

EARLY CHILDHOOD EDUCATION CENTER

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FAMILY HANDBOOK

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MISSION STATEMENT

To provide a high-quality early childhood program, following the standards of the National Association of Education for Young Children to serve and support the diverse University of California San Diego community.

VISION

To contribute to a bias-free society, to teach children to be world citizens, to build community among families of all cultures and backgrounds coming to UC San Diego, and to utilize all available resources from the campus community that can contribute to the child's total development.

PROGRAM RATIONALE AND DESCRIPTION

The Early Childhood Education Center serves children three months to five years and provides additional assistance for alternative care through the Child Care Referral Program.

The Early Childhood Education Center is a carefully designed environment that encourages the social, emotional, intellectual, and physical development of young children. This continually evolving program incorporates the insights of educators working with young children by integrating current research in early childhood education and by utilizing the talents and skills of parent(s) or legal guardian(s) and other members of the university.

A basic program tenet is that children develop through active self-initiated and self-regulated processes. Promoting self-initiated activity in young children is not the same as supervised free play. ECEC educators create a learning framework in which children have the opportunities to initiate their own activities and to take the responsibility for completing them. The adult's role is to encourage children to make choices and then to extend these choices into purposeful activity.

The UC San Diego Early Childhood Education Center provides:

- A safe, secure, and nurturing environment that attends to the physical needs and comfort of each child as an individual
- A carefully designed mixture of indoor and outdoor learning centers challenging children to actively explore their environment by engaging their individual curiosity and interests
- A community of children of varying ages, social and cultural backgrounds who help each other extend and create new interests through cooperative explorations
- A community of adults who form a secure social resource for facilitating the development of interpersonal relations, for encouraging the exploration of new materials, for supporting thoughtful, creative decision-making, and for expanding opportunities for individual and cooperative play

The freedom that the children have to make choices about their daily activity is one of the unique characteristics of the Early Childhood Education Center, but young children need more than the freedom to make choices. They need guidance to help them make these choices within a carefully planned structure that promotes their sense of security and encourages purposeful actions. The Early Childhood

Education Center provides a structure that encourages children to make choices, to act on their choices independently and/or cooperatively, and to reflect on the consequences of their activity.

The ability to initiate learning through purposeful play provides the foundation for lifelong learning skills necessary for personal, academic, and professional fulfillment.

The center operates five programs, each of which will be described separately.

1. Young Infants (3–12 months, or walking)
2. Infants (11 months, and walking, to 2 years)
3. Toddlers (2–3 years)
4. Preschool (3–5 years or eligible for Kindergarten)

YOUNG INFANT PROGRAM (3–12 months or walking)

Our young infant program has been modeled on research and guidelines developed collaboratively by the California Department of Education and West Ed, and is designed to be an extension of the family unit. Social-emotional growth and language development are supported by the low child/teacher ratio, which provides opportunity for each young infant to connect with a responsive caregiver and fosters the development of close, caring relationships. Intellectual development has an emphasis on activities that are naturally interesting to infants using appropriate play materials. The classroom is divided into two main areas, one provides opportunity for movement, choice, and exploration in a safe and comfortable setting and the other is a napping area that provides opportunity for quiet moments and facilitates breast-feeding. Each area is equipped with an observation window so that the young infants can be viewed in their natural environment without disturbance and entrance into this area requires authorized access to ensure all health and safety standards are fully met.

INFANT PROGRAM (11 months and walking to 2 years)

The ECEC Infant Room is often a child's first experience outside the home. The program provides individual attention to help infants feel secure as they make this transition. This group-care setting offers a rich environment for promoting interpersonal bonding and for providing intellectual stimulation for infant development. We keep the "caregiver-infant ratio" low to provide as much individual attention as possible.

The daily schedule is designed to meet the physical needs of the infants (e.g., morning rest and afternoon nap, morning and afternoon snacks, lunch, and regular diaper changes). An infant's physical skills are coupled with rapid increases in their cognitive and social skills. The infant program offers a wide range of experiences through art, language, movement, sensory play, and musical activities to meet the needs of rapidly developing infants.

Within certain constraints, infants are encouraged to make choices about their day. Even at this early age, infants are excited about their increasing sense of independence. The infant program helps them use their freedom in ways that promote their development. They can move freely throughout the classroom exploring indoor or outdoor activities that they find of interest. They can work with others on projects, or they can work alone. Staff do not suggest using materials in a single or best way. Infants are encouraged to find their own way to do things and to learn from the diverse responses of their peers.

During the learning/play periods each day, children can move freely from indoor and outdoor activities such as:

- Finger and easel painting
- Gluing different materials with emphasis on color, shape, and texture
- Singing and dramatic play
- Reading and creating stories with flannel board characters
- Puppet play to encourage language expression
- Outside play with sensory materials like sand, water, bubbles, and play dough; climbing, and playing on playground equipment
- Problem solving using puzzles, building with blocks, and other small motor activities

TODDLER PROGRAM (2–3 years)

Our toddler program provides a loving and secure atmosphere similar to the infant program, but with increasing emphasis on autonomy, self-motivation, and self-selection of activity. The larger program offers the young child a range of different types of experiences. The program philosophy is to allow the children to discover for themselves the pleasure of working together in small groups. The teachers create activities that invite children to join together to explore an idea, or experiment with color, or find a new way to climb. A daily meeting time provides children with a time to develop their language and social skills.

The daily schedule in our toddler program includes a choice of activities in a number of different locations:

- A variety of work areas are available indoors and outdoors with a range of teacher-prepared activities and games to stimulate small muscle coordination and development of cognitive processes, language, mathematics, reading, and writing. These include puzzles, clay, cutting and gluing tasks, and scientific experiments. These work areas provide a setting for conversations between the children and their teachers on a range of topics.
- A creative play area encourages dramatic play with clothes and equipment to create different settings within a home, a store, or other settings.
- A block-building area with animals and vehicles helps children think about ways of constructing their own settings and experimenting with inclines and wheels.
- Students have ready access to drawing and collage materials so that they can choose to express themselves in artistic ways.
- Circle time provides an opportunity for movement and music and experiencing cultural diversity through songs and rhyme.
- A reading corner provides a quiet place for individual children or small adult-led groups to interact with books and ideas. It serves as the location of many quiet discussions on topics like how to handle feelings, what jobs children would like to have as adults, or how animals behave.
- An active outdoor area contains equipment for large muscle development and motor coordination, and working space for sensory materials like sand, water, clay, or paints and construction materials like wood, blocks, and cardboard. The toddler program takes full advantage of the mild climate, moving many traditional indoor activities outdoors – often resulting in interesting variations.

Teachers usually talk with one or a few children at a time and extend each child's experience with a positive response, question, suggestion, or explanation. Emphasis is placed on understanding the image a child has of self and helping the child develop a positive self-image.

PRESCHOOL PROGRAM (3–5 years, or eligible for Kindergarten)

As children grow, they need more space to explore and a wider set of activities to expand their interests. The preschool program uses the large space of a double classroom and a well-designed outdoor play area to provide young children a diversity of challenging activities.

The children usually work with an adult on a learning project in groups of about four or five students. These intimate working groups allow for important social interaction among children and adults. The adults can listen carefully to what a child offers, encourage the children to ask questions or make observations, direct reflections on actions and outcomes, and help children work cooperatively with their peers.

Through creative use of outdoor and indoor learning centers, children in the preschool program have much more space in which to work than is normally available in larger group-care settings. During the morning and afternoon learning sessions, children can choose from six to eight special projects that are set up each day, either indoors or outdoors. The program curriculum is carefully designed to provide for the many areas of growth in young children and includes the following types of activities:

- **Pre-writing and Writing Projects:** Children use scissors and paste, as well as a wide range of writing and printing tools—including computers—to create books, labels, stories, captions, poems, signs, and banners. These activities focus on fine motor control, eye/hand coordination, and visual discrimination. Children develop an understanding and appreciation of early literacy skills.
- **Listening Center Tasks:** Children listen to stories read to them by adults, participate in flannel board stories, and listen to recorded materials. They develop skills in verbal expression, listening, comprehension, vocabulary, and auditory discrimination of words and rhymes.
- **Sensory Experiences:** Children have the opportunity to manipulate, mix, measure, and experiment with a range of sensory materials such as clay, sand, flour, mud, salt, and water. Cooking experiences help students understand the need for following directions, and making materials, like playdough, provide wonderful opportunities for innovative experimentation. As children watch the transformation of materials as they are mixed, heated, or cooled, they are developing important observational and conceptual skills.
- **Creative Expression:** Children have access to a rich variety of media for artistic expression. In addition to teacher-prepared art experiences, a child may select materials for self-directed projects in painting, printing, and drawing. These activities develop the child's fine motor skills using a variety of mediums that include threading, gluing, and 3-D construction.
- **Dramatic Play:** The dramatic play area provides children with props to explore various roles, relationships, and interactive strategies through imaginative play. The area undergoes frequent changes—becoming a fire station, a pediatrician's office, a restaurant, an office, or an airliner—as children use their own actions to understand their world.
- **Cognitive Tasks:** Each day, different types of puzzles, memory games, measurement tools, cubes, scales, and other manipulative materials are set up for the children to explore. These

tasks are designed to help children develop their concepts of size, position, color, shape, time, quantity, and comparison. Adults are available to help children to learn from their observations and to challenge the children to use the material in new ways.

