UC **SANTA BARBARA**

Early Childhood Care & Education Services

Family Handbook

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Dear ECCES Community,

Welcome to our community! It is with great pleasure that we welcome you and your child to our program. We hope that this will be the beginning of a significant and supportive relationship between your family and the staff at UC Santa Barbara Early Childhood Care and Education Services (ECCES).

This handbook was prepared to help you learn about us and to communicate our policies and procedures that help ensure that our relationship is meaningful and has clear expectations and guidelines. Many policies have been developed in collaboration with families, while others are required by our national accreditation and state licensing.

Our Centers are staffed by great teams who are committed to ensuring that your child is well cared for and is learning in an environment that is both enriching and stimulating. We are partners with you in the education and care of your child and look forward to mutual collaboration and cooperation. We think most of your questions about how we operate are answered in this handbook but if not, please do not hesitate to ask.

In addition, your child's classroom teaching team will provide you with a Family Packet that will give you more specific information regarding the program, schedule, and culture of the classroom.

We value your participation at ECCES and recognize that our work can only be effective if we establish a trusting and respectful relationship with you – you are your child's first and most important teacher!

Once again, welcome to the ECCES journey and do not hesitate to send us an email or visit us in the office.

Warm regards,

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Purpose of this Handbook

This Handbook is not intended to be a comprehensive list of all policies and procedures but is intended to provide general information to families on what they need to know about our program. Because the Handbook contains information about family rights and responsibilities, parents/guardians are responsible for knowing its contents. Please take the time to become familiar with the following information and keep this Handbook available for your use, either electronically or by printing out a copy. It can be a valuable reference and a means to avoid confusion and misunderstandings when questions
arise.

UC Santa Barbara Early Childhood Care and Education Services reserves the right to amend the School year, modify curriculum, change programming, change policies or otherwise make changes in the best interests of the Centers and at UC Santa Barbara's Early Childhood Care and Education Services sole discretion. If any written modification or amendment is made to this Handbook, a copy of such modification or amendment will be distributed to families.
If you have any questions about the Handbook or any of its policies, please contact
Annette Muse, Director, at annettemuse@ucsb.edu or at 805.893.3347

Non Discrimination Policy

UC Santa Barbara Early Childhood Care and Education Services admits children regardless of disability, race, color, creed, ethnic, or national origin. ECCES does not discriminate on the basis of gender, race, color, national origin, religious beliefs, age, marital status/family structure (including same sex unions or domestic partnerships), disability, sexual orientation, in the administration of its admission policies, scholarships, employment, and other
Center-administered programs.

ECCES Philosophy and Commitments to Education

History

In the fall of 1970, a parent cooperative – the University Children's Center – began on West Campus and served approximately 60 families. The Program evolved from relatively little affiliation with the University to its current status as an auxiliary program administered through the Office of the Vice Chancellor for Student Affairs. Milestones include: accreditation in 1990, renovation/expansion in 1991, a second site opened, with student support, at the Student Resource building in January of 2008 and both sites were re-accredited in 2012 and 2017. A generous donation, made in 2000 by Paul and Natalie Orfalea, supports the provision of high-quality care. The West Campus site, dedicated in memory of Paul Orfalea's parents, was renamed 'The Orfalea Family Children's Center'. The main campus site carries forward the name of the University Children's Center.

Now providing high quality early care and education to more than 300 children each year, in two beautiful settings, UCSB Early Childhood Care and Education Services has a long and dynamic past. We are proud of the strong reputation we have earned and grateful for the role we fill in supporting students, staff, faculty and community families with young children.

Mission Statement

We are committed to striving for the highest possible standards in early care and education programs and, in so doing, supporting the children, families, and students of UCSB. University affiliation motivates us to be leaders in early care and education through direct service to families enrolled and as a valuable resource for the greater UCSB and surrounding community.

Philosophy

The UCSB Early Childhood Care and Education Services Children's Centers provide quality child care programs for student, staff and faculty families within the University and surrounding community. At ECCES we respect children's natural capabilities and share our passion, empathy and enthusiasm in a reflective and collaborative way. We provide a supportive, nurturing, and encouraging environment for children and their families to develop relationships, to discover new ideas, to construct knowledge through play and to cultivate a joy for learning.

Our Guiding Values

Collaboration

We value children for who they are and who they are becoming; and we value the privilege of coming together to accompany them and their families on this journey.

Integrity

We value individuals' unique competencies and the gift of learning from one another; and we value the power of shared observation and reflection to expand, enrich and harness this learning for inspiration and possibility.

Community

We value the strength of our community, built through celebrating and honoring the richness of our diversity; and we value working together with compassion for our common humanity, to serve as a resource and agent for positive change and support.

Inquiry

We value curiosity, wonder, joy, friendship, play and the power of the imagination; and we value meaningful and respectful interactions, caring and responsive relationships and thoughtful, intentionally planned experiences and environments that delight, hearten and embolden.

Service to the University

ECCES serves the University in many ways. First, the center provides quality child care and education for a wide age range of children whose parents study, teach, or work at the University. As many of ECCES's parents are students, ECCES ' service is directly related to the University's outreach. As more and more parents with young children become students, faculty or staff, the need for high quality campus child care will continue to grow.

ECCES also provides a work site for students. Other services to the University include being a site where students may volunteer for class credit or as part of a class assignment, where they can conduct special projects, implement research, or observe teachers, children, or special activities.

Academic Observations and Field Experiences in the Classroom

As a department of the University we are pleased when we can promote the research and teaching mission through cooperation with various academic departments, especially as it relates to the field of child development and early education.

One of the goals of ECCES is to serve as a location for academic connections for UC Santa Barbara students, faculty and others in the early education community. ECCES is a place for student observations, projects, and other field experiences. Such activities may include, but are not limited to, practicum assignments, observations and projects, internships, and student teaching placements. The level of involvement may include passive observations, active interactions, and facilitating group activities/discussions.

Parents sign an informed consent agreement at the time of enrollment giving permission for their child to participate in the academic connections that take place at ECCES as described above. Children are not identified by name in the student's observational reports.

Research activities are considered on a case by case basis and require approval from UCSB's Human Subjects Committee, as well, a separate permission form explaining the details of the research and signed by a parent or guardian. Past projects have included observations of children's speech, social, cognitive, and physical skills, child nutrition, children and the media and research activities on language acquisition.

All individuals involved in these activities must meet the standards and expectations of our program, which include completing an application for participation and meeting with the appropriate Program Coordinator. These individuals will not be left alone with any child or group of children at the center(s) and are supervised by the classroom teachers at all times.

Staff Development Program

ECCES is committed to quality early childhood education. We hire qualified teaching staff. All teaching staff hold the appropriate credential/permit required by the California Commission on Teacher Credentialing . New employees are provided an orientation to guide them to understand how Center philosophy and policies relate to their respective job description. We support continuous staff growth by assessing the needs of staff and providing professional development opportunities to enhance their growth. All staff members are supported and receive performance evaluations on a regular basis.

Confidentiality Policy

The use or disclosure of any information pertaining to an individual child and their family, both in the home and in the school setting, shall be restricted to the purposes directly connected with program planning, and the administration of ECCES.

This information is treated with strict confidentiality and sensitivity, and is shared with appropriate co-workers only on a need-to-know basis. Respect for staff, children, and families is our first priority at ECCES. Therefore, we keep all information about children and families confidential. Before sharing information about a child with other relevant service providers, agencies or other programs, families are asked for written consent (except in the cases of suspected abuse or neglect).

The Children's Centers' confidentiality policy is based on mandates from the California Department of Social Services, the California Department of Education: The Early Learning Division, and the guidelines for the Center's accreditation from the National Association for the Education of Young Children.

For additional information regarding confidentiality:
Please refer to *CHILDREN INVOLVED IN RESEARCH PROJECTS, page 4*
Please refer to *PHOTOS, VIDEOS, AND SOCIAL MEDIA, page 29*

NAEYC Accreditation

Our program has been accredited since 1990 by the National Association for the Education of Young Children (NAEYC). NAEYC's National Academy of Early Childhood Programs oversees the Nation's largest and most widely recognized accreditation system for early care and education schools and centers.

In order to achieve this honor:

- Each three to five years, the Centers undergo a voluntary and stringent self-review and submit to an external professional review to verify compliance with the comprehensive criteria.
- Parents, teachers and administrative staff are all involved in the self-study process.
- The criteria cover everything from positive, warm teacher-child interaction to effective administration systems ensuring that the program is providing high-quality care in a safe and nurturing environment while promoting the physical, social, emotional and intellectual development of young children.
- More information on the Accreditation standards and criteria can be found at www.naeyc.org

NAEYC Code of Ethical Conduct

The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principle ethical dilemmas encountered in early childhood care and education. The ECCES staff are committed to honoring the ideals and principles of the code as well as upholding the code's core values:

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture, community, and society
- Respect the dignity, worth and uniqueness of each individual (child, family member and colleague)
- Respect diversity in children, families and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect
- Available online: http://www.naeyc.org/positionstatements/ethical_conduct

Above all else we strive to develop a caring community and maintain a harmonious environment for children, staff, families, and University partners.

General Information

Centers Hours

The Children's Centers are open from 7:30am to 5:20pm daily, Monday through Friday; children enrolled in a full-time placement may attend any hours the center is open. Limited half day placements are available in our Preschool Program starting at 7:30am and ending promptly at 12:30pm. The Centers are open year-round with the following exceptions: official University holidays, one-two weeks between Christmas and New Year's, and a limited number of staff professional development and parent-teacher conference days (subject to change).

More information can be found at:
Website:
http://childrenscenter.sa.ucsb.edu
Calendar:
http://childrenscenter.sa.ucsb.edu/CMSMedia/Documents/Calendar%202020-2021%20Final.pdf

Enrollment Options

Infant Classes: (3 months to 24 months)	Full Time	Monday-Friday, M/W/F or T/Th
Toddler Classes: (24 months to 3 years)	Full Time	Monday-Friday, M/W/F or T/Th
Preschool Classes: (3 years to 5 years)	Full Time	Monday-Friday, M/W/F or T/Th
	Part Time/am	Monday-Friday (limited)

Staff-To-Child Ratios

Each group of children is supervised by a staff of professionally trained teachers including a Lead Teacher, a Teacher, and university student Teaching Assistants. The adult/child ratio for each classroom ranges between 1:3 to 1:8, depending on the ages of the children.

Infant Classrooms	Ages 3 months – 2 years Based on a two year cycle, ages of children in each group are generally within a 6 to 12 month age span
Class Size	9 (younger) / 10 (older)
Adult:Child Ratio	1:3
Teacher:Child Ratio	1:3

Toddler Classrooms	Ages 2 years to 3 years
Class Size	13
Adult:Child Ratio	1:4
Teacher:Child Ratio	1:6
Preschool Classrooms	**Ages 3 years to 5 years**
Class Size	AM 17/PM 16
Adult:Child Ratio	AM 1:6 / PM 1:8
Teacher:Child Ratio	AM 1:8 / PM 1:15

Arrivals and Departures

A parent or other designated adult over 18 years of age is expected to drop off and pick up their child(ren) promptly at the beginning and end of each day.

Drop Off

To fully participate in the program and the day's activities we strongly recommend that children arrive by 9:00 AM. Teachers plan the day to optimize learning time, and when children miss a significant part of the day they are missing many opportunities to learn. Setting schedules and maintaining routines are essential family roles that lead to optimum early childhood growth, development, and set the foundation for future success in school.

For those families that drop off between 7:30-8:30 AM (early birds) please note that sister classrooms combine during this time. This means you may drop-off your child in a classroom that is not their regular classroom or with a teacher who is not their regular teacher.

A predictable routine for the children helps them transition into the school day with a few more minutes of one-on-one time with their family. All families should complete the following activities with their child upon arrival:

- Sign your child in.
- Wash the child's and own hands upon entering the classroom.
- Place child's belongings in the areas provided.
- Check in with a teacher to ensure a smooth transition.

Never drop your child off at the door or leave them in a classroom if there is no staff person present. If there is no staff person present, please check with the office immediately.

Pick Up

Picking up your child on time is equally important as drop off. Young children need the security of knowing that they will be picked up when the other children are going home. For this and reasons related to staffing, picking up your child on time is essential. During these heavy pick up times, the teachers' priority is supervision of the children, so extended conversations with families are not usually possible. If you should require more in depth information, a meeting can be scheduled with the teacher. All families should complete the following activities at the end of the day:

- Sign your child out.
- Help your child gather their belongings and any work from the day.
- Be sure to communicate with a teacher before you depart.
- Exit the building by 5:20. Remaining in the building past 5:20 will result in late fees.
- Hold your child's hand as you exit the building into the parking lot.

State licensing mandates that all families sign their child in and out each day using their full signature.

Children who are not picked up in their classroom by 5:30 will be brought to the front office with their belongings. They will wait with the staff members who are responsible for closing the center that day.

Release of Children to Someone Other than a Parent or Guardian

Only people that you authorize on your child's yellow emergency information form may pick up your child. If it becomes necessary for an unauthorized person to pick up your child, please contact the front office. If the individual is unknown to ECCES staff, we will need to see some form of photo identification. We can only release your child to those persons you have authorized and that are over the age of 18.

Release of Children to Adults Perceived to be Intoxicated

If a parent or other authorized pick-up person is perceived to be intoxicated by an ECCES staff member at the time of pick-up, the person will be asked to leave the child at the Center and another pick-up person will be notified from the Emergency Contact Form. If a person leaves with a child and is perceived as intoxicated, ECCES will call 9-1-1 and file a report with Child Welfare Services (CWS).

Late Pick-Up Policy

All families should have left the Center by 5:20 pm. Families should arrive at the Center no later than 5:10 p.m. to pick up their child(ren) in order to ensure that everyone will exit the Center no later than 5:20 p.m.

