus on the importance of early childhood professionals being knowledgeable about transition issues and offer suggestions and guidance for family members. Finally, we share strategies parents can use prior to and during transitions to prevent challenging behaviors, as well as skills children can be taught to help make transitions easier.

Understanding the difficulty of transitions

Difficulty with transitions can occur for a number of reasons, such as when children are tired, hungry, confused, or not ready to end an activity. Difficulty with transitions is also common when children have communication delays, limited social and emotional skills, or intellectual disabilities (Hemmeter, Ostrosky, & Corso 2012). By considering children's needs and abilities and planning accordingly, parents can avoid problems at transition times. For example, instead of racing from one errand to another on a Saturday morning, parents might plan a 20-minute break to play with their children between stops. Early childhood educators can encourage parents to *put themselves in their children's shoes* and look at the world from their vantage points as they consider how to show their children what to do ("Leo, put the washcloth like this to scrub your legs."); how to keep their children busy ("Alex, while we wait for the server to bring our food, why don't we look at

these books we brought along?”); and how to prepare their children for what comes next (“Jade, after we go to the bank, we will stop by the park for some crackers and juice and play on the slide for a bit.”).

Ideally, educators will customize these strategies as they get to know each family. Many parents struggle with transitions throughout a child’s early years, so sharing strategies that might prevent challenging behaviors during these times is an important task for early childhood educators. While some beginning educators report that they do not view parents as equal partners in family-centered practices and that working with parents can be difficult (Bezdek, Summers, & Turnbull 2010), parents often look to professionals for suggestions about how to address particular issues. Additionally, recommended practices in early childhood special education highlight the important role that parents play as partners in their children’s learning and development (Division for Early Childhood of the Council for Exceptional Children 2014).

To be supportive—and to improve transitions at the beginning and end of each school day—early childhood educators should devote time to developing strategies to share with parents on successfully navigating transitions at home and in the community. “Given that challenging behavior has an impact on children as well as families, understanding challenging behavior in the context of families is critical” (Tyrrell, Freeman, & Chambers 2006, 30). For example, educators might collaborate with parents in deciding what strategy to try first to tackle a difficult transition. A teacher might say to a parent, “It seems Jack does better during long periods of waiting when he knows what will happen next and when he has something to play with. You mentioned that he often has a tantrum when you are both waiting at the bus stop for your third grader to come home. How do you think Jack would react if you brought a toy along, played a guessing game with him, or sang some songs?”

Transform wait time into fun learning time. For example, when standing in line, play I Spy to find objects that are a particular color.

Helping with transitions

There are several things that can be done to make potentially difficult transition times easier for parents and children. First, preventative strategies reduce the likelihood that transitions will be difficult or that challenging behaviors will occur. Second, early childhood educators and parents can work together to determine how to teach children the

skills needed to make transition times successful. Finally, there are specific individualized strategies that can be used when a transition becomes difficult or when a child's behavior escalates. These topics are discussed in the following sections.

Preventative strategies

Early childhood educators may share ideas with parents about how to create smooth transitions at home, thereby decreasing the likelihood of challenging behaviors occurring. While these ideas should be adapted to meet the needs of individual children, general strategies (Artman-Meeker & Kinder 2014) to share with family members include

- **Looking carefully at a family's schedule, routines, and transitions.** Help families think about (1) whether there are transitions or parts of routines that may not be necessary or that could be changed; (2) if their daily schedule could be more consistent, making it easier for children to predict the day; and (3) what strategies they could use to signal to their children that a transition is coming. For example, some families put a child-friendly schedule (with pictures to represent activities) on the refrigerator.
- **Planning ahead.** Have materials and activities on hand to transform wait time into fun learning time. For example, when standing in a long line at a store or when driving in the car, play I Spy to find objects that are a particular color or begin with a specific sound. Have quiet toys to use while waiting, such as word puzzles, books, or crayons and a coloring book.
- **Having materials ready.** Gather all necessary items for the next activity before signaling a transition to your child. For example, have the bath ready, shoes gathered, or apples out for snack time prior to calling a child to the activity.
- **Using music, songs, or predictable noises to signal transitions.** A routine cleanup song can be used when it is time to pick up toys. Set a timer to indicate that playtime is ending and soon it will be time to clean up for dinner.
- **Using visual cues.** Mini-schedules posted near transition locations provide visual prompts for the next transition or schedule change. For instance, picture cues near the front door might contain photos of a coat, hat, and boots to prompt a child to get ready to go outside.

- **Turning transition times into games.** Create a song and dance or engage in pretend play about what a child is going to do next. For example, children can be encouraged to “fly” to the sink like superheroes to brush their teeth.

The main goal of preventative strategies is to help children understand adults' expectations for transitions so that challenging behavior is less likely to occur (Hemmeter et al. 2008).

Skills to teach



While preventative strategies are helpful, over time children need to learn to regulate their emotions and behaviors so that transitions are no longer difficult. Educators can provide parents with suggestions for specific skills to teach children. Even if parents have consistent, predictable routines in place and children know what is expected during transitions, challenging behavior may occur when a child does not have the necessary skills to complete the tasks someone is asking of her. It is important to collaborate with parents so that children develop specific skills needed during problematic transitions. Consider the following:

- Ask parents to think about difficult transitions throughout the day, and encourage them to consider if their children have the necessary skills for understanding directions and moving to the next activity when a transition is signaled. For example, a parent may ask, “Does my child know how to brush his teeth independently, or does he need assistance?” “What might I do, or what skills might I teach my child, to assist her in getting dressed? In cleaning up before bedtime?”
- Suggest that parents practice skills with their children, and provide descriptive feedback on how their children use those skills. For example, a child may be able to put his coat on but might not know how to zip or button it. Parents can (1) provide descriptive feedback once the child puts on his coat (“You put your coat on all by yourself!”); (2) show the child how to zip or button the coat and encourage him to help (“I know the zipper can be hard, so how about I hold the bottom of your coat and then help you zip it?” [Meadan et al. 2013]); (3) provide praise or descriptive feedback once essential tasks have been completed and add a cue for the transition to begin (“I like that you put on your hat and gloves all by yourself after we zipped your coat! I can tell you are ready to go to the store now!”); and (4) give feedback once the child makes the transition (“You did a great job getting into your car seat. Now we can go to the pet store.”).
- Encourage parents to teach their children a variety of emotion words so they can express their feelings. Sometimes children have an easier time making difficult transitions when they are able to communicate their desires and emotions. For example, when a child is upset about leaving the park, an adult can label this emotion by saying, “It looks like you are upset about leaving the park. Are you upset? Would you like to tell me why you are upset about leaving?” After pausing to see if the child responds, the parent could continue, “I am upset about leaving the park. I like playing here with you. We need to go now because it’s dinnertime. If the weather is nice tomorrow, we can come back.”

- Brainstorm with parents some strategies for teaching children problem solving skills so they learn to come up with alternative solutions to situations that arise. For example, a parent might ask a child, “What do you want to quietly play with while we take grandpa to the doctor’s office?” Such questions help children consider variables like, “This toy makes music, so I can’t bring it.” Another useful strategy is a four-step problem solving process (CSEFEL 2013), in which parents ask their children to consider the following: (1) What is the problem?; (2) Think, think, think of some solutions; (3) What would happen if we tried the solution? Would it be fair? Would it be safe? How would everyone feel?; and (4) Give the solution a try! Through this process, children learn to problem solve with guidance and support.
- Encourage parents to use “First . . . , then . . .” statements to communicate their expectations and to help children learn to wait patiently for preferred activities. For instance, a parent might say, “First you need to put the books on the shelf, and then you can play outside.”

