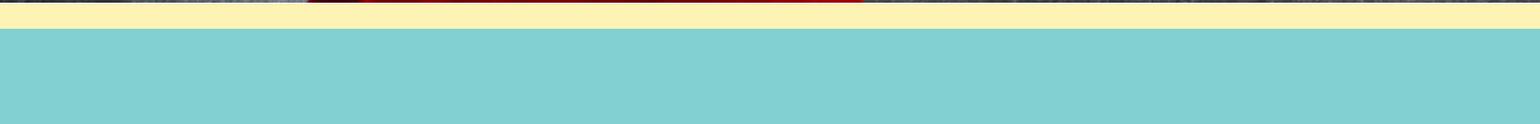




Parent Handbook

UNIVERSITY OF CALIFORNIA
UCRIVERSIDE | Early Childhood
Services

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Welcome from the Director



Welcome to the University of California, Riverside Early Childhood Services (ECS) program. We are excited that you have chosen our program to support the growth and development of your child. We pride ourselves on the quality of care that we provide to our constituents and consider our program a community within itself. We are a University department and part of Auxiliary Services. Our program provides services to a diverse community that serves all economic levels, ethnic origins and family units.

ECS collaborates with parents through special events, volunteer opportunities, Parent Teacher Organization (PTO) meetings, Parent Advisory Committee (PAC) and everyday communication. Our commitment to our families and children includes quality care, education by knowledgeable staff, and staff-parent partnerships. We provide a safe and nurturing environment built on trust and respect. We offer individualized attention through primary caregiving. Our teaching staff encourages individuality, independence and tolerance. Our goal is to promote your child's development through well-planned age and developmentally appropriate activities. We are proud to offer you a staff of teachers that have educational backgrounds, including Associate's, Bachelor's and Master's degrees in areas related to the development of children.

Our program adheres to the guidelines set forth by the National Association for the Education of Young Children (NAEYC), the California Department of Education (CDE) Title 5 Regulations, the California Department of Social Services (CDSS) Child Care

Licensing (CCL) Division Title 22 Health and Safety Regulations and the University of California policies and procedures.

The purpose of this handbook is to provide all ECS parents a comprehensive overview of our program services, policies and procedures [Title 5, §18221]. The ECS program is a developmental early childhood program that provides safe and nurturing environments for children from birth through kindergarten and promotes physical, social, emotional, and intellectual growth. Children of families enrolled are provided services from eight weeks through five years of age in the Early Childhood Education Programs and Five years of age in the Kindergarten Program.

ECS puts a strong emphasis on creating a learning environment in which each child develops a strong personal identity and foundation for appreciating diversity. We believe that parents are the children's first teachers, and we ask you to partner with us in providing the most optimal learning experiences for your child, and share your knowledge and special talents in the classroom.

In support of the campus green initiative, each new family will be offered a printed handbook. A current electronic version can be found on our website at www.ecs.ucr.edu. As questions arise about daily activities, please communicate regularly with your child's teacher. At any time, feel free to stop by the office, email or call at your convenience.

*Sincerely,
Davina Bailey*

Program Services

PROGRAM HISTORY, PHILOSOPHY AND MISSION

The University of California Riverside Early Childhood Services program was initiated in 1969 as a parent cooperative program. In 1996, the South building opened as the UCR Child Development Center. The building, accessed from Watkins Drive, was designed with classrooms featuring floor to ceiling windows that open physically and visually to large outdoor play areas. Our second building, with an entrance on W. Blaine Street, opened in 2009. Each of our Child Development Centers have seven classrooms, staff preparation rooms, administrative offices and meeting rooms. Our program also has the capacity to function as a lab school for students and researchers.

UC Riverside's Early Childhood Services provides high quality child development programs in a safe, nurturing environment that promotes the social, emotional, cognitive, linguistic and physical development of each child. Our developmentally and culturally competent programs are implemented by professional and credentialed staff, which are actively

supported by our parents, the community and UCR volunteers.