- **Science Experiments:** Children participate in activities such as sprouting seeds, growing plants, examining materials with magnification and microscopes, examining and building simple machines, and experimenting with wheels and inclines. These tasks promote basic thinking skills and understanding of cause and effect relationships, sequence, and predictions. Children's curiosity about their physical world provides the direction for construction of these tasks.

In addition to these learning centers that change daily, several areas are always available to children. These include a computer center, a block-building area, a dramatic play corner, a library area, and shelves of art materials.

Another important part of the daily schedule is the large group meeting time at noon and the smaller meeting at the end of the day. These special times of singing, rhyming, and language development games focus on the child's importance as a member of the group. They provide settings for children to learn to speak and listen to one another.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)

ECEC is accredited by National Association for the Education of Young Children. NAEYC administers the largest and most widely recognized accreditation system for all types of early childhood schools and childcare centers. Early childhood programs accredited by the NAEYC have voluntarily undergone a comprehensive process of internal self-study, invited external professional review to verify compliance with the criteria for high quality early childhood programs, and have been found to be in substantial compliance with the criteria.

A high-quality early childhood program:

- Frequent, positive, warm interaction among teacher and children
- Planned learning activities appropriate to children's age and development, such as reading stories, block building, painting, dress-up, and active outdoor play
- Specially trained teachers and administrator
- Ongoing professional development
- Enough adults to respond to individual children
- Many varied age-appropriate materials
- Respect for cultural diversity
- A healthy and safe environment for adults and children
- Inclusive environments
- Nutritious meals and/or snack
- Regular, two-way communication with families who are welcome visitors at all times
- Effective administration
- Ongoing, systematic evaluation

VISITATION AND IMMUNIZATION REQUIREMENTS FOR VOLUNTEERS

We know from the science of brain research that positive interactions in nurturing environments support healthy brain development for young children (Bowlby, 1969). Secure attachment provides a base from which your child is able to explore the environment and manage stressful situations. As parents, you are the most important caregivers in your child's life and the transition from your home to our group-care experience can be a most positive one if your child feels that you trust his or her new caregivers.

Our teachers become partners in the daily life of your child and are trained to establish and maintain an emotionally warm and physically safe environment so that your child can develop the basic trust necessary to acquire independence. They will help you develop a visitation and gradual separation plan partnering with you so that they can get to know as much as possible about your child, including his or her temperament and cultural background. This parent-accompanied visitation is two weeks for one to two hours for ages 3 months to 3 years and one week for the 4-year-old age group. This visitation period takes place prior to enrollment.

Parents are allowed to provide care and supervision to their own children but once a parent volunteers to perform any of the following as described below, then care and supervision is being provided and immunizations are required (per SB 792).

“Care and Supervision” means any one or more of the following activities provided by a person or child care center to meet the needs of children

- Assistance in diapering, toileting, dressing, grooming, bathing, and other personal hygiene
- Assistance with taking medications
- Storing and/or distribution of medications
- Arrangement of and assistance with medical and dental care
- Maintenance of rules for the protection of children
- Supervision of children's schedules and activities for the protection of children
- Monitoring food intake or special diets

PRIMARY CAREGIVING

To support the establishment and building of trusting relationship we practice “primary caregiving.” Each teacher has a small group of families assigned as his or her primary responsibility. That teacher will be the one who is usually responsible for caregiving routines, such as feeding and diapering. He or she will coordinate planning, record keeping, and documentation of developmental progress for your child and is the main person you will go to for information and conferencing. Because the primary caregiver will not be present the whole time that your child is in the program and because all teachers interact with all children, it is essential that as a family, you and your child also establish trusting relationships with other staff members who are part of the classroom team. Love, reassurance, and familiarity foster an atmosphere of safety that will enable your child to trust us enough to risk exploration and enjoy new discoveries through play without your presence.

INFANT SLEEP REQUIREMENTS

The American Academy of Pediatrics and American Public Health Association have written guidelines for childcare centers called *Caring for our Children – National Health and Safety Performance Standards: Guidelines for Out-Of-Home Child Care Programs*. They strongly recommend the following rules regarding infant sleep position and surroundings:

- Infants under 12 months of age shall be placed on their backs on a firm, tight-fitting mattress for sleep in a crib.
- Waterbeds, sofas, soft mattresses, pillows, and other soft surfaces shall be prohibited as infant sleep surfaces.
- All pillows, quilts, comforters, sheepskins, stuffed toys, and other soft products shall be removed from the crib.
- If a blanket is used, the infant shall be covered loosely, the blanket tucked around the crib mattress reaching only as far as the infant's chest, or the infant will be swaddled.
- The infant's head shall remain uncovered during sleep.
- Unless the child has medical reasons, and thus a note from his/her physician specifying otherwise, infants shall be placed on their backs for sleeping to lower the risks of Sudden Infant Death Syndrome (SIDS).
- When infants can easily turn over from their back to stomach or side, they shall be put down to sleep on their back, but allowed to adopt whatever position they prefer for sleep.
- Unless a doctor specifies the need for a positioning device that restricts movement within the child's crib, such devices shall not be used.

This series was created by the Infant Mortality Risk Reduction Work Team of the National SIDS and Infant Death Program Support Center (NSIDPSC). You may copy it with proper credit. The NSIDPSC is a cooperative project of the SIDS Alliance, Inc. and the Health Resources and Services Administration's (HRSA) Maternal and Child Health Bureau (MCHB) Sudden Infant Death Syndrome/Infant Death Program.

WATCHING YOUR CHILD GROW: AUTHENTIC ASSESSMENT

Meeting a child's individual needs in a group-care setting requires a partnership between the program and family. It also requires that the teaching staff come to have specific knowledge of each child in their care. This process begins before the child ever enters the classroom, as families share information during the enrollment process and intake conferences, and continues throughout a families' tenure in the program. Ongoing communication between families and teachers is critical. In addition, a more formal assessment process has been developed over the years to guide us in daily observation of, reflection about and incorporation into the curriculum of each child's unique developmental path.

UC San Diego's Early Care & Education Center supports the research that a child's developmental progress is an essential factor in the planning and adapting of curriculum. We believe the best venue for identifying progress in young children is by using tools that support the staff to authentically assess children in their natural environment. The program is committed to working with families to care for the "whole child" socially, emotionally, creatively, physically, and cognitively.

The Portfolio – Families often keep a collection of “artifacts” at home that signify their child’s journey and growth, such as a list of first words, pictures from the first haircut, a photo of baby’s delight at bath time, and that ragged favorite blanket. As a child grows, the collection changes...baby teeth, drawings they wrote their own name on, report cards, the program from the school play...and so it goes. Here at the center, we keep a similar collection known as the “Child Portfolio.” Portfolios encourage “authentic assessment,” that is, assessment conducted over time in the natural environment based on the child’s typical activities. The portfolio includes:

- Photos of the child interacting and playing
- Language samples (dictated stories, records of conversations)
- Anecdotal notes (written notes highlighting typical or significant events)
- Writing and drawing samples

This portfolio, shared during parent conferences, is a visual tool for guiding our thinking about each child while documenting their growth. More formal records, such as family conference notes, health documentation, and a semi-annual written developmental profile (DRDP), are also included in the child’s file.

The written developmental profile used to assess children is the Desired Results Developmental Profile (DRDP), which has been developed by the California Department of Education (CDE) in conjunction with the Center for Child and Family Studies at West Ed. Desired results are defined as “*a condition of well-being for children and families.*”

The DRDP system includes two separate age-level instruments. The age levels are infant/toddler (birth to 36 months) and Preschool (36 months-pre-Kindergarten). Each instrument defines an overall outcome. The system was developed based on the following six Desired Results:

- Desired Results for Children
 - DR 1: Children are personally and socially competent.
 - DR 2: Children are effective learners.
 - DR 3: Children show physical and motor competence.
 - DR 4: Children are safe and healthy.
- Desired Results for Families
 - DR 5: Families support their child’s learning and development.
 - DR 6: Families achieve their goal

These *Desired Results* as identified by CDE are reflected in the programs more comprehensive Goals and Objectives. ECEC use the DRDP in conjunction with Authentic Assessment, all of which is included in the child’s portfolio. The child’s confidential portfolio is designed to be informed by the unique family culture and the child’s experiences, interests, abilities, and challenges. By combining the DRDP with the child’s portfolio, teachers are able to view children’s progress over a period of time providing for an overall outcome that is both meaningful and accurate.