Individualized strategies

Even with preventative strategies in place and efforts made to teach new skills, there will still be times when transitions are challenging for some children. By learning about the specific situations that remain difficult, early childhood educators can provide parents with individualized suggestions. For example, if a child regularly has trouble with the transition from school to the car during pickup time, a teacher might give the child clear directions in the presence of the parent, describing to the child exactly what behaviors she expects to see as they walk to the car (“Shannon, I need to see walking feet and gentle hands as we walk to the car with Mom.”). Early childhood educators also might model transition behaviors for the child while the parent is present (“Shannon, watch me walk to the cubbies, take out your backpack, and help you put it on to go home.”).

Preventative strategies and new skills might not work well if parents have a hard time remaining warm and supportive when their children act out. The importance of remaining calm during difficult transitions cannot be overemphasized. Educators can offer suggestions to parents about how to develop their own cooldown strategies during stressful times (such as counting to 10 and visualizing a calming place). Educators can also help parents learn to redirect their children as a way to defuse a difficult transition. For

example, as Cameron begins fussing about not wanting to take off his new snow boots, Ms. Annette might say, “We got some new fish in the fish tank today; we’ll go check them out as soon as your boots are off.”

Supporting parents

Some parents may seek support from educators or ask questions about a particular incident or transition, while other parents may have difficulty with multiple transitions. It is critical that educators consider which strategies best meet parents’ unique needs. While educators should model for parents when opportunities arise, educators should also plan for less stressful learning opportunities during which they problem solve with parents. Some suggestions for sharing ideas with parents follow.

Parent workshops

Parent workshops can provide wonderful learning opportunities on creating successful transitions, while also allowing parents to see that they are not alone. During group workshops, early educators can cover topics such as preventative strategies, how to teach children the necessary skills to be successful during transitions, and how to manage challenging behavior during transitions (for example, see CSEFEL Parent Training Modules at http://csefel.vanderbilt.edu/resources/training_modules.html). During parent workshops, educators can demonstrate strategies for parents, role-play, and share information regarding how school transitions are structured. Videos of difficult transitions could be used as a foundation for collaboratively developing solutions. (For example, a video showing a transition using a timer can be found at vimeo.com/194715303, while a video depicting transition cues can be viewed at vimeo.com/194715224. For even more video examples, visit <https://bit.ly/2JDYBz2>.)

The importance of remaining calm during difficult transitions cannot be overemphasized.

Home communication

Proactively communicating with parents about transitions is another strategy that early childhood educators can use to maintain positive connections between school and home. For example, a monthly newsletter with transition tips can be sent home to parents, or weekly transition ideas can be inserted into a classroom newsletter. Additionally, communication logs can be created for individual children. These logs go between home

and school as a method of sharing information with parents who would like support or suggestions for specific transitions. This provides an opportunity for educators and parents to learn about which strategies are successful at school and home, generate ideas for individual children, and examine challenges that continue to occur.

Observations and modeling

If children are struggling with transition times, parents can observe educators modeling strategies during classroom transitions. Some parents may benefit from paying attention to the expectations and directions teachers provide and then watching how their children react during the transition. This sort of modeling could be done while a parent is volunteering in the classroom, on a field trip with the class, or attending a parent night. Additionally, some parents might benefit from educators coaching them as they learn new strategies for supporting their children during difficult transitions. This might involve educators sharing detailed information on steps to follow when preparing for a transition, as well as performance-based feedback on what worked well and what a parent might do differently next time.

Conclusion

When early childhood educators and family members collaborate to support children who struggle with transitions, everyone benefits. Teachers and parents should communicate about their difficulties with transitions to determine possible solutions, like Ms. Ann does with Teresa in this closing vignette.

A few days after Teresa asks Ms. Ann for help making transitions easier for Lily, Ms. Ann shares a few strategies she uses in the classroom when challenging behaviors arise. She suggests three strategies: trying “First ..., then ...” statements to establish expectations, modeling emotion words so Lily can talk about her feelings, and helping Lily think about what might make her feel better.

Teresa thanks Ms. Ann and decides to try these strategies at the library that evening. “First we will go to story time at the library, then we will drive home to eat dinner,” Teresa says to Lily as they get ready to go to the library. After story time, Teresa reminds Lily that it is time to go home for dinner. Lily starts to become upset, and Teresa worries that she’s going to have another tantrum. Remembering Ms. Ann’s advice, she asks, “Are you sad we have to leave the library? Can you tell me why you’re sad?” Lily says she wants more story time. Teresa asks her if she would like to do story time at home. She explains that they can borrow the same book that they just heard during story time and read it over and over at home. Lily nods enthusiastically. Together, they take the book to the library checkout desk, calm and happy.

Transition Resources

Routines and schedules

From the TACSEI Backpack Connection Series:

- “How to Help Your Child Have a Successful Morning”
http://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_routines_morning.pdf
- “How to Help Your Child Have a Successful Bedtime”
http://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_routines_bedtime.pdf
- “How to Use Visual Schedules to Help Your Child Understand Expectations”
http://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_routines_visual-schedules.pdf
- “How to Help Your Child Transition Smoothly Between Places and Activities”
http://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_routines_transitions.pdf

From ZERO TO THREE:

- “Creating Routines for Love and Learning”
www.zerotothree.org/resources/223-creating-routines-for-love-and-learning

Encouragement for successful transitions

From The Center on the Social and Emotional Foundations for Early Learning:

- “Some Starters for Giving Positive Feedback and Encouragement”
<http://csefel.vanderbilt.edu/modules-archive/module1/handouts/3.pdf>

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Photographs: © Getty Images

Audience: *Teacher*

Age: *Infant/Toddler, Kindergarten, Preschool*

Topics: *Child Development, Social and Emotional Development, Guidance and Challenging Behaviors, Curriculum, Assessment, Classroom Management, Classroom Management, Routines and Transitions, Other Topics, Family Engagement, Family Engagement, YC*

ANNE M. BUTLER

Anne M. Butler, PhD, is an instructional assistant professor in the Department of Counseling and Special Education at DePaul University, Chicago. Her research focuses on collaborating with teachers and families to implement strategies around challenging behavior and the practical application of those strategies. abutle18@depaul.edu

MICHAELENE M. OSTROSKY

Michaelene M. Ostrosky, PhD, is head of the Department of Special Education at the University of Illinois and is the Grace Wicall Gauthier Professor of Education. Her research and teaching focus on early childhood inclusion, social and emotional competence, peer relationships, and challenging behavior. ostrosky@illinois.edu

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1313 L St. NW, Suite 500, Washington, D.C. 20005 | (202)232-8777 | (800)424-2460 |
help@naeyc.org

MINUTES

ITEM 1



MINUTES

IRVINE CHILD CARE COMMITTEE REGULAR MEETING

October 8, 2018

Heritage Park Community Center
14301 Yale Avenue
Irvine, California 92604

CALL TO ORDER

A regular meeting of the Irvine Child Care Committee was called to order on October 9, 2018, at 9:05 AM at the Heritage Park Community Center, 14301 Yale Avenue, Irvine, California; Chair Schwartz presiding.

Present: 9

Committee Member:	Dawn Antis	Council Appointee-Fox
Committee Member:	Cristina Blevins	Irvine Unified School District Appointee
Committee Member:	Seth Grossman**	Parent Representative
Committee Member:	Linda Hunter	Community Representative
Committee Member:	Dayna Money*	Council Appointee-Shea
Committee Member:	Jessica Winn**	Provider Representative
Committee Member:	Jade Yang	Council Appointee-Schott
Vice Chair:	Wenli Lin	University Of California Irvine Appointee
Chair:	Donna Schwartz	Provider Representative

* Arrived At 9:25 A.M.