We realize that emergencies and unusual circumstances occur which may prevent you from picking up your child at the appropriate time. For these reasons, it is required that you have at least one alternative, reliable person who you can call to pick up your child on time. If no one has arrived by 5:20 or no parent contact has been received, the following steps will be taken:

- Persons on the emergency form will be contacted in order to locate someone to pick up your child immediately. Please make sure that the information on your emergency form is kept current.
- If a child is not picked up within 30 minutes and we are unable to contact the parents or someone on your emergency list, we will contact the UCSB Police and a joint decision will be made for the provision of the child's care and safety.

Parents who pick up their child after the Center closes by 5:20, the following procedure is followed:

- 1st late pick-up: Verbal warning from teacher. Please notify the teacher if you need any assistance in order to pick up your child on time. A late fee will be applied.
- 2nd late pick-up: Written warning from administration. Additional late fee applied.
- 3rd late pickup:You will receive an Excessive Late Pick-up Notice from a Coordinator notifying you that any further incidences of late pick up may result in termination from the program. Late fee applied.

Late fees will be applied on your monthly bill. A late fee of $10.00 for the first five minutes after closing (5:20-5:25), and $10.00 every five minutes thereafter.

Parking

Even in the best of circumstances, accidents can happen. We as parents and staff need to always be on alert, so please keep the following in mind:

- Please do not leave children unattended in your car, even if you think it's only for a second. It is also a California state law, called "Kaitlyn's Law", that parents and/or guardians are to never leave a child under the age of 6 in a motor vehicle without supervision http://www.kidsandcars.org/files/2014/08/California-state-law.pdf

- Please drive slowly and carefully when you are in the parking lot, especially at high traffic times (8:30am-9am and 5:00-5:30pm). Even with reminding, small children can dart out in front of cars. Also, please be on alert for children coming from any direction while driving in the parking lot.

- Children may not be left unattended in the parking lots. PLEASE CAREFULLY SUPERVISE YOUR CHILDREN WHENEVER ENTERING OR LEAVING THE CENTER. We ask that the school gate and front door be kept closed at all times.

- PLEASE TURN YOUR VEHICLES OFF when in our parking lot.This will help reduce exposure of our children to exhaust fumes that can enter our building and could prevent accidents as well.

At OFCC on West Campus, the family parking lot is adjacent to the main entrance. Families are not required to have a UCSB permit to use this lot.

At UCC, Lot #23 is adjacent to the Center and serves students, staff and faculty of UCSB. 30 minute spots are along the sidewalk directly adjacent to the building and are designated for dropping off or picking up children. 30 minute permits are available for purchase at the UCC front desk and are valid for one month. All cars parking on the Main Campus require a UCSB permit.

Admission and Enrollment Policies

Registration

The program maintains a wait list for families wishing to enroll their children. Children are selected for enrollment at the Centers by their waitlist priority date within the following priority guidelines. Priority is based on: affiliation with the University, balancing faculty/staff and student enrollment ratios, children with currently enrolled siblings who will be continuing with the program and by the needs of the Center's to fill vacancies in particular age groups.

ECCES reserves a number of subsidized spaces for families who meet need and income eligibility requirements set by the California Department of Education (CDE). Income eligibility is based on family size and a family's total monthly gross income. Subsidized applications are placed on the eligibility wait list according to the State Department of Education Income Rankings. Families with the lowest income and greater need are first on the waitlist regardless of the date they applied.

A $50 non-refundable Registration Fee is required when your child is accepted at the Center. (The Wait list Fee will be deducted from the Registration Fee at the time of enrollment. This fee is waived for families receiving CDE funding immediately upon enrollment.) The first month's tuition must be paid in advance of your child's attendance at the Center.

Waitlist Date Policy

Families are allowed on the waitlist as soon as, but not before, they have a 'due date,' theoretically up to 8 months prior to the birth of their child. Wait list dates will reflect the date the form and fee are received by the Children's Centers. Families formed through adoption or similar circumstances such as a foster parent or guardian situation, please contact the Enrollment Coordinator.

Tuition

Tuition rates are based on the current expenses to operate a high-quality program for children. Tuition is figured on an annual basis and divided into 12 equal payments due monthly; each representing 1/12 of the annual tuition cost. Therefore, parents are required to pay full tuition each month regardless of holidays, days the Centers are closed, or absences due to illness and family vacations. Costs are determined by the child's classroom placement and reflect the staff ratios necessary for the various age groups. In the event a sibling is enrolled, there is a 10% tuition reduction for the least expensive sibling concurrently attending one of the Centers. The Centers do not issue bills. Receipts for your tuition are available upon request from the front offices. Tuition rates are based on UC affiliation. Student status is determined by full-time enrollment at either the undergraduate level (12 units) or at the graduate level (8 units). Staff parents must be employed at least 50% of the time in order to receive the staff/faculty rates. Community families will be charged the community rate and are eligible to receive the sibling discount (when space allows).

All tuition checks need to be made payable to the UC Regents. Payment is due at the beginning of the month and must be received no later than the 10th of the month (the 7th for CDE Family Fees). Please note your child's name in the memo section. A $10 late fee will be charged to all families who pay tuition after the 10th of each month. If you are unable to pay tuition on time, please discuss this with the Enrollment Coordinator. A written request for payment by installment may be submitted for Director's approval. If you have not made arrangement for payment SERVICES MAY BE TERMINATED AFTER TWO WEEKS OF NON-PAYMENT OF FEES.

Medical Records

In order to protect the health of all children and to satisfy child care regulations, current medical information for each child is required prior to enrollment. California Licensing Requirements states that the contents of a child's health record must include:

- Name, address and phone number of medical,dental or mental health care providers.
- Documentation of current immunizations ("yellow card")
- Medical assessment, including dietary allergies and restrictions.
- Emergency instructions, and signed consent for emergency medical treatment.

- Record of illness or injury requiring treatment by a health care provider or dentist, and for which the center provided assistance.
- Record of current medications, including the name of prescribing health care provider and instructions.
- Signed and dated authorization for activity away from the center.

These records need to be updated annually, or as required by state licensing if more often, and when new immunizations are given to younger children. The content of each child's health and safety file is confidential but is immediately available upon request to:

- Administrators and teaching staff who have consent from a parent or legal guardian to access records.
- Parents or legal guardians
- Regulatory authorities.

Scholarships

ECCES values access to education as part of its mission. For qualifying families a limited number of subsidized spaces are available. Parents must meet California Department of Education need eligibility requirements.

With the subsidy, fees are assessed on a sliding scale based on the size of the family and monthly gross income. See the Tuition Assistance Request Form for details.
If you have questions about CDE subsidies, please contact our CDE Grant Coordinator, by calling (805)-893-5307.

The Chancellor's Child Care Scholarship Fund supports income eligible UCSB Student affiliated families with tuition subsidies. Applications are available year round. Continuing families will need to reapply each September. Until notification of award families must pay tuition in full.
If you have questions about the scholarship fund, please contact our Enrollment Coordinator, by calling (805)-893-5279.

The Child Care Access Means Parents in School (CCAMPIS) goal is to increase access to post-secondary education for UCSB student families by providing quality, affordable and accessible child care services while they further their education. Childcare Tuition Subsidies are available for qualifying families.
If you have questions about CCAMPIS, please contact our CCAMPIS Coordinator, by calling (805)-893-3347.

Custodial and Foster Care

ECCES requires copies of all custodial agreements and visitation schedules for our enrolled children. By law, we are required to follow all existing court orders and court imposed visitation schedules. ECCES must have a court certified copy of any restraining, custody, or other court order on file that prevents/restricts any otherwise legally authorized person(s) from visiting or

removing a child from the premises. WE MUST ALSO SEE THE ORIGINAL DOCUMENT. PHOTOCOPIES OR ALTERED DOCUMENTS WILL NOT BE ACCEPTED.

A photograph of the person(s) restrained will also be needed for identification purposes. It is the parent's responsibility to make sure a copy of a restraining order has also been filed with the local Sheriff's Department. We will abide strictly by the directives or judgments outlined by the court order.

For enrolled children that are in the foster care system, ECCES will need to receive a copy of the foster care paperwork. ECCES will release the child only to the foster parents or to the child's Division of Child and Family Services worker, who must sign the child in and out and provide proper identification. The DCFS worker must verify any additions or changes in writing. This letter should be written to the attention of the Director.

Change of University Affiliation Status

All families are required to inform the Center of a change in University affiliation status prior to or immediately upon such change. It is the family's responsibility to make this notification. All fees will be collected associated with an affiliation change, based on the date of the change, regardless of notification date.

Student rates for child care apply to currently enrolled full-time UCSB student families; exceptions are made for the following circumstances:

Summer Breaks: Student rates continue to apply for the summer with subsequent Fall UCSB enrollment. The Children's Centers will verify fall enrollment status.
Graduation: One additional month at student rates will be given immediately following graduation. Subsequent months will be charged at the applicable (staff/faculty or community) rate. Please inform the front office one month prior to your graduation.

Leaves: All UCSB students will be eligible for one quarter 'leave' at student rates; additional quarters will be charged at the applicable faculty/staff/community rate unless a written request for exception is granted by the Director. If you are considering a leave from UCSB but wish to continue services, please speak with the front office.

Staff and Faculty families will be considered a 'Community Family' upon terminating or reducing below half-time employment with UCSB. In both cases, enrollment at the Centers may continue with families paying the increased community tuition rates.

Withdrawal Policy

You must give a minimum 30-day written notice if you intend to withdraw your child from the Center. A Child Withdrawal Notice is available online and in the office. Tuition will continue to be due for this notice period, and partial months of attendance will be prorated.

Families may pay to hold a placement during an absence for a duration no longer than 6 weeks. Families who will be absent from the program for more than 6 weeks need to withdraw and will be placed back on the waitlist and given priority with their original wait list date.

The Center serves children until they become age-eligible for Kindergarten (five years of age on or before September 1st) or Transitional Kindergarten (fifth birthday between September 2 and December 2).

Exceptions to this policy will be considered in consultation with the Director. As stated in the enrollment contract, the Center reserves the right to dis-enroll a child at any time.

Programs and Curriculum

Infant Program / Toddler Program

ECCES serves our youngest children in two centers at UCSB, the Orfalea Family Children's Center (OFCC) on West Campus and the University Children's Center (UCC) at the Student Resource Building on the main campus.

Our Infant Program serves children 3 to 24 months. Infants may start as young as 3 months old and stay with the same caregivers until they turn 2 years old. Our Toddler Program serves children who are 24 months to 2 years +, with children transitioning to a preschool classroom around their third birthday. Both programs are inspired by Magda Gerber's Resources for Infant Educarers (RIE) philosophy that promotes treating children with respect and as individuals. It honors infants and young children as equal partners in relationships to promote effective bonding and attachment while incorporating a deep respect and appreciation of the child. This approach encourages infants/toddlers and adults to trust each other, learn to problem solve, and embrace their ability for self-discovery.

The infant program employs the Primary Caregiver model of care, in which each child bonds with a consistent caregiver who responds to the infant's individual schedule for feeding, napping, and diapering. This warm, loving relationship provides a secure base for infants to explore and learn in the environment. The individualized attention and care given during primary caregiving routines provide opportunities for the children to grow in language development, social skills, and self-awareness. Teaching staff work as a team in order to allow time for those uninterrupted one on one opportunities of learning while maintaining an environment that is stimulating, engaging, and loving for the group of children as a whole. The teaching staff also strive to consistently provide a safe and caring environment, both indoors and outdoors that extends and challenges a child's individual development and growth.

The toddler program provides many opportunities for the children to receive individual and nurturing attention from the teaching staff as they develop their self-help skills into becoming autonomous individuals. Our goal is to have children ages 24 months - 36 months in the same toddler classroom with the same teaching staff for the period of 12 months. Toddlers are given opportunities to participate in activities that include sensory play, art, music, gardening, small group times for stories and songs, manipulatives, simple cooking projects, dramatic play, and outside play including walks around the Centers. Toddlers grow in their abilities to come together as a group and begin to seek out peers with similar interests. Teachers use these opportunities of play to teach positive social behaviors and actions that will support the toddlers as they become increasingly interested in engaging with peers as opposed to adults. Teachers plan curriculum based on children's interests and developmental needs and provide an indoor and outdoor environment that promotes self-concept, independence, and exploration.

Preschool Program

OFCC has five preschool classrooms that serve children aged three through five years. We believe that children learn through self-discovery, hands-on exploration indoors and outdoors, and interaction with others; that these experiences will help them develop confidence in their own abilities; and that play is the primary medium for early learning.

Our curriculum emerges from the child's interests. Topics for study and project work come from children's experiences, conversations, questions and ideas. They are provided with many opportunities for authentic learning, discovery and investigation. Collaboration and small group work is supported by the staff who encourage exploration in an enriched learning environment.

Children have the opportunity to express their ideas and hypotheses in a variety of ways that include art experience, writing, construction, music and gardening. The larger the variety of ways children are able to express themselves the deeper their understanding grows. At all times the developmental level, natural affinities and the family and home environment of each child are considered.

Transitions

Children that are near their second and third birthdays prepare to move from infant to toddler classrooms or from toddler to preschool classrooms. Children *usually* transition during the month of their birthday if space is available, or as soon as space becomes available following their birthday. The majority of transitions typically take place in the summer months and early fall.

More importantly, we take into account the uniqueness of each child, developmental readiness (i.e. toilet skills), recommendations from teachers, family preference, and ECCES' s bigger picture in making our decisions. Administration will make the final decision regarding a child's

placement, with careful consideration of all factors, based on the needs of individual children and families. We make these decisions deliberately, intentionally, and with deep care for each child and family.

Two weeks prior to the move, families will be notified in writing of their child's new placement. If on the same site, classroom visits will be arranged during this two-week transition period. We encourage parents to visit the new classroom with their child as frequently as possible. An intake conference will be scheduled by the new classroom teachers prior to the child moving.