Timeline – The DRDP, used to assist in observing children’s achievements over time, is completed during the school year from September until June. This tool ensures that there is continuity of progress and consistency in learning for all young children and staff contributions to the child’s portfolio are ongoing.

Conditions for Assessment – All children are assessed in their natural school environment by the teaching staff that they know and with whom they are familiar. Teachers are constantly observing during the course of the day while children are engaged in play and interacting with one another. Because the scales used in the DRDP are based on a progression of typical development, teachers use the one that corresponds to the child’s chronological age and there are no expectations that the child will master all the skills until they reach the top of the age range. If the teacher completing the DRDP is not able to understand the child’s primary language, a translator may be used. The translator should be known by the child and can be the parent, another staff person or a Teacher’s Assistant.

How Do the Teachers Use the DRDP in Planning the Curriculum?

The center curriculum is derived from the needs, interests, strengths, and areas of continued development of the children, as a group and individually. A guiding framework is also provided by our Curriculum Statement, Mission and Values statement, and through our Philosophy and Program Goals and Objectives. The program is committed to meeting children’s needs in a safe and nurturing environment that invites children to wonder, explore and develop through play. Identification of children’s interests and needs, and the curriculum strategies to meet them, are natural outcomes of interpreting authentic assessment and the DRDP. The schedule, routines, environment, materials, and activities are all components considered in curriculum planning. Program changes are also informed by assessment and summary results and incorporated into the annual program action plan. The intentionality in activity planning is made visible on the classrooms Weekly Activity Plans for at least one activity representing each of the four “Desired Results” for children. These areas are identified by a coded symbol identified on the activity plan. When adaptations are made for a particular child, the adaptation is noted on the child’s summary or is documented in the child’s individual portfolio. Additionally, each child has his/her own goals which are indicated on the summary sheet of the DRDP. To ensure that individual needs are being addressed, the teachers refer to the summary sheets when planning the weekly curriculum.

How the DRDP is Used for Children with Special Needs

Children who have either an IFSP or an IEP benefit from family members, specialists, and classroom teachers working together. Collaboration is needed when conducting the observation of the child and for planning and implementing the program. Special consideration will be given to ensure that the person completing the DRDP is also the person who knows the child best. This may be the specialist working with the child or the classroom teacher.

How the Components Work to Ensure Reliability and Validity

Each DRDP Indicator provides valid and reliable measurement of that aspect of a child’s developmental progress. The measurements on the entire indicator, taken together, provide a profile of development for the whole child, in terms of progress toward all four Desired Results. Because there are multiple measures within the indicators, a completed DRDP provides enough information to support valid and reliable measurement for individual indicators or a group of indicators. Each measure is defined in terms of the sequence in which a child’s development is expected to progress. These sequences of development are derived from research in child development.

Including Families in the Assessment Process

Including families in the assessment process begins with the intake conference when the child begins the program and as the child moves through the program. During this conference, the teachers seek information about the family’s values, religious or cultural beliefs, birth and health histories. If the family

is not comfortable sharing in English, teachers or parents can contact the Program Coordinator to request and interpreter.

Intake conference:

- The appropriate DRDP is shared with the family with a brief explanation of the center's assessment plan.
- A family survey is used when children transition to toddler and preschool to update family information and include the families' goals and expectation as the child moves.
- Teachers use prepared questions designed to include the family in the assessment process at the intake/parent conference.

Secondly, parents meet with the teacher formally twice a year for a parent conference. At this meeting, the child's portfolio, including the Child Developmental Progress Form is shared with the family. Teachers encourage parents to share in the goal writing process by ascertaining what their goals are for their child, by better understanding the culture of the family and by asking families to participate in classroom activities.

Parent conference:

- Families are given the opportunity to answer questions on the DRDP that teachers may not be able to answer.
- Families are given a written summary of the DRDP including the goals that were collaboratively written.
- The Child Developmental Progress Form is used as a tool for teachers to share information with families. Families will be given a copy of the summary form (taken from the user's guide). This information accompanies the child as they progress through the program and information is added as it is shared.

Thirdly, teachers are available to talk with families at arrival and departure times and a policy of open communication between teachers and families is strongly supported.

Training Staff in the Use of Authentic Observation/Portfolios and DRDP

As a part of the new staff orientation to the center, key points on authentic assessment and procedures for developing a child's portfolio are discussed. Staff development includes topics, such as: observation skills, discussions on the best ways to communicate with families when there are concerns, how to use the results obtained to plan and implement curriculum, and how to make adaptations to the classroom as needed. Specific training on the procedures and use of the DRDP begins at the administrative level, with administrators and key staff being trained. Locally, trainings are held to continue to build the capacity of the program to train staff members who work directly with children. Additionally, as the teachers use the DRDP, periodic discussions are held on the best practices in using the tool and how to best communicate the planning and implementation strategies that are generated from the results of the ongoing observations and desired results outcomes.

Early Childhood Environment Rating Scale – Revised (ECERS-R) – (1998) is the quality control instrument currently used by the state to maintain and improve the quality of state-funded preschool programs. Designed for use in preschool, Kindergarten, and childcare classrooms serving children 2½ through 5 years of age, the ECERS-R is used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation.

TOILET LEARNING PROCEDURE

Finding a toilet learning method that works for your family is critical for both parents and children. No matter how you do it, remember this is a learning process that takes time, with many accidents along the way. Being patient is the best way you can support your child as they learn. It is important to approach toilet learning matter-of-factly and without a lot of emotion. Toddlers are all about trying to gain some control over their world. It is very important not to force your child to use the toilet, as toilet learning is particularly ripe for power struggles because it is associated with toddlers wanting to have control over their own bodies. When parents are matter-of-fact about toilet learning and do not make a big deal about it, children are more likely to follow their own internal desire to reach this important milestone. The timing for toilet learning is as individual as learning to walk and talk. There is no “right” age by which all children should be toilet trained.

When you do decide to transition from diapers to underwear, decide on a weekend with minimal plans that will allow you a lot of time to work one-on-one with your child as they begin to use the toilet in a consistent way. Be sure to talk with your primary teacher about your plans to toilet train, sharing information about how it goes over the weekend, what happens or hinders them, and whether you plan to use a diaper or not during nap at school. **Being consistent**, both at school and at home, will be incredibly beneficial to your child.

Signs that your child is ready to toilet train:

- Stays dry for at least two hours at a time, or after naps
- Recognizing that he/she is urinating or having bowel movements
- Developing physical skill critical for toilet learning—ability to walk, pull pants up and down, and get on and off the toilet
- May feel uncomfortable in a soiled diaper and asks to be changed or use the toilet
- Most importantly, being emotionally ready and wanting to use the toilet

Starting Toilet Learning

Parent’s Responsibilities:

- Recognize that your child is in control of his/her body.
- Encourage your child to become more independent.
- Be comfortable using and helping to teach your child words for body parts, urine, and bowel movements.
- Let your child decide whether to use the toilet.
- Expect and handle toilet accidents without anger.
- Avoid punishment as well as too much praise around toilet use. (This can make children feel bad when they are not successful.)
- Ensure that your child is using the toilet consistently at home before starting to train at the center.
- Be sure that your child wears loose fitting clothing that is easy to pull up and down by themselves. **No overalls, belts, suspenders, dresses, or onesies** (t-shirts with snaps between the legs). When a child begins to learn to use the toilet, there is a very short window between knowing when to go and getting to the bathroom on time. Clothing that is difficult to take off can slow children down and become frustrating. Dresses make it difficult for children to see their underwear when pulling them up and down.

- Determine from the beginning if the child is going to sit or stand and stay consistent. Inform other caregivers of the choice so they may follow through.
- Provide THREE FULL SETS of CLOTHING, including socks and shoes, which should remain in the child's cubby at all times. Children who are just learning to use the toilet need to be changed in a matter of fact way. Toilet learners should never be made to feel "wrong" for having an accident. *****Please label all clothing.*****
- Encourage your child to change their own clothing if they have an accident.
- Ensure that your child wears cotton underwear or panties. Pull-ups, thick absorbent undergarments, and training pants can feel similar to a diaper and can confuse children. They are also an unnecessary added expense.

Child's Responsibilities:

- Decide whether to use the toilet (able to control the urge to go).
- Learn their body's signals for when they need to use the toilet.
- Pull their pants up and down.
- Be able to change themselves with minimal assistance if an accident happens.
- Use the toilet at their own speed.

TODDLER DEVELOPMENT

The most apparent characteristic of the toddler years is the child's growing desire to act independently and to be in control of themselves. This is obvious from the first defiantly spoken, "No!" to those phrases and gestures that say, "Me do it!" or "Mine!" Yet, this growing sense of autonomy is coupled with the still strong need to be nurtured and cared for. Independent exploration and growth must be balanced with a real sense of security and trust in one's world (relationships, environment, and routines). This precarious balance accounts for the common "one step forward and two steps backward" parents often see when toilet learning begins. During this process, autonomy is respected and fostered by waiting for the child to initiate interest in self-toileting while respect for a sense of security is acknowledged by honoring their individual pace in leaving behind the security of being cared for during the diapering process.

