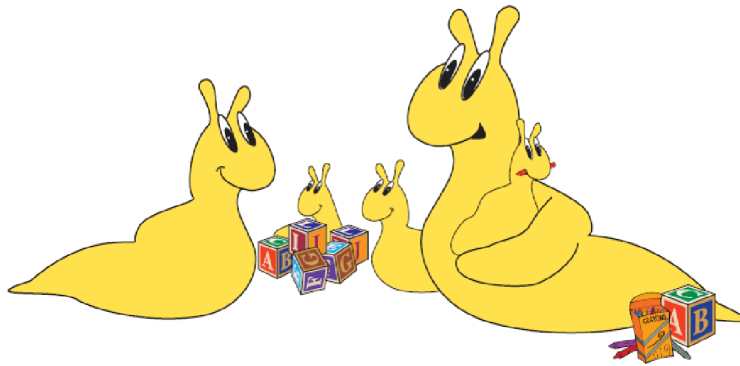


Early Education Services

Family Handbook

A Partnership in Caring

Updated February 2022



Early Education Services
University of California at Santa Cruz
599 Koshland Way
Santa Cruz, CA 95064
(831) 459-2967
childcare.ucsc.edu

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Early Education Services Phone Numbers

EES ADMINISTRATIVE STAFF

EES Main Office	earlyeducation@ucsc.edu	459-2967
EES Main Office FAX		459-5222
EES Director: Emili Willet	iwillet@ucsc.edu	459-4073
EES Program Site Supervisor: Alison Steinberg	almstein@ucsc.edu	459-3013
EES Enrollment Coordinator: Paulette Carney	plcarney@ucsc.edu	459-3396
EES Business Coordinator: Alex Ferreyra	jf51698@ucsc.edu	459-5980

INFANT /TODDLER CENTER

Infant/Toddler Center Classroom	459-3344
Infant Center Teacher Message Phone	429-5660

PRESCHOOL CENTER

Preschool Room	459-4088
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SCHOOL AGE CENTER

School Age Classroom	459-4472
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UCSC Child Care Services Mission Statement

The mission of Child Care Services is to promote access to higher education through provision of affordable, accessible, quality developmental childcare for university families. We assist families in reaching their educational and career goals particularly non-traditional, underrepresented, and at-risk students; support diversity, and productivity; and support the university's research, teaching, and community service goals.

We provide child care services and programs to attract, serve and retain a diverse population of students by serving those of low-income and others for whom lack of child care is a barrier to education.

We provide high quality affordable and accessible childcare.

We provide an educational program that is culturally and developmentally appropriate for the children served, which facilitates children's physical, cognitive, social and emotional growth.

We provide family education, family support services, and family involvement opportunities.

We provide nutrition, health and social services, community involvement, developmental assessment, and staff development components as required by the State Department of Education.

We provide a strong recruitment vehicle for the university by attracting nontraditional and underrepresented students, and increasing retention of these and other at-risk students.

We provide meaningful employment and training opportunities to students who support themselves while achieving their education.

We provide field research and observation opportunities for students to accommodate the instructional, research, and service interests of academic divisions.

We support positive university relationships with the greater Santa Cruz community by helping to address the shortage of quality, affordable childcare in the Santa Cruz area, particularly infant, toddler, kindergarten after-school, and school age care.

Program Philosophy, Goals & Objectives

Philosophy

EES is dedicated to providing the highest quality developmental care possible in a secure, homelike environment characterized by warmth, affection, and support. We believe that children learn through play and exploration while engaged in relationships with peers and responsive, caring adults. We nurture all aspects of a child's development: cognitive, emotional, social, creative, and physical. Individuality is acknowledged and respected, as children are encouraged to develop skills in decision-making and social interaction.

Children play an important role in our curriculum development. We build on the expressed interests and ideas of children and their families to create a continuously developing and exciting curriculum.

Learning is a balance of independent exploration and teacher-directed activity, carried out at the child's own pace.

We believe that caring and education are inseparable. Children need to feel comfortable and secure, to know what is expected of them, and to have opportunities to express themselves. Adults in our program establish positive personal relationships with children to effectively foster development.

Children learn in the greater context of their families and community. Family involvement positively reinforces each child's family traditions and culture. EES creates a culturally stimulating, accepting, and nurturing setting in collaboration with families. We share in the rearing of our community's children in the spirit of respect and cooperation, characterized by effective communication, and shared decision-making.

EES has a zero tolerance for abuse philosophy. Authorized family members of enrolled children may observe our programs at any time without prior notice.

All of our programs are licensed and administered under Title 22 regulations of the State of California, and Title V Terms under the Department of Education. EES receives State Department of Education funds, Student Registration Fees, Housing Auxiliary Funds, Student Referendum Fees, and Family Fees. This funding enables us to provide free or low-cost care for qualifying families.

Overview

Nondiscrimination Policy

Early Education Services programs are open to all families without regard to race, color, national origin, gender, religion, age, physical or mental ability, political beliefs, sexual orientation, or marital or family status. We refrain from religious instruction or worship. We are committed to making all reasonable accommodations to meet every child's needs. Please call 459-2967 or email earlyeducation@ucsc.edu if you require alternative means for communication of program information (Braille, large print, audio tape, etc.) or if you need disability-related accommodations to visit us. No optional or supplementary services are offered.

Anti-bias Curriculum

Between the ages of two and five, children become aware of differences in gender, race, ethnicity, and abilities. They are also sensitive to the attitudes (both positive and negative) that family and society attach to these differences. EES embraces age-appropriate anti-bias curriculum that reflects the diversity of our community and world which conveys complete respect for ethnicity, gender, age, class, family structure, and physical ability. Our goal is to create a learning environment where each child develops a strong personal identity, feelings of comfort with diversity, the ability to talk about differences, and to challenge bias.

During the course of the year we:

- Present children with material from different cultures and ethnic groups
- Talk about many kinds of families, e.g., single parent, blended, nuclear, extended, adoptive, gay, lesbian, and multi-racial
- Present images of women and men in roles that challenge the prevailing stereotypes
- Include curriculum materials which encourage respect and appreciation for aged and physically challenged individuals

As in all of our work with children, we begin with the premise that the role of the teacher is to help children explore their world in an open-minded and inquiring way. The teacher presents alternatives, asks thought-provoking questions, and gently guides children to think critically and act responsibly. We are happy to share our resources with you, and/or to discuss any ideas or comments you would like to share.

Desired Results

The EES is under Title V Quality program and receive funding from the California Department of Education (CDE) to provide affordable child care. EES is required by the CDE to assess children.

A desired result is defined as a condition of wellbeing for children and families (e.g., children are personally and socially competent). Desired results reflect the positive effects of the child development system on the development and functioning of children and on self-sufficiency and functioning families.

Developmental Assessment

Assessment of children is the process of observing, recording, and otherwise documenting the work children do and how they do it. We practice "authentic assessment" at our programs, which means that we assess children in the process and context of their everyday play and routines. We use assessment as a basis for

planning for classrooms, small groups and individual children. It shapes curriculum and gives us valuable information to communicate to families regarding their child's development.

Portfolios, Core Files, Child Summaries and Developmental Profiles must be developed and maintained for each child throughout their stay at EES. This information will follow your child from program to program. A Developmental Profile and Child Summary must be completed within sixty days of your child's enrollment. The Desired Results Developmental Profile (DRDP) is performed for each child twice a year. This documentation process includes:

- Children's portfolios: samples of artwork, photographs and periodic anecdotal records.
- The DRDP is performed for each child twice during the academic year over fall and spring quarters.
- The Child Summary is a synopsis of the DRDP, which is presented to the family at the family/teacher conference. After reviewing the document, both parent and teacher sign. Families are provided a copy of the Summary.

Communicate, Communicate, Communicate

In addition to daily exchanges with classroom staff during drop-off and pick-up, meetings can be arranged for more extensive or private conversations outside of the classroom. The teachers, Program Supervisor, or the Director can make themselves available at your request. Feel free to call or email at any time. You are invited to leave written notes for teaching staff in the program's office. Please check your email daily for messages, program news, and communication and EES information.