If there are ever any concerns regarding a placement decision, a Program Coordinator should be contacted immediately.

Transitional Kindergarten (TK)

Transitional kindergarten age eligible children who are turning five years old after December 31st are welcome to remain in their preschool classroom until they start kindergarten in the fall. Children whose 5th birthday falls between September 2-December 31st will be expected to attend Transitional Kindergarten (TK) at their local elementary school.

Curriculum Framework

We believe that curriculum encompasses experiences and environment: physical space, social interactions, and daily routines and rituals designed and arranged to foster learning and development. We see every child as a whole person, a capable, intelligent, resourceful, experienced, learner. Core to our curriculum is the emphasis of nurturing relationships and play as a primary context for learning. Program curriculum is guided by NAEYC Early Childhood Program Standards and Accreditation Criteria (2018) as well as ECCES Guiding Values. Additionally, our school is recognized as an "Outdoor Classroom'' Demonstration site and we adhere to their quality standards and philosophy www.theoutdoorclassroomproject.org

Our preschool classrooms use a locally designed, emergent curriculum drawn from the ideas and practices embedded in the California Preschool Curriculum Framework (CA Dept of Education 2010), Developmentally Appropriate Practice in Early Childhood Programs (Copple and Bredekamp, 2009), and Learning Together with Young Children/A Curriculum Framework for Reflective Teachers (Curtis and Carter, 2008). The foundation of our infant/toddler curriculum is embedded in The RIE Manual (Gerber, 1979), The California Infant/Toddler Learning and Development Program Guidelines (CA Dept of Education, 2006), and principles and practices derived from the Program for Infant/Toddler Care (PITC).

Goal

The optimal development of the whole child: social-emotional, language/literacy, cognitive, physical and creative domains.

The Role of the Family

- Families are valued partners sharing information and insight about their child's interests, abilities/skills, strengths, and needs.
- Families and teachers collaborate to create individual learning goals to be incorporated into the environment, materials, experiences, and daily routines.
- Families offer important insights about their values, culture, and experiences to be reflected and nourished in the classroom.

The Role of the Teacher

- Teachers develop supportive relationships with children that foster positive social and emotional development, empathy, problem solving, camaraderie, self regulation, confidence, persistence, resilience, and self esteem. A supplemental social/emotional curriculum, "Second Step", is also provided in the preschool classrooms.
- Teachers respect children's emerging interests and inquiries and develop them into topics of discussion, exploration, and group projects.
- Teachers provide opportunities for children's multiple learning styles in the environment, experiences, and materials.
- Teachers use a range of strategies and tools to support and extend the learning goals based on the objectives outlined in the ECCES/Child's Developmental Progress document.
- Based on the elements of the Portfolio System of Assessment (observations/work samples and the Desired Results Developmental Profile) and family contributions, teachers plan, implement, and individualize for children and the classroom community.
- Teachers incorporate planned health, nutrition, and safety experiences into the child development program.

The Role of the Environment

- The cultures and languages of children and families are reflected by the materials chosen to create a richly diverse environment.
- Both the indoor and outdoor environments are provisioned and planned to provide a variety of opportunities for active learning, creativity, and social interactions.
- The environment conveys the unique personality and values of the children, families, and staff.
- The design and arrangement of the environment evolves in response to the changing interests and growth of the children and to stimulate ongoing development.

Culturally Relevant Anti-Bias Education

ECCES demonstrates an ongoing commitment to integrate an anti-bias philosophy into every aspect of its program. Because children live in a diverse and complex world, they interact daily with people different from themselves. Anti-bias curriculum is a process to help children develop and strengthen their self-identity and group identities, while interacting respectfully with others in a multicultural environment. Anti-bias curriculum is a proactive approach to

reduce bias, eliminate prejudice, and promote inclusiveness. The teaching staff at ECCES guide the children enrolled in our program to think critically about unfairness and to stand up for themselves and others in the face of bias. The anti-bias approach is a teaching strategy that values diversity and challenges bias, rather than ignoring and therefore reinforcing children's misunderstandings of differences. The anti-bias philosophy is a commitment to address societal bias and practice our value for diversity in a developmentally appropriate way. ECCES strives to balance its unique culture with the individual cultural interests of each family served. Respect for the center's diverse community is reflected in the curriculum, classroom environments, parent/teacher/child interactions, staff development, hiring plans, and program goals.

ECCES is committed to diversity, equity, and inclusion in our educational practices. Teachers strive to model and foster the four goals of anti-bias education:
1) Nurture the development of a positive identity in each child.
2) Promote each child's ability to interact with people who are different from themselves.
3) Foster each child's critical thinking about bias.
4) Cultivate each child's ability to stand up for themselves and for others in the face of bias.

Dual language Learners

For children who are working to learn English as their second language, we offer support in the context of social play and classroom activities that encourage them to maintain their first language while learning English. We have also developed a partnership with *UCSB's Department of Linguistics* and *Department of Education* whereby bilingual UC Santa Barbara undergraduate students work on developing and implementing teaching activities with dual language learners at the Children's Center(s), with the aim to support the children in maintaining their heritage languages and develop their dual language skills.

ECCES utilizes the California Department of Education's (CDE) Family Language instrument and the Family Language and Interest Interview to support relationship building with families who have children identified as DLL learners. Information gathered from these interviews are used to inform program curriculum, professional development for staff, and strengthen family partnerships.

Guidance and Conflict Resolution

Professionals who work with young children expect to be met with challenging behavior from time to time. During the first five years of life, children are just beginning to learn how to handle their own intense emotions and conform to the behavioral expectations of society. As parents know, this is a lengthy process. It is also a central aspect of children's social and emotional development that can be guided using strategies based on research into early brain development.

In an early care and education setting, we define challenging behavior as any behavior that:

- ❖ interferes with children's learning, development and success at play;
- ❖ is harmful to the child, other children or adults;
- ❖ puts a child at high risk for later social problems or school failure.

It can be direct (e.g. hitting, pushing, biting, kicking) or indirect (e.g. teasing, ignoring rules or instructions, excluding others, name-calling, destroying objects, having temper tantrums).

The ECCES staff sees working with children's challenging behavior as an integral aspect of our job. The word discipline has, as its root meaning, "instruction" or "training." This meaning, rather than punishment, is the foundation for our approach to guiding children's behavior. We accept that young children will sometimes display their emotions or try to achieve their goals in unproductive or immature ways. That is simply part of being very young. Much of children's most valuable learning, especially in a group setting, occurs in the course of behavioral problem solving.

The approaches we use vary by age group, but have the following elements in common:

- *ADULTS MODEL POSITIVE BEHAVIOR.* We show that we can accept, control and express feelings in direct and non-aggressive ways; we let children know that we are not afraid of their intense emotions and will not punish, threaten or withdraw from them.

- *TEACHERS DESIGN THE PHYSICAL ENVIRONMENT TO MINIMIZE CONFLICT.* We provide multiples of toys and materials for groups of children, define classroom and outdoor areas clearly to allow for both active and quiet play, and strive to maintain an appropriately calm level of stimulation.

- *TEACHERS MAINTAIN AGE APPROPRIATE EXPECTATIONS FOR CHILDREN'S BEHAVIOR.* We attempt to minimize unreasonable waiting and transition times, and limit the length of large group and teacher-directed activity times according to children's developmental levels. We give children large blocks of uninterrupted time during which to make their own activity choices.

- *TEACHERS ESTABLISH SIMPLE RULES, OR EXPECTATIONS FOR THE CLASSROOM COMMUNITY.* Older preschool children participate in this process early in the school year. When issues arise, adults and children can reference the "Be safe, Be kind, Be respectful" guidelines as reminders about what kinds of behavior facilitate life in a group setting.

- *ADULTS CLOSELY OBSERVE AND SUPERVISE CHILDREN'S ACTIVITIES AND SOCIAL INTERACTIONS.* With our high ratios of adults to children and our emphasis on attentive observation, we can often intervene to guide children before situations escalate.

- *ADULTS HELP CHILDREN VERBALIZE THEIR FEELINGS, FRUSTRATIONS, AND CONCERNS.* The staff will help children describe problems, generate possible solutions, and think through logical consequences of their actions. Even babies will hear their caregivers describing actions, problems, solutions and logical consequences. The adult role is to be a helper in positive problem solving. We want children to value cooperation and teamwork. We help them to learn peaceful, productive approaches to interacting with peers.

- *CHILDREN WHOSE BEHAVIOR ENDANGERS OTHERS WILL BE SUPERVISED AWAY FROM OTHER CHILDREN.* This is not the same as the practice of using a "time out" (the traditional chair in the corner) for a child. An adult will help the child move away from a group situation. The child will then process the problem verbally with the staff member and any other concerned parties. An adult will stay close to any child who is emotionally out of control and needs private time to regain composure.

- *DISCIPLINE i.e. GUIDANCE, WILL ALWAYS BE POSITIVE , PRODUCTIVE, AND IMMEDIATE WHEN BEHAVIOR IS INAPPROPRIATE.* No child will be humiliated, shamed, frightened, or subjected to physical punishment (i.e. shaking, hitting spanking) , psychological abuse (i.e shaming, name calling, sarcasm) or coercion (i.e. grabbing any body part, forcing a child to sit down) by any staff member, student, or volunteer working in the ECCES programs. Every member of the ECCES professional staff understands and follows our disciplinary approach and complies with all federal and state civil rights laws. We also work intensively with our student caregivers so that they also understand and employ this guidance approach.

We are committed to each child's social emotional development and so we do not dismiss children from our program because of concerns with behavior. Behavior concerns tell us that children need more time, support and practice to develop their social and emotional skills. When serious concerns arise, we will partner with parents and professionals who specialize in supporting children's social and emotional health.

On rare occasions, we may work with families to seek the best care for their child if all parties agree that our program can no longer meet the needs of an individual child. Exclusionary measures are to be used only as a last resort in these cases:

- There is a determination of a serious safety threat and
- A detailed progression of intermediate interventions for the child or others has been implemented and documented.

Screening and Assessment

Purpose

Screening and assessment are an integral part of high-quality early care and education programs. The purposes of the screening and assessments are multiple: One purpose is to learn about the development, interests and needs of each child which can then inform appropriate individualized teaching strategies that extend, enhance and guide each child's learning and continued development. A second purpose is to detect early signs of delay in development and/or the need for further assessment, referral or early intervention. A third is to improve curriculum and teaching practices that contribute to overall program improvements.

Ages and Stages Questionnaire (ASQ)

Our growing understanding begins at enrollment, facilitated by families, who know their child the very best. The Family Information Sheet and the Ages and Stages Questionnaire (ASQ-3) are written tools to supplement this process. All families are asked to complete the questionnaires at the initial enrollment and when the child transitions to a new classroom. This tool illuminates strengths, educates about developmental milestones, and most importantly helps us to incorporate a family's expert knowledge about their child. The ASQ-3 may also help identify areas that might benefit from more observation or support. The ASQ-3 is a reliable, valid, research-based tool that asks meaningful questions based on a family's knowledge of their child.

Desired Results Developmental Profile (DRDP)

Meeting a child's individual needs requires a partnership between the program and family. It also requires that teaching staff acquire specific knowledge of each child in their care. Ongoing communication between families and the teachers is crucial. Formal assessments are conducted twice a year. At ECCES, we use a formal assessment called Desired Results Developmental Profile (DRDP). The results will be shared with families during a scheduled Conference provided in the Fall/Spring. Families are always encouraged to raise questions and concerns about how assessment methods will meet their child's needs.

Please note all staff have been professionally trained on how to use the DRDP assessment tools through the California Department of Education (CDE), Early Learning and Care Division. Informal assessments through everyday observations are conducted using the following methods: anecdotal notes, artwork, writing samples, Learning Stories, and pictures.

Assessment Methods Used

Child's Portfolio and DRDP Assessment

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 their first haircut, a video of their child taking his or her first step and so forth. We keep a similar collection known as the "Child Portfolio." Portfolios encourage authentic assessment, that is, assessment done over time in the natural environment based on the child's typical activities. The portfolio includes:

- Ages and Stages Questionnaire (ASQ-3)
- Photos of the child interacting and playing and meeting developmental milestones
- Language samples (dictated stories, records of conversation)
- Anecdotal notes (written notes highlighting typical or significant events)
- Writing and drawing samples
- Learning Stories
- DRDP assessments
- DRDP summary sheet

The 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 included in the child's file. The written developmental profile used to assess children is the DRDP, which was developed by the CDE in conjunction with Sonoma State University. Desired results are defined as "a condition of well-being for children and families."

The DRDP is divided into two age ranges: infant/toddler (birth to 36 months old) and Preschool (36 months to pre-Kindergarten). It focuses on four developmental domains: cognitive, social-emotional, language and physical development, which can be found throughout the four Desired Results for Children:

1) Children are personally and socially competent.
2) Children are effective learners.
3) Children show physical and motor competence.
4) Children are safe and healthy.

These Desired Results are identified by the CDE and are reflected in the program's more comprehensive curriculum and philosophy. The child's 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 other portfolio contents, the 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 is used to assist in observing children's achievements across time and is completed 60 days after the child's initial enrollment. Once enrolled, the child's DRDP is completed on a semi-annual basis, typically in the Fall and again in the Spring. While the DRDP must be completed within a specified time frame, the 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 whom they know and with whom they are familiar. Teachers are constantly observing during the course of the day while children are engaged in play interacting with one another. Because the scales used in the DRDP are based on progression of a 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 Teachers Use the DRDP in Planning Curriculum

Curriculum is derived from the needs, interests, strengths and areas of continued development of the children as a group and as individuals, using the philosophy as a framework. 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 observations through the Portfolio and the DRDP. The schedule, routines, environment, materials and all activities are all components considered in curriculum planning. The intentionality in activity planning is made visible in the classroom's weekly activity plans. At least one activity is planned representing each of the four "Desired Results" for children. To ensure that individual needs are being addressed, the teachers refer to the summary sheets

Further, systematic assessment is essential for identifying children who may benefit from more intensive instruction or intervention or who may need additional developmental evaluation. This information ensures that the program meets its goals for children's learning and developmental progress and also informs program improvement efforts such as improved instructional practices and targeted professional development for teaching staff.