DISCIPLINE PROCEDURE

Based on the nurturing relationship between teacher and child, discipline at the Early Childhood Education Center is considered an opportunity for growth in the sometimes complex business of getting along with others. In order to minimize conflict, much effort is taken to provide appropriate activities, create an inviting environment, and meet children's individual needs. Still, conflicts are a natural occurrence as children try to relate to one another in a group setting.

From a positive perspective, much can be learned from these conflict situations: Seeking and giving comfort, searching for and generating creative solutions, identifying emotions and finding appropriate responses to them, collaborating with peers, developing self-control, etc. Above all, we strive to create an environment where children are safe and know they will be cared for and listened to, not just by their teachers, but by one another as well.

Many techniques are used for assisting children through conflict resolution. Although the style (pace, wordiness...) is different depending on the age of the children and severity of the situation, all methods seek to guide children as problem solvers. Infants, toddlers, preschoolers, and Kindergarteners are all competent individuals and bring their own feelings, actions, and ideas to conflict situations. Teachers respect and build on these attributes through their language, interaction, and example. The intent of these discipline techniques is to encourage the growth of autonomy and the ability of an individual to make decisions based on their own knowledge of right and wrong derived from intrinsic motivation to do so rather than from a desire to reap rewards or avoid punishment.

We use the following discipline techniques regularly at the center.

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 few, basic, clear, and concise. Boundaries and expectations expand in keeping with the abilities of the children.

Consistency – So children know what to expect (and from that they can anticipate, predict, and change their own behavior accordingly), limits and expectations are consistent throughout the classes. In addition, all adults respond in a consistent manner to conflict situations.

Tone – “You are safe; the situation is under control; and we can work it out.” These are the messages a child must receive from intervening adults. A firm, kind, serious tone with a relaxed demeanor reinforces this message.

Modeling – Our actions speak clearly to children. It is imperative that the adults in the center set an example of compassionate, caring individuals who are able to express their own needs and feelings clearly and calmly, and willingly respond to the needs of others. “I feel angry when you hit me. Let’s sit down so you can tell me, in your own words, what is bothering you.”

Passive Intervention – Children are given time to work through their own problems. If a 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 presence can also serve as a gentle reminder to use words instead of actions. Teachers trust the children to “figure it out” but are there to help if they need it. When additional intervention is necessary to facilitate the resolution process, it is handled as non-intrusively as possible.

Physical Intervention – Staff will physically stop children when they are hurting each other. The focus will then turn to resolving the conflict at hand.

Identifying/Interpreting – “You both want the truck?” Such a simple statement can clarify the problem, diffuse tension, and help the problem solving begin. Children also need help to consider others’ emotions or needs, especially when they themselves are upset. 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 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 or upset. Adults may model by saying, “I am sorry you got hurt!” and at some point, children will spontaneously do the same.

Generating Options/Solutions – “Can you think of a way to use the truck together? Is there a road for it to drive on?” “John 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 make it fair?” The teacher places a different toy near two infants who are tugging on one doll. From a list of specific choices to the general questions, “Well, what should we do about it?” children are given tools to settle conflicts (negotiate, make retribution, collaborate).

Redirection – A request to stop 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.”

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 you need to leave the sand box 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.

When More is Needed

If a child’s behavior is excessively disruptive or harmful to an individual child or the class, or if the teacher and administrative staff concur that additional support and expertise is needed, some or all of the following steps will be required of the family:

- **Additional Parent/Teacher Conferences** – The Director or Program Coordinator may attend to share their observations, professional opinions, and offer support to the family and staff. The purpose of this conference is to clearly define the problem, re-examine possible causes, brainstorm any changes that the staff and/or family can make, and reinforce consistency between home and school.
- **Community Resources** – Professional support (for example, Infant or Preschool Specialist from the San Diego City Schools, Behavior Specialists from the YMCA, etc.) may be contacted. The Program Coordinator facilitates the referral process, which includes working with the parent, center staff, and the specialist.
- **Schedule adjustment** – Center staff may determine that an adjusted schedule (shortened hours or a different arrival time) is in the best interest of the child and/or class. Typically, this is an interim measure; long-term adjustments are determined by resolution of the issues.
- **Counseling** – Families may be asked to seek professional counseling outside the center. The counselor will be encouraged to visit the center for observations; center staff welcome the additional insights and suggestions and will request an exchange with the family and counselor.

The child's continued enrollment at the center will be made contingent upon the family's willingness to cooperate in finding a solution, in addition to the child's success in changing the behavior in question. We strive to provide a safe and healthy environment for all children. If the behavior continues after all efforts have been exhausted, or the child is jeopardizing the health and safety of other children in the program, the center director may recommend to the parents/legal guardians/authorized representatives that the child may do better in a smaller setting. In this case, ECEC staff could assist in finding another childcare option (if requested).

TOYS FROM HOME

It is the center's general policy to discourage children from bringing toys from home. Because we have such an economically diverse population, we would like to ensure that each child's time at school reflects "an even playing field" with other children. Early Care & Education is not responsible for any lost, broken, or stolen toys brought to the center. The center is fully equipped with age-appropriate toys and materials and we work to create a sense of community in each classroom by sharing and caring for the center's materials. War toys or toys that encourage violent/angry solutions to problems are never permitted at the center. We do encourage one small soft cuddly stuffed animal or favorite blanket for use at naptime. Other items that may be brought to school from home include, a favorite book, a science item (rocks, bones, pods, leaves), or artwork.

STAFF

Classrooms are staffed with one Lead Teacher and Assistant Teachers, depending on the classroom size and the child-to-adult ratio required by Title 22 regulations and NAEYC accreditation. The center administration is lead by the Director who supervises the Site Supervisor, Office Administrator, Program Coordinator, Enrollment Coordinator, office support staff, and food preparation staff. The staff has been carefully chosen for their outstanding training, ability, and experience with children. The center follows the Child Development Permit Matrix to determine staff qualifications for hiring purposes and conforms to Title 22 and NAEYC Accreditation.

Any reference in this document to Site Supervisor refers to that person who has been assigned supervisory authority and/or has the responsibility for making decisions at the center in the Director's absence.

RESEARCH AT ECEC

Early Care & Education supports the research activities of the UC San Diego 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 Subject Institutional Review Board review all research.

UC SAN DIEGO'S HARASSMENT-FREE POLICIES

Sexual Violence and Harassment

UC San Diego does not tolerate sexual harassment, and such behavior is prohibited both by law and by UC San Diego policy. Hard copies of the policy and information regarding UC San Diego's policy and resolution procedures are available at:

Office of Sexual Harassment Prevention and Policy (OSHPP)
201 University Center (map)
(858) 534-8298

Supervisors are urged to review their responsibilities under the policy and, in particular, the requirement that complaint resolutions handled at the department level be reported to OSHP. In addition, all departments are urged to use the resources offered by OSHP and provide education to their employees on a regular basis. For more information, see [Reaffirmation of UC San Diego's Policy on Sexual Harassment](#).

Commitment to be Accessible to Individuals with Disabilities

UC San Diego is committed to making each of its programs, services, and activities accessible to and usable by persons with disabilities. We all share the responsibility of safeguarding the civil rights of individuals with disabilities who seek to participate in the full range of UC San Diego's programs, activities, and services. UC San Diego managers and administrators should carefully review PPM 200-9, UC San Diego's Disability Access Guidelines, and inform faculty and staff colleagues of their responsibilities. The guidelines include:

- Reasonable accommodations
- Accommodating people with specific disabilities
- Updated list of resource specialists for problem resolution and grievances

For more information, see [Reaffirmation of UC San Diego's Commitment to Be Accessible to Individuals with Disabilities](#).

Equal Employment Opportunity/Affirmative Action Policy

UC San Diego prohibits discrimination against or harassment of any person employed by or seeking employment with the University of California, consistent with the provisions of applicable state and federal regulations. In compliance with federal regulations, the campus prepares and maintains written affirmative action plans. Managers and supervisors have responsibilities to ensure equal opportunity and affirmative action programs are implemented. For more detailed information on staff and academic policies and resources, see [Reaffirmation of University of California San Diego's Equal Employment Opportunity/ Affirmative Action Policy](#).

COMPLIANT/GRIEVANCE PROCEDURE

ECEC reaffirms the [UC San Diego Principles of Community](#) and specifically rejects acts of discrimination based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts. Whenever there is a need to lodge a complaint or discuss a concern, the personnel below should be addressed in the order they are listed:

Classroom-Related Issues

1. Lead Teacher
2. Program Coordinator
3. Director
4. Director of Auxiliary Business Services

Other Issues

1. Maintenance and Grounds: Service Referral Desk – Facilities Management
2. Enrollment/Food Program/Referral: Enrollment Coordinator – ECEC

3. Billing: Office Administrator
4. General Information: Any available administrative staff member

Reporting of Abuse Procedures

To report any incident involving a staff member who is suspected of violating the personal rights of any child under the provisions set forth in the California Code of Regulations, Title 22, Section 101223, the appropriate licensing agency to contact to file a complaint is:

Community Care Licensing
7575 Metropolitan Drive, Suite 110
San Diego, CA 92108
(619) 767-2227

(b) The Department of Social Services shall have the authority to interview children, or staff, and to inspect and audit child or center records without prior consent.