** Left At 10:00 A.M.

Absent: 2

Committee Member:	Claudine Dumais	Irvine Valley College (Ivc) Appointee
Committee Member:	Mary Von Dem Bussche	Parent Representative

PLEDGE OF ALLEGIANCE

Chair Schwartz lead the Pledge of Allegiance.

INTRODUCTIONS

There were no introductions.

PRESENTATIONS

Irvine Unified School District (IUSD) School Readiness Initiative – Linda Scott-Katz, School Readiness Nurse and Christina Blevins, Early Learning Specialist presented information on the IUSD programs available free of charge to preschools and family child care providers, including children’s health screenings, parent, and teacher education.

ANNOUNCEMENTS

Community Services Supervisor Traci Stubbler announced the following:

- The vacancy left by Amber Star Leal is unable to be filled by the recent parent member recruitment. The committee may determine a timeline to open a new recruitment or wait until the next recruitment to fill the vacancy.
- Irvine Child Care Project Director’s Forum was held on October 4, 2018. Participants viewed the documentary film “Resilience,” and presented information on how adverse childhood experiences (ACE’s) impact children’s health and development.
- Quality Start Orange County will host a free Early Learning Mental Health Wellness Training Series for early childhood professionals this fall.

Program Coordinator Diana Magallón announced the following:

- Super Saturday for School Age Providers is on Saturday, October 13. On-site registration will be available on the day of the event.
- “Reducing Challenging Behaviors during Transitions: Strategies for Early Childhood Educators to Share with Parents.” Committee members reviewed a copy of the article from the National Association for the Education of Young Children.
- Chair Schwartze shared, “The Dangers of Distracted Parenting,” an article by Erika Christakis that can be shared with parents and educators.
- Committee Member Blevins distributed rack cards on the new “Kid Builders” mobile app. The app is free and provides parents with age-specific games and activities to support children’s development.

ADDITIONS AND DELETIONS TO THE AGENDA

There were no additions or deletions to the agenda.

PUBLIC COMMENTS

There were no public comments.

COMMITTEE REPORTS

1. Irvine Child Development Center (ICDC) Operating Corporation

Program Coordinator Magallón reported ICDC is having their 30 year anniversary celebration on November 10, 2018 at Bill Barber Park.

2. Irvine Children, Youth, and Families Advisory Committee (ICYFAC)

No report.

COMMITTEE BUSINESS

1. MINUTES

ACTION: Moved by Committee Member Blevins and seconded by Vice Chair Lin to approve the minutes of the regular meeting of the Irvine Child Care Committee held September 11, 2018.

The motion carried as follows:

Ayes: 7 Antis, Blevins, Hunter, Lin, Money, Schwartz, Yang

Absent: 4 Dumais, Grossman, von dem Bussche, Winn

2. IRVINE CHILD CARE COMMITTEE APPOINTMENTS

ACTION: Moved by Committee Chair Schwartz and seconded by Vice Chair Lin to approve the appointment of Joshua Arnaldo and Jenny Woo to serve as Parent Representatives on the Irvine Child Care Committee from January 1, 2019 through December 31, 2020.

The motion carried as follows:

Ayes: 7 Antis, Blevins, Hunter, Lin, Money, Schwartz, Yang

Absent: 4 Dumais, Grossman, von dem Bussche, Winn

3. IRVINE CHILD CARE COMMITTEE 2019 MEETING SCHEDULE

ACTION: Moved by Committee member Blevins and seconded by Vice Chair Lin to approve the Irvine Child Care Committee meeting schedule for the calendar year 2019.

The motion carried as follows:

Ayes: 7 Antis, Blevins, Hunter, Lin, Money, Schwartz, Yang

Absent: 4 Dumais, Grossman, von dem Bussche, Winn

ADJOURNMENT

Moved by _____, seconded by _____, and unanimously carried by those members present, to adjourn the meeting at 10:25 p.m.

DONNA SCHWARTZE
Chair

TRACI STUBBLER
Child Care Coordination Supervisor

Dated: _____

Date Approved: January 8, 2019

**APPOINTMENT OF MEMBER
REPRESENTATIVES TO THE IRVINE CHILD
DEVELOPMENT CENTER OPERATING
CORPORATION AND THE IRVINE
CHILDREN, YOUTH AND FAMILIES
ADVISORY COMMITTEE**

ITEM 2



REQUEST FOR IRVINE CHILD CARE COMMITTEE ACTION

MEETING DATE: JANUARY 8, 2019

TITLE: APPOINTMENT OF MEMBER REPRESENTATIVES TO THE
IRVINE CHILD DEVELOPMENT CENTER OPERATING
CORPORATION AND THE IRVINE CHILDREN, YOUTH AND
FAMILIES ADVISORY COMMITTEE

Community Services Manager

RECOMMENDED ACTION

1. Appoint an Irvine Child Care Committee representative to the Irvine Child Development Center Operating Corporation Board of Directors.
2. Appoint an Irvine Child Care Committee representative to the Irvine Children, Youth and Families Advisory Committee.

EXECUTIVE SUMMARY

In accordance with Irvine Child Care Committee (Committee) Bylaws (Attachment 1), the Committee shall appoint one representative from its membership to serve on the Irvine Child Development Center Operating Board and one representative to serve on the Irvine Children, Youth and Families Advisory Committee (ICYFAC), as appropriate.

COMMITTEE RECOMMENDATION

None applicable.

ANALYSIS

On August 10, 2010, City Council approved a 10-year lease agreement (Attachment 2) between the City and Irvine Child Development Center Operating Corporation (ICDCOC) for the operation of the Irvine Child Development Center located at 2 Civic Center Plaza, Irvine. ICDCOC has leased the facility from the City since 1988. The current lease agreement, effective September 1, 2010 to June 30, 2020, states the Committee shall have a voting seat on the ICDCOC Board of Directors.

The general purpose of the ICDCOC is to operate a licensed child daycare center pursuant to State guidelines. ICDCOC Board of Directors, with input from the Committee representative, will continue to develop program philosophy for the child daycare center, establish goals and objectives, and monitor program quality. The ICDCOC Board meets on the second Wednesday of each month at 4 p.m., and additional subcommittee meetings are scheduled as needed.

On May 27, 2008, the City Council accepted the Strategic Plan for ICYFAC (Attachment 3). As part of the Strategic Plan, key community organizations were identified to participate on ICYFAC. The Committee has a voting seat on the 15-member Advisory Committee.

Committee participation on ICYFAC will support awareness of the needs of Irvine's young children and their families. The Committee representative will report to, and seek Committee input regarding issues discussed and priorities determined by ICYFAC.

ICYFAC meetings are quarterly at the Irvine Civic Center. ICYFAC meeting schedule for calendar year 2019 is presented as Attachment 4.

ALTERNATIVES CONSIDERED

The Committee could delay appointment of a representative to ICDCOC and make a recommendation to the Community Services Commission to modify the ICDCOC lease agreement.

The Committee may choose not to select a representative for the ICYFAC at this time and/or make recommendations to ICYFAC on changes to their Bylaws.

FINANCIAL IMPACT

There is no fiscal impact as the Committee members serve as volunteers.