Screening and Assessment Confidentiality

Information obtained through screenings, assessment and portfolios is confidential information and is shared only with the child's family in a timely manner such that appropriate programming, guidance and support (as well as assistive services and referrals) can be

implemented for the benefit of the child. Written consent will be obtained from parents before information is shared with other relevant providers, agencies or programs. When children move on to Kindergarten, the family may take the information with them to share.

How the Components Work to Ensure Reliability and Validity

Each DRDP indicator provides a valid and reliable measurement of that aspect of a child's development 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.

The portfolio is an ongoing assessment tool while the other tools are used periodically. The collection of items for the portfolio happens in an integrated daily fashion within the contexts of teaching the children and spending time in the classroom. These strategies are used throughout the daily routine while the children are engaged in play. This natural (authentic) type of assessment assists in getting a valid, true picture of the child's progress and development. Portfolios are intended to shape instruction and make informed decisions about program design.

Identifying Behavioral or Developmental Concerns

At ECCES, we use protocols such as the Ages & Stages Questionnaire (ASQ-3), the Desired Results Developmental Profile (DRDP), and authentic assessment as integral parts of our teaching practice, to design curriculum, track children's development, and make pedagogical decisions. Part of our role as educators is to use these protocols to reflect on those observations and turn them into next steps for the classroom in curriculum development, social-emotional skill-building, and in-depth project planning. In addition, we use those observations to learn about individual children: Where are they succeeding with peers? Where do they need extra support in transitions? Is their behavior lining up with developmental expectations?

When we observe that a child is experiencing a particular challenge, we approach that question through a lens of curiosity and inquiry informed by our knowledge, education, and experience in child development. At ECCES, we see ourselves as researchers in the classroom. A large part of this role includes a continual cycle of observation of children and the reflection and analysis of our observations. Based on those observations, we might make different choices in the classroom to support each child.

For example, we may observe that a child is suddenly having difficulty with transitions. The teaching team will research why that might be happening for a child, which might include:

- Asking the family for more information about the child's life and transitions outside of school. Compiling notes and observations about those challenging transition times for the child.
- Inviting someone into the classroom specifically to observe the child during those times (i.e. Program Coordinator)

We want to understand what is happening for this child, in order to plan how to best support them through this challenge so that they can be more successful.

At times, we may notice that a child's behavior does not line up with typical developmental expectations, despite continued support from family and educators. Something seems to be getting in the way of a child's ability to be successful in the classroom, whether socially, physically, academically, or in some other way.

When that is the case, the following process helps deepen and guide our understanding of that child and how to best support them:

- Prioritize inclusion and positive behavior support.
- Gather data in the form of written observation and notes to better understand the child and evaluate what factors may be impacting their behavior.
- Meet with family to discuss our observations.
- Work with family to bring in a specialist (such as an occupational therapist, speech therapist, psychologist, etc.) to offer more consultation and expertise to the child and family regarding the specific area of challenge.
- Avoid sending children home early or excluding them as a response to challenging behavior.
- Work in partnership with families and specialists to support the child to thrive in the classroom setting.
- Follow the required written notice and appeal procedures if necessary.Exclusion is an exceptional last resort. Appeal requests are submitted by email to EDDappeals@cde.ca.gov or CCDDappeals@dss.ca.gov. For further assistance SECAhelp@dss.ca.gov

It is our job, as highly qualified and experienced early childhood educators, to support children in their successful development as thinkers, learners, and citizens in a group setting. We will consult with an onsite Infant and Early Childhood Mental Health consultant to gain insight and strategies that will help the child (and family) to manage challenging behaviors. To ensure the success of every child, we will guide families to outside resources when the child's need for support extends beyond our expertise in child development, or when the support needed by the child can't reasonably be offered through regular classroom activities. We are committed to offering an inclusive environment that supports all children and their families to the best of our ability and as resources allow.

If it is determined by educators or specialists that a child needs more individualized support, we will work closely with the child's family to consider what that might look like. Possibilities include adjustments or enhancements to the program or routines of the classrooms, particular efforts and interactions by the family and the educators, and consultation with outside specialists. We rely on the family's full engagement in this process: responding to communications, attending meetings, sharing information about changes at home, and including educators in ongoing support plans.

Teachers and families will work together to support each child's needs while maintaining a sustainable classroom environment for all. If a family chooses not to move forward with a recommendation from teachers to bring in the perspective of a specialist, the next step will be for a Program Coordinator to meet with the family to better understand their perspective and observations about their child. In the case that a child requires specialized attention beyond our ability, with or without the support of a specialist, especially in the event safety of the child or other children is at risk, the child's enrollment at ECCES may be terminated. Every attempt will be made to partner with families to find programs and resources that are more suitable to the child's particular needs if ECCES does not make the most sense for a child's success.

Research shows that in general, the earlier the intervention with children experiencing a developmental delay or challenge, the more successful children can be in the long run. We have seen considerable success in our classrooms and beyond ECCES when a specialist is engaged to work with children, families, and teachers around a specific challenge a child is experiencing. Our primary goal is to keep children safely included in the Children's Centers through developmentally appropriate behavior support, family collaboration, and access to community resources rather than excluding children because of challenging behaviors. We look forward to partnering with your family around your child's development, successes, and challenges.

Request for an Assessment (Referral for Early Intervention/Special Education)

A Request for an Assessment can be used to request an assessment for *early intervention (birth-3 years) or *early childhood special education services (3-5 years) for a child currently enrolled at ECCES with the following considerations:

- Parents who have seen their child struggle with speech, learning, and/or behavior difficulties. The ASQ may be used to provide additional insights.
- Teachers can help determine whether additional assessment should be considered based on classroom observations and Desired Results assessments.
- The request for an assessment is voluntary and you can refuse to sign or submit the form.

Please make sure that ALL sections of the form are completed thoroughly to help advocate for additional school services and to help us to better understand and respond to the request for an assessment.

*Early intervention services means those services designed to meet the developmental needs of each eligible infant or toddler and the needs of the family related to the infant's or toddler's development. The services include but are not limited to assistive technology; audiology; family training, counseling and home visits; health services; medical services only for diagnostic or evaluation purposes; nursing services; nutrition services; occupational therapy; physical therapy; psychological services; service coordination; social work services; special instruction; speech and language services; transportation and related costs; and vision services. Early intervention services may include such services as respite and other family support services.

Note: In California, respite is an entitled early intervention service.

*Section 619 of Part B of IDEA, defines the preschool program which guarantees a free appropriate public education (FAPE) to children with disabilities age three through five. Under this program preschool children who have disabilities are entitled to Special Education and Related Services in the Least Restrictive Environment (LRE). Young children, who have been identified as having any of the conditions named in Part B of IDEA including Developmental Delays, are eligible to receive services under Section 619 of IDEA.

Your partnership with the school or agency starts with the referral to assess your child's educational needs. It extends through the assessment process, possible placement and specific programming, annual reevaluations, and program exit. You are an important member of the IEP team or, in the case of a child under three, the IFSP team. The school psychologist, teachers, speech and language specialists, program specialists, and other professionals with applicable expertise are other members of this team. This team's mutual goal is to develop the written plan—either an IFSP or IEP—of an educational program designed to meet your child's needs. As an expert on your child, your participation is critical.

Guidelines and Procedures

Field Trips

ECCES views the surrounding community as an important resource in extending the curriculum and providing children with opportunities to learn about people and places in their "neighborhood." Parents will be asked to sign a blanket permission slip for walks and campus activities upon enrollment. Emergency consent forms and properly stocked Emergency Backpacks must be taken on all field trips and other outings. There should be an adult-child ratio of at least 1:3 for infants/toddlers and 1:6 for preschool. A minimum of two teaching staff

will accompany children on any outings that are not on ECCES premises. Children will be counted and names recorded on an attendance sheet prior to leaving and before returning.

Infants and Toddlers

Field trips for infants and toddlers include wagon rides and walking trips to visit other classrooms and the surrounding areas of the Center/s. Infants and toddlers are not transported for field trips.

Preschool

Preschool children may take walking trips or be transported by public transportation or hired bus. Field trips off site are visits to locations such as zoos, orchards, museums, or community businesses (pet store, restaurant, grocery store, etc.). Occasionally, classrooms will ask for a donation to help defer the cost of transportation or other costs incurred on the trip. Donations are appreciated but not required in order for children to participate. Classroom petty cash can also be used to augment cost.

Preschool Teachers plan bi-weekly walking trips for children ages 3 through 5 years.

Walking Trips

When leaving the Center a Program Coordinator must be notified to ensure staffing is sufficient. A map of where the classroom is going along with a cell phone number that can be reached will be left at the front desk. For walking trips further than a 1 mile radius a separate permission slip will be required.

For walking trips near any large body of water (ocean, lagoon, estuary) there shall be at least one adult who has a valid water-safety certificate on file at the Center.

Off Campus Trips (In Vehicles)

One week written notice needs to be given to families for all off campus trips. Parents and additional teaching assistants will accompany field trips to ensure adequate supervision with appropriate adult/child ratios. Siblings are not permitted to ride the bus on field trips. Siblings attending field trips (via personal vehicles) are the sole responsibility of the parent/guardian for supervision. Private vehicles can only be used by a parent or authorized individual to transport their own children.

Clothing

Children should wear loose, comfortable clothing appropriate for activities involving vigorous play and potentially messy activities. Because we encourage children to manage their bathroom and changing needs independently, we request that younger children wear pants with elastic waistbands. Parents are required to provide diapers for their children as needed.

Each child should have at least one change of clothing including socks, underwear, and an extra pair of shoes (if possible). Please do not admonish your child to "Stay Clean." This will put too much restriction on his or her choice of activity. We will try not to use anything that will not come off in the washing machine or bathtub. Older clothing is the best choice.

We also encourage all children to wear tennis shoes to enable them to participate in all large muscle activities: tricycle riding, climbing, running, etc. Open toed shoes, flip flops, party shoes and shoes with slick soles are not adequate for these activities.
ALL ITEMS SHOULD BE WELL MARKED OR LABELED WITH YOUR CHILD'S FIRST AND LAST NAME.

Cultural Traditions/Holidays

Our child-centered approach to learning and meeting the individual needs of children is infused into every aspect of our work, including our goal to honor the cultural diversity and individuality of children and families.

We strive to honor children's cultural traditions/celebrated holidays for the following reasons:

- To promote connections and support the experiences of children, their families, and staff in the program;
- To celebrate both similarities and differences in children's lives, thus promoting acceptance thereof;
- To stretch children's awareness and empathy; and
- To teach children to think critically about anti-bias and promote activism.

Because cultural traditions/celebrated holidays vary from family to family, and are experienced first in the context of a child's home environment, our program will honor those days or events that are important for the children/staff in individual classrooms.

As we approach a cultural tradition or holiday your family celebrates, please discuss with your child's teacher your interest in visiting the classroom to share a family or cultural tradition/holiday. Please share your request in advance of your planned presentation, to give teacher's time for review and planning.

We require that presentations be: age-appropriate, culturally sensitive, and nutritionally sound (if food is involved-see our nutrition policy). Presentations may not: contradict our program philosophy.

We invite you to have a conversation with your child's teachers about making a presentation. Our teachers are an excellent source of guidance. We appreciate your active participation in our program.

Considering Religion

Holidays will be observed in a secular way, but may briefly and generally explain the religious story behind the holiday. If we have children in the program who do not celebrate any holidays, we will work with all families and staff to come up with a plan for the holidays that meet their children's needs so they are not left out. ECCES refrains from religious instruction and worship.

Birthdays

Birthdays mark the passage of time and can highlight special relationships among people. Our birthday policy is based on our attempt to honor our families who come from many backgrounds, cultures and belief systems. In addition, we wish to provide children with only nutritious foods in accordance with the Centers' Nutrition Guidelines.

If you would like to celebrate your child's birthday in the classroom, please let the teachers know in advance. Each classroom has a unique way to recognize this special occasion by including it in their daily schedule in ways that all children can participate.

Some classrooms have strict allergy guidelines, therefore please consult with classroom teachers in advance if you would like to send a nutritious treat to share with your child's classmates. This is for the safety of all of the children. Ask your child's teacher's for suggestions. Parents are always welcome at their child's birthday celebration.

If a birthday is to be celebrated away from school and the entire class is not invited, please mail the invitations. If the entire class is invited, you may distribute the invitations into the classroom Parent Mail Slots. Our center will not distribute mailing lists or phone numbers.

Photos, Videos, and Social Media

The posting of confidential and identifying information about the children, parents, or staff at the Center on social media (e.g., Facebook, Instagram, Snapchat, Twitter, etc.) is strictly prohibited.

As with the use of social media, the publication of photos from the Center, whether online or otherwise, is generally prohibited without prior approval from the Director. Staff may take pictures of the activities in their classrooms to share with the families of the children in our care on Parent Square or as appropriate (to document a child's progress, etc. in portfolios). Some families have chosen to restrict photograph permissions of their child(ren). These restrictions will be noted in each child's portfolio.

Workforce members are expected to adhere to UC compliance requirements and the University of California Ethical Guidelines, the UC Santa Barbara Code of Conduct, Conflict of Interest policies, University HIPAA policies, and The NAEYC Code of Ethical Conduct when using or participating in social media. All rules that apply to other UC Santa Barbara communications apply here, specifically: respecting families, children, and one another; protecting

confidentiality, privacy and security; and safeguarding and proper use of UC Santa Barbara assets.