The center is also required to file a complaint with this agency in the event that it suspects any child's rights have been violated by a parent/legal guardian/authorized representative, or employee, as set forth in the provisions below:

Personal Rights, California Code of Regulations, Title 22

The following is a statement of parent(s), domestic partner(s), or legal guardian(s) Personal Rights as contained in the California Code of Regulations, Title 22, Section 101223. All employees are expected to be familiar with this Code and treat parent(s) or legal guardian(s) accordingly.

Personal Rights, See Section 101223 for waiver conditions applicable to Child Care Centers.

(a) *Child Care Facilities. Each child receiving services from a child care facility shall have rights which include, but are not limited to, the following:*

1. To be accorded dignity in his/her personal relationships with staff and other persons.
2. To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
3. To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
4. To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
5. To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In child care facilities, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s) or guardian(s) of the child.
6. Not to be locked in any room, building, or facility premises by day or night.
7. Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

The appropriate licensing agency to contact regarding filing a complaint is

Community Care Licensing
7575 Metropolitan Drive, Suite 110
San Diego, CA 92108
(619) 767-2227

Additionally, if an employee suspects that a child's Personal Rights have been violated by another employee, then the employee suspecting such abuse should immediately notify Community Care Licensing, as well as the center director, so that immediate steps may be taken to protect the welfare of the child(ren). This is accomplished by the employee by completing an Unusual Incident/Injury/Death Report (Lic. 624) (Confidential) form available in each classroom or in the Administrative Office. The original signed copy should be mailed in order to be received at the Department of Social Services, Community Care Licensing office within 36 hours and the Director will also fax a copy to that office. **Behavior that poses an immediate risk to the physical or emotional health and safety of the children, or any use of corporal punishment with children, will result in immediate suspension and possible dismissal.**

ECEC OPERATIONAL RULES

ENROLLMENT/ORIENTATION

The UC San Diego Early Childhood Education Center (ECEC) offers childcare services to university-affiliated persons and community members without regard to race, color, sex, age, disability, religion, or national origin. Our program, which recognizes and respects the value of diversity, accepts children of all abilities. ECEC welcomes all children and reasonable accommodations will be developed, based on individual needs, in conformance with ADA requirements and the university's Principles of Community. ECEC does not have the resources to offer additional services, however center staff collaborate with parents and professionals to implement an Individual Family Service Plan (IFSP) or Individualized Education Plan (IEP) as appropriate. ECEC refrains from any religious instruction or worship.

The Enrollment Coordinator will make arrangements for classroom tours or curriculum review as requested by the incoming parent(s) or legal guardian(s). At the time of orientation, when the parent(s) or legal guardian(s) of an *enrolled child* meets with an administrative staff member, they will receive copies of the Family Handbook and a copy of the Emergency Management Plan. Documentation required by the center and licensing will be completed and signed by parent(s) or legal guardian(s) at the time of orientation and will be maintained in the Administration Office for audit purposes. Enrollment will be contingent upon the receipt of all enrollment forms including: Communication data; emergency and medical information and health history; affiliation statement; Contract of Association Membership; tuition fee and 30-day withdrawal notice; photo permission; Title acknowledgement(s); Medication Authorization. Specific health and safety information will be collected from families and maintained on file for each child in the Administration Office. These files are kept current by updating as needed, but at least annually. The content of the file is confidential, but is immediately available to administrators or teaching staff or regulatory authorities on request.

Occasionally, a child does not adjust to the center environment or exhibits disruptive behavior. In such cases, it is essential for the parent(s) or legal guardian(s) to be available for consultation and to work together with staff to resolve the difficulty. Any decision to move a disruptive child between classrooms will first be addressed between both involved classroom teachers and administration; followed by discussion with the parent(s) or legal guardian(s) before implementation of any move.

If it is determined that the center is not the most appropriate placement for the child, center staff will provide assistance and offer referrals to support the family in finding an alternate setting.

TRANSFERRING CHILDREN

The processes for transferring children from one room to another, and that used to fill the spaces in the classrooms, are complicated. Many factors play into the decision as to how a space is filled in a particular classroom. For this reason, we ask that if you have any concerns regarding transfers or openings in a classroom, please consult the Enrollment Coordinator. The Enrollment Coordinator manages the center's enrollment, and always has the most current information regarding classroom openings. Consulting teachers and/or other parents can lead to serious misunderstandings.

In addition, the administration is responsible for providing at least one-week's notice to the Lead Teachers in each classroom involved of any transfer and/or visit from transferring student and parent or legal guardian.

SIGN IN/OUT PROCEDURES

It is essential that a parent/legal guardian/or authorized representative accompanying a child to a classroom (after turning over the child to a teacher or aide who will confirm that the child is in good health) signs in the child on the daily attendance sheet with a full legal signature. A sign-out signature is also required when picking up a child. **It is important to use full signatures, not initials.** Punctuality and consistency are important to your child's sense of security. If an emergency arise and you cannot pick up your child(ren), we ask that you follow this procedure:

Call the center to advise them that the authorized representative whose name is on file in the Administrative Office will be picking up your child. An authorized representative as used in this handbook refers to any adult person that you have authorized, in writing, to make emergency arrangements for your child. If the adult picking up your child does not have his/her name already on file as that authorized representative, please arrange to fax in your signed permission to the center identifying the person to whom you are giving that permission (or arrange for the designated person to bring it in when he/she picks up the child). Your emergency contact will also be required to provide photo identification.

When a child has not been picked up at closing time and we have not received a call from a parent/legal guardian/authorized representative, the child will automatically be enrolled in the After Hours program. Children **under 18 months** are not old enough to participate in After Hours.

Unless a court has ordered otherwise, the following people who may pick-up a child from the center include:

- A parent or legal guardian
- A person who has written authorization from the parent with physical custody
- Police and child welfare workers who have proper authorization

[Know the Law About Who May Pick Up a Child from Child Care](#)

It is the parent(s) or legal guardian(s) responsibility to present a copy of all relevant information regarding custodial and court ordered mandates. With proper identification, please understand that **either parent may visit or pick up the child(ren) at any time unless court documents are on file.** Without legal documentation, staff are unable to refuse a parent from picking up his/her child due to a prior request by the other parent.

HOURS OF OPERATION

Children will be accepted for full-day enrollment only. The full-day program begins at 7:30 a.m. and ends at 5 p.m.

AFTER HOURS PROGRAM

The After Hours extended-care Program is currently available from 5–6 p.m., **except during summer hours and before public holidays when the program will end at 5:30 p.m.** The ECEC Parent Advisory Board created this program and was supported partially by CCAMPIS funding to provide a program and curriculum to accommodate families who occasionally require care after regular closing hours. The hours and fees charged for this program may change at any time without prior notice based on funding opportunities/restrictions. Families will incur substantial fines if children are not removed prior to the 6 p.m. closing of the After Hours program. An invoice for After Hours Program usage will be included in your monthly tuition billing. All payments are due upon receipt.

It is the policy of ECEC that children not picked by the scheduled 6 p.m. closing will be considered abandoned and appropriate actions will follow.

After Hours Program Procedure

1. The After Hours Program (from 5–6 p.m.) will be charged at the posted flat rate.
2. The After Hours Program closes at 6 p.m. The parent(s) or legal guardian(s) of a child left there after 6 p.m. will be fined at the posted rate for each 15-minute increment past 6 p.m. until the child is signed out. Any part of the 15-minute increment will be assessed at the full 15-minute rate, meaning there will be a **per child** fee assessed whether you are one minute or 15 minutes late in each 15-minute increment past 6 p.m. For example, a family with two children who are not signed out until 6:35 p.m. would incur a substantial fine (e.g., two full 15-minute increments at the current rate of \$10 + part of another 15-minute increment @ \$10 multiplied by two children = \$60).
3. When you pick up a child, please sign out and leave promptly so that the individuals supervising the After Hours Program can devote full attention to the remaining children.

4. On the rare occasion in which the After Hours Program will need to be closed a One-Week Notice will be posted. In the event that a child is not picked up on a day that the After Hours Program is not available, and the appropriate notice was given, the parent(s) or legal guardian(s) will be fined at the same rate **per child** in 15-minute increments as explained in #2 above.
5. The After Hours Program does not accept children less than 18 months of age. Please include a “person authorized to take your child from facility” on form LIC 700. In the event of an emergency when you will not arrive by 5 p.m., please contact your authorized person to do so, followed by a phone call to the classroom to let them know. In the event that a child less than 18 months of age is not picked up by 5 p.m., the parent(s) or legal guardian(s) will be fined at the same rate **per child** in 15- minute increments as explained in #2 above.