We will do our best to keep you informed about your child's day at school, our curriculum, and our observations of your child's growth and development. Please let us know if unusual circumstances are occurring at home or elsewhere in your family or child's life. We can better assist your child during the day when we know how the evening and the morning went at home, or how vacation was. When we are informed, we are prepared to help your child think and talk about what is happening. All sensitive family matters are treated confidentially, and discussions regarding such information are limited to the regular teaching staff.

Reporting Concerns - Reports to EES can be made in person, by email or by phone.

Emili Willet Director, EES

831-459-4073

iwillet@ucsc.edu

Alison Steinberg, Site Supervisor, EES

831-459-3013

almstein@ucsc.edu

Written anonymous reports of concern may be placed in the EES secured drop box to the left of the EES conference room door in the FSH Lobby. This box will be checked at least twice weekly.

Family Conferences

Teachers conduct family conferences twice a year, and more often for family with infants. Additional conferences may be scheduled at any time you or your child's teacher request one. Conferences provide uninterrupted time for you and your child's teacher to focus on your child's growth and development. Please use conferences as an opportunity to let us know how we are meeting your family's needs by sharing information, concerns, and goals.

Program Evaluation

We want to know how we are doing! A complete program evaluation is done annually in the Spring Quarter. Staff completes a self-study of the program, and families are asked to complete an anonymous

questionnaire. Your feedback is essential and will be evaluated by staff to use in planning, developing and improving our programs for the up-coming year.

“I Have a Concern or a Suggestion. Where do I go?”

We value your feedback and encourage you to talk with EES teachers. When appropriate, we encourage you to speak directly to any individual with whom you have an interpersonal issue. We realize that it is not always comfortable or that you may not reach a satisfactory resolution.

If an issue should arise regarding policy, staff, physical environment, health and safety issues or your child's teacher(s), you can speak with the Program Supervisor. If you feel you still need more assistance, you may contact the Director.

Staff Development

UCSC Early Education Services is committed to quality early childhood education. We hire qualified staff. All staff holds the appropriate credential/permit required by the state of California.

- New employees are provided an orientation to guide them to understand how agency policies relate to their perspective job description
- We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth
- Our staff members are evaluated annually. New hires will receive both a three-month and six-month evaluation during their probationary period.

Staff

All EES staff meet or exceeds the Quality Rating and Improvement System and are background checked as required by the State of California and are fingerprinted through the Department of Justice. In order to be hired, and for continued employment, the employee must have the following: Fingerprint Clearance, Clearance of any convictions, Mandated Reporter Statement, Physical Exam and TB Clearance, Picture ID & Social Security Card, Personnel Record, Signed Employee Handbook and Verification of Education. We choose teaching staff who are warm and nurturing, and are able to apply their knowledge respectfully toward children and families.

The State Commission on Teacher Credentialing grants all credentials to EES teachers. On-going professional development, which keeps us current in the field of early education, is a valued component of EES programs. Our dedicated work-study student teaching assistants (TA's) receive extensive training in valuable child development and education skills. The EES Program Supervisor and Director are highly experienced and qualified early childhood professionals. Teaching staff including Teacher Assistants and volunteers, are monitored by the Director and Site Supervisor. These visits are both announced and unannounced. We have a very comprehensive checklist to record and document the findings.

Meals and Nutrition

EES provides highly nutritious, appealing breakfasts, lunches, and afternoon snacks. We participate in the Child and Adult Care Food Program (CACFP) and follow all CACFP guidelines. We emphasize whole grains and avoid processed sugar. Whenever possible, produce may be organic. We attempt to provide meals from a variety of ethnic backgrounds, reflecting the diversity of our families. Menus are posted monthly in the program. All served children may participate in our food program. The children's meals are provided by UCSC's dining services.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex age, or disability. If you feel you have

experienced discrimination based on race, color, national origin, gender, religion, age, disability, or political beliefs, we encourage you to talk to our Civil Rights Coordinator. Because we participate in the Child and Adult Nutrition Programs, we are required to inform you of the USDA (United States Department of Agriculture) complaint procedure. Any person alleging discrimination has the right to file a Discrimination or Civil Rights Complaint within 180 days of the alleged discriminatory action. For more information on how to file, please go to this site [USDA How to File a Program Discrimination Complaint](#).

Food Allergies

To provide the at most safe environment for those children with severe allergies of nuts, our entire program is a NUT-FREE ZONE. If your child has specific food allergies or intolerances, we can make reasonable accommodations. Upon request, EES will provide you with a medical statement to be completed by your child's physician. With this form on file, we can supply appropriate substitutions of food and beverage for a child with medically recognized dietary restrictions. Unfortunately, we cannot offer alternative foods because a child simply *does not like* what is being served. For the safety and health of all children in our program, no outside food is allowed.

WIC

The California Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides supplemental foods, nutrition education and referrals to health care, at no cost, to low-income pregnant, breastfeeding and postpartum women, infants, and children up to age 5 who are determined to be at nutritional risk. To be fully eligible for the WIC Program, applicants must be determined by a health professional, at no cost, to be at nutritional risk (i.e., have certain medical-based or diet-based risk conditions). More information can be found at [WIC](#)

How to Qualify for Childcare at EES

Who is eligible?

Families must have an affiliation to UCSC as a student, and be currently enrolled in classes to be eligible for enrollment in EES programs. EES follows the guidelines of the UCSC Child Care Access Policy, and the Title V Terms for families receiving subsidy.

EES receives state funding to provide families with subsidized care (reduced or no cost tuition fee for childcare). Since we are obligated by state contract to utilize the funds, at enrollment, all families will be evaluated for eligibility for subsidy, and if they are qualified to get a reduced tuition fee, they must be enrolled as a subsidized family.

How to qualify for Subsidized Program

Eligibility and Need Qualification

In order to qualify for subsidized care, a family must prove income eligibility. The family must receive public assistance or have a combined gross monthly income at or below 85% of the State Median Income. Need and qualification for care are established at the time of initial enrollment, and referred to as "12 month eligibility".

EES is required by Title V to fully document need *before care is authorized*. Services will not be provided to newly enrolling families until all documentation requirements have been met. Currently enrolled families must provide all documentation required to update contract information upon request. Failure to meet documentation requirements by the deadline provided may result in termination.

To receive General or Full-Day State Preschool subsidy, families must demonstrate need in addition to income eligibility. In the case of two-parent families, BOTH parents must be fully occupied; attending school or training programs, working, or seeking employment. Parental incapacity, homelessness, or need for child protective services are also cases to demonstrate needed care.

Subsidized Families

Our program offers California Department of Education (CDE) subsidized child care to low-income families who qualify for services. Subsidized eligibility waiting lists are maintained in accordance with CDE Admission Priorities **Eligibility and Need**.

Eligibility is based in documentation and verification of family size and at least one of the following:

- Income
- Current Aid recipient
- Homelessness
- Child Protective Services
- At Risk of Abuse, Neglect, and/or Exploitation

Income documentation will be required at certification or recertification.

What is Need?

Criteria-need for services is based on documentation and verification of at least one of the following:

- Child Protective Services
- At-Risk
- Parental incapacity
- Employment
- Training toward Vocational Goal
- Seeking employment
- Seeking Permanent Housing

Payment

EES family fees statements for fee service and family fees fee-paying subsidized families will be emailed a few days prior to each month. Payment is due upon receipt. You will be provided a written receipt when your payment has been posted. Since EES does not automatically give you a summary billing statement, we encourage you to keep these receipts as verification of childcare fees. Rates are figured as an annual amount which considers total days of operation. EES does not prorate fees due to holidays or academic closure, (except for end of academic year and beginning of academic year). Families are required to pay full tuition each month regardless of the differences in days of operation from one month to the next.

How families are selected

These are the priorities for admission:

First priority: families whose age eligible children are receiving child protective services or families whose age eligible children are at risk being abused

Second priority for General Child Care: All children and families who are not within the first priority for admission shall be admitted in accordance with family income. All eligible families are ranked on the waiting list in accordance with family income, family size and need for care. EES enrollment is based on two different wait list, a) subsidized list and b) full fee list.

Currently enrolled children are given priority for admission to the next program if and when there is an opening in that program.