Cell Phones

Our classrooms are a cell phone-free environment for all adults, including staff and families. We ask parents not to use cell phones at arrival or departure times in order to maximize opportunities for parent-child and staff-parent communication. This allows teaching staff to share critical daily information about children without the distraction or interruption of cell phones. A parents undivided attention at arrival and departure is also a great way to build children's sense of importance and family attachment.

Your cooperation with our cell-phone free policy is GREATLY appreciated by staff and your children.

Babysitting

The teachers in our Center are professionals. As such, we expect the teaching staff at ECCES to abide by the Code of Ethical Conduct as set forth by the National Association for the Education of Young Children. This principle reads:
"We shall not use our relationship with a family for private advantage or personal gain, or enter into a relationship with family members that might impair our effectiveness in working with children."
We ask for your cooperation and support by refraining from asking any of our teaching staff who may be working in the Center to provide care for your children at any time other than when they are in the Center. We understand the level of comfort that you feel with the teaching staff and how hard it is sometimes hard to find quality after-hours care; but, we also know that you expect excellence and high quality from our Center and we expect it of ourselves. Your support helps us achieve those goals.

Family Communication/Partnership

Please let your child's teacher know if you would prefer communication in a language other than English or through translation.

Family/Center Communication

At ECCES, we strive for clear and open communication between families, staff, and children. Please communicate directly with the teaching staff if you have a question regarding the classroom or your child. If you would like extra support in communication, please loop the Program Coordinator into your discussion.

It is the parent/guardian's responsibility to read all written communications from the teaching staff and the ECCES administration, including posted signs, newsletters, emails, and personal

communications, and to respond when necessary. The following paragraphs detail our forms of communication. Additionally, families should notify ECCES, in writing, of any important changes or information regarding their child's health, attendance, schedule, etc.

Informal Daily Chats

Check in with your child's teacher every morning at drop off time and pick-up time at the end of the day to connect with the teacher. It is important for us to be aware of any information that may affect your child's day at school. Please feel free to call us at any time to check on your child.

Child's Daily Report

In order to provide information specific to your child's day, classroom teachers complete a daily log. Infant, Toddler, and Preschool teams use different formats for such a log: a daily sheet, notebooks, and classroom bulletin boards.

Documentation Boards

Each classroom displays children's work, pictures of children in daily activities, and quotes made by children. Looking at these boards with your child is a good way to discuss, "what did you do at school today?"

Conferences/Progress Reports

Parent-Teacher conferences regarding your child's progress are conducted twice per year. Progress reports are written and the information is shared about the individual child. At any point in the year, you can request a conference if you have questions or concerns about your child's development.

Parent Bulletin Board

Bulletin Boards at each center are an important means of communication. They are used to display newspaper and magazine articles, ECCES Parent Council information, community activities, health and safety updates, and other information of interest to parents.

Multimedia Communication

ECCES uses several means of multimedia communication, in order to share center information, news and events with families (as well as emergencies and closings):

- ParentSquare: Provides a simple and safe way for everyone at school to connect (e.g. classrooms and groups such as the parent council) Families that sign up are able to receive school and classroom communication via email, text or the ParentSquare app, view the school and classroom calendar, and RSVP for events.
- Easily sign up to volunteer for classroom events/activities and for parent-teacher conferences.
- Parent E-Mail Listserv: Parents are asked for an e-mail address upon enrollment to be a part of this e-mail listserv for center announcements and reminders.

- Website: Visit our "Currently Enrolled Families" page at: https://childrenscenter.sa.ucsb.edu/CurrentlyEnrolled/index.aspx with links to guides & handbooks, center calendar, meal menus, frequently used forms and other important center communications.

Parent Engagement

We support and encourage parental involvement in the program and activities at ECCES. Social gatherings are planned several times a year to provide families with an opportunity to become more familiar with each other and the Center.

Classroom Involvement

ECCES is open to parents for visits and we welcome helpers for field trips, lunch visits, or special occasions. If you have a special talent (music, art, cooking) please speak to the classroom teachers or would enjoy volunteering on an occasional basis, your child's class would be greatly enriched by this special time. In addition, each classroom has Parent Representatives who serve as liaisons between the Parent Council and the individual class and help promote classroom family involvement. Let your child's teacher know if you would like to serve as a 'room rep' or desire more information about the position.

Parent Council

The Parent Council serves as a channel for interested parents to become involved in the decision-making policies at ECCES. Meetings are held monthly and are open to all families. Families may become members of the ECCES Parent Council when their child enters school. This group is an integral part of the operation of the Centers and the decision making process, including the creation of Center policies and procedures. Activities sponsored by the Parent Council's fundraising efforts include: enrichment activities for the children, contributions to classroom petty cash, social gatherings, parent education, etc…

This creative, and energetic group represents a major resource and support system for the Centers and family support for the Council is a vital part of providing an outstanding program for all children and families served.

Campus Childcare Advisory Committee

This committee is open to University faculty, staff and students, and advises the Vice Chancellor of Student Affairs on all issues pertaining to child care and the role the University plays in providing this service to the University community. Please let the Director know if you are interested in serving.

Family Support and Educational Programs

ECCES sponsors educational meetings each year. Suggested topics may be discussed with the Parent Council and often the meetings are co-sponsored by the Council in conjunction with

their monthly meetings. Smaller meetings centered upon topics of interest to the group may also be offered.

Conflict Resolution

In any community, and in the routine and regular process of daily living, there are inevitable situations or conflicts that are potentially negative for individuals or for the community. It is critical that long before conflict arises, an environment already exists that fosters mutual respect, tolerance, and clear, honest communication. The emotional health of a center is determined not by the absence of conflict, but by its quick and intelligent resolution.

ECCES is committed to responding to all family grievances within a 24-hour period and to resolving those grievances as quickly as possible.

Concerns and grievances are most effectively addressed within the center. If a specific classroom concern arises, you should discuss the issue with the appropriate teacher. We encourage you to discuss more general center concerns with one of our Program Coordinators, who will involve staff members as needed.
Preschool: Michael Peterson at mjp@ucsb.edu
Infant/Toddler (OFCC): Jenny Greaney at jennyd@ucsb.edu
Infant/Toddler (UCC): Marina Nolte at mnolte@ucsb.edu

If you feel that your problem is not yet resolved, you may then wish to speak with the Director, Annette Muse at annettemuse@ucsb.edu

If concerns are not satisfactorily resolved at this level, Assistant Vice Chancellor, Student Academic Support Services, Lupe Navarro Garcia at navarrogarcia@ucsb.edu is available to pursue the matter further.

Student, staff or faculty families may also take unresolved issues to the UCSB Office of the Ombuds at www.ombuds.ucsb.edu.

Uniform Complaint Procedures

It is the intent of ECCES to fully comply with all applicable state and federal laws and regulations. Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding any ECCES alleged violation of federal and/or state laws. This includes allegations of unlawful discrimination (Education Code Sections 200 and 220 and Government Code Section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance. Complaints must be signed and filed in writing with the State Department of Education: Child Development Division, Complaint Coordinator, 1430 N Street, Suite 3410, Sacramento, CA 95814

Health and Wellness

In considering a child's readiness to attend the program each day, we look at a variety of factors. Although fevers and rashes are obvious symptoms, we also consider the child's ability to participate as a member of an active group of children throughout the course of a busy day. To protect the health and wellbeing of children and teachers, we must insist that children who are ill remain at home for a complete day (a minimum of 24 hours) after all symptoms and signs of illness have ceased. This allows for a clear picture of the child's health and provides much needed time for your child to rest and rebuild their body strength and immunities. To be considered symptom free or to have a normal body temperature, your child may not be taking fever reducing medications. These medications artificially alter your child's temperature and potentially mask continued illness.

Additionally, a child who is under-immunized based on the state guidelines (i.e. has an approved exemption from particular vaccines) will be promptly excluded from the program if there are distinct signs of an illness or disease that is preventable with a vaccine. The Center(s) will require a note from a physician in order for the child to re-enter the program.

Child Illness

In an effort to limit the sharing of communicable diseases, please help your child wash his/her hands when entering the classroom each morning . We also ask that you evaluate your child's health before sending them to school in the morning to ensure they are able to participate fully in the day's activities.

Morning Health Check

Children will not be allowed to remain at school if they exhibit the following symptoms:

- Fever (100 degrees, regardless of the method)
- Signs or Symptoms of illness (e.g. persistent crying with extreme irritability uncontrolled coughing, difficulty breathing, wheezing, lethargy, runny nose accompanied with fever, drainage from eyes in conjunction with redness)
- Diarrhea or vomiting within 24 hours.
- Sore throat with fever, mouth sores with drooling.
- Unidentified rash.
- Head lice/nits

Additionally:

- Children should <u>not</u> have taken a fever reducer OR pain relieving medication within 6 hours upon arrival (ex. after an infection, for teething pain, or immunization pain relief)
- If a child has been sick with an infection and antibiotics have been prescribed, they must be administered a least 24 hours before returning to school

If a child becomes ill while at school:

- An adult on the emergency list will be notified to pick the child up.

- We ask that for your child's comfort and to reduce the risk of contagion, children be picked up within 1 hour (or sooner, if possible) of notification.
- Until then, your child will be kept comfortable and will continue to be observed for symptoms.

Returning to the Center After Illness

Children need to remain home for 24 hours without symptoms before returning to the program. This means that the child needs to remain out of the center for the remainder of the day he/she is sent home and the following day (if a child is sent home on Friday, he/she may return on Monday), unless the center receives a note from the child's medical provider stating that the child is not contagious and may return to the center. In the case of a (suspected) contagious disease, rash, or continuing symptoms, a note from the child's medical provider may be required before returning.

Children who have been excluded may return when:

- They are free of fever, vomiting, and diarrhea for a full 24 hours.
    - Readmission after diarrhea can occur when diapered children have their stool contained by the diaper (even if stools remain loose) and when toilet-trained children do not have toileting "accidents."
- They have been treated with an antibiotic for a full 24 hours.
- They have been isolated at home 5 full days after testing positive for COVID-19 (Day 0 is the first day of symptoms.) and symptom free.
- They are able to participate comfortably in all usual program activities, including outdoor time.
- They are free of open, oozing skin conditions and drooling (not related to teething) unless:
    - The child's medical provider signs a note stating that the child's condition is not contagious.
    - The involved areas can be covered by a bandage without seepage or drainage through the bandage.

If a child is excluded because of a reportable communicable disease, a note from the child's medical provider stating that the child is no longer contagious and may return is required. The final decision whether to exclude a child from the program due to illness will be made by the Program Administration.

Medication Administration

Every child has an occasional need for medication. We encourage you to discuss with your child's medical provider dosing schedules or once-a-day regimens that can be administered at home. You are also welcome to come to the center to administer medication to your child during the day. When such options are impractical, the center can be authorized to administer

medications to your child. California Community Care Licensing (CCL) regulations permit child care providers to administer medications under the following conditions:

- All prescription and nonprescription medications must bear the child's name and date.
- All medications must be administered according to the label direction.
- Permission and instructions must be provided by the parent/guardian for each medication.
- The instructions should not conflict with the label directions and will be filed in the child's record.
- Non-prescription medication necessary will also require a written order from the child's health care provider.
- Doses will be tracked on an Administration of Medication log; all unused medications will be returned to parents/guardians
- We ask that the first dose of any new medication be given at home to note any side effects.
- All medications must be handed directly to a classroom Teacher. Please do not leave medication—including ointments, lotions,vitamins and lip balms—in lunch bags, backpacks, or a child's cubby.
- All medications are stored in a safe manner, inaccessible to children, while allowing for quick access by staff.

Please note that all staff participate in a Medication Administration Training provided by UCSB Student Health annually.

All medications (including non-prescription, ointments, sunscreens, insect repellants, and remedies for diaper-rash) will require a parent's or guardian's signed Authorization for Administration of Medication form (available in classrooms).

Designated staff members will administer medication according to the "five rights": the right patient, the right drug, the right dose, the right route, and the right time.

Medication for Chronic Conditions

Children with chronic illnesses such as severe allergies or asthma must have an individualized health care plan on file from the child's medical provider. The use of an epi-pen, inhaler or nebulizer requires a Special Health Care Needs Plan (available from classroom/front office) and staff training; a physician's signature is required as well as training in the use of the inhaler/nebulizer by the parent/guardian before its initial use. New medications, those not included on the child's individualized care plan, or changes to doses or instructions for existing medications are subject to the general medication rules (above). Information must be updated annually.

Non-Prescription Topical Ointments

Before center staff can administer any non-prescription topical ointments (e.g., diaper cream, sunscreen, Vaseline, lip balm, and other ointments free from antibiotic, antifungal, or steroidal components) to a child, ECCES requires written authorization signed by the parent/guardian. The parent/guardian should provide a completed Topical Medication Consent (available in classrooms) and instructions (precise dosage, times to be administered). Duration of administration cannot exceed one year.

Homeopathic/Herbal Medications

Before center staff can administer any form of homeopathic or herbal medications, ECCES requires written authorization signed by the parent/guardian and the child's medical provider. The parent/guardian should provide a completed Authorization for Administration of Medication form along with instructions (precise dosage, times to be administered, start date and end date, method), and the medication in the original container, labeled with the child's full name.

Meals and Nutrition

Eating together at school is a pleasant community building experience that allows time for conversation, socializing and promoting self help skills. It is an important goal of the program to provide the children with nutritious and well balanced meals and snacks while attending the Center. This commitment is reflected in the snack and lunch menu as well as in the cooking projects that take place in classrooms and social gatherings with families.

ECCES provides nutritious , morning and afternoon snacks for all children. Lunches, through the Centers' food program, are delivered daily to any child eligible through the Child and Adult Care Food Program (CACFP). We participate in the CACFP and follow all CACFP guidelines. We emphasize whole grains and avoid processed sugar. Whenever possible, produce may be organic. We attempt to provide meals from a variety of ethnic backgrounds, reflecting the diversity of our families. Menus are posted monthly in the program and sent to families via ParentSquare.