Please remember that the employees running the After Hours Program have personal responsibilities and need to leave promptly at 6 p.m.

BITING POLICY

ECEC recognizes that biting is, unfortunately, not unexpected when toddlers are in group care. We are always upset when children are bitten in our program and we recognize how upsetting it is for parents. It is, however, a disturbing and potentially harmful behavior that parents and teachers must discourage from the very first episode. From the first time a child bites, we takes steps to prevent further episodes. Staff give immediate attention and, if necessary, first aid to any child bitten. In some cases, it is beneficial to involve the biter in caring for the bite and comforting the hurt child to help them make a connection.

Staff clearly state to the biter that biting is not okay, show him/her the bite, and tell him/her that it hurts. The teacher who witnesses the bite fills out two incident reports, one for the child who bit and one for the child who was bitten. Each parent will receive a copy of the report pertaining to their child, one copy is retained in the child’s file and one copy goes to the Program Coordinator. The parents of both children should also be called at that time. The names of both children remain confidential. If biting becomes a pattern, a meeting with the primary caregiver, lead teacher, and the Program Coordinator will be held. During the meeting, we will problem-solve by looking for any patterns in the incidents, share information, and together come up with a plan to stop the behavior, both at school and at home. The plan generally consists of intensified prevention and redirection methods, stressing consistency with all caregivers. We will seek additional input and sharing of available community resources.

Biting that becomes a pattern will likely result in the parents being called to pick up their child from the center, and he/she may be asked to stay home for a period of up to two weeks.

We strive to provide a safe and healthy environment for all children. If the biting continues after all efforts have been exhausted, or the child is jeopardizing the health and safety of other children in the program, it may be recommended to the parents/legal guardians/authorized representatives that the child may do better in a smaller setting. In this case, center staff could assist in finding alternative childcare (if requested).

CAR SEATS

California Department of Motor Vehicle (DMV) law requires all children to be secured in an appropriate child passenger restraint (safety seat or booster seat) until they are at least eight years of age **or** at least 4'9" tall. Children under two years of age shall ride in a rear-facing car seat unless the child weighs 40 pounds or more **or** is 40" tall or more. Our office staff will check that each parent driver is in compliance with current California DMV law and has the appropriate number of safety and/or booster seats installed prior to transporting any of our children on classroom outings and/or field trips.

CLASSROOM OUTINGS/ FIELD TRIPS

The Director or Program Coordinator are required to pre-approve all outings/field trips. Classes are encouraged to take advantage of the beautiful and resourceful campus through frequent nature walks, outings to the park, and other campus sites. Parents will have notice of walks and outings through the weekly lesson plans posted in each classroom. Field trips to campus or other events, such as local plays, will have separate individual permission slips. The responsible teacher(s) will post a detailed written notice on the classroom door documenting the date and time of the outing and listing the children and adults present.

TUITION PAYMENTS

Early Care & Education is available to students, staff, faculty, as well as a small percentage of community families. This program is a self-supporting unit through tuition fees and parent fund-raising efforts. The selection for enrollment is based on a first-come, first-served basis (for UC San Diego students, staff, and faculty); however, in the case of UC San Diego students, staff, and faculty, priority is given to siblings of children currently enrolled in the center. There is no sibling priority offered to community-enrolled families.

BILLING PROCEDURES

Tuition is paid monthly, in advance. Resource Management & Planning – Financial Services will generate a monthly invoice that is payable upon receipt. The remittance copy of the invoice should accompany payment. It may be mailed to ECEC through Campus Mail Code 0962, or dropped in the payment box located in the ECEC Administrative Office. Credit card payments are also accepted in the office and online for campus employees with Single Sign-On access; only Visa or MasterCard accepted. Monthly Automated Recurring Billing (ARB) service is available; to set this up, please see the Office Administrator.

Tuition increases, when required, are generally effective September 1st of each year. Adjustments will not be made to your invoice if your child is sick or your family chooses to take vacation. If you have any questions regarding the computation or any other aspect of your bill, please contact the ECEC Administrative Office staff. They will be more than happy to give you a prompt response.

- **First Invoice** – Tuition is due at the beginning of each month, in advance. If you join the program after the first day of the month, your first invoice will include a pro-rated fee for the first month and the full tuition for the next month. The pro-rated fee is the daily fee (the monthly fee divided by an average of 21 days per month) multiplied by the number of days your child is enrolled that month. This applies to the first and last month of enrollment. If a child transfers

from the infant program into the toddler program (or from toddler to preschool) in the middle of the month, the monthly fee will be determined by multiplying the daily fee by the number of days the child was enrolled in each program.

- **Late Payment** – All tuition is due upon receipt. If after 30 days the invoice remains unpaid, a delinquency notice will be sent. The delinquency is allowed 10 days for correction before a notice to terminate services is issued. Should services be denied to a family for an unavoidable reason, the center will make every effort to handle the situation with as much sensitivity as possible, with special emphasis on the child’s perception of departure.
- **Leaving the Program** – When you are preparing to leave the center, please remember to provide written notice of your plans to the Administrative Office. Your last invoice will be determined by multiplying the daily fee by the number of days your child was enrolled in that month. Verbally notifying classroom staff does not constitute as “official withdrawal information.”

Audit guidelines require that a written 30-DAY NOTICE OF WITHDRAWAL (available from the Administrative Office) be delivered to the ECEC Administrative Office indicating the date the withdrawal is effective. The 30-day notice is required so that Wait List families can be contacted to fill your child’s space as soon as it is vacated, thus avoiding any financial loss to ECEC by having a space remain vacant longer than is necessary.

FOOD PROGRAM

Early Care & Education parents must provide lunch for their child. We recommend packing a balanced and nutritious lunch with foods from at least three food groups. Balanced snacks, based on the U.S. Department of Agriculture will be provided each morning and afternoon. Snack menus are emailed each month and will be available through LearningGenie.

Meal times are as follows:

- Morning snack: 8:15–8:45 a.m.
- Lunch: 11:15–11:45
- Afternoon snack: 3–3:30 p.m.

CHILDREN’S ATTIRE

We encourage children to fully participate in all daily activities—most of which are messy. Parents are urged to dress their children in simple, washable play clothes. Shoes or sandals must be worn—please no crocs or flip-flops. Please think about your child’s balancing, jumping, climbing, running, pedaling, and/or chasing and choose all footwear accordingly. Children should be dressed appropriately for the weather, wearing sweaters or coats on chilly days. A change of clothing for accidents and a blanket, each marked with the child’s name, are to be provided to the center, as well as diapers for infants. Hats are recommended but not required.

BIRTHDAYS

A child's birthday is a special occasion for both child and parent. In order to satisfy health and safety regulations as well as nutritional requirements, the center does not allow snacks from home, hard candy, or gum, to be served to the children. Classroom activities are planned to make their day special. Teachers help the children create birthday signs, hats, and pictures for their friends. The birthday child is center stage for Circle Time.

The parent(s) or legal guardian(s) are welcome to join the child at the center for this day (or any day). In the afternoon, parent(s) or legal guardian(s) may contribute to the celebration by having older siblings or friends do a puppet show, bring a favorite book to read to the children, or share the child's favorite activity or game. Grandparents are also welcome to spend the afternoon with the child at the center. If the birthday falls at a time when parent(s) or legal guardian(s) cannot participate, the center has a number of birthday activities that can be organized. This way, children will feel that the day has been specifically designed for them.

PARENT PARTICIPATION

Each parent or legal guardian of the enrolled child(ren), as a voting member of The Association of UC San Diego ECEC Parents, is encouraged to participate in both the Parents' Advisory Board and annual meetings. The quality of the ECEC program is dependent upon positive parental involvement. It is expected that all members contribute both time and effort to the success of the center. The center supports and welcomes all forms of parent participation, in the view that close parent-staff communication brings forth understanding that enriches the child's center experiences and enables parents to share a large part of their child's daily world.

Although teachers set up the various work areas (mentioned in the Program Description), we strongly believe that parental input can greatly enrich the basic program. The center is extremely fortunate to have families of varying cultural backgrounds and emphasizes the need to continually find ways to expand the basic curriculum in new multi-cultural directions. Parents may contribute by sharing cultural traditions and customs, loaning ethnic materials, recording, or re-writing stories in various languages, etc.

Working parents may contribute by supplying materials from home (e.g., paper, office supplies, glue, crayons, paint, fabric, etc.) that teachers can use to make arts and crafts or games, which enrich the child's experience at the center. Additionally, the center welcomes donations of recycled materials/items that can be used for collage construction. Paints, inks, and other writing/drawing supplies should be washable and not permanent. We encourage sharing between staff and parents. Parent input is extremely vital to the program and has been instrumental in alerting the staff to new needs. All parents are encouraged and welcomed into our classrooms. If your child has had a difficult time detaching, please consult the teacher in the classroom before visiting.