Enrollment Process

Subsidized Intake Appointment

If a family rises to the top of the subsidized eligibility waitlist and has provided family income, the family will be scheduled for an intake appointment. During this appointment, the Enrollment Coordinator will welcome you to the program and review your qualification documentation and enrollment paperwork. Subsidy and enrollment paperwork will be emailed to family via DocuSign and must be completed before your child can attend.

According to regulations required by the State of California, Child Development Division, the parent must provide documentation regarding the number of children and parents in the family (confirming family size).

The application for service must be signed and dated by both parents, if one parent is unable to sign, the other parent who has signed the application shall self-certify the presence or absence of the second parent under penalty of perjury. Next, the Notice of Action (NOA) is issued after certification.

The NOA is issued when:

- Certification is completed
 - Recertification is completed
 - Changes that affect need or fees
 - The family is terminated from the program
 - Family fee is delinquent
- In summary-NOA is issued to the parent for approval, denial, termination, delinquent fees and change to services

Family Size

Supporting documentation for the number of children under age 18 shall be at least **one** of the following:

- Birth Certificate
- Child custody court order
- Adoption documents
- Foster care placement records
- School or medical records
- County welfare department records
- Tax record indicating dependency
- Other reliable documentation indicating the relationship of the child to parent

For documentation of one parent status (as applicable) you will be asked to provide the following as evidence that you are the only parent:

- Records of marriage, divorce or legal separation documents, domestic partnership
- Court- ordered custody arrangements
- Evidence of child support
- Rental receipts or utility bills indicating your sole responsibility
- Any other documentation showing you are the sole parent
- Any other documentation, excluding a self-declaration to confirm the presence or absence of the parent of the child in the family

Employee Documentation

- Documentation of hourly and weekly work schedule
- Release authorization and payroll check stubs
- Release authorization and letter from employer; or
- Other record of wages issued by the employer
- Provide copies of the documentation of all non-wage income
- Provide self-certification of any income for which no documentation is possible

Self-Employee Documentation

As many of the following types of documentation as necessary to determine income:

- Letter for source of income
- Copy of the most recently signed and completed tax return
- Other business records, such as ledger, receipts, or businesses logs

Homelessness Documentation

- Written referral from an emergency shelter or other legal, medical or social services agency OR
A written parental declaration that the family is homeless and a statement describing the family's living situation.

Education or Training Documentation

If the basis of need on the application for services is vocational training leading to a recognized trade, paraprofessional childcare and development, service shall be limited.

The parent shall provide documentation of the days and hours of vocational training to include:

- A statement of the parent's vocational goal;
- The name of the training institution that is providing the vocational training;
- The dates that current quarter, semester, or training period, as applicable, will begin and end;
- Parent schedule specifically detailing time spent in class, studying, and commuting (this will have to be a statement that is signed under penalty of perjury)

Child Protected Services Documentation

Written referral, dated within six months of application for services and includes:

- Statement from local county welfare department, child welfare service worker certifying that the child is receiving Child Protective Services (CPS) and that child care and development services are a necessary component of the CPS services are a necessary component of the CPS service plan
- Probable duration of the CPS service plan
- Name, address, phone number and signature of the county child welfare staff

At Risk Documentation

Written referral, dated within six months of the application for services and includes:

- Statement by a legally qualified professional that the child is at risk of abuse and neglect and that child care, and development services are needed to reduce or eliminate that risk
- Probable duration of the CPS service plan
- Name, address, phone number and signature of the county child welfare staff

12-Month Eligibility

- Effective July 1, 2020, for families initially establishing eligibility for subsidized **early learning** and care services based on **income**, a family's adjusted monthly **income** must be at or below **85** percent of the SMI, adjusted for family size.

California Education Code (EC) Section 8263(h), as amended by Assembly Bill 99, Chapter 15, Statutes of 2017, provides that families, in all need categories, shall receive services as follows:

- Initial certification: The family is eligible to receive services for no less than 12 months.
- Recertification: The family is eligible to receive services for no less than 12 months from recertification.

Family Requirements

The following items are required for families to complete in order to enroll your child in EES.

- Admission Agreement

- Child's Preadmission Health History and an EES Developmental Evaluation
- Physicians Report with TB Acknowledgement/ Immunization Card
- Consent for Medical Treatment
- Parent's Rights
- Personal Rights
- Infants Needs and Service Plan (Children under 24 months of age)
- Family Handbook & Abuse Risk Prevention Booklet Receipts
- Working or Non Working Documentation
- Family/Parent Schedules
- Training Verification
- Proof of Academic Progress

Deviation from Contracted Hours

Schedules are determined at the time of eligibility for enrollment. Any changes to enrollment schedules need to be approved by the Enrollment Coordinator to ensure families meet the "need" guidelines for the requested care. Families may request a change of schedule provided they have documentation of the "need".

Full fee families are encouraged to keep a consistent schedule throughout the week with an arrival in the morning no later than 9:30am to gain full opportunities of the learning environment.

How to Continue in the Program

All families shall be recertified for no less than 12 months of service. For recertification, families shall be required to provide documentation to support continued eligibility and need for services. Families shall be notified in advance of recertification date. For eligibility and/or need based on "At Risk", recertification shall be within three (3) months and need shall be on any other need criterion-not "At risk".

Family Fees

Family Fee assessment is based on family combined income, family size and hours of care per month at the time of certification or recertification.

- Each month your family is billed in advance of services provide
- No adjustment shall be made for excused or unexcused absences
- Invoices are emailed to families a few days prior to the month that is billed
- Payment is due upon receipt
- Late pick-up fee is \$20.00 for every 15 minutes
- Late payment fee is \$26.00
- Payment is made via check or money order to UC Regents
- Family will be given a written receipt upon receipt of payment
- Payment is considered late after seven (7) days. If the payment is not made by the 7th day, your family will receive a Notice of Action that states:
 - The total amount of unpaid fees
 - The fee rate
 - The period of delinquency
 - Services shall be terminated by two (2) weeks from the date of the Notice unless all delinquent fees are paid before the end of the two week period

- EES will continue to provide services to your child(ren), provided the fees are paid by the termination date on the Notice of Action or the parent submits a repayment plan and maintains their payment plan.
- Upon termination of services for nonpayment of delinquent fees, your family shall be ineligible for child care and developmental services until all delinquent fees are paid in full.

Families are only required to report changes if the income exceeds 85% of the SMI.

Leaving EES

Childcare is reserved for persons affiliated with UCSC as students. Eligibility for childcare ends no less than 12 months with the parent or guardian's enrollment at UCSC, or when an affiliated parent takes a leave from UCSC and is no longer paying fees). Please notify us in writing a minimum of two weeks before withdrawing your child from the program. Fee-paying families are responsible for all fees incurred during that two-week period, whether or not the child attends.

Daily Schedules

Infants/Toddlers

8:30 – 9:30am	Arrival/ Breakfast
9:30am – 10:30am	Morning Curriculum Activities/ Diaper Check
10:30am – 12:00pm	Outside Time / Naps for some
12:00pm – 1:00pm	Wash Hands/ Lunch
1:00pm – 3:00pm	Diaper Check/ Nap-time
3:00pm – 3:30pm	Snack / Diaper Check
3:30pm – 5:00pm	Afternoon Curriculum Activities/Prepare for pick up

Preschool

8:30am – 9:30am	Arrival/ Breakfast
9:30am – 12:00pm	Circle Time/ Morning Curriculum Activities/ Restroom Check
12:00pm – 1:00pm	Wash Hands/ Lunch
1:00pm – 3:00pm	Restroom Check / Nap-time/ Quiet Activities
3:00pm – 3:30pm	Snack / Restroom Check
3:30pm – 5:00pm	Afternoon Curriculum Activities/Prepare for pick up

School Age Program

12:30pm – 2:30pm	Kindergartener's arrive/ Small Group Activity
2:30pm – 3:00pm	1 st – 5 th graders arrive/ Group Meeting for All
3:00pm – 3:30pm	Snack
3:30pm – 4:30pm	Curriculum Activities/Homework time/Art and Crafts
4:30pm – 5:00pm	Prepare for pick up

Program Centers

For all centers,

Infant/Toddler Center

The Infant/Toddler Center serves children ages 11 months - 36 months. There are two classrooms, one infant room that serves children ages from 11 months – 24 months, and the other serves toddlers from 18 months to 36 months. The hours of operation are 8:30-5:00pm during summer and pandemic times and 7:30 – 5:30pm during the academic year (non-pandemic times).