Food Offerings

1) Whole or minimally processed, nutrient-rich foods;
2) Age appropriate servings (portion sizes);
3) Foods that are low in fat, added sugars, and sodium;
4) A variety of fruits, vegetables and whole grains;
5) Whole fruits and vegetables in place of juice.

We offer free access to self-service water throughout the day and at meal times.
We follow the American Academy of Pediatrics recommendations for introduction of solid foods, snacking, healthy beverages and actions to foster self-feeding.

Special Dietary Concerns

We require that parents provide physician's documentation of any special needs related to a child's ability to eat and/or meet nutrition requirements. We require that parents provide physician's documentation of any food allergies a child may have using the "Medical Statement to Request Special Meals and/or Accommodation form available at http://www.cde.ca.gov/ls/nu/sn/fm.asp

We encourage parents to share with us how their culture and/or religion may affect their child's food choices. For non-medical diets, such as vegetarianism, our organization requires parents to provide written instructions on food choices, including both foods that can be eaten and those to avoid or eliminate from the child's diet. We may ask that parents provide supplemental food to accommodate these requests.

U.S. Department of Agriculture Non-Discrimination Statement

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

If you feel you have experienced discrimination based on race, color, national origin, gender, religion, age, disability, or political beliefs, we encourage you to talk to our Civil Rights Coordinator, Mia Anne Shellabarger at shellabarger@ucsb.edu

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html or at any USDA office, or call (866) 632-9992 to request the form. Send your completed complaint form or letter to: U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 by fax (202) 690-7442 or email at program.intake@usda.gov .

Foods Brought from Home

Foods and beverages brought from home must be packaged in a spill-proof container and clearly labeled with the child's name. Foods and beverages brought from home shall not be shared with other children.

Lunch Suggestions

Dairy Products: Yogurt, string cheese, cheese cut into new shapes (wedges, strips, etc.), cream cheese (on celery or rice cakes), cottage cheese

Fruit: Grapes (cut lengthwise to prevent choking), melon, apple slices, dried fruit such as apricots or apples, fruit salad combo, applesauce (no sugar added), fruit leather

Meat or Alternative: Fish, lean meat and poultry, hard-boiled egg, cheese (slices, cubes, or string cheese); meat (cut up deli meat, leftover shredded chicken or beef), beans, soy products, such as tofu, and seed butters

Vegetables: Diced veggies with a small container of dip, mashed sweet potato and nut butter, stuffed celery, halved cherry tomatoes, sliced cucumbers, thawed frozen peas or corn, roasted veggies, thawed edamame

Bread Products: Tortillas, pasta, pancakes, whole grain crackers, oatmeal, ready-to-eat breakfast cereals that are whole grain

Instead of Sandwiches: Tortilla roll ups, egg muffins, pizza, wraps, whole grain pita wedges w/ hummus, leftover pancake or waffle sandwich w/ seed butter

Beverages: Water, milk, 100% fruit juice, etc. (If packed frozen, beverages are nice and cool by lunch time).

Food Guidelines

The following food guidelines are in place because particular foods are associated with choking incidents. Food that is round, hard, small, thick and sticky, smooth, compressible or dense, or slippery tend to be involved in most choking accidents.

Never Foods

- Whole hot dogs or hot dogs cut into sliced rounds (lengthwise is ok)
- Whole grapes, whole cherry tomatoes (sliced in quarters or lengthwise is ok; round slides are not ok)
- Any type or size of nut or seeds:
    - Spoonful of nut butter
    - Nuts, popcorn
- Any type of pretzel, chips, hard candy or marshmallows
- Chunks of raw carrot (raw carrot sliced lengthwise is ok)
- Meat, larger than can be swallowed whole
- Chewing gum

For infants and toddlers: all foods need to be cut into pieces no larger than ½ square inch for infants

Infants (3mo - 1 Year)

Feedings are a special time that infants and caregivers enjoy together. They provide opportunities for undivided attention and warm interactions. Young infants are bottle fed in their caregiver's arms. When infants are able to get into a sitting position by themselves, they

start eating at small tables. The introduction of new types of food and eating utensils is discussed individually with each family.

Parents are responsible for providing all meals and snacks for infants less than one year of age. Baby cereal, baby crackers and food jars should be provided as needed. Do not include honey or peanut butter in your infant's lunch. Each child has a designated area in the refrigerator and kitchen cupboard for storage of food supplies. All opened foods are taken home at the end of each day.

Breastmilk or Formula

Mothers who breast-feed are encouraged to come to the Center to do so; a nursing room is available for families who prefer privacy. Please introduce bottle feedings at home before your baby starts taking a bottle at the Center to help the transition to Center feedings in your absence.

ECCES supports breastfeeding by accepting, storing, and serving expressed milk. We accept milk in ready-to-feed bottles, labeled with the infant's full name and date. Milk can be stored in our refrigerator for up to 24 hours and up to 3 months in the freezer. The teachers will discard, after 1 hour, any formula, breast milk, or other liquid that is served but not completely consumed. Please bring breast milk or formula in small quantities to minimize waste (American Academy of Pediatrics). If formula or breast milk needs to be warmed, it will be warmed in water at no more than 120 degrees Fahrenheit for no more than 5 minutes (frozen breast milk will be thawed in cold water first).

Diapering

It is the parent's responsibility to provide diapers for their child. Each child has their own clearly labeled cubby to hold their change of clothes, diapers, etc. Diapers are visually inspected at least every two hours, when a child wakes from nap, and whenever the child indicates discomfort or exhibits behavior that suggests a soiled or wet diaper. The diaper changing mat is cleaned and disinfected between each diaper change, and hand washing of the childcare provider and child is performed after each diaper change.

(See the Medication Administration for information regarding the use of diaper cream.

Toilet Learning

ECCES educators will work in partnership with families to create toileting plans that reflect family culture and values, the child's individual needs and our approach to living and learning at ECCES. Teaching staff will make diaper changing a valuable, positive time to interact with children and will track diaper changes, providing this information to parents on a daily basis. Toddler and Preschool classrooms have access to a bathroom that meets licensing standards for young children. Children will be able to use the bathroom in an unregimented fashion. In addition, teachers will invite children to use the bathroom before leaving the building for

outdoor trips or play, before lunch, before naptime and following wake-up from nap. After each time of using or attempting to use the toilet, teachers will ensure that children thoroughly wash their hands with soap and water. Procedures will be posted in each classroom.

The following guidelines will be followed:
• Children will be supervised during toilet learning, and will be encouraged for their efforts and accomplishments.
• Toilet learning will not be coerced. The individual developmental abilities of each child will be considered. Children will not be punished emotionally or physically for soiling, wetting, or not using the toilet.
• Families will provide sufficient extra clothing for their children to change into in the event of a toileting accident. Any extra clothes that are worn home should be replaced the next day.
• Families will be kept advised of their child's progress on a regular basis according to family wishes.

Nap and Rest

In California, licensing regulations require that "all children shall be given the opportunity to nap or rest without distraction or disturbance from other activities at the center". Naptime is a warm and relaxing time of the day for children and caregivers. Children generally start their rest time between 12:30 and 1:30, and get up between 2:00 and 3:00, depending on the age group.

Families provide bedding, a sheet and blanket, stored in a pillow case. Families are expected to take bedding home at the end of each week and for laundering. Each child has their own mat or crib that is labeled with their name. Children nap in their classroom. If not able to provide 3 feet of space, nap mats are arranged alternate head to feet. Blinds are left partially open to provide enough light to allow for supervision and for safety. Children remain in sight and hearing of a staff member at all times during napping.

Special requests and changes in nap routine will be discussed between parents and teaching staff.

Pacifiers

If a family chooses to use pacifiers with their infant, written permission and instructions from the child's parent are noted on the Infant Family Information Sheet - Child Needs and Services Plan. Every morning, parents provide the center with clean and sanitized pacifiers, labeled with their child's name using a waterproof label or non-toxic permanent marker. Staff inspect pacifiers before use; if there are any cracks or fluid is visible in the nipple, the pacifier is not used. Pacifiers with attachments are not allowed; pacifiers should not be clipped, pinned, or tied to an infant's clothing or body part (wrist, neck, etc.)

If an infant refuses the pacifier, they will not be forced to take it. If the pacifier falls out of the infant's mouth, it does not need to be reinserted. Pacifiers go home every night to be cleaned and sanitized by the parents; AAP recommends using a dishwasher or in boiling water to sanitize. Caring for Our Children Third Edition, 2011-12, Standard 3.1.4.3

Children's Hygiene

Hand washing is an important tool in our mission to keep children safe and healthy. We begin teaching proper hand washing to children as early as the infant program. Teachers and children wash their hands before and after meals, when using the toilet or having a diaper changed, after playing outside, handling pets, and entering the classroom. We ask that you help by having your child wash their hands when they enter the classroom each day.

We request that you trim your child's nails on a regular basis. This aids in prevention of disease and is also in keeping with our safety practices at the Center.

Cleaning, Sanitizing, and Disinfecting

The routine frequency of cleaning, sanitizing and disinfecting of all surfaces in the children's Center follows the guidelines recommended by the NAEYC Accreditation Health Standard (American Academy of Pediatrics, 2011).

The Infant Toddler Center follows accreditation and state licensing requirements for sanitary disposal of soiled diapers (i.e. the soiled diapers are held in a closed container out of the reach of children and the diaper changing area is disinfected after every use).

Smoke-Free and Tobacco-Free Policy

As of January 2014, the entire University of California system is smoke-free and tobacco-free. Smoking, the use of smokeless tobacco products, e-cigarettes, and unregulated products will not be allowed on UC-owned or leased properties.

UC Santa Barbara is committed to providing students, faculty, staff, and visitors with a smoke-free and tobacco-free environment. Under the authority of California Government Code 7597.1, smoking and the use of all tobacco products, the use of smokeless tobacco products, and the use of unregulated nicotine products (e.g., "e-cigarettes") are prohibited anywhere at all indoor and outdoor spaces managed by UC Santa Barbara.

Emergency Procedures and Policy for Maintaining Safety

Purpose

To provide a policy through which appropriate and efficient practices are carried out in the event of an emergency. This policy supports, and should be read in conjunction with, UCSB's Campus Emergency Response flip chart located in classroom emergency backpacks or online at: http://www.emergency.ucsb.edu/emergency-response-procedures

Objective

To ensure that:

- A safe environment is provided for all children, staff, and families at ECCES.
- Staff respond to emergency situations with consideration to the needs of the children.
- Appropriate procedures are in place to effectively manage emergency situations at ECCES, and processes for the identification and management of emergencies and subsequent evacuation or lockdown procedures are implemented.

Community Care Licensing

ECCES is licensed by the California Department of Social Services, Community Care Licensing Division. Community Care Licensing (CCL) regulations outline required health and safety, environment, facility and administration requirements that must be followed by all child care programs. Each time an analyst visits the center, there is a "Notice of Site Visit" which informs everyone that there was a visit and if there were any violations found and if so, which type. These notices are posted on the communication board in the front entrance. To learn more about the California licensing regulations, please visit their website: https://www.cdss.ca.gov/inforesources/child-care-licensing

Security

Security is of our utmost concern. We pay careful attention to all the adults who come and go at the Center(s). The school office/reception staff should be informed of all prearranged visitors to the Center(s). All visitors must report to the office first and should not enter the Center(s) via any other entrance. All visitors must sign the Visitors' Book on arrival and departure, located at the front office. All visitors wear a visitor's badge to identify themselves to staff. Teaching assistants, observers, and researchers wear an identification tag while at the center. University facilities employees are in uniforms.

If an adult is on the grounds without an identification tag, staff should be informed immediately.

The exterior gates to play yards are locked during all business hours, when children are present. Please use only the main entrance to enter and leave the building.

Supervision Policy

These guidelines are a combination of ECCES, NAEYC, and CDE policies to ensure the safety and supervision of children.

As teachers of young children, ECCES makes every effort to ensure the basic care and safety of those children. Staff members should know how many children are in their care at all times, including time spent in any area of the center, as well as outdoors. All children are to be fully accounted for at all times.

NAEYC Criteria

- Teaching staff supervise infants and toddlers by sight and sound at all times. (NAEYC Criteria 3C.9)
- Teaching staff supervise preschool children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (eg., those who can use the toilet independently, who are in a library area, or who are napping). (NAEYC Criteria 3C.12)

Staff / Child Ratios

Funding received from the California Department of Education to serve low-income families requires ECCES to meet Education Code (Title 5), staffing requirements that exceed those in Community Care Licensing regulations (Title 22). Title 5 requires that for the majority of the day we maintain a 1:3 adult –to-child ratio in the infant rooms, 1:4 adult–to child ratio in the toddler rooms; and 1:8 adult-to-child ratio in the preschool. Our classrooms are typically staffed with two fully qualified teachers, and one paid teacher assistant. Infant classrooms are staffed with three fully qualified teachers and one paid teacher assistant.

Protocols for Keeping Track of Children

Teachers shall account for all children at every transition (back and forth to the playground, walks and field trips) by verifying names and notating such on the Transition Tracking Sheet. The count will be verified on the Tracking Sheet and initialed by the teachers involved.

Active Supervision

Active supervision is a set of strategies for supervising infants, toddlers, and preschool children. These strategies work together to create an effective approach to child supervision.

- Set up the environment to supervise children at all times. This may include developing and posting a daily classroom schedule for children, teachers, substitutes, and volunteers to follow that helps to keep the day predictable. The height and arrangement of classroom furniture and outdoor equipment should be considered to allow effective monitoring and supervision of children at all times.