UC San Diego Friends of Childcare Is the fundraising arm of the Parents' Advisory Board, composed completely of ECEC parents interested in organizing methods of raising additional revenue to be used to enrich programs and provide educational activities or resources for the center's children. They maintain a private/non-campus account at UC San Diego's Credit Union that is not handled by the campus accounting department. A minimum of two designated individuals from this fundraising group will have

signature authority. UC auditors have mandated that this group keep the center's administration abreast of any fundraising activities since they use the center's name for these purposes and any and all PAB accounts will be made available to campus auditors for audit at their discretion. Any fundraising efforts by this group will be pre-approved by the center's administration so that it conforms with campus policies and procedures. Any program/activity/resource provided to the center's children with funds raised as a result of their fundraising efforts, need to be pre-approved by the center's administration. The center's personnel are not, however, to assume any of the responsibilities involved in the fundraising events, collection, or distribution of funds.

CONFIDENTIALITY OF RECORDS

All personal information regarding a child or a child's family is confidential; such information should not be discussed with anyone outside the staff; any discussion about a child or a child's family should take place in a private setting. The use or disclosure of all information pertaining to the child and his/her family shall be restricted to purposes directly connected with administration of the program. The contractor shall permit the review of the basic data file by the child's parent or legal guardian at reasonable times and places upon request.

HEALTH PROCEDURES

HEALTH RECORDS

A medical examination, prescribed immunizations, and completion of a health information sheet are **required** before enrollment can be completed.

Immunizations are required according to the current schedule recommended by the U.S. Public Health Services and the American Academy of Pediatrics (www.aap.org). An administrator subscribes to the Center for Disease Control website and receives an alert message when there are updates to the recommended immunization schedule. Our state regulations regarding attendance of children who are not immunized due to medical reasons are followed. Unimmunized children are excluded during outbreaks of vaccine preventable illness as directed by the state health department. As of January 1, 2016, parents or guardians who choose not to immunize their children will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine.

ILLNESS

The center has no provisions for care of ill children. Children who are ill must remain away from the center until they are well enough to safeguard the health of the other children. Parents are expected to call the center to indicate that the child will be absent and provide the reason for the absence.

GENERAL ILLNESS/INJURY AT THE CENTER

Staff members greet children at the beginning of the day, being watchful of their appearance as they enter and throughout the day. Children should report to school in good health and ready to participate in school activities.

If a child is brought to the center and the teacher/director feels that the child is ill, the child will not be admitted. If a child becomes ill during the day, we will contact the child's parent or legal guardian and the child must be picked up from the center. If a parent is unavailable, the authorized representative listed on the Emergency Information Record will be contacted. (Also see Guidelines for Excluding Ill or Infected Children from Group Child Care.)

Young children will sometimes experience falls or sustain "bumps" during the course of a day, especially in the outdoor environment. Usually, these situations are handled with simple comfort, a drink of water, or a sympathetic Band-Aid or ice pack. When a child sustains a cut, bruise, or other injury, staff members will provide first aid care appropriate to the injury or illness treatment according to procedures specified in our pediatric first aid training (5.A.03). A parent, guardian, or caregiver will be notified following first aid care. An incident report will be completed by staff. Copies of the incident report are kept in an office file, the child's file, and given to the family.

MEDICATION/CHRONIC ILLNESS

All medications, both prescription and non-prescription, need parent or legal guardian/authorized representative and/or physician's authorization to be administered. The prescription label on the container is considered authorization for prescription medications. The classrooms have a medication log form for the parent/legal guardian/authorized representative to sign authorizing staff to administer the substances. The next required dose and time should be indicated on the authorization along with the full signature of the parent/legal guardian/authorized representative. Dosages should be entered in this medication log.

If it is necessary for a child to continue taking prescription medication following an illness, the center staff will administer it. A note from the physician must accompany the medication indicating that the child is no longer contagious and is able to participate in program activities. If a child must be on medication in order to be comfortable and symptom-free, he/she should not be at the center.

All medications must be in their original prescription labeled containers. Prescriptions are required to have the child's name and dosage information on the label. Other containers cannot be used. Other family member's prescriptions cannot be used. Prescription medication for one child cannot be used for a sibling.

Non-prescription drugs (Ibuprofen and/or Tylenol) need parent/legal guardian/authorized representative permission to be administered. This is accomplished by the parent/legal guardian/authorized representative completing the Medication Authorization form found in the child's enrollment packet. These medications may be administered only to reduce fever until the parent/legal guardian/authorized representative can take the child home.

GUIDELINES FOR EXCLUDING ILL OR INFECTED CHILDREN FROM GROUP CHLD CARE

National Health and Safety Performance Standards: Guidelines for Out of Home Child Care Program, Second Edition, American Academy of Pediatrics, 2002

A facility shall not deny admission to or send home a child because of illness unless one or more of the following conditions exists. The parent or legal guardian should be notified immediately when a child has a sign or symptom requiring exclusion from the facility as described below:

- A. The illness prevents the child from PARTICIPATING COMFORTABLY in facility activities as determined by the child care provider;
- B. The illness results in a greater need for care than the child care staff can provide without compromising the health and safety of the other children as determined by the child care provider; or
- C. The child has any one of the following conditions:
 - Fever – Oral temperatures above 101º, rectal temperatures above 102º, or axillary (armpit) temperatures above 100º; accompanied by behavior changes or other signs and symptoms of illness until the child is fever free, or un-medicated for 24 hours since center detection of illness.**
 - 1. **Symptoms and signs of severe illness** – such as unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficulty breathing, wheezing or other unusual signs until medical evaluation indicates inclusion.
 - 2. **Diarrhea** – that is, loose, frequent bowel movements, until diarrhea stops.
 - 3. **Vomiting illness** – (two or more episodes of vomiting within 24 hours) until vomiting resolves or until healthcare provider determines the illness to be non-communicable, and the child is not in danger of dehydration.
 - 4. **Mouth sores with drooling** – unless a healthcare provider or health official determines the condition is non-infectious.
 - 5. **Rash with fever** – or behavior change, until a healthcare provider determines that these symptoms do not indicate a communicable disease.
 - 6. **Purulent Conjunctivitis** – (defined as “pink” or “red conjunctiva” with white or yellow discharge) until 24 hours after treatment has been initiated.
 - 7. **Scabies, Head Lice, or other infestation** – until 24 hours after treatment has been initiated and all nits have been removed.
 - 8. **Tuberculosis** – until a healthcare provider or health official states that the child can attend child care.
 - 9. **Impetigo** – until 24 hours after treatment is initiated.
 - 10. **Strep Throat or other streptococcal infection** – until 24 hours after antibiotic treatment and cessation of fever as above.
 - 11. **Chicken Pox** – until 6 days after onset of rash or until all sores have dried and crusted and no new ones have appeared.
 - 12. **Pertussis** – until 5 days of appropriate antibiotic treatment (currently erythromycin which is given for 14 consecutive days), to prevent an infection has been completed.
 - 13. **Mumps** – until 9 days after onset of parotid gland swelling.
 - 14. **Hepatitis A Virus** – until 1 week after onset of illness or as directed by the health department when passive immunoprphylaxis (currently immune serum globulin) has been administered to appropriate staff and children.
 - 15. **Measles** – until 6 days after onset of rash.
 - 16. **Rubella** – until 6 days after onset of rash.

17. **Unspecified respiratory illness** – ill children with the common cold, croup, bronchitis, pneumonia, otitis media (middle ear infection) whose symptoms require special staff attention until symptoms subside.
18. **Shingles** – unless the lesions can be adequately covered by clothing or a dressing, or until a recommendation of the healthcare provider is received.
19. **Herpetic Gingivostomatitis** – Herpes simplex, with uncontrollable secretions.

ADDITIONAL GENERAL GUIDELINES

Any communicable disease identified by the Center for Disease Control (CDC), the American Academy of Pediatrics, or the American Public Health Association as a risk to the population if a child is infected, or has been exposed – Child shall not return to the center until all requirements for quarantine or voluntary isolation are completed.

MEDICAL EMERGENCIES

If a medical emergency occurs, the parent/legal guardian/authorized representative will be contacted to pick up the child. In extreme emergencies, the child will be taken to Thornton Hospital Emergency Intake and the parent/legal guardian/authorized representative will be contacted as soon as possible.

EMERGENCY/EVACUATION PLAN

If there is an earthquake, fire, or other natural disaster, children will be cared for at the center, or in the field east of the center (ECEC's evacuation area) by the ECEC staff. Evacuation drills are held on a regular basis. Each classroom is equipped with a three-day emergency kit. The parent/legal guardian/authorized representative will be contacted by ECEC's staff and encouraged to pick up their child(ren) as soon as possible. Sign-out procedures will be followed. If an adult, other than a parent or legal guardian, is picking up your child(ren), then he/she must have written permission and be prepared to show appropriate identification.