PROGRAM GOALS

- Foster independence by giving children choices and freedom within structure.
- Provide an environment that encourages growth and positive self-esteem.
- Provide an environment that gives opportunity for social interaction.
- Provide a loving atmosphere that develops respect for property.
- Provide a stimulating environment that supports a love of learning.
- Support children as they learn to work in systems and cooperative groups.
- Provide an environment that helps children to feel secure.
- Provide a developmentally appropriate curriculum that nourishes all aspects of a child's being.
- Provide education, support, and encouragement.
- Support children as they learn to recognize and own feelings of like and dislike
- Provide staff with support and education in their interactions with children, peers and parents.
- Guide staff and children to appreciate our families' diverse background, and utilize it as a learning opportunity.
- Children will be provided with age and developmentally appropriate activities.
- To implement an education program component that is developmentally, culturally and linguistically appropriate for the families served.
- To provide necessary preparation for staff to be able to provide high quality services.
- To inform parents about program rules, regulations and their child's progress.

- To meet enrolled families' need in the area of health and social services.
- To ensure that the ECS' child care services are an integral part of the community.
- To ensure that children receive nutritious, developmentally and culturally appropriate meals.
- To measure program compliance with rules and regulations.
- To administer the Desired Results Developmental Assessment tool for each child in center based programs.
- To hire bilingual staff as needed.
- To implement a staff development program.
- To provide parent orientations, parent-teacher conferences and organize Parent Advisory Committee meetings.
- To survey families' need in the area of health and social services and provide referrals as needed.
- To inform community about childcare services, participate in community events.
- To maintain participation in the California Child and Adult Care Food Program.
- To plan and implement a program

evaluation plan.

PROGRAM DESCRIPTION

UCR's ECS Program operates year round, Monday through Friday 7:30am to 5:30pm on days when the university is open and offers the following:

- Full-Day Infant and Toddler Services
- Full-Day and Part-Time Preschool Services
- Full-Day Kindergarten

Tuition-Assistance is provided for students, staff and community members, primarily funded by the State of California Department of Education, Riverside County Office of Education and U.S. Department of Education, Trio Programs.

The approach of the ECS Program is based on the philosophy that children learn best in an environment, which is family friendly and respectful of all cultures. Partnerships between parents and teachers are promoted through consistent and ongoing communication. Classrooms are "child centered" and the children are seen as individuals who play an active role in their own learning by selecting activities from learning centers, which provide developmentally appropriate experiences. By allowing frequent times for children to initiate their own activities, they build confidence, imagination and become self-directed learners.

NON DISCRIMINATION STATEMENT

In accordance with university policies, discrimination is prohibited in all programs and activities based on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, family status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. We serve within the limits of our professional abilities children with special needs due to physical, linguistic, mental and/or emotional disabilities. We will not discriminate for reasons of race, color, age, gender, national origin or disability. UCR ECS refrains from providing religious instruction or worship.

ENROLLMENT PROCESS AND PRIORITIES

Children must be at least eight weeks of age to begin services and remain eligible until entrance into Kindergarten. Children who are 5 years of age on or before September 1st are eligible for ECS Preschool services until the end of August annually. Parents who wish to continue at UCR ECS may enroll in our Private Pay Kindergarten and after-school program which begins in the fall each year.

Eligibility guidelines for children receiving subsidy or tuition assistance have been established by the CA Department of Education and US Department of

Education, CCAMPIS Programs. See section titled, "Subsidized Early Care and Education" for program specific enrollment priorities and procedures.

Parents or guardians must fill out an Early Care and Education Application Form for each child and submit it to ECS. Priority enrollment is given based on the following:

- **Families with siblings currently enrolled at the ECS**
- **Families with UCR affiliation (students, faculty or staff)**
- **Members of the surrounding community**

ECS maintains a percentage of spaces, determined by state funding, for students needing financial assistance with day care. These spaces are prioritized by verified family income and need. Expectant families with the intention of enrolling a new baby to ECS should get on the wait list as soon as possible after the mother confirms she is pregnant and has an expected date of birth. Families with a child already attending the center and enrolling a sibling will be given priority over families who would be new to the center.

New applicants will be placed on the wait list according to the date at which the application is received. If desired, a tour of the facility can be arranged. When space becomes available, the first eligible family on the wait list is notified.

Enrollment depends on available space in the classroom according to the child's age and developmental level. When a space has been offered and the family declines to enroll, they must complete a new application that will be placed at the bottom of the waiting list if they wish to consider future enrollment.