REPORT PREPARED BY Traci Stubbler, Community Services Supervisor

ATTACHMENTS

1. Irvine Child Care Committee Bylaws
2. Irvine Child Development Center Operating Corporation Lease Agreement
3. Irvine Children, Youth and Families Advisory Committee Bylaws
4. Irvine Children, Youth and Families Advisory Committee 2019 Meeting Schedule



IRVINE CHILD CARE COMMITTEE BYLAWS

Community Services Resolution Number: 18-04

Community Services Commission Approved: 06/06/2018


Director of Community Services

1.0 NAME

The name of this advisory body of the City of Irvine shall be the Irvine Child Care Committee (hereinafter "Committee").

2.0 LOCATION

The principal office for the transaction of business is hereby fixed and located at One Civic Center Plaza in Irvine, California.

3.0 PURPOSE, MISSION, AND DUTIES

3.1 Purpose - The Committee's purpose is to serve as an advisory body of the City of Irvine, reporting to the Community Services Commission (hereinafter "Commission"). The Committee shall provide input on the needs of the community pertaining to child care related issues.

3.2 Mission - The Committee's mission is to develop recommendations related to the availability of affordable quality child care and early education in Irvine.

3.3 Duties - The Committee's duties include, but shall not be limited to, working collaboratively with City departments and community organizations to enhance the provision of child care and early education services, providing outreach, and serving as a liaison to the community by informally sharing information learned at meetings, promoting City events for families and early childhood educators and sharing questions, concerns and ideas from the community with the Committee.

The Committee shall appoint one representative from their membership to serve on the Irvine Child Development Center Operating Board and one representative to serve on the Irvine Children, Youth and Families Advisory Committee, as appropriate.

The Committee shall report annually to the Commission on its goals and accomplishments.

ATTACHMENT 1

4.0 GENERAL STATEMENT OF POLICY

Provisions of the Irvine Municipal Code, Title I, Division 4-Commissions and Committees, are applicable to all Commissions and Committees appointed by, or otherwise operating under authority of the City of Irvine, City Council and/or its properly appointed delegate.

5.0 MEMBERSHIP

The Committee shall consist of no more than fourteen (14) voting members consisting of Appointee and Liaison representatives, and shall serve pursuant to Section 5310 of the California Organizations Code. Accordingly, the Membership on the Committee is comprised of representatives meeting the following requirements and procedures:

5.1 Appointee Members

5.1.1 One representative from each of the following educational Organizations, Irvine Unified School District, University of California, Irvine, and Irvine Valley College, shall be appointed by their respective organizations and serve a term of office in accordance with that appointment.

5.1.2 Each member of the City Council shall appoint one member to the Committee for a total of five (5) members, to serve at the pleasure of their Council Member.

5.2 Liaison Members - Shall be selected through the following procedure: All interested persons who reside or are employed in the City of Irvine shall submit written applications and all applicants will be invited to an oral interview with a minimum of three (3) Committee Members and one (1) optional representative from the Community Services Commission. Term of office shall be a period of two years. Reappointment to another term is possible by complying with the procedure outlined herein.

5.2.1 Community Members - Two (2)

5.2.2 Center- or Home-based Child Care Provider Members who operate or work in a child care program licensed by the State of California Community Care Licensing Division - Two (2)

5.2.3 Parent/Guardian Members having children under the age of 12 at the time of application submittal - Two (2)

5.3 Resignation, Vacancies, and Removal

5.3.1 Resignation - Any Committee Member or officer may resign at any time by giving written notice to the Chair or Vice Chair.

5.3.2 Vacancies - In the event a vacancy is created, it shall be filled by the same method by which the vacancy was previously filled, at a timeline established by the Committee.

5.3.3. Removal - In the event a Committee Member fails to attend three (3) consecutive meetings, the Committee may, by motion, move to remove the Committee Member from the Committee. A majority vote of the Committee Members present at a duly constituted meeting shall be required to carry such a motion.

6.0 VOTING

6.1 One Vote Per Member - Committee Members shall be entitled to one vote.

6.2 Proxy Votes - No proxy votes are permitted.

7.0 OFFICERS

Officers of the Committee shall include a Chair and a Vice Chair, each of whom shall be a voting member of the Committee. The officers shall be elected by the Committee annually.

7.1 Election - Regular election of officers shall be held annually. The term of office shall be one (1) year, commencing upon election.

7.2 Chair - The Chair shall be responsible for the general supervision, direction, and control of the business and affairs of this Committee. The Chair shall preside over all meetings and represent the Committee to the Commission, the City Council and City staff.

7.3 Vice Chair - In the absence or resignation of the Chair, the Vice Chair shall perform all of the duties of the Chair, and in so acting, shall have all of the authority of the Chair. The Vice Chair shall have such other powers and perform such other duties as may be prescribed by the Committee.

8.0 MEETINGS

All meetings shall be open to the public and shall conform to the provisions of the "Ralph M. Brown Act".

8.1 Agenda - Agenda items may be submitted thirty (30) days in advance by any Committee Member upon notification to the Chair or City liaison. The agenda shall be established with items as coordinated by the Chair and City liaison.

8.2 Procedures - Robert's Rules of Order shall govern the general conduct of meetings.

- 8.3 Quorum - A majority of the Committee Members shall constitute a quorum. A majority vote of Committee Members present at a duly constituted meeting shall be required to carry a motion, proposal and/or resolution.
- 8.4 Regular Meetings - The Committee shall meet six (6) times each year per an annual schedule approved by the Committee at the last meeting of the previous year. All regular meeting agendas shall be posted in a location accessible to the public at least 72 hours before the time of the meeting and must describe the business to be transacted.
- 8.5 Special Meetings - A special meeting may be called at any time by the Chair or by a majority of the members of the Committee, by delivering personally, by mail, or by email written notice to each member and by circulating the agenda as required by law, and by posting the agenda in a location freely accessible to the public at least 24 hours before the meeting. The special meeting notice must specify both the time and the place of the meeting and the business to be transacted.

9.0 BYLAWS

Amendments to these bylaws are subject to approval and adoption by the Commission by a majority of the members present at a duly constituted meeting of the Commission.

COMMUNITY SERVICES COMMISSION RESOLUTION NO. 18-04

A RESOLUTION OF THE COMMUNITY SERVICES COMMISSION OF THE CITY OF IRVINE, CALIFORNIA, AMENDING THE BYLAWS OF THE IRVINE CHILD CARE COMMITTEE

WHEREAS, the City Council authorized the Community Services Commission to serve as the governing body of the Irvine Child Care Committee; and

WHEREAS, the Irvine Child Care Committee has approved revisions to its Bylaws to assure relevance to its mission; and

WHEREAS, the Bylaws amended are consistent with the City Council direction as to the mission of the Committee; and

NOW, THEREFORE, the Community Services Commission of the City of Irvine, DOES HEREBY RESOLVE as follows:

SECTION 1. That the above recitals are true and correct and are incorporated herein.

SECTION 2. Based on the above findings, the Community Services Commission of the City of Irvine DOES HEREBY RECOMMEND the adoption of the amended Bylaws of the Irvine Child Care Committee, attached hereto as Exhibit A.

SECTION 3. The Secretary to the Community Services Commission shall certify to the passage of this Resolution and enter it into the book of original Resolutions.