Preschool Center

The Preschool room is located in the community building. Typically serves children ages 3 - 5 years old. The hours of operation are 8:30-5:00pm during summer and pandemic times and 7:30 – 5:30pm during the academic year (non-pandemic times).

School Age Center

The School Age Program serves up to 28 children. It operates as an after-school program during the academic year.

During the school year (non-pandemic times), hours of operation are 12:30 – 5:30pm for Kindergarteners and 2:30pm – 5:30pm on Mondays, Tuesdays, Thursdays and Fridays for 1st through 4th graders. On Wednesdays (public school minimum days), care is available from 12:30pm to 5:30pm for all school-age children. Extended care is available on a sign-up basis on some Santa Cruz City Schools closure days (University closure days excluded). During pandemic times, hours of operation are 12:30 – 5:00pm for Kindergarteners and 12:30 – 5:00pm for 1st through 4th graders **as soon as the children are released** from instructional time at their school.

Program Closures

All programs are closed 1-3 days a quarter for staff development. Program calendars with closure dates for the upcoming academic year are available in September at the beginning of the academic year.

Work days

Throughout the year, we may ask for help from families and friends to keep our centers clean, attractive, and safe. As we work together on the environment, we build community. We will occasionally organize workdays. However, families who wish may contribute anytime to the maintenance and/or enrichment of classrooms by repairing classroom materials, organizing photos onto display boards, helping children with an activity, or collecting recycling materials for children's art. EES believes that successful childcare results from a partnership between families and teachers, and that our cooperative relationships are the foundation for our children's future success.

Program Policies

Documenting Attendance

Sign in/out: Required by law for the safety and supervision of the children and for program fiscal accountability. Attendance records must be signed digitally by a parent, guardian, or an individual delegated by the parent for each arrival and departure with their assigned code and pin number (each person must have its own unique identifier for the digital signature). Also, on the sign-in/out sheet the provider/teacher will use his /her first and last initials to note the time a school age child departs for and returns from school during the day.

EES must have written consent to release a child to someone other than a parent or guardian. We will check Photo ID. This is a requirement and it is also essential for the protection of your child.

Subsidized Families: If your child is absent, you must communicate a specific reason to your child's teacher to record each absence.

Full Fee Families: If your child is absent, no reason is required.

You must call the classroom if your child will be absent for the day or will be gone from the program for any period of time

Attendance for Subsidized Families

Absent Policy

Our grant requires that all absences of subsidized children be excused absences. The California Department of Education allows the following **excused absences**:

- Child's illness (list specific illness i.e. flu, stomach ache, fever, sore throat)
- Pandemic (i.e. Covid19)
- Parent's illness
- Dental, doctor, or therapy appointment (child/parent)
- Transportation Issue
- Quarantine (specific)
- Family emergency (death, funeral, car accident, court appearance, sibling illness)
- Court ordered visitation with absent parent (maximum of four consecutive weeks – court order must be on file)
- Best interest days (limited to ten days per fiscal year (July 1-June 30))

A child is considered absent only if out for the entire day. Three unexcused absences are grounds for termination.

Unexcused Absence

Services will be terminated for any child served on a State of California Grant for subsidized care after the 3rd non-consecutive unexcused absence. Extenuating circumstances may be considered. Absences not excused are:

- Child did not feel like coming to school
- Woke up late (parent or child)

Suspension of Services

The intent of the 12-month provision is to provide continuity of care for children and families. If the program days of operation include non-academic days, EES will communicate to the child's family that the certification for services is valid for no less than 12 months and your child may continue to attend during breaks in the parent's academic year.

If the family chooses not to use services, they are still required to abide by the contractor's attendance policies. EES reserves the right allowing parents to request a suspension of services during non-academic days.

If a suspension of service leave is granted, your child's enrollment will not be terminated, but no services will be provided. A suspension of services leave may not exceed twelve consecutive weeks except in the case of maternity or medically related leave from school or work.

Health and Safety

Prescriptions and Non-Medications

All prescription and nonprescription medications shall be maintained with the child's name and shall be dated. These medications must be stored in the bottle's original bottle with an unaltered label shall be administered in accordance of its label directions. We cannot administer the first dose of any medication. Medications will be stored in a locked container away from the children in each program. A teacher will document the administration of the medication on a medication chart (LIC 9221). The center does not administer medication to minimize any symptoms that are listed on the Illness Policy under "child may not attend" column and these medications cannot be given to a child prior to coming to school.

Over-the-counter medications may only be administered with a doctor's prescription or signed physician's statement. We must have written directions from the doctor on office stationary or prescription pad indicating your child's name, the name of the medication, the amount and the times to be given. Please write your child's name on the label. This policy has been adopted on the specific advice of the American Academy of Pediatrics and is intended to protect your child. We cannot administer aspirin in any form. We will administer diaper ointment, (Desitin, A&D etc.) with a parent-signed diaper ointment permission slip on file.

Children spend a great deal of time outdoors, and it is important to provide protection for their skin even on overcast days. We must have a parent-signed sunscreen permission slip on file for each child. Families are asked to apply sunscreen to children at home or upon arrival at the program. We apply sunscreen again later in the day, using PABA-free, hypoallergenic sunscreen. If you wish to have your child use another sunscreen, you must provide it in its original container labeled with your child's name.

UCSC EES Illness Policy

The EES Illness Policy applies to both children and staff. Its goal is to prevent the spread of communicable illness. While we cannot prevent illnesses, we can reduce its incidence and severity. The staff will assess each child's health daily upon arrival at the program and may use discretion in accepting a child on any day due to signs of illness. Families are also asked to observe the child each morning for signs of illness and to call the program with any questions regarding the child's fitness for school. If your child is found ill we will call the family to pick up the child within 30 minutes.

Please call us if your child is diagnosed with a contagious disease. We notify families when we are aware that their children have been exposed to a contagious disease. We are also required to report incidents of serious contagious disease to the County Department of Health for health data collection purposes.

We need to have the most updated immunization record unless there is a written statement from parent(s) or authorized representative exempting child from medical assessment, immunizations, and treatment because of adherence to a religious faith that practices healing by prayer or other spiritual means; or physician's statement that immunization is not indicated.

Please call the classroom each day your child is unable to attend due to any symptoms.

Classroom Phone Numbers:

Toddler-831 459-3344

Preschool- 831 459-4088

School Age- 831 459-4472

EES Illness Policy

Effective September 8, 2020

Please call the classroom each day your child is unable to attend due to any symptoms.

If your child displays illness symptoms at EES, your child needs to be picked up within **30 minutes**.

CHILD MAY NOT ATTEND	CHILD MAY ATTEND
Your child must stay home if she or he has any of the following symptoms:	Your child may be at the Center if her or his condition is as follows:
FEVER or CHILLS Forehead temperature of 100.4° F or higher, or an oral temperature of 100° F or an axially obtained (armpit) temperature of 99° F or higher	<ul style="list-style-type: none"> • 24 hours with no fever <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Symptom free <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • 10 days since symptoms first appeared
COUGH (all coughs)	
Shortness of breath or difficulty breathing	
Fatigue	
Muscle or body aches	
Headache	
New loss of taste or smell	
Sore throat	
Congestion or runny nose	
Nausea, vomiting or diarrhea	
EYES Recurring discharge (green, white or clear) from the eyes, usually accompanied by redness and itching. Will not be admitted until discharge is cleared EVEN IF ON MEDICATION .	
LICE Intense scratching of scalp. Will not be admitted with any mites or eggs (nits) in hair.	LICE Treatment with pyrinate shampoo or a prescribed treatment. REMOVAL OF ALL EGGS.
SCABIES Raised red spots or lines on skin caused by a microscopic mite. Intense itching.	SCABIES Treatment with scabicide and doctor's note certifying absence of contagion.
SKIN Presence of rash, impetigo, draining poison oak, cold sores, canker sores, blisters, and/or fever blisters.	SKIN Absence of symptoms. Children with heat, roseola (without a fever), allergy or diaper rashes may attend with doctor's note. Children with Hand, Foot & Mouth disease must be absent of any unopened and/or new blisters in the last 48 hours and fever in the last 24 hours.