Each family should notify the center at the end of the current school year of their intent to stay on the wait list. Families who do not notify the center may be taken off the wait list and placed in our No Show file. The center should be notified of any change in telephone number or address.

Inclusion is a practice that offers children with special needs the same opportunities to be involved in all aspects of a program that are available to children without disabilities. Experts in the field of child development believe that all children benefit in inclusive childcare environments that include children with disabilities. UCR's Early Childhood Services program follows the Americans with Disabilities Act and welcomes families and children with special needs. If the program is not able to meet a child's needs, we will work closely with the family and link them to appropriate services.

UCR Early Childhood Services believes that all children despite their skill level or special needs are considered children first and are entitled to quality care that consists of the following practices:

- **Child centered classrooms that allow all**

children to make choices.

- **Developmentally appropriate activities and environments.**
- **Routines and activities that foster autonomy and a positive sense of self.**
- **Positive relationships between staff and parents that support families' needs.**
- **Environments and activities that support the needs of individual children.**
- **Acceptance and support of cultural and individual differences of children and families, which includes supporting families home language.**
- **Fostering children sense of self-control over one's destiny.**
- **Supporting cooperation and friendships between all children.**
- **Helping all children enhance skills in all developmental domains (social, emotional, cognitive, cognitive, language, and gross motor) through hands-on play activities.**

EDUCATIONAL DESIGN

Program for Infant Toddler Caregivers (PITC)

ECS is committed to care for infants and toddlers in a way that respects the different cultures, lifestyles, preferences, abilities, learning styles, and needs of

the children and families we serve. We follow an approach that is responsive to infants and toddlers and we emphasize relationship-based implementation strategies.

When young children are provided the opportunity to develop relationships with their caregivers, outcomes such as a strong foundation for learning, positive behavior and healthy brain connections are increased. Being able to feel secure and to predict the interaction of the adults around you is integral for children's later ability to develop more complex skills. Groups of children are assigned to teaching teams that will have the primary responsibility for providing ongoing personal contact, meaningful learning activities, supervision, and immediate protective care for their assigned group of children.

PITC seeks to ensure that infants get a safe, healthy, emotionally secure and intellectually rich start in life. The members of a teaching team remain the same during the day and from day-to-day.

Language Development

Learning to communicate orally is essential to children's ability to achieve socially, emotionally and in their thinking skills. It is important for young children to continue developing their native language as they are also learning English. In our classrooms children will experience their primary language to the best of our ability. Efforts are made to provide primary language instruction to all non-English speakers.

Parents are encouraged to participate in the classroom by reading in their primary language or assisting the staff with communicating to non-English speaking children. Students who have well-developed literacy skills in their primary language, have a greater advantage in reaching grade level proficiency in English.

The Creative Curriculum for Infants and Toddlers Overview

The Creative Curriculum for Infants and Toddlers adheres to the belief that a quality and developmentally appropriate curriculum concentrates on what is most important for children's whole development, which includes developing relationships with children and families. The goal of using a research-based curriculum is to help our programs and teachers provide quality services, which includes developmentally appropriate care, meeting the individual needs, and supporting children's home culture.

The Creative Curriculum for Preschool Overview

The Creative Curriculum gives teachers a framework to provide children with developmentally appropriate care and instruction. This approach suggests that children learn best through hands-on interactions and a well-organized environment. The Creative Curriculum gives emphasis on the different learning areas throughout the classroom.

Classroom environments and arrangement has a significant impact on how children learn and as a result, teachers organize

materials/equipment in separate interest areas. In smaller groups, children are able to focus on their activities and cognitive learning, skill acquisition and play becomes more elaborate and complex.

Daily Schedules

An important component of our curriculum is the daily routine. By maintaining a consistent daily routine, children develop a sense of control and a feeling of confidence. The daily routine also helps the teachers organize time to offer the children challenging learning experiences. During the summer months, we adjust the time of day that the children go outside due to the outdoor temperature. There may be other times throughout the year when a classroom or site may have to adjust their schedules based on specific needs of the site. You can find your classes daily schedule posted on the Parent Board.