PASSED AND ADOPTED by the Community Services Commission of the City of Irvine at a regular meeting held on the 6th day of June 2018 by the following roll-call vote:

AYES:	5	COMMISSIONERS:	Trussell, Schultz, Johnson-Norris, Konte, and Owens
NOES:	0	COMMISSIONERS:	None
ABSENT:	0	COMMISSIONERS:	None
ABSTAIN:	0	COMMISSIONERS:	None


CHAIR OF THE COMMUNITY SERVICES COMMISSION FOR THE CITY OF IRVINE


SECRETARY OF THE COMMUNITY SERVICES COMMISSION FOR THE CITY OF IRVINE

IRVINE CHILD DEVELOPMENT CENTER
LEASE AGREEMENT

This IRVINE CHILD DEVELOPMENT CENTER LEASE AGREEMENT ("Agreement") is made and entered into as of this 24 day of August, 2010, by and between the CITY OF IRVINE ("City"), a California municipal corporation, and IRVINE CHILD DEVELOPMENT CENTER OPERATING CORPORATION ("Operator"), a California public benefit nonprofit corporation.

R E C I T A L S

A. City is the owner of certain real property located at 2 Civic Center Plaza, Irvine, California depicted on the site plan attached hereto as Exhibit A ("Premises"), which is a part of the Irvine Civic Center. The Premises include the improvements consisting of approximately 11,600 square feet, a playground area of approximately 12,261 square feet ("Playground Area"), and associated fixtures.

B. Operator is willing to operate and manage a child care facility within the Premises and in conformance with the terms and conditions of this Agreement, and City is willing to lease the Premises to Operator for such use.

NOW, THEREFORE, in consideration of the covenants and agreements of the parties contained herein, and incorporating by reference the recitals set forth above City and Operator do hereby agree as follows:

1. **Lease.** City hereby leases to Operator, and Operator hereby leases from City, the Premises to operate and manage a child care center in accordance with the covenants and conditions set forth herein.

2. **Term.**

2.1 **Term.** The term shall commence September 1, 2010, and shall expire June 30, 2020.

2.2 **Right of First Negotiation.** In the event City desires to continue to have a child care facility operated within the Premises beyond the term of this Lease Agreement, City hereby grants to Operator a right of first negotiation regarding the continued operation and management of the child care facility. Provided this Agreement is not sooner terminated, and provided further that Operator has operated in substantial compliance with this Agreement, City shall exclusively negotiate with Operator during the period commencing July 1, 2019 and expiring December 31, 2019 for the management and operation of a child care facility on the Premises. It is the intent of the parties hereto that Operator have the first right to negotiate for such operation and management and that City negotiate with Operator for such operation and management prior to entering into negotiations with any third parties. Should City fail to begin negotiations in July 2019, or should the negotiations in good faith extend past December 30, 2019, City will provide a six month extension to the June 30, 2020 lease expiration date.

3.4 Late Charge. Operator acknowledges that late payment by Operator to City of rent will cause City to incur costs not contemplated by this Lease, the exact amount of such costs being extremely difficult and impracticable to fix. Such costs include, without limitation, processing and accounting charges. Therefore, if any installment of rent or additional rent due from Operator is not received by City within thirty (30) days of when due, Operator shall pay to City the sum of Two Hundred Fifty Dollars (\$250.00) as a late charge. The parties agree that this late charge represents a fair and reasonable estimate of the costs that City will incur by reason of late payment by Operator. Acceptance of any late charge shall not constitute a waiver of Operator's default with respect to the overdue amount, or prevent City from exercising any of the other rights and remedies available to City.

4 Use; Limitations on Use.

4.1 Use. Operator shall use the Premises solely for the operation of a child care center and for no other use without City's prior written consent, which consent may be withheld in City's sole and absolute discretion. During the term of this Agreement, Operator shall (i) operate the Premises in a manner consistent with all state child care operational laws and regulations, including but not limited to the California Administrative Code Title 22, and (ii) shall maintain at all times an educationally-based early childhood development program accredited by the National Association for the Education of Young Children or authorized successor.

4.2 Limitations on Use. Operator's use of the Premises shall be in accordance with the following:

(a) Operator shall not do, bring or keep anything in or about the Premises that will cause a cancellation of any insurance covering the Premises required to be maintained hereunder;

(b) Operator shall comply with all laws concerning Operator's use of the Premises. Operator shall not be obligated to comply with any law that requires alterations, maintenance, or restoration to the Premises unless the alterations, maintenance, or restoration are required as a result of Operator's particular and specific use of the Premises at the time. City shall make any alterations, maintenance, or restoration to the Premises required by such laws that Operator is not obligated to make; and

(c) Operator shall not use the Premises in any manner that will constitute waste, nuisance, or unreasonable annoyance to owners or occupants of adjacent properties. Operator shall not do anything on the Premises that will cause damage to the Premises beyond ordinary wear and tear.

5. Operator's Conduct of Business.

5.1 Hours of Operation. Operator shall operate the child care facility in the Premises for use at least between the hours of 6:30 a.m. and 6:00 p.m., Monday through Friday except for a closure schedule reasonably adopted by Operator.

5.6 Employment. All persons employed by Operator who carry out any work at the Premises in an administrative or direct supervisory role, or who care for and supervise enrollees of the Premises, or have any job which requires routine and frequent contact with such enrollees, shall comply with all applicable laws, including but not limited to California Health & Safety Code Section 1596.871. Operator shall comply with requirements for child day care personnel established by the California Child Day Care Facilities Act, any successor legislation thereto, and all other applicable laws. All Operator personnel shall meet the minimum qualifications for employment in a licensed child care program as determined by the State of California.

5.7 Center Director. Operator shall retain, at Operator's sole cost and expense, a full-time director for the operations in the Premises. Such director may act as a teacher in emergencies for purposes of the ratio set forth in section 5.2 above.

5.8 Fair Employment Practices. In connection with the performance of this Agreement, Operator shall comply with the City of Irvine Human Rights Ordinance, as amended. Operator shall ensure that the evaluation and treatment of employees and applicants for employment are free of such discrimination. Operator shall comply with the provisions of Title III, Division I of the Irvine Municipal Code and the Fair Employment and Housing Act (Government Code Section 12900 *et seq.*), as the same shall be amended from time to time. The actions to which the preceding undertaking apply shall include, but shall not be limited to, the following: hiring, upgrading, transfer, demotion, testing or placement, recruiting or recruitments, advertising, layoff or termination, rates of pay, or other forms of compensation, overtime, as well as selection for training, including apprenticeship. Operator shall post in conspicuous places for the benefit of all persons employed or seeking employment at the facility, notices setting forth the provisions set forth above.

5.9 Board Membership. The City of Irvine Child Care Committee (ICCC), subcommittee of the Community Services Commission, shall have a voting seat and the City's Child Care Coordination Office shall have a non-voting seat on the Operator's Board of Directors.

5.10 Infant/Toddler Program. Operator shall maintain not less than 40% of student capacity for infant/toddler care (ages 0 to 3 years).

5.11 Tuition Rates. Operator shall maintain tuition rates at or below the mean of Irvine-based child care providers, as collected and reported to Operator by City's Child Care Coordination Office.

6.4 Insurance Coverage Required. Without limiting Operator's indemnification obligations, Operator shall procure and maintain, at its sole cost and for the duration of this Agreement, insurance coverage as provided below, against all claims for injuries against persons or damages to property which may arise from or in connection with the performance of the work hereunder by Operator, its agents, representatives, and employees. The policies and amounts of insurance required hereunder shall be as follows:

(a) General Liability (including premises and operations, contractual liability, personal injury, property damage): September 1, 2010 to July 31, 2012 Two Million Dollars (\$2,000,000) per occurrence; September 1, 2012 to June 30, 2015 Four Million Dollars (\$4,000,000) per occurrence, and no later than September 1, 2015 Five Million Dollars (\$5,000,000) per occurrence.

(b) Workers' Compensation and Employer's Liability: Workers' Compensation Insurance (if Operator is required to have) in an amount required by the laws of the State of California and Employer's Liability Insurance in the amount of One Million Dollars (\$1,000,000) per occurrence for injuries incurred in providing services under this Agreement.