Immunizations

Immunizations (shots) needed before starting pre-kindergarten (child care) and at each age checkpoint after entry.

Parents must show their child's Immunization Record as proof of immunization.

AGE WHEN ADMITTED	TOTAL NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION
2 through 3 Months	1 Polio 1 DTaP 1 Hep B 1 Hib
4 through 5 Months	2 Polio 2 DTaP 2 Hep B 2Hib
6 through 14 Months	2 Polio 3 DTaP 2 Hep B 2 Hib
15 through 17 Months	3 Polio 3 DTaP 2 Hep B 1 Varicella
	On or after 1st birthday: 1 Hib* 1 MMR
18 months through 5 years	3 Polio 4 DTaP 3 Hep B 1 Varicella
	On or after 1st birthday: 1 Hib* 1 MMR
5 years or older	1 Covid at enrollment, 2 nd within 28 days of enrollment

*One Hib dose must be given on or after the 1st birthday regardless of previous doses. Required only for children younger than 5 years old.

DTaP = [diphtheria](#) toxoid, [tetanus](#) toxoid, and acellular [pertussis](#) vaccine

Hib = [Haemophilus influenzae, type B](#) vaccine

Hep B = [hepatitis B](#) vaccine

MMR = [measles](#), [mumps](#), and [rubella](#) vaccine

Varicella = [chickenpox](#) vaccine

Emergency Plan

Each quarter, EES conducts scheduled fire and earthquake drills so that staff and children are prepared to respond safely in an emergency. Our programs are equipped with fire extinguishers and smoke detectors that are wired to signal the campus Fire Department.

EES has a comprehensive emergency disaster plan, which is coordinated with the University's Emergency Response Plan. In the event of a major disaster, children will be cared for on-site if it is safe to do so. In the event of a large-scale disaster or a disaster that persists for some time (e.g., a large earthquake or a major fire) each center will evacuate to the FSH evacuation site at the playing field, by the west entrance to campus.

Together with Family Student Housing, EES has stored first aid supplies, food, water, temporary shelters, and diapers in case children need to remain under our care for an extended period. Radio stations KZSC (88.1 FM) and KSCO (1080 AM) can be monitored for on-going information.

At enrollment, and annually in September you will be asked to complete a Child Emergency Information Form. On this sheet you may list additional individuals authorized to pick up your child in an emergency. Having the information necessary to reach an out-of state party could assist us in establishing contact with you if local phone lines become inoperable.

In the event of a disaster, please come for your child as soon as possible. Even if the campus is closed, authorized family members will be admitted to pick up their children. Sign-out procedures will be followed. If you send an adult to pick up your child; he or she must be on your child's regular emergency list or Emergency Contact Sheet for use in a major disaster and have a photo I.D. It is your responsibility to keep your child's emergency list updated at all times. Updates can be made at the EES Business Office. Changes will be forwarded to your child's Program Supervisor.

We encourage you to have a "family plan" which includes meeting locations, out-of-state contacts, and contingency stratagems.

Natural Disaster Plan

Fire and Earthquake drills are held on a regular basis. Safety Managers and supervisor shall maintain a safe working environment for themselves and their staff. Earthquake safety measures are to be implemented and maintained in each program. Each program will designate a safety officer to assess and implement ongoing safety needs in accordance with UCSC's Injury and Illness Prevention Program. Each teacher has a personal copy of the emergency plan; they should be familiar with evacuation procedures as well as their role in an actual emergency. In addition, a copy of the emergency plan is in each classroom's Emergency Backpack. Emergency Backpacks are to be hung near the primary evacuation door. Teachers should take their Emergency Backpacks and Sign-In Books with them, check to see if they have all the children and then close all doors as they leave the classroom during a fire drill. Administrators will visually check the building before they exit. Teachers will take roll against their sign-in book when they reach their evacuation site.

Injury, Incident and Unusual Incident Report Procedure

If a child receives a superficial injury, a staff member will wash the injured area with soap and water, apply a bandage, or ice – and give comfort. Teachers are trained in safety, pediatric first aid and CPR. All first aid kits are located in every program. There are also first aid supplies in the Emergency Backpacks in each classroom. Supplies are checked regularly and replenished as necessary. Guidelines for Blood Exposure are posted in each bathroom and appropriate supplies (gloves, mouthpieces, etc.) are in the First Aid Kits and Emergency Backpacks.

An Accident Report is filled out for all injuries occurring at the program. You will receive a copy of your child's accident report in your child's cubby. A copy will be added to your child's file.

In the event of a more serious accident, we will contact you at once and call 911. The campus Fire Department responds immediately. In the event a child needs to go to Dominican Hospital, that child will be transported by ambulance and accompanied by an EES staff person, unless we are able to contact you and you wish to provide transportation.

Unusual Incident/ Injury Reports must be completed and reporting to our local regional licensing office when a child has suffered any injury or has been subjected to any act of violence while under our care.

Suspected Child Abuse

All EES staff members will be trained to operate in compliance with the State of California's "Mandated Reporter" of Child Abuse and Neglect laws. Under this law, staff members are required to file a formal report if they have knowledge of or observe a child whom the staff member knows or reasonably believes is the victim of abuse or neglect. If you have concerns about a child in your classroom, inform the Site Supervisor immediately. The Director or Site Supervisor will either place the appropriate calls or support the staff person in making the calls, including one to the parents or guardian of the child. Throughout the process, the Director and/or Site Supervisor will be directly involved as a support to staff and as a facilitator

for all parties involved. State law not only mandates that a written and verbal report be made, it also prohibits anyone from dissuading you from reporting. EES' goal is to support staff through the process and to make decisions in the best interest of the children. As with any sensitive or personal family issue, confidentiality must be maintained. This is not a choice or a matter of judgment. For the protection of children, we take this responsibility very seriously. For more detailed information on Child Abuse Risk Prevention please refer to our EES booklet, [Keeping Your Child Safe: A Parent's Guide to Abuse Prevention, Detection, and Intervention.](#)

How to Report Child Abuse and Neglect:

Under the **Child Abuse and Neglect Reporting Act**, A mandated reporter must:

- 1) Make an initial report immediately or as soon as practicably possible by telephone to any police department or sheriff's department, and must submit a written follow-up report by mail, fax, or other electronic means within 36 hours of receiving the information about the incident.
- 2) Prepare and submit Form 8572 to any police department or sheriff's department. Detailed instructions for completing the report can be obtained at:
http://oag.ca.gov/sites/all/files/pdfs/childabuse/pdf/ss_8572.pdf
- 3) Promptly report observed or suspected abuse or neglect to the site supervisor or director. The site supervisor or director will forward your report to the University Compliance Hotline without delay.

What Type of Conduct is Reportable?

Child abuse or neglect, including physical injury or death inflicted by other than accidental means upon a child by another person; sexual abuse, neglect, willful harm or injury, endangerment, unlawful corporal punishment or injury. Child abuse does not include "mutual affray" between minors (e.g., fistfights); the pregnancy of a minor does not *in and of itself* constitute a reasonable suspicion of sexual abuse.

The following concerns may be reported even absent of abuse or neglect: Serious emotional damage or substantial risk of serious emotional damage, evidenced by states of being or behavior including but not limited to severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others.

What Information Must a Mandated Reporter Report?

Mandated reports must include name, business address, and telephone number of the mandated reporter, what makes the person a mandated reporter, and the information or observation that gave rise to the reasonable suspicion of child abuse or neglect and the source or sources of that information. The following information, if known, must also be included: child's name, address, present location and if applicable school, grade, and class; names, addresses and phone numbers of the child's parents or guardians; name, address, phone number, and other relevant personal information about the person or persons who might have abused or neglected the child. A mandated report must be made even if some of the above information is unknown or uncertain at the time of the report.