An Emergency Management Plan with basic information and instructions on what to do in case of a disaster is distributed at each parent orientation. Please keep this booklet in a safe, easily accessible place in case of an emergency.

APPENDIX

STANDING RULES OF ORDER OF THE ASSOCIATION OF UNIVERSITY OF CALIFORNIA SAN DIEGO EARLY CHILDHOOD EDUCATION CENTER PARENTS

Adopted December 3, 2003

ARTICLE I NAME

Section 1: The name of this organization shall be The Association of University of California San Diego Early Childhood Education Center Parents.

ARTICLE II PURPOSE

Section 1: The purpose of this organization shall be to support the needs of the University of California San Diego Early Childhood Education Center (ECEC) parents and operations of the University of California San Diego Early Childhood Education Center.

Section 2: To provide guidelines for parents/legal guardians/authorized representatives' participation in the center.

Section 3: To support appropriate efforts of other UC San Diego organizations that will lead to improvement in the quality of the center.

ARTICLE III MEMBERSHIP AND VOTING

Section 1: The membership of this organization is open to all members of the university community.

Section 2: All parents/legal guardians/authorized representatives of children enrolled in the center are voting members of The Association of UC San Diego ECEC Parents and are subject to all the rights and responsibilities of membership. Each parent/legal guardian/authorized representative shall be authorized one vote.

Section 3: Membership is also open to all parents/legal guardians/authorized representatives whose children are on the waiting list for admission to the center. Those parents/legal guardians/authorized representatives with children on the waiting list have all the privileges and rights, with the exception of voting.

Section 4: Only members present at the meetings will have the right to vote; proxy voting will not be permitted.

**ARTICLE IV
ANNUAL MEETING and PARENTS' ADVISORY BOARD MEETINGS**

Section 1: Attendance at the Annual Meeting is expected by at least one member from each family with children enrolled in the center.

Section 2: The Annual Meeting will be scheduled in the second half of the Fall quarter, with two weeks' advance notice provided in writing to enrolled families, with a copy of the notice posted in the Administration Office. Controversial items can be discussed and voted upon at any regularly scheduled Annual or Parents' Advisory Board meeting as long as the item for discussion and vote is included with the written meeting notice as an agenda item.

The Annual Meeting shall include a group meeting of parents from all classrooms, with specific agenda items to include a general business meeting and selection of at least one parent from each classroom to serve as a member of the Parents' Advisory Board. At the Fall Meeting the Director will report on the significant events of the preceding year and offer projections, challenges and opportunities for the coming year.

Section 3: Those voting members physically in attendance at the Annual or Parents' Advisory Board meetings will constitute a quorum, with a simple majority required to conduct business.

**ARTICLE V
PARENT PARTICIPATION**

Section 1: The quality of the UC San Diego ECEC program is dependent upon active parental involvement.

Section 2: All members are expected to make a contribution of their time and effort to the center on an annual basis. This contribution may take the form of serving on a committee, participating in fund-raising, attending meetings of the Parents' Advisory Board, joining a work crew, or providing some other acceptable activity or support.

Section 3: Standing committees may be formed by the voting members of The Association of UC San Diego ECEC Parents for fund-raising and/or for the production of a quarterly parent newsletter. Other committees will be formed for increasing public awareness of the need for high quality child care at UC San Diego and to otherwise promote the interests of the center. Committees will coordinate all planning with center representatives and the Director for all fund-raising and public relations activities.

**ARTICLE VI
THE PARENTS' ADVISORY BOARD**

Section 1: A Parents' Advisory Board (PAB), composed of at least one regular member selected from each classroom, will meet monthly when school is in session, at a time and location generally convenient. Any voting member of The Association of UC San Diego

ECEC Parents may offer items for discussion by the PAB, and may attend PAB meetings to take part in discussion and voting. At least one PAB meeting during the year must be devoted to having a speaker on a topic related to child-rearing. Two weeks' advance notice provided in writing to enrolled families, with a copy of the notice posted in the Administration Office, shall be given for all PAB meetings. Unless a controversial item was included with the notice as an agenda item, voting on such an item will be postponed to a subsequent PAB or Annual Meeting in order that all parents/legal guardians/authorized representatives are notified so they may participate in discussion and vote.

- Section 2: Those voting members physically in attendance at the Parents' Advisory Board meeting constitute a quorum, with a simple majority required to conduct business.
- Section 3: Each member of the Parents' Advisory Board will make themselves available, either by phone or in person, to all other parents/legal guardians/authorized representatives who wish to have their views brought by a member of the Parents' Advisory Board to either the monthly or annual meetings.
- Section 4: The Parents' Advisory Board member from each classroom will contact any new parent/legal guardian/authorized representative in their classroom, introduce themselves and welcome them into The Association.

ARTICLE VII CHANGING THE STANDING RULES OF ORDER

- Section 1: New Standing Rules of Order may be adopted, or these Rules may UC San Diego amended or repealed by a two-thirds majority vote of The Association of the UC San Diego ECEC Parents in attendance.

ARTICLE VIII MEMBERSHIP CONTRACT

- Section 1: All members who have children enrolled in the UC San Diego ECEC will be required to sign a contract of membership at the time of the child's enrollment in the center. The contract consists of a statement indicating that the member agrees to abide by the terms of the Standing Rules of Order.

CAMPUS CHILD CARE ADVISORY COMMITTEE (CCAC)

Charge

The Campus Child Care Advisory Committee makes recommendations and provides advice to the Vice Chancellor for Resource Management & Planning. In turn, the Vice Chancellor for Resource Management & Planning works with colleagues across the university to obtain their support and approval for recommendations and suggestions that enhance the environment and the community.

The Campus Child Care Advisory Committee also provides a focus for child care concerns within the UC San Diego community by facilitating discussion on the preservation and expansion of high-quality child care facilities and services for UC San Diego.

The committee advises the Vice Chancellor for Resource Management & Planning in matters concerning the UC San Diego community and its needs for child care, including:

- Serve as a source and repository for all information, surveys, studies and policies concerning child care needs of the UC San Diego community
- Serve as the primary venue for discussion and formulation of policies to be recommended to the Vice Chancellor for Resource Management & Planning concerning child care issues at UC San Diego
- Raise awareness on child care matters with particular attention to availability, equity, diversity, and inclusion
- Focus on high-quality child care facilities and services, for children aged 3 months to 5 years (which may include collaboration with other departments in order to access health screenings, breastfeeding support services and ongoing parent education for families).
- Make recommendations, supported with fiscal analyses, on child care services, which aim to meet diverse and unique needs of faculty, students, and staff who live, learn, and work on and off campus

Currently, child care at UC San Diego is offered through three programs: the UC San Diego Early Childhood Education Center, Mesa Child Development Program and the Infant and Preschool Referral Program. In order to facilitate the preservation and expansion of high quality child care facilities for UC San Diego, the committee will:

- Apprise the Vice Chancellor for Resource Management & Planning of the immediate and long-term needs of child care services, who in turn reports those needs to the Chancellor on a routine basis
- Work to maintain high quality, affordable child care for faculty, students and staff within the UC San Diego community
- Review specific issues and existing policies, procedures and services related to the needs of families with young children
- Advocate for and recommend high-quality early care and education programs, including issues related to licensing and quality assurance for all campus child care programs
- Communicate information about available resources for families with the UC San Diego community, faculty, students, and staff families
- Communicate findings and recommendations to the Vice Chancellor for Resource Management & Planning in matters concerning the UC San Diego community and its needs for child care services

Membership

1. Voting Members

One (1) Faculty Representatives

One (1) Committee on Faculty Welfare Representative

One (1) Student Parent / Undergraduate / Graduate Representative

One (1) Scripps Institution Representative

One (1) Equity Diversity & Inclusion, Campus Community Representative
One (1) Parents' Advisory Board Representative

2. Ex Officio

Campus Child Care Director
Director of Auxiliary Services
Health & Wellness Representative (Human Resources)
Academic Affairs Representative
Faculty Staff Assistance Program (Human Resources)
UC San Diego Recreation

Terms of Appointments

All appointed members to the Campus Child Care Advisory Committee (CCCAC) will serve a one-year term. Appointed members may be re-appointed for a second one-year term if re-nominated. Ex-officio members will serve for terms of indefinite duration. There will be no limit to the number of years a consultant can serve on the Campus Child Care Advisory Committee. Representative membership and term of office is determined by the Vice-Chancellor – Resource Management and Planning and can be modified at his/her discretion.

Meetings

The Early Childhood Education Center Director will assist the Chair in convening a meeting of the Campus Child Care Advisory Committee no less than semi-annually. All meetings will be open to the public. Minutes of these meetings and recommendations to the Vice-Chancellor – Resource Management and Planning will be distributed to members of the Committee and available to the public at the ECEC Director's Office. The Chairperson will advise Committee members of the status of actions taken in response to the recommendations.