(c) Officers and Directors Insurance: Coverage with a limit of not less than One Million Dollars (\$1,000,000).

6.4.1 General Requirements. All of Operator's insurance:

(a) Shall name the City, and its officers, officials, employees, agents, representatives and volunteers (collectively hereinafter "City and City Personnel") as additional insureds and contain no special limitations on the scope of protection afforded to City and City Personnel;

(b) Shall be primary insurance and any insurance or self-insurance maintained by City or City Personnel shall be in excess of Contractor's insurance and shall not contribute with it;

(c) Shall be "occurrence" rather than "claims made" insurance;

(d) Shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability;

(e) Shall be endorsed to state that the insurer shall waive all rights of subrogation against City and City Personnel;

(f) Shall be written by good and solvent insurer(s) admitted to do business in the State of California; and

City and Operator agree that as of the execution of this Agreement, the City has no further obligation for maintenance of or replacement of what was known in any prior agreement as City Personal Property.

7.2 Operator's Maintenance. Except to the extent caused by the acts or omissions of City or City's representatives, Operator, at its sole cost and expense, shall maintain, in good condition (including the replacement thereof, as necessary), the following:

- (a) all interior portions of the Premises (excluding the interior walls); and
- (b) all internal fixtures, furniture, appliances, computers.

Except to the extent caused by the acts or omissions of City or City's representatives, Operator shall be liable for any damage to the Premises resulting from the acts or omissions of Operator or its authorized representatives. Operator shall maintain a checklist of facilities, improvements, property and equipment in, on or about the Premises concerning those items which such party is responsible for maintaining and shall conduct inspections at such times and in such intervals as the parties hereto shall reasonably determine.

7.3 Alterations. Operator shall not make any alterations to the Premises without City's written consent, which may be withheld in City's sole and absolute discretion. City's written response shall be provided in a timely manner. Any alterations made shall remain on and be surrendered with the Premises on expiration or termination of this Agreement, except that City may elect at the time of granting its consent to the alterations to require Operator to remove any alterations that Operator has made to the Premises at the expiration or earlier termination of the Agreement. If City so elects, Operator at its cost shall restore the Premises to the condition designated by City in its election, for the last day of the term, or within thirty (30) days after notice of election is given, whichever is later. If Operator makes any alterations to the Premises as provided in this paragraph, the alterations shall not be commenced until two (2) days after City has received notice from Operator stating the date the installation of the alterations is to commence so that City can post and record an appropriate notice of non-responsibility. Such alterations shall be approved by all appropriate governmental agencies, and all applicable permits and authorizations shall be obtained before commencement of the alterations. Operator shall be responsible for all costs associated with the alterations, which must meet all City specifications and quality standards. Operator may request that City make and accept responsibility for the alterations, and submit invoices to Operator for reimbursement of costs, or, Operator may secure non-City services.

7.4 Mechanics' Liens. Operator shall pay all costs for construction done by it or caused to be done by it on the Premises as permitted by this Agreement. Operator shall keep the Premises free and clear of all mechanics' liens resulting from construction done by or for Operator. Operator shall have the right to contest the correctness or the validity of any such lien if, immediately on demand by City, Operator procures and records a lien release bond issued by a corporation authorized to issue surety bonds in California in an amount equal to one and one-half (1-1/2) times the amount of the claim of lien. The bond shall meet the requirements of California Civil Code Section 3143 and shall provide for the

8. **Assignment.** The parties hereto acknowledge that City has entered into this Agreement with Operator in order to promote child care within the City of Irvine and as a result has granted this lease at a reduced rate of compensation from Operator. This Agreement is personal in nature to City and Operator. Operator shall not voluntarily assign or encumber its interest in this license or in the Premises, or allow any other person or entity (except Operator's authorized representatives) to occupy or use all or any part of the Premises without first obtaining City's prior written consent, which may be withheld in City's reasonable discretion. Any assignment or encumbrance without City's consent shall be voidable and, at City's election, shall constitute a default (after expiration of applicable notice and cure period) hereunder. No consent to any assignment or encumbrance shall constitute a further waiver of the provisions of this paragraph. No interest of Operator hereunder shall be assignable by operation of law. Each of the following acts shall be considered an involuntary assignment: (1) If Operator is or becomes bankrupt or insolvent, makes an assignment for the benefit of creditors, or institutes a proceeding under the Bankruptcy Act in which Operator is the bankrupt party; (2) If a writ of attachment or execution is levied on this Agreement; and/or (3) If, in any proceeding or action to which Operator is a party, a receiver is appointed with authority to take possession of the Premises. An involuntary assignment shall constitute a default by Operator and City shall have the right to elect to terminate this Agreement, in which case this Agreement shall not be treated as an asset of Operator.

9. **Default.**

9.1 **Operator's Default.** The occurrence of any of the following shall constitute a default by Operator:

(a) Abandonment and vacation of the Premises (failure to occupy and operate the Premises for fifteen (15) consecutive days shall be deemed an abandonment and vacation); and

(b) Failure to perform any other provision of this Agreement if the failure to perform is not cured within thirty (30) days after written notice has been given to Operator. If the default cannot reasonably be cured within thirty (30) days, Operator shall not be in default of this Agreement if Operator commences to cure the default within the thirty (30) day period and diligently and in good faith continues to cure the default.

Notices given under this paragraph shall specify the alleged default and shall demand that Operator perform the provisions of this Agreement, within the applicable period of time, or quit the Premises. No such notice shall be deemed a forfeiture or termination of this Agreement unless City so elects in the notice.

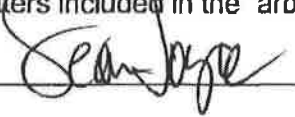
9.2 **City's Remedies.** City shall have the following remedies if Operator commits a default after expiration of applicable notice and cure periods. These remedies are not exclusive; they are cumulative in addition to any remedies now or later allowed by law. In the event of a default after expiration of applicable notice and cure periods by Operator hereunder, City shall have the right to terminate Operator's right to possession of the Premises at any time. In addition, if Operator is in default (after expiration of applicable

(f) The prevailing party shall be awarded reasonable attorneys' fees, expert and non-expert witness costs and expenses, and other costs and expenses incurred in connection with the arbitration, unless the arbitrator for good cause determines otherwise;

(g) Costs and fees of the arbitrator shall be borne by the non-prevailing party, unless the arbitrator for good cause determines otherwise; and

(h) The award or decision of the arbitrator, which may include equitable relief, shall be final and judgment may be entered on it in accordance with applicable law in any court having jurisdiction over the matter.

NOTICE: By initialing in the space below you are agreeing to have any dispute arising out of the matters included in the "arbitration disputes" provision decided by neutral arbitration as provided by California law and you are giving up any rights you might possess to have the dispute litigated in a court or jury trial. By initialing the space below you are giving up your judicial rights to discovery and appeal, unless such rights are specifically included in the "arbitration of disputes" provision. If you refuse to submit to arbitration after agreeing to this provision you may be compelled to arbitrate under the authority of the California Code of Civil Procedure. Your agreement to this arbitration provision is voluntary. We have read and understand the foregoing and agree to submit disputes arising out of the matters included in the "arbitration of disputes" provision to neutral arbitration.