Licensing and Regulation

The UCSC EES Centers are licensed by the State of California, Department of Social Services Community Care Licensing. We are administered under Title 22 and Title V regulations. The local licensing office is in San Jose and can be reached either by writing to the Department of Social Services, Community Care Licensing, San Jose District Office, 2580 North First Street, Suite 300, San Jose, CA 95131, or by calling (408) 324-2148.

To be informed, and to have the authorized representative informed by the licensee, of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the licensing agency's complaint receiving unit, and of information regarding confidentiality.

Parents' (Family) Rights

Custodial parents/family members have the right to enter and inspect child care centers where their children are receiving care without advance notice during normal business hours. Access to the facility can be denied when, in the opinion of center personnel, the parent or guardian is behaving in a way which poses a risk to children in the facility or the adult is a non-custodial parent and the facility has an original court document denying access to the non-custodial parent.

Children's Personal Rights

The following is an excerpt from the official state legal code for Personal Rights.

Each person receiving services from a child care facility shall have rights to be accorded dignity in his/her personal relationship with staff and other persons, to be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his or her needs.

Discipline & Positive Guidance Philosophy

Each of us has strong beliefs about what is important for children, and at times these beliefs may differ. Learning to get along with others is a process that begins in childhood and develops throughout our lives. For children, this emerging skill can be assisted by the support and guidance of others. We are committed to providing guidance for children in our care, which promotes the following:

- Positive self-concept and self- esteem
- Successful social interaction
- Respect for diversity
- Independence
- A sense of responsibility to community
- Self-control
- Problem solving skills
- Conflict resolution skills

In an atmosphere of support and safety, as part of our daily curriculum, we foster self-discipline in children. We aid children in the expression of their feelings and help them develop their skills in problem-solving and conflict resolution. Families and staff work cooperatively in the process as each share information and insights.

At no time will any adult in our programs physically harm a child, use verbal threats, or speak to a child in a way that is disrespectful or damaging to self-esteem. Children will not be physically restrained unless they are in immediate danger to themselves or others. Teachers' approaches to assisting children through conflict resolution may differ depending on the age of the children and the situation, but will always be based in respect for the feelings, actions and ideas that children bring to conflict situations.

Limit Setting - In order for children to build trusting relationships and feel confident to explore, they must clearly know what is expected of them. Rules are kept to a minimum and are basic, clear and concise. Limits and expectations expand as children's skills in self-regulation increase.

Consistency - Behavioral limits and expectations are consistent throughout the classroom and from one center to the next. Consistency provides a secure and predictable basis for children to anticipate outcomes and make choices about their own behavior.

Tone - "You are safe, the situation is under control and we can work it out", is the message a child must receive from adults intervening in a conflict situation. A firm, kind, but serious tone with a relaxed demeanor reinforces this message.

Modeling - Our actions speak clearly to children. Adults in EES classrooms set an example of compassion characterized by the willingness to express needs and feelings clearly and calmly while responding to the needs of others. "I feel angry when you hit me. Let's sit down so you can tell me what is bothering you."

Physical Intervention - Children will be physically stopped, if at all possible, before they hurt someone; and certainly, if observed in the act of hurting another. When children are safe, the teacher shifts focus to conflict resolution.

Passive Intervention - Whenever possible, children are provided space to work through their own problems. If a conflict situation does not escalate to destructive or aggressive behavior, a teacher may choose to simply observe as the children seek a solution. The teacher's mere presence can serve as a gentle reminder to employ problem-solving skills rather than resorting to physical or verbal aggression. Teachers allow children the opportunity to 'figure it out' but remain present in case intervention is necessary. When applied, intervention is as non-intrusive as possible.

Identifying/Interpreting - "You both want the truck." This simple statement can clarify the problem, diffuse tension, and help problem solving begin. Children need help to consider another's emotions or needs—especially when they are upset themselves. For example, "See his tears? It really hurt him when you kicked him."

Validating Feelings - Constructive thinking is virtually impossible when one is overcome by an emotion such as anger, sadness, fear, or frustration. Acknowledging the emotion is imperative before any other "learning" can occur. "I will not allow you to hit him, but, tell us why you are so angry." It is essential that all children involved in a conflict be honestly listened to. Children are not told to say "I'm sorry," but rather, to actively comfort or offer help to the child they hurt/upset. Adults may say, "I am sorry you got hurt" and at some point, children will spontaneously do the same.

Generating Options/Solutions - Examples: "Can you think of a way to use the truck together? Is there a road for it to drive on?" "Look, Jose is crying from that push you gave him. Ask him if he would like you to brush him off." "Everyone wants a turn. How can we work that out?" For infants, the teacher may place a different toy near two infants who are tugging on one doll. From a list of specific choices to the general question "Well, what should we do about it?" children are given tools to settle conflicts, negotiate, collaborate, and resolve their differences.

Natural Consequences - "You dumped your milk on the floor. Please get the sponge to clean it up." "You threw sand after we asked you not to. Now I'll help you leave the sandbox and find a different area to play in." "When you crawl under that table it is hard to sit up. Would you like some help getting out?" These are just a few examples of the natural consequences that teachers point out and reinforce as they occur. Children see the results of their own behavior and begin to modify it accordingly.

Redirection - A request to stop a negative behavior is accompanied by a suggestion for an appropriate behavior with which to replace it... "You may not throw the sand; if you want to throw something here are some bean bags and a bucket to throw them into."

"Time Out" - Time out is not used in our programs. While it may interrupt a negative behavior, it does not help children acquire the skills to deal with the situation should it arise again? Young children are generally not yet capable of the reflective thought necessary to make time out a learning situation. If a child needs time apart to calm down, teachers facilitate this in a non-punitive manner, giving the child time, space, and emotional support to find calm.

When more is needed

When a child's behavior is excessively disruptive or harmful to individual children or the group, we will call the family to pick up their child. We will require a conference between family, teacher and Program Supervisor before the child can return.

If teachers and administrative staff concur that additional support and expertise are required to best meet a child's needs, we may require any or all of the following measures. Staff will work closely with the family to ensure the child's success in the program.

- **Additional Family – Teacher Conferences** may be held. The Program Supervisor may also attend to share observations, professional opinions and to offer support to the family and staff. The purpose of the conference is to clearly define the problem, reexamine possible causes, brainstorm any changes that the staff and/or family can make and reinforce consistency between home and school. Families may be asked to meet with staff on a regular basis. This provides extra support for the family and assures communication between home and school.
- **Professional support:** For example, a resource specialist from the public schools may be sought. Your Site Supervisor can facilitate the referral process and assist in coordinating the efforts of families, staff, and specialists.
- **Adjusted schedule:** Staff may determine that an adjusted schedule (for example, shortened hours or different arrival time) is in the best interest of the child and/or classroom. Typically, this is a temporary measure, pending resolution of the issue.
- **Counseling:** Families may be asked to seek professional counseling outside the program. Staff welcomes observations, additional insights and suggestions. The counselor with a waiver can ask to speak with us.
- **Suspension of Services:** We reserve the right to suspend services for a period of time if the child's behavior is harmful to self or others. A family conference is required before a suspended child may return to the program. The continued enrollment of an excessively disruptive child will be made contingent upon the family's willingness to cooperate in finding a solution, as well as the child's success in changing the behavior in question.
- **Termination** will be implemented only as a last resort. EES staff is committed to seeking solutions for challenging situations with children and families.

General Policies

Daily Routines

If you are a new family to EES, your child's Program Supervisor will arrange an orientation and tour of your child's classroom to answer questions and familiarize you with some of the routines described below. In addition, an initial conference is necessary to complete the forms and discuss the program policies. Title 22 requires that a family member and child attend a transition meeting before care begins.

Arrivals & Departures

The beginning of the day is an important time for children and their families. We know that for some families separating may be a new experience. Children display a variety of behaviors at drop offs as they adjust to the experience. A teacher will greet you and help you both with this transition. Teachers will assist with a gradual separation when you are getting started, and any time that separation becomes challenging. Creating a family ritual at separation helps children anticipate what is going to happen.