- Position staff to see and reach children at all times.
- Scan the environment, including assigned areas of the classroom or outdoor area, and count the children. Staff need to communicate with each other so everyone knows where each child is and what each one is doing. This is especially important in play areas and on the playground when children are constantly moving.
- Listen closely to children and the environment to identify signs of potential danger immediately. Listen to and talk with team members, especially when a staff person or a child has to leave the area, so that staff knows where other staff are located.
- Anticipate children's behavior to give children any needed additional support, especially at the start of the school year and during transitions. Children who wander off or lag behind are more likely to be left unsupervised.
- Engage and redirect when children are unable to solve problems on their own. Offer different levels of assistance according to each individual child's needs.

Parent Supervision

Parents are responsible for the safety and well-being of their child(ren) any time in which you are together at the center (Parent Programs, drop-off, and pick-up times), but ECCES staff will step in if we feel a child is exhibiting an unsafe practice.

- Please do not allow your child to wander or run off anywhere in the center without you. It is imperative that children are always supervised.
- When entering and exiting the building, your child must remain with you at all times. They should not run ahead to their classroom or run out the front door without you. Children should never be outside of the building without direct adult supervision.
- Please monitor your exiting to ensure other children are not following you.

Additional references:
Please refer to *ARRIVALS AND DEPARTURES, page 9*
Please refer to *FIELD TRIPS, page 24*
Please refer to *NAP AND REST, page 34*

Yard Safety Checks

Before children are allowed on the playground, Center staff check for potential safety hazards. If anything is found (glass, nails, animal droppings, other hazards) it is disposed of appropriately. Playground equipment is assessed to ensure that there are not sharp edges or points that can cut or break open the skin. Other general maintenance concerns that can be potentially hazardous to children are communicated to a Program Coordinator immediately. Findings and actions taken are documented on a Daily Yard Safety Checklist.

Procedures for Typical Injuries

Children will always be under the supervision of a teacher who has completed a Pediatric first aid course and a CPR course (within the last two years). If your child is injured while in our care,

an incident report form will be filled out, noting the time of the injury, what happened, how the injury was treated and by whom. This report will be given to the family at time of pick up. A copy will also be put into the child's classroom file.

ONLY teachers with First Aid Certification will tend to a child with an injury. We are limited to standard first aid procedures and we will not apply anything other than soap and water to a cut and ice to a bump or bruise.

If you do not find an explanation for an injury, do not hesitate to ask a classroom teacher. If an injury requires treatment beyond what can be provided at school, you will be contacted. In the event that a parent or approved guardian cannot be contacted, we will call the people that you have listed as an alternate in case of emergency on the Emergency Contact Form. If medical attention by a physician is required and we have been unable to contact any of the people you have listed, we will call 911. In the event of a more serious, or life threatening injury we will always call 911 first, then attempt to contact you or your list of available contacts.

ECCES is required by licensing to report injuries that result in a doctor's visit to licensing the day the injury occurred (if possible). Please help us comply with this regulation by keeping us informed of any necessary follow up. ECCES is unable to comply with requests from families to cover medical costs in the case of injury, regardless of a family's medical insurance status.
If your child has an injury that requires follow up attention (eg. stitches, a cast, concussion, etc.), regardless of whether or not the injury occurred at ECCES, we will need a note from a doctor or nurse describing any factors we might need to be aware of or behavior restrictions while your child is at school. For example, if your child has an arm cast, the note might say: the child should not get the cast wet or use his/her hand for fine or gross motor activities until X date. However, X activities are fine for the child to participate in. Or, if there are no restrictions, the note can state that.

Biting

Biting is a typical behavior often seen in infants, toddlers, and 2-year olds. As children mature, gain self-control, and develop problem-solving skills, they usually outgrow this behavior. While not uncommon, biting can be an upsetting and potentially harmful behavior.

Why do young children bite?

Some children bite instinctively, because they have not developed self-control.. But there are many other reasons why children may bite:

- Relieve pain from teething.
- Explore cause and effect ("What happens when I bite?").
- Experience the sensation of biting.

- Satisfy a need for oral-motor stimulation.
- Imitate other children and adults.
- Feel strong and in control.
- Get attention.
- Act in self-defense.
- Communicate needs and desires, such as hunger or fatigue.
- Communicate or express difficult feelings, such as frustration, anger, confusion, or fear ("There are too many people here and I feel cramped").

Biting Prevention

There are a variety of things that can be done to prevent biting. At ECCES we do our best to:

- Have age-appropriate expectations for behavior based on current skills and abilities.
- Make sure schedules, routines, and transitions are predictable and consistent. Try to do things in the same way and at the same time. Young children thrive when they know what will happen next.
- Offer activities and materials that allow children to relax and release tension. Some children like yoga or deep breathing. Offer playdough, foam balls, bubbles, soft music, and other stress-reducing items.
- Use positive guidance strategies to help children develop self-control. For example, offering gentle reminders, phrased in a way that tells them what behaviors are expected.

How to Respond When a Child Bites

When dealing with a biting child teachers will:

When a child bites at school, teachers immediately help the child who has been hurt. By first attending to the hurt child, teachers are not giving attention to the child who bit. This lets the child who bit know that if they want to get someone's attention, this way did not work. Teachers also include the child who bit in caring for the hurt child as much as possible. This may include letting them get an ice pack, carry a bandage, offer a hug, hold a hand or bring them a stuffed animal. By including them, they see the result of their actions, learning how to solve problems and help friends. After the situation has calmed down, teachers might talk about what happened and offer ideas on what she can do the next
time she feels like biting. Teachers might also put books in the library about biting to read.

When a bite occurs:

1. Area will be rinsed thoroughly
2. Bite will be monitored
3. Parents will be notified by telephone. If the skin has been broken we recommend that the child's pediatrician be notified.

4. An Incident Report will be written and provided to family upon pick up. . The parents of the child that did the biting will also be informed of the incident. . (Names of the children involved in the incident are kept confidential. Only facts will be stated on the report).

Additional steps:

- Families will be informed of the manner in which staff will work with a child who is biting
- Clear suggestions will be provided for parental follow-up at home
- Staff will be educated regarding how to work with biters
- Outside consultation will be sought out if necessary (this action step will more commonly be provided with preschool aged children)

First Aid Supplies

There is a cabinet with first aid supplies in every classroom. There is also a shelf on every play yard with a first aid kit. Additional first aid supplies are also available in classroom emergency backpacks. Backpacks are taken anytime a classroom goes off site or needs to evacuate the Center due to an emergency/drill. There are also "Ready to Go" emergency kits in waterproof backpacks located in each play yard. These have supplies that can be used immediately in case of an emergency that requires us to evacuate the Center. Designated Emergency Yard Leaders are responsible for making sure that the "Ready to Go" kits are taken in the event of an emergency that requires evacuation.

In the case of a prolonged evacuation additional supplies are stored in Knaack boxes at each Center. Supplies include water, flashlights and batteries, food supplies, diapers, wipes, and extra large plastic bags which can be used for trash, blankets, etc.

Classroom first aid supplies and backpacks are checked monthly by Classroom Teachers to ensure contact information and supplies required are present.

Fire and Earthquake

Staff explain to the children that when they hear the fire alarm or noise, they must get up quickly and leave everything behind. The children are instructed to follow the adults outside to the designated meeting place at the outer fence. Attendance lists and emergency backpacks are brought outside by an adult. Once everyone is accounted for they remain at the outer fence until clearance or further instructions are given from the DSR, Director and/or Program Coordinator.

In the event of ground movement the following procedures will be carried out. Children will be directed to "DROP, COVER and HOLD" and remain that way until the earth stops moving – additionally childre will be told to stay away from windows, bookcases, and filing cabinets. Children will be talked to until it is safe to move.

If outside, children will be instructed to "DROP, COVER, and HOLD," keeping away from glass, bricks, and power lines.

When the earthquake stops, the following procedures will be carried out:

Teachers and staff check themselves and children for any injuries.

Evacuation routes will be checked for damage

Children and staff will be evacuated from building (see Plan for Evacuation of the Center in an Emergency)

Fire and Earthquake Drills take place every month and are recorded in our Emergency Disaster Drill Log.

Air Quality Guidance

About the Guidelines:

- These guidelines are based on the United States Environmental Protection Agency (U.S. EPA) and Centers for Disease Control's Air Quality and Outdoor Activity Guidance for Schools and Wildfire Smoke: A Guide for Public Health Officials. The guidelines are designed to assist in the decision-making process.

- These guidelines are intended to assist ECCES in making decisions when air quality is poor. The Center's closure will ultimately be based on local conditions.

- The impact of smoke depends on the sensitivity of the person and the length of exposure. Children with respiratory or heart conditions are vulnerable to poor air quality and may require extra precautions. Parents to consult with their family health care provider.

Using the Guidelines:

- ECCES will monitor local air quality conditions using the following air quality tracking tool: https://map.purpleair.com
  https://www.airnow.gov/

- ECCES will make decisions about Center activities and closures based on air quality measurements and local conditions, such as the availability and quality of school building air filtration and direct observation of onsite indoor/outdoor air quality.

- ECCES will report any Center closures to Community Care Licensing.

Smoke and health

Smoke contains fine particles and gases known to cause health effects. Smoke generally causes relatively mild symptoms like sore eyes and cough, but can worsen asthma.

Children are more vulnerable to the effects of smoke because they spend more time outdoors engaged in physical activity, have developing airways and breathe more air relative to their body weight. Children with asthma may be more sensitive to smoke.

Steps to decrease the risk

- Identify children who have diagnosed asthma.
- Ask parents to provide staff with their child's up to date written asthma first aid instructions, completed by the child's pediatrician.
- Remind parents to leave the child's reliever medication and spacer with staff and check that it is in-date.
- Monitor air quality and follow health messages.
- Children will spend more time indoors on days that are visibly smoky.
- During COVID, doors and windows will have to remain open during smoky periods for ventilation. To help mitigate potential smoke exposure in the classrooms, air purifiers with a high efficiency particle air (HEPA) filter are able to reduce the number of fine particles indoors.

Air Quality Index (AQI)

The AQI (available at http://www.airnow.gov) is a cumulative indicator of potential health hazards associated with local or regional air pollution. The AQI is divided into six categories; each category corresponds to a different level of health concern. Supervising adults will check the air quality index (AQI) each day and use the information to determine whether it is safe for children to play outdoors.

The six levels of health concern and what they mean are:

AQI Category (AQI Values)	Cautionary Statements	ECCES Recommended Actions for Consideration
Good (0–50)	None	If smoke event forecast, implement communication plan.
Moderate (51–100)	Unusually sensitive individuals should consider limiting prolonged or heavy exertion.	Prepare for full implementation of ECCES Air Quality Guidance It's okay for children to be outside for short periods of time. (1-2 hours) Reduce the intensity of outdoor activities. Teachers watch for symptoms and take action as needed. *Keep doors and windows closed. Teachers are aware of children with asthma and follow individual action plans as necessary.
Unhealthy for Sensitive Groups (101–150)	Sensitive Groups: People with heart or lung disease, the elderly, children, and pregnant women should limit prolonged or heavy exertion. Limit time spent outdoors.	Distribute information to families about exposure avoidance. Children may be outside for limited periods of time. (no more than 1 hour) Reduce the intensity of outdoor activities.

	Avoid physical exertion. People with asthma should follow their asthma management plan.	*Keep doors and windows closed. Operate appropriately sized portable air cleaners to reduce indoor particle levels. Children with respiratory problems like asthma or heart disease should limit their time outside and be encouraged to take extra rest. If you see signs of trouble breathing: • bring the child indoors • follow the child's asthma treatment plan
Unhealthy (151–200)	Sensitive Groups: Should avoid prolonged or heavy exertion Everyone: Should limit prolonged or heavy exertion Limit time spent outdoors.	**Distribute information to families about potential closure. Move all activities indoors. *Keep doors and windows closed. Operate appropriately sized portable air cleaners to reduce indoor particle levels. Children with asthma or other medical conditions that place them at greater risk from smoke should consider staying home. When outdoors, adults in sensitive group should consider wearing – P2/N95 rated face masks that can filter out the fine particles in smoke. However, they are not designed to fit children.
Very Unhealthy (201–300)	Everyone: Should avoid prolonged or heavy exertion and stay indoors, preferably in a space with filtered air.	Distribute information to families about potential closure. Move all activities indoors. *Keep doors and windows closed. Operate appropriately sized portable air cleaners to reduce indoor particle levels. Children with asthma or other medical conditions that place them at greater risk from smoke should stay home. When outdoors, adults should wear – P2/N95 rated face masks that can filter out the fine particles in smoke. However, they are not designed to fit children.
Hazardous (> 300)	Everyone: Should avoid any outdoor activity, and stay	

	indoors, preferably in a space with filtered air.	

*Exception during COVID-19 pandemic whereas doors and windows are to remain open for adequate ventilation

**During COVID-19 pandemic the Center could potentially close if AQI is in the "Unhealthy range" due to the fact that doors and windows have to remain open. Indoor air quality will be assessed to assist inplanning and decision-making.

The easiest way to find the current and forecasted AQI is to go to https://www.airnow.gov/ and enter your zip code.

For the most up-to-date information concerning the air quality and current conditions, refer to the following links: https://www.countyofsb.org/phd https://www.ourair.org

Additional campus resources can be found at https://www.ehs.ucsb.edu/ih/protection-wildfire-smoke.

Plan for Evacuation of the Center in an Emergency

An evacuation occurs when children and staff need to leave the building because of a crisis situation. At the time of an evacuation, ECCES staff will follow all necessary procedures practiced during drills. Fire and Earthquake Drills will take place every month and recorded in our Emergency Disaster Drill Log.

An evacuation may last a few minutes or a few days. Teachers are responsible for taking attendance before and after evacuating, and ensuring they have emergency backpacks. Buildings will be exited through the door that leads to the play yards and children will be brought to the outer fence if deemed safe. Once everyone is accounted for, they remain at the outer fence until clearance or further instructions are given from Emergency Responders, the Department Safety Representative (DSR), Director and/or Program Coordinator. Depending on circumstances we may need to evacuate to a designated evacuation site outside of the Center.