CITY: 

OPERATOR: 

11. **City's Entry on the Premises.** Upon giving two (2) days prior written notice to Operator City and its authorized representatives shall have the right to enter the Premises at all reasonable times (i) to determine whether the Premises are in good condition and whether Operator is complying with the obligations under this Agreement; (ii) to do any necessary maintenance and make any restoration to the Premises; (iii) to serve, post, or keep posted any notices required or allowed under the provisions of this Agreement; (iv) to shore the foundations, footings, and walls of the building and other improvements that are a part of the Premises if any excavation or other construction is undertaken or is about to be undertaken on any adjacent property or nearby street and (v) to provide tours, take photographs and otherwise display the facility for City purposes. City shall not be liable in any manner for any inconvenience, disturbance, nuisance, or other damage arising out of City's entry on the Premises as provided in this paragraph except damage resulting from the acts or omissions of City or its authorized representatives. City shall conduct its activities on the Premises as allowed under this paragraph in a manner that will cause the least possible inconvenience, annoyance or disturbance to Operator. City shall exercise its rights under this Section upon not less than forty-eight (48) hours prior written notice to Operator, except in the event of an emergency, in which event no notice shall be required.

12. **Services to City Employees.** Operator shall make available not less than twenty percent (20%) of the capacity of enrollees within the Premises for benefit of City employees, subject to availability of openings within the facility. In the event the enrollment, at any time,

14.5 Section Headings. All section headings contained herein are for convenience of reference only and are not intended to define or to limit the scope of any provisions of this Agreement.

14.6 Successors and Assigns. The provisions hereof shall extend to and be binding upon and inure to the benefit of the successors, and to the extent permitted herein, to the assigns of the respective parties hereto.

14.7 Singular and Plural. When required by the context of this Agreement, the singular shall include the plural.


IN WITNESS WHEREOF the parties hereto have executed this Agreement as of the day and year first above written.

THE CITY OF IRVINE,
a municipal corporation

By: 

Its: SEAN JOYCE, CITY MANAGER
"City"

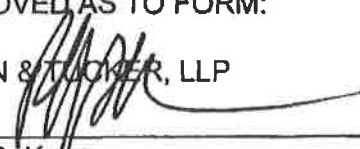
IRVINE CHILD DEVELOPMENT CENTER OPERATING CORPORATION, a California
public benefit corporation

By: 

Its: CO-DIRECTOR
"Operator"

APPROVED AS TO FORM:

RUTAN & TUCKER, LLP


Philip D. Kohn
City Attorney

ATTEST


CITY CLERK OF THE CITY OF IRVINE

EXHIBIT B

CUSTODIAL RESPONSIBILITIES

THE FOLLOWING REPRESENTS THE CITY'S STANDARDS FOR
DAILY, WEEKLY AND MONTHLY CUSTODIAL FUNCTIONS:

ROUTINE SERVICES TASKS AND FREQUENCIES

ALL INTERIOR OFFICE AREAS AND CLASSROOMS

FREQUENCY

ROUTINE SERVICE TASKS

D	EMPTY AND SPOT CLEAN TRASH AND ASH RECEPTACLES
D	REPLACE OBVIOUSLY SOILED OR TORN TRASH RECEPTACLE LINERS
D	CLEAN AND DISINFECT DRINKING FOUNTAINS
W	SPOT CLEAN FURNITURE AND FIXTURES
W	SPOT CLEAN BUILDING SURFACES
W	DUST BUILDING SURFACES AND FURNITURE SURFACES
D	GENERAL CLEANUP
2W	EMPTY RECYCLING CONTAINERS
D	DAMP MOP NON-CARPETED FLOORS
W	SPRAY BUFF HARD FLOORS
D	CLEAN ENTRANCE MATS
D	CLEAN AND DISINFECT WASH BASINS AND COUNTER TOPS THEY ARE MOUNTED IN
W	REMOVE CARPET STAINS
M	DUST HVAC VENTS
D	COMPLETELY VACUUM
M	DUST VENETIAN BLINDS
M	RE-WAX HARD FLOORS AS NEEDED
D	CLEAN ALL GLASS DOORS
W	CLEAN ALL PUBLIC RECEPTION COUNTERS
M	CLEAN SPIDER WEBS FROM ENTRY CANOPY AND MAIN PATIO COVER
M	CLEAN LIGHTING FIXTURES AT STAIRS TO ENTRY WALKWAY
M	CLEAN WINDOWS INSIDE AND OUT TO NINE FEET
2M	CLEAN CARPET IN INFANT ROOM/INFANT SLEEPING ROOMS

FREQUENCY CODES: D = DAILY W = WEEKLY
 2W = TWICE A WEEK M = MONTHLY
 2M = TWICE A MONTH

ROUTINE SERVICES TASKS AND FREQUENCIES

RESTROOMS

<u>FREQUENCY</u>	<u>ROUTINE SERVICE TASKS</u>
D	EMPTY TRASH RECEPTACLES
D	REPLACE OBVIOUSLY SOILED/TORN TRASH RECEPTACLES/ LINERS
D	SPOT CLEAN TRASH RECEPTACLES
D	SPOT CLEAN FURNITURE AND FIXTURES
D	SPOT CLEAN BUILDING SURFACES
2W	DUST BUILDING SURFACES
2W	DUST FURNITURE SURFACES
D	GENERAL CLEAN-UP
D	DAMP MOP NON-CARPETED FLOORS
D	REMOVE CARPET STAINS
D	COMPLETELY VACUUM CARPETED FLOORS
D	REFILL DISPENSERS
D	CLEAN AND DISINFECT WASH BASINS AND TOILETS. REMOVE SOAP SCUM
W	DISINFECT FURNITURE, FIXTURES, WALLS, PARTITIONS, DOORS, ETC.
W	CLEAN AND REFILL FLOOR DRAINS
M	DUST HVAC VENTS
M	REWAX VINYL FLOORS

FREQUENCY CODES: D = DAILY
W = WEEKLY
2W = TWICE WEEKLY
M = MONTH

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED - MANAGERS OR LESSORS OF PREMISES

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

- | | |
|---|---|
| 1. Designation of Premises (Part Leased to You): | City of Irvine, Its Officers, Employees, |
| 2. Name of Person or Organization (Additional Insured): | Agents, Volunteers, and Representatives |
| 3. Additional Premium: \$171.00 | One Civic Center Plaza
Irvine, CA 92623-9575 |

(If no entry appears above, the information required to complete this endorsement will be shown in the Declarations as applicable to this endorsement.)

WHO IS AN INSURED (Section II) is amended to include as an insured the person or organization shown in the Schedule but only with respect to liability arising out of the ownership, maintenance or use of that part of the premises leased to you and shown in the Schedule and subject to the following additional exclusions:

This insurance does not apply to:

1. Any "occurrence" which takes place after you cease to be a tenant in that premises.
2. Structural alterations, new construction or demolition operations performed by or on behalf of the person or organization shown in the Schedule.





IRVINE CHILDREN, YOUTH AND FAMILIES ADVISORY COMMITTEE BYLAWS

Community Services Resolution Number: 18-07
Community Services Commission Approved: 06/06/2018


Director of Community Services

1.0 NAME

The name of this advisory body of the City of Irvine shall be the Irvine Children, Youth and Families Advisory Committee (hereinafter "Committee").

2.0 LOCATION

The principal office for the transaction of business is hereby fixed and located at One Civic Center Plaza in Irvine, California.

3.0 PURPOSE, MISSION, AND DUTIES

- 3.1 Purpose – The purpose of the Committee is to serve as a public advisory body of the City of Irvine, reporting to the Community Services Commission (herein after "Commission"). The Committee's purpose is to be achieved in accordance with the goals and objectives of City Council and the Commission.
- 3.2 Mission – The Committee's mission is to provide ongoing review and evaluation of the City's children, youth and family-related initiatives.
- 3.3 Duties – The Committee's duties include reviewing progress of children, youth and family-related services and programs and integrating community input on an ongoing basis.