Children are able to separate with greater comfort when families convey their own confidence that their child will be safe and cared for while they are away. Always say goodbye when you leave, so that your child develops trust that you won't just disappear. Please let us know if there is any special ways we can assist your child feel comfortable with you leaving and feel free to call during the day to ask about your child.

It is important to arrive for pick-up before closure. Children can become anxious when they are the last one in the classroom. In addition, teachers have prep time, tasks and classes to attend in the evenings as well as families of their own that they must attend to.

If a child has not been picked up by 5:30pm (academic year) or 5:00pm (summer/pandemic) and the family/parent has not called, the teacher will begin calling emergency phone numbers that are listed on the Child's Emergency Information form. If no approved adult can be reached and the parent has not called, campus police will be contacted at 5:45pm (academic year) or 5:15pm (summer/pandemic) and the child will be turned over to an officer's custody. If it's an infant, a teacher will accompany the child with the officer.

Authorization to Pick Up

EES must have written consent to release a child to someone other than a parent or guardian. We will check photo ID. This is a requirement of our CDE funding. It is also essential for the protection of your child.

If you would like to change or add to the list of individuals authorized to sign your child out of the program, please come by the EES Office. Changes will be forwarded to the Program Supervisor.

Dressing for the Day

Your child will be actively playing, learning and experimenting in our programs. Our environments will expose your children to sand, water, glue, play dough and tempera paint. Please send your child in comfortable play clothes that you do not mind them getting dirty. Please provide an extra change of clothing in your child's cubby so that fresh clothing will be available as needed. Label all clothing with your child's name. Sturdy and safe shoes are important for children who are spending their day climbing, balancing, running, and riding tricycles. Shoes with flat rubber soles are a good choice.

Field Trips

Our campus provides rich opportunities to learn about the community and the natural world. Similar to outings children take with their families, on-campus field trips encourage language development, promote sensory and motor development and expand children's perceptions of the world. As part of our everyday curriculum, our children may take nature walks. You will be asked to sign an on-campus field trip permission slip. Walking field trips and special visitors add a perfect touch to a full program. EES does not offer transportation services. However, we may utilize consultants and community resources.

Research

EES supports the research activities of the UCSC academic community. Most research projects conducted in the classroom are strictly observational. No child will be included in a research project without parental consent. The director and the Human Subjects Institutional Review Board review all research.

Transferring to the Next Program

Currently enrolled children have priority for enrollment in the next classroom when they become age eligible. All children that are currently enrolled as of the last day of the Spring Quarter will be guaranteed enrollment in the fall provided that the family submits the request for enrollment by the deadline. Children typically transition as a peer group to the next classroom at this time of year. If you wish for your child to be individually considered for another program at a different time of the year, please initiate that discussion with your child's primary caregiver and Program Supervisor. Transferring from one program to the next is only possible when and if there is an age- appropriate opening.

We make every attempt to ease the transition from one classroom or program to the next for children and their families. Each program has a developmentally based transition plan. Families have the opportunity to meet with the child's new primary caregivers and the Program Supervisor to discuss any pertinent information that may help the transition process. At this time, a schedule will be discussed for the child's transitional visits to the new classroom.

Toilet Learning

We help children learn about bodily functions in a positive and comfortable way as part of their natural physical experience. We frame diapering as a meaningful learning activity. Being "toilet trained" is not a

requirement of enrollment in the EES Infant Program or Younger Preschool. We understand and are aware of signs of readiness for toilet learning. When your family and teachers see these signs and agree that a child is ready physically, cognitively, and emotionally, they will develop a plan together to help the child learn to use the toilet. The process of self-toileting is a gradual one. We suggest dressing your child in elastic pants that can easily be pulled up and down. Developmental issues of autonomy sometimes conflict with a child's continued need for security and nurturance. We know that children learning to use the toilet can become a complex issue for both families and children.

What to Provide from Home

Toddler and Preschool Programs:

Please bring the following items with you on your infant/toddler or preschooler's first day.

- A crib-sized (for toddlers) or cot-sized (for preschoolers) blanket for nap (Must be wash weekly at home)
- Diapers/Pull Ups (enough for your child's entire day)
- Jacket and boots for cold or rainy days
- Formula or breast milk if needed
- Extra set of clothes (make sure all clothes are labeled)
- Family picture
- Diaper cream, labeled with name (if needed)

What NOT to bring

Toy guns, weapons, and war toys are not allowed at the program. Please do not allow your child(ren) to bring personal belongings to school. EES shall not be responsible for the loss or damage of toys, games, clothes or other personal belongings. For your children's safety and health, we do not allow children to bring any outside food or gum (unless specified by EES due to allergies). All foods are provided by EES.

Birthdays

Young children greatly enjoy celebrating birthdays and other important events. Each classroom has a unique way to recognize special days. We try to find appropriate ways to celebrate in which all children can join. In addition, teachers try to balance the natural exuberance and energy without creating an overwhelming situation in the classroom. To these ends, we ask that families are simple in celebrating their child's birthday. We encourage healthier and individual sized treats.

If a family is having a celebration for their child outside of school, we ask that they do not deliver invitations to school unless ALL of the children in the class are being invited. We ask families to check with the teacher on any upcoming events in case they may want to contribute food or help volunteer during the event. If a family has a special occasion that they want to share with the class, we ask that the family discuss it in advance with the teacher. We are confident that collaboration between family and teacher can create many memorable and special celebrations for the children that are appropriate to the classroom setting.

Babysitting or Socializing with EES Teachers

EES prohibits teachers from engaging in social or arranged interactions and engagements outside of regularly scheduled program activities (such as babysitting, birthday parties, social get-togethers) with the children and their families, who are enrolled in the child care center program.

State Resources

If you feel you have experienced discrimination, please talk to the civil rights coordinator. For information on how to proceed if you have a complaint or appeal regarding either EES' participation in the Nutrition Program or our state contracts, please refer to Appendices E and F; Complaint Procedure - Child Nutrition Program and California Department of Education Complaint and Appeal Procedure. We encourage you

to bring any complaints and concerns about the health, safety, and welfare of children directly to EES. You always have the right to contact California Community Care Licensing if you feel we have not adequately addressed your concern.

Campus Resources

If you would like a neutral party to facilitate conflict resolution with another individual, department or agency, you may contact the campus ombudsman. If you prefer, you can consult ombudsman anonymously.

UCSC EES Statement of Confidentiality

All records of families with children enrolled in the program are strictly confidential and are not released except (1) with written consent of the family members or (2) upon demand of a court-ordered subpoena.

These records are kept in secure files with access limited to center staff. Confidential records include, but not limited to: the enrollment application and health/developmental information. In accordance with our standards of professional behavior, any non-center related discussion of information contained in family records, is pursuant to section 101200(b) and (c) of Title 22 regulations, community Care Licensing has the right to interview the children and staff, and to inspect, audit and copy all records maintained by the program upon demand during normal business hours, without securing prior consent. Child Protective Services has the right at all licensed child care facilities to observe and interview children on the premises without securing prior consent.

Termination Policies

Our Dismissal Policy

We reserve the right to dismiss a child from our program if, for any reason, we feel the child's individual needs are not being met and we have exhausted all possible resources. We reserve the right to dismiss a child if her or his needs or behavior interferes with other children's rights to attend a safe and nurturing program. We will make every effort to assist a family in finding more appropriate care before leaving the program. We reserve the right to dismiss a family/person whose behavior presents a risk to children and staff (parent using profane language, treats. Destroying property, etc.).

- Excessive late pick-ups of children.
- 3 unexcused absences (for children who have spaces subsidized by California Department of Education funding).
- Failure to pay fees.
- Failure to comply with policies.

The following are also considered grounds for the termination of child care services

- Violation of contactor's policies and procedures
- Failure to meet subsidy requirements
- Knowing using incorrect or inaccurate information to obtain a benefit that they would otherwise not be entitled to receive
- Refusal of the parent to provide essential information pertaining to record keeping and eligibility

Misrepresentation

Individuals who misrepresent information on enrollment or admission paperwork may be subject to termination of services.