Non-Evacuation Emergency

Lockdown or *Shelter-in-Place Drills* will take place every 6 months and are recorded in our Emergency Disaster Drill Log. Some reasons for needing to lockdown or shelter-in-place include threats of violence, release of hazardous materials or extreme weather conditions. During these conditions protection is sought in an interior room. Once inside, teachers ensure that all children are accounted for. The front office is notified if anyone is missing. This position is maintained until further instructions are given from Emergency Responders, DSR, Director, or Program Coordinator.

Lockdown

Protocol requires the Center to secure all doors and windows (as applicable) and remain inside the facility. ONLY emergency responders or other public safety authorities can come in or out during a "lockdown." Parents or others will NOT be allowed in or out, until staff receives an "ALL CLEAR" directive from the above. Parents will be given a designated wait area and will be informed once an "ALL CLEAR" is determined.

ALL parents upon enrollment MUST provide accurate contact information AND update this information as needed. In addition, parents MUST participate in any EMERGENCY ALERT system the Center uses.

Child Passenger Safety

A safe, functioning car or booster, appropriate for the child's age must be in every vehicle a child is arriving/departing our center in. We are mandated by the state to report to CWS or law enforcement officials if we believe a child is being driven around without proper safety restraints.

Current California Law:

- Children under 2 years of age shall ride in a rear-facing car seat unless the child weighs 40 or more pounds OR is 40 or more inches tall.
- The child shall be secured in a manner that complies with the height and weight limits specified by the manufacturer of the car seat. (California Vehicle Code Section 27360.)
- Children under the age of 8 must be secured in a car seat or booster seat in the back seat.

For additional information:
https://www.chp.ca.gov/ProgramsServices/Programs/Child-Safety-Seats

Pandemics

Our Preparedness and Response Plan (available upon request) will be followed during any pandemic period. Center for Disease Control, Santa Barbara Department of Public Health and/or Community Care Licensing will be followed. Response will include, but is not limited to, monitoring symptoms in staff and students, practicing social distancing, following proper hygiene protocol, implementing any/new safety equipment, isolating staff and/or children infected, decreasing class sizes, and transparent communication with families and regulating agencies.

Tick Guidance

West campus, perched on the edge of The Devereux Slough and the Magic Forest (as the children affectionately named it), offers a wealth of learning opportunities within. It is the intent and expectation of our teachers to take advantage of our proximity to this natural classroom. It is with this intent that we have written this Tick Guidance in order to clarify the precautions for preventing tick contact and, if it does occur, how we will handle it.

Prevention

Tick checks help protect us from the germs that ticks can carry. Removing ticks as soon as possible can prevent or reduce the risk of infection. The following steps will be taken at the Center to help protect against ticks:

- Children will be given age appropriate lessons about ticks (i.e. what they look like, how to check for them on their body, and if a tick is found to report to an adult)
- Teachers will be instructed to stay in the middle of trails and to avoid bushes, grasses, leaf piles and logs while on walks
- After time spent outdoors, teachers will do tick checks, especially in areas behind the knees and the back of the neck.
- Teachers will inform parents when the children have been on walks outside the Center so that further checks may be done at home.

In the event an attached tick is found on a child while at the Center:

- A parent/guardian will be contacted immediately. Center staff are not allowed to remove the tick.
- A parent/guardian will be instructed to come to the Center to remove the tick or to take their child to a physician for removal.
- The child can remain at school once the tick is safely removed.

For an added layer of protection families are encouraged to:

- Send an EPA-registered insect repellent labeled as approved for use in the child's age range. Be sure to label with your child's name, and ask your child's teacher for a Topical Medication Form to be signed and dated
- Provide additional clothing that may be used for walks (such as long pants and socks, sneakers) Note: It is easier to detect ticks on light colored clothing.

Only the blacklegged tick can transmit the germ that causes Lyme disease, and only after being attached for at least 24 –36 hours. One of the earliest and most common symptoms of Lyme disease is a rash that's often shaped like a bull's-eye. The rash occurs on the same site as the bite. Other symptoms include fever, fatigue, muscle aches, joint pain and headaches.

More information can be found at: www.cdc.gov/ticks
Prevent Tick Bites/Prevent Disease - Pamphlet provided by California Dept. of Public Health (CDPH)

For guidance on how to remove ticks see
http://www.bada-uk.org/defence/removal/indextickremoval.php

Emergency Closure Protocols

Emergency closings are unusual, but it is important that the center is able to contact families quickly when there is a potentially dangerous situation. Please make sure your contact information on the Emergency Information Form is correct and current. It is important that additional people to be contacted in an emergency be included, in case we cannot contact the parents. Make sure that additional people are at least 18 years old, and that they are able to come pick up your child if needed.

If you do not have extended family in the area, perhaps a neighbor or another parent from the center could be asked to serve as the emergency contact.

Emergency Information Forms are updated annually, but we encourage you to make sure your contact information is up-to-date throughout the year as changes occur.
ECCES will close when the UCSB closes and/or at the discretion of the Director with specific regard for the safety and welfare of children, families, and staff.

If ECCES needs to close during the day, the teachers and office personnel will notify families by phone, ParentSquare, and e-mail message. You will have to pick up your child as soon as possible. Updates will be provided on our website at:
http://childrenscenter.sa.ucsb.edu/Index.aspx

Child Abuse & Neglect Policy

All ECCES staff members are trained to operate in compliance with the State of California's "Mandated Reporter" of Child Abuse and Neglect laws. Under this law, the mandated reporter must only have reasonable suspicion that a child has been mistreated; no evidence or proof is required prior to making a report. Any of the below acts involving anyone under the age of 18 must be reported:

- Physical abuse – includes "physical injury inflicted by other than accidental means upon a child by another person." (Penal Code, §11165.6) Physical abuse most often involves severe corporal punishment in which a frustrated or angry parent or other caregiver strikes, shakes, or throws a child. Indicators of physical abuse can be physical or behavioral.
- Physical neglect – is the negligent treatment or maltreatment of a child by a parent or caretaker under circumstances indicating harm or threatened harm to the child's health or welfare. (Penal Code, §11165.2) It includes both acts and omissions on the part of the parent or caretaker. California law defines two categories of neglect: severe neglect and general neglect.

- Sexual abuse – is defined as acts of sexual assault or sexual exploitation of a minor (Penal Code, §11165.1).
- Emotional maltreatment – consists of emotional abuse and emotional deprivation or neglect. Mandated reporters may report suspected emotional abuse (Penal Code, §11165.05). However, suspected cases of severe emotional abuse that constitute willfully causing or permitting a child to suffer unjustifiable mental suffering must be reported (Penal Code, §11165.3).

The case will be further investigated by law enforcement and/or child welfare services (CWS). We are not required to notify parents/guardians of a call to CWS. The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential. As with any sensitive or personal family issue, confidentiality must be maintained. This is not a choice or a matter of judgment. For the protection of children, we take this responsibility very seriously.

Procedures for Accusations of Child Abuse by a Staff Member

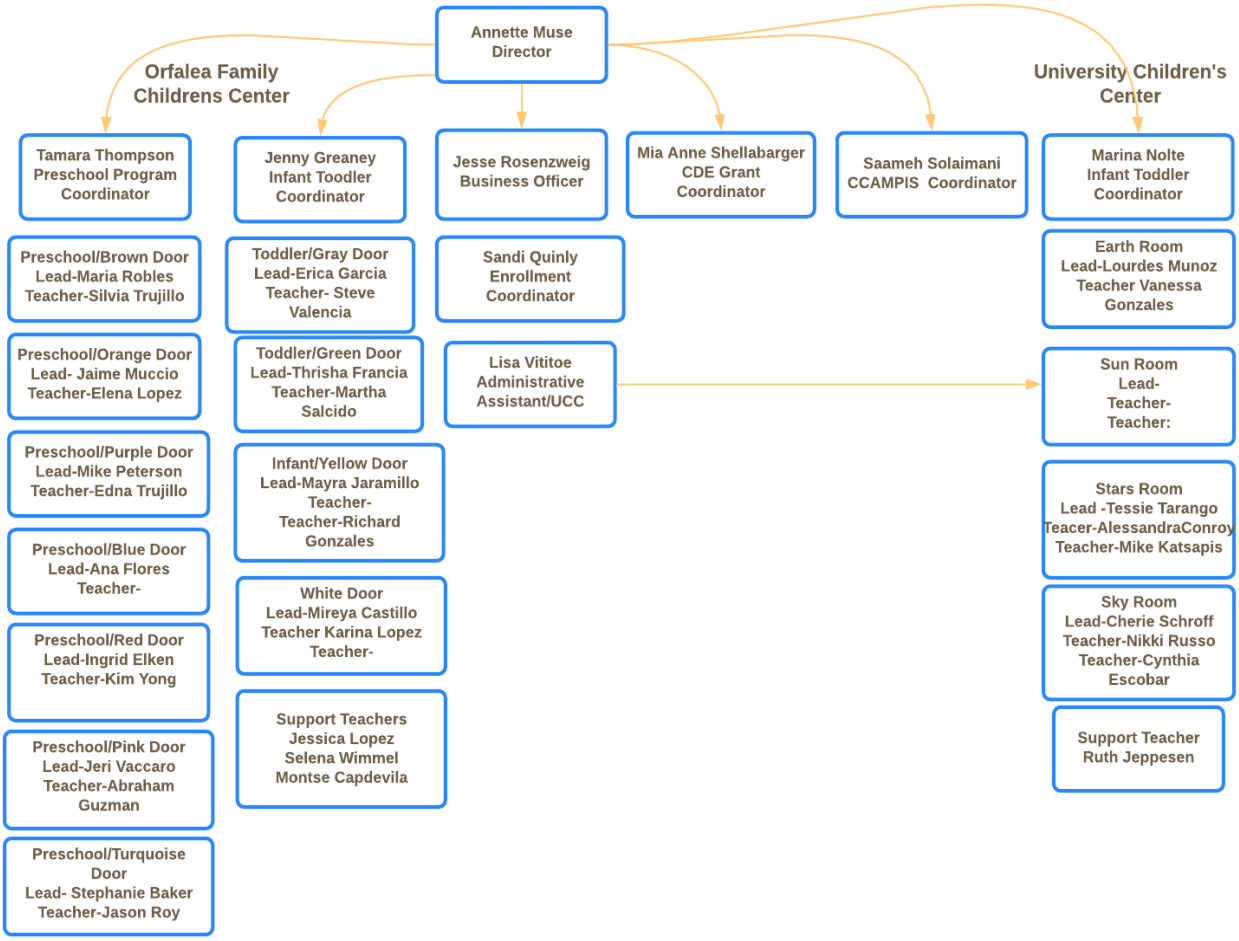
In the event that an employee is accused of child abuse in the course of their employment, the following will occur:

- The parent(s)/guardian(s) of the child in question will be notified of the accusation by the Center. UCSB Human Resources will be contacted.
- A report will be made to the Department of Welfare Services (CWS) and the Community Care Licensing division in accordance with State licensing regulations. Licensing must also be notified of any "unusual incident that threatens the physical or emotional health or safety of a child". This may also necessitate a report to Child Welfare Services (CWS) depending on the alleged incident.
- It is the policy of the program to place any employee accused of abuse or neglect on administrative leave pending the investigation. Such action is not intended to constitute a belief that such abuse did occur. It is a standard action to protect the employee and child during the investigative period.
- If, after an investigation of the allegation(s), disciplinary action appears warranted, applicable UCSB personnel policies will be followed.

For additional information go to: UC-CANRA Policy Reporting Child Abuse and Neglect

APPENDIX A

UC Santa Barbara Early Childhood Care and Education Services
Organizational Chart


Annette Muse
Director
Orfalea Family Childrens Center
University Children's Center
Tamara Thompson
Preschool Program Coordinator
Jenny Greaney
Infant Toodler Coordinator
Jesse Rosenzweig
Business Officer
Mia Anne Shellabarger
CDE Grant Coordinator
Saameh Solaimani
CCAMPIS Coordinator
Marina Nolte
Infant Toddler Coordinator
Preschool/Brown Door
Lead-Maria Robles
Teacher-Silvia Trujillo
Toddler/Gray Door
Lead-Erica Garcia
Teacher- Steve Valencia
Sandi Quinly
Enrollment Coordinator
Earth Room
Lead-Lourdes Munoz
Teacher Vanessa Gonzales
Preschool/Orange Door
Lead- Jaime Muccio
Teacher-Elena Lopez
Toddler/Green Door
Lead-Thrisha Francia
Teacher-Martha Salcido
Lisa Vititoe
Administrative Assistant/UCC
Sun Room
Lead-
Teacher-
Teacher:
Preschool/Purple Door
Lead-Mike Peterson
Teacher-Edna Trujillo
Infant/Yellow Door
Lead-Mayra Jaramillo
Teacher-
Teacher-Richard Gonzales
Stars Room
Lead -Tessie Tarango
Teacer-AlessandraConroy
Teacher-Mike Katsapis
Preschool/Blue Door
Lead-Ana Flores
Teacher-
White Door
Lead-Mireya Castillo
Teacher Karina Lopez
Teacher-
Sky Room
Lead-Cherie Schroff
Teacher-Nikki Russo
Teacher-Cynthia Escobar
Preschool/Red Door
Lead-Ingrid Elken
Teacher-Kim Yong
Support Teachers
Jessica Lopez
Selena Wimmel
Montse Capdevila
Support Teacher
Ruth Jeppesen
Preschool/Pink Door
Lead-Jeri Vaccaro
Teacher-Abraham Guzman
Preschool/Turquoise Door
Lead- Stephanie Baker
Teacher-Jason Roy