The Committee shall have all the primary powers and authorities necessary and convenient to carry out the business and affairs of the Committee, including the power to invite City residents to serve on ad hoc committees as nonvoting participants. The Committee shall recommend to the Commission such actions as they deem appropriate, and the Commission can convey such recommendations to the City Council as it deems appropriate.

The Committee shall report annually to the Commission on its goals and accomplishments.

ATTACHMENT 3

4.0 GENERAL STATEMENT OF POLICY

Provisions of the Irvine Municipal Code, Title I, Division 4-Commissions and Committees, are applicable to all commissions and committees appointed by, or otherwise operating under, the authority of the City of Irvine, City Council and/or its properly appointed delegate.

5.0 MEMBERSHIP

The Committee shall consist of no more than fifteen (15) voting members ("Committee Members"). All Committee Members must either be a resident of, or employed in, the City of Irvine, and shall serve pursuant to Section 5310 of the California Organizations Code.

Membership on the Committee is comprised of representatives meeting the following requirements:

- 5.1 Five (5) City Council-appointed Members – Each member of the City Council shall appoint one member to serve on the Committee for a term expiring upon the expiration of the Council member's term.
- 5.2 Two (2) Members of the Community Services Commission – Community Services Commission elects two (2) members to serve two-year terms.
- 5.3 Two (2) Members-at-Large – Members-at-Large are selected through a public recruitment to serve two-year terms.
- 5.4 Two (2) Youth Members – Youth High School Members are selected through the City of Irvine Youth Action Team to serve one-year terms.
- 5.5 Five (5) Agency Representatives – The following groups will be asked to appoint one (1) person to represent the interests of their respective constituencies to serve at the pleasure of their organization:
 - 5.5.1 Irvine Unified School District
 - 5.5.2 Tustin Unified School District
 - 5.5.3 Irvine Prevention Coalition
 - 5.5.4 Irvine Child Care Committee
 - 5.5.5 Irvine Public Safety (Ex-Offico)

5.6 Resignation, Vacancies, and Removal

- 5.6.1 Resignation – Any Committee Member or officer may resign at any time by giving written notice to the Chair or Vice Chair.
- 5.6.2 Vacancies – In the event a vacancy is created, it shall be filled by the same method by which the vacancy was previously filled, at a timeline established by the Committee.
- 5.6.3. Removal – Absence from three (3) consecutive meetings may constitute the removal of the member. In the event a Committee Member fails to attend three consecutive meetings, the Committee may, by motion, move to remove the Committee Member from the Committee. A majority vote of the Committee Members present at the duly constituted meeting shall be required to carry such a motion.
- 5.6.4 Liabilities and Property Rights of the Committee - No member of the Committee shall be personally responsible for any indebtedness or liability, and any and all creditors shall look only to the City of Irvine's assets for payment.

6.0 VOTING

- 6.1 One Vote Per Member – Committee Members shall each be entitled to one vote.
- 6.2 Proxy Votes – No proxy votes are permitted.

7.0 OFFICERS

Officers of the Committee shall include a Chair and a Vice Chair, each of whom shall be a member of the Committee. The officers shall be elected by the Committee every other year.

- 7.1 Election – Regular election of officers shall be held at the Committee's spring meeting of odd-numbered years. The term of office shall be two (2) years, commencing upon election.
- 7.2 Chair – The Chair shall be responsible for the general supervision, direction, and control of the business and affairs of this Committee. The Chair shall preside over all meetings and shall represent the Committee to the Commission, the City Council and City staff.

7.3 Vice Chair – In the absence or resignation of the Chair, the Vice Chair shall perform all of the duties of the Chair, and in so acting, shall have all of the authority of the Chair. The Vice Chair shall have such other powers and perform such other duties as may be prescribed by the Committee.

8.0 MEETINGS

All meetings shall be opened to the public and shall conform to the provisions of the “Ralph M. Brown Act”.

8.1 Agenda – Agenda items may be submitted thirty (30) days in advance by any Committee Member upon notification to the Chair or City liaison. The agenda shall be established with items as coordinated by the Chair and City liaison.

8.2 Procedures – Robert’s Rules of Order shall govern the general conduct of meetings.

8.3 Quorum – A majority of the Committee Members shall constitute a quorum. A majority vote of the Committee Members present at a duly constituted meeting shall be required to carry a motion, proposal and/or resolution.

8.4 Regular Meetings – The Committee shall meet four (4) times each year per an annual schedule approved by the Committee at the last meeting of the previous year. All regular meeting agendas shall be posted in a location accessible to the public at least 72 hours before the time of the meeting and must describe the business to be transacted.

8.5 Special Meetings – A special meeting may be called at any time by the Chair or by a majority of the members of the Committee, by delivering personally, by mail, or by email written notice to each member and by circulating the agenda as required by law, and by posting the agenda in a location freely accessible to the public at least 24 hours before the meeting. The special meeting notice must specify both the time and the place of the meeting and the business to be transacted.

9.0 BYLAWS

Amendments to these bylaws are subject to approval and adoption by the Commission by a majority vote of the members present at a duly constituted meeting of the Commission.

COMMUNITY SERVICES COMMISSION RESOLUTION NO. 18-07

A RESOLUTION OF THE COMMUNITY SERVICES COMMISSION OF THE CITY OF IRVINE, CALIFORNIA, AMENDING THE BYLAWS OF THE IRVINE CHILDREN YOUTH AND FAMILIES ADVISORY COMMITTEE

WHEREAS, the City Council authorized the Community Services Commission to serve as the governing body of the Irvine Children, Youth and Families Advisory Committee; and

WHEREAS, the Irvine Children, Youth and Families Advisory Committee has approved revisions to its Bylaws to assure relevance to its mission; and

WHEREAS, the Bylaws amended are consistent with the City Council direction as to the mission of the Committee; and

NOW, THEREFORE, the Community Services Commission of the City of Irvine, DOES HEREBY RESOLVE as follows:

SECTION 1. That the above recitals are true and correct and are incorporated herein.

SECTION 2. Based on the above findings, the Community Services Commission of the City of Irvine, DOES HEREBY RECOMMEND the adoption of the amended Bylaws of the Irvine Children, Youth and Families Advisory Committee, attached hereto as Exhibit A.


SECTION 3. The Secretary to the Community Services Commission shall certify to the passage of this Resolution and enter it into the book of original Resolutions.

PASSED AND ADOPTED by the Community Services Commission of the City of Irvine at a regular meeting held on the 6th day of June 2018 by the following roll-call vote:

AYES:	5	COMMISSIONERS:	Trussell, Schultz, Johnson-Norris, Konte, and Owens
NOES:	0	COMMISSIONERS:	None
ABSENT:	0	COMMISSIONERS:	None
ABSTAIN:	0	COMMISSIONERS:	None



CHAIR OF THE COMMUNITY SERVICES COMMISSION FOR THE CITY OF IRVINE



SECRETARY OF THE COMMUNITY SERVICES COMMISSION FOR THE CITY OF IRVINE

**Irvine Children, Youth, and Families Advisory
Committee (ICYFAC)**

2019 Meeting Schedule

DATE	DAY	TIME	LOCATION
February 27	Wed	5:30 p.m.	Civic Center, CTC
May 22	Wed	5:30 p.m.	Civic Center, CTC
August 28	Wed	5:30 p.m.	Civic Center, CTC
November 13	Wed	5:30 p.m.	Civic Center, CTC