Of course, we hope that we can resolve any problems you may have regarding our program by meeting and discussion. We recognize that we are responsible for compliance with State and Federal laws and regulations governing child care programs. We investigate and seek to resolve complaints at the local level in accordance with applicable laws and administrative regulations. As provided by Title 5, California Code of Regulations, any individual may file a written complaint. Described below is the process for

complaining and/or appealing if you have received a Notice of Action denying, changing, or terminating services, or increasing or decreasing family fees. We are required to mail or deliver such Notice of Action to you at least 19 calendar days before the effective date of the intended action. The appeal process is detailed on the second page of the Notice of Action.

Clients Request for a Hearing and Procedures

If a parent disagrees with an action, the parent(s) may file a request for a hearing with the Appeal Officer within 14 calendar days of the date the Notice of Action was received. Upon the filing of a request for hearing, the intended action shall be suspended until the review process has been completed. The review process is completed when the appeal process has been exhausted or when the parent(s) abandons the appeal process.

Within 10 calendar days following the receipt of the request for a hearing, the contractor shall notify the parent(s) of the time and place of the hearing. The time and place of the hearing shall, to the extent possible, be convenient for the parent(s).

An administrative staff person who shall be referred to as "the hearing officer" shall conduct the hearing. The hearing officer shall be at a staff level higher in authority than the staff person who made the contested decision.

The parent(s) or parent's authorized representative is required to attend the hearing. If the parent or the parent's authorized representative fails to appear at the hearing, the parent will be deemed to have abandoned his or her appeal. Only persons directly affected by the hearing shall be allowed to attend.

The contractor shall arrange for the presence of an interpreter at the hearing, if one is requested by the parent(s).

The hearing officer shall explain to the parent(s) the legal, regulatory, or policy basis for the intended action.

During the hearing the parent(s) shall have an opportunity to explain the reason(s) they believe the contractor's decision was incorrect. The contractor's staff shall present any material facts omitted by the parent(s).

The hearing officer shall mail or deliver to the parent(s) a written decision within 10 calendar days after the hearing.

Appeal procedure for CDE Review

If the parent disagrees with the written decision from the contractor, the parent has 14 calendar days in which to appeal to the CDE. If the parent(s) do (es) not submit an appeal request to the CDE within 14 calendar days, the parents' appeal process shall be deemed abandoned and the contractor may implement the intended action.

The appeal should be sent to California Department of Education, Child Development Division, 1430 N Street, Suite 3410, Sacramento, CA 95814, Attn: Appeals Coordinator.

The parent(s) shall specify in the appeal request the reason(s) why he/she believes the contractor's decision was incorrect. The parent(s) with the appeal request shall submit a copy of the contractor's notice of intended action and written decision.

Upon receipt of an appeal request, the CDE may request copies of the basic data file and other relevant materials from the contractor. The CDE may also conduct any investigations, interviews or mediation necessary to resolve the appeal.

The decision of the CDE shall be mailed or delivered to the parent(s) and to the contractor within 30 calendar days after receipt of the appeal request.

Contractor Compliance with CDE Decision

The contractor shall comply with the decision of the CDE immediately upon receipt thereof. The contractor shall be reimbursed for childcare and development services delivered to the family during the appeal process. If a contractor's determination that a family is ineligible is upheld by the CDE, services to the family shall cease upon receipt of the CDE's decision by the contractor.

Uniform Complaint Procedures

It is the intent of UCSC's EES to fully comply with all applicable state and federal laws and regulations. Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding the UCSC EES' alleged violation of federal and/or state laws. This includes allegations of unlawful discrimination (Education Code Sections 200 and 220 and Government Code Section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance. Complaints must be signed and filed in writing with the State Department of Education.

**Child Development Division
Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814**

If the complainant is not satisfied with the final written decision of the California Department of Education, remedies may be available in federal or state court. The complainant should seek the advice of an attorney of his/her choosing in this event. A complainant filing a written complaint alleging violations of prohibited discrimination may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or order

U.S. Department of Agriculture Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

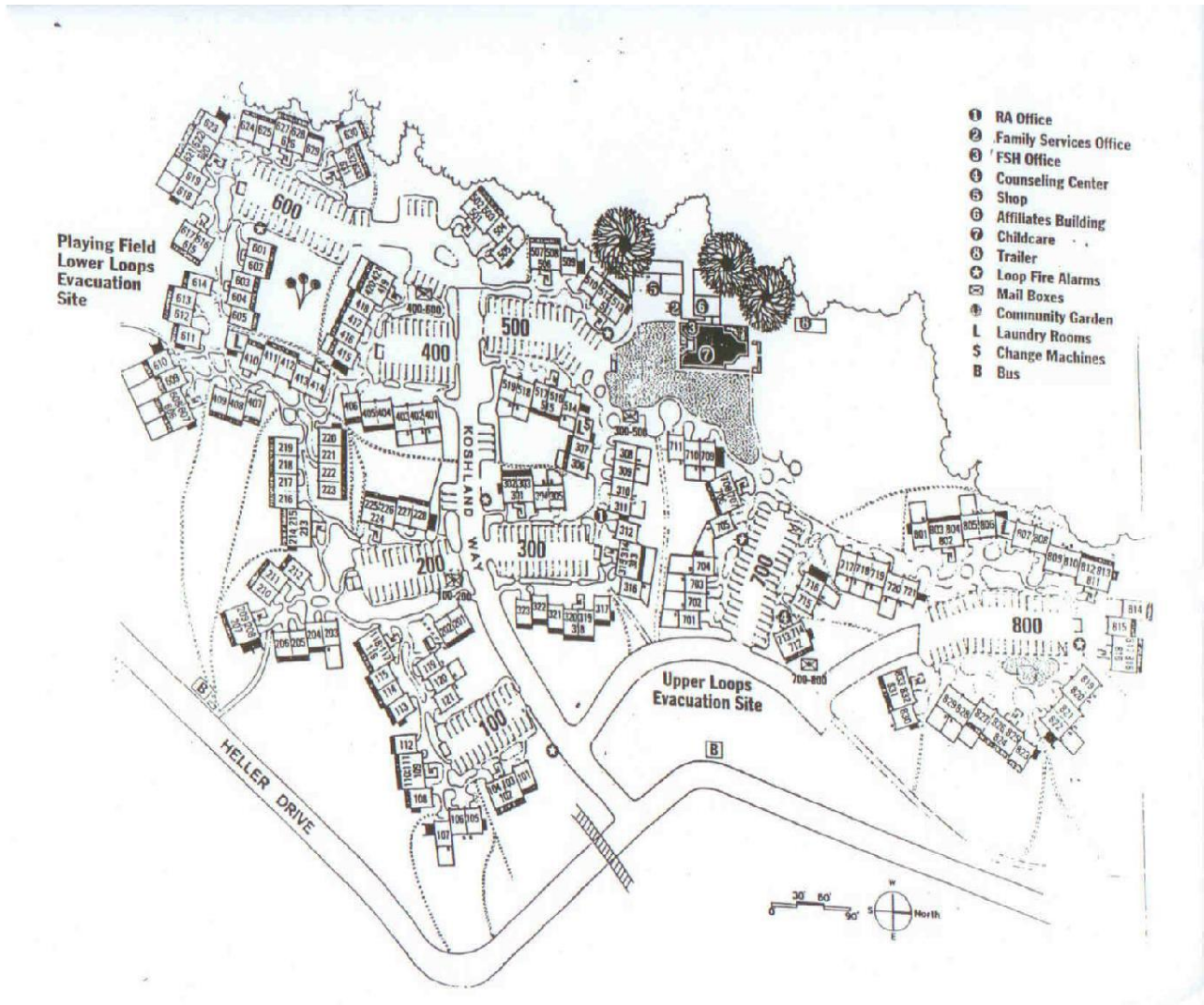
Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#) (PDF), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

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

Fax: 202-690-7442 **Email:** program.intake@usda.gov

Family Student Housing layout-indicating evacuation sites in case of emergency.



Family Handbook Acknowledgment

I have read and understand the UCSC Early Education Services Handbook and Child Abuse Risk Prevention Booklet. I agree to the terms of the UCSC Early Education Services Handbook. I understand that by signing this document it is my responsibility to abide by this agreement.

Parent/Guardian Signature

Date

EES representative Signature

Date