CHILD PORTFOLIOS, ASSESSMENTS & PARENT-TEACHER CONFERENCES

Child Development Portfolios

The Desired Results Developmental Profiles (DRDP) are maintained for children who are enrolled in a California Department of Education Program. The DRDP is a required measurement tool based on naturalist observations of young children (i.e., observing children actively engaged in learning centers and group activities) and are used to track children's development over time to ensure they are making progress in all developmental domains.

Teachers compile a portfolio for each child that includes samples of their work, for example children's art, writing and pictures of them accomplishing developmental tasks, such as motor skills; catching a ball, completing a puzzle, block building; that highlight their developmental progress.

The DRDP assessments are completed within 60 days of program enrollment and at least every 6 months thereafter; this schedule is dependent on the program option/age group of your child. The DRDP assessment helps teachers create curriculum objectives to support children's individualized goals/needs. It also assists teachers in seeing overall trends in their groups of children and as a result, educators modify the curriculum/ environment to address specific developmental areas.

Desired Results for children encompass the following developmental domains:

- **Approaches to Learning**
- **Social and Emotional Development**
- **Language and Literacy Development**
- **English Language Development**
- **Cognition, Including Math and Science**
- **Physical Development**
- **Health**
- **Assessment**

Ages and Stages and Ages and Stages Emotional Questionnaires (ASQ-3 and ASQ-SE) are initial screenings which are completed within 45 days of enrollment; staff work in conjunction with the parents utilizing this tool. ASQ-3: screens overall development and ASQ-SE: addresses the area of appropriate and advancing social-emotional development.

The results of the ASQ's are reviewed with the family and used as a communication tool to help the teachers and families learn more about their child's abilities. This information is used to help individualize activities to support children's development. The results of the screening may also assist with early identification of developmental delays, in which case, early intervention has been proven to benefit children through adjusting focuses on less developed areas.

Environmental Rating Scales

Annually, the program conducts the Environmental Rating Scales (ERS) in each classroom and using either the Environment Rating Scale-Revised for Preschool-Center Based or the Infant Toddler Rating Scale for Infant/Toddler Center Based programs. ERS is utilized to ensure that our program is meeting all health and safety regulations, providing enriching language skills, and offering a variety of educational activities in a warm and supportive environment. Based on the results of ERS, the program also creates a training action plan annually for each classroom in order to enhance the quality of care and instruction being provided.

Parent-Teacher Conferences

Parent and Teacher conferences occur at least two times per year. Teachers document children's strengths and create at least two developmental goals every six months. Plans are developed to support these goals and with the help of parents are also incorporated at home.

Parent Surveys

Annually, the program administers a parent survey to obtain feedback from parents regarding the quality of our Early Childhood Services. The results from the survey are used to develop program goals and training plans. The combination of information from various assessments including ERS, ASQ, CLASS and parent surveys offer the program valuable information for enhancing quality services for our children and families.

Program Self Evaluation

The Program Self Evaluation addresses family and community involvement, shared governance, administration, contract compliance, external funding reviews, standards, accountability, staffing and professional growth, opportunity and equal educational access and approaches to teaching and learning. Program quality is assessed annually, and reviews are conducted by California Department of Education, US Department of Education and Community Care Licensing Program staff.

Staff Development

UCR's ECS program is committed to quality early childhood education. To ensure high quality, we hire well qualified

staff, with education in early childhood development that hold teaching permits and credentials from the California Commission on Teacher Credentialing. All new ECS staff are provided with an orientation to acclimated to our philosophy, organization, program policies and procedures. All staff have annual professional development plans which address his/her professional development and ensure updated access to the field's best practices. Staff receives performance evaluations on an annual basis and regular feedback.

Parent Involvement/Open Door Policy

UCR supports parents in raising their children and recognizes that parents are the primary educators of their child. We welcome parents' ideas and insights; in addition, we have an open door policy and parents are encouraged to visit their children's classroom at any time. Parents are able to observe their child's classroom in a private observation booth and are also encouraged to contact their child's teacher or site supervisor regarding volunteer opportunities. There are many ways that parents can be involved in the program. Those opportunities include:

- Attend parent meetings, trainings and workshops
- Review lesson plan and suggest activities and classroom experiences
- Volunteer to assist with special events
- Participate on the ECS Parent Advisory

Committee (PAC) or Parent Teacher Organization (PTO)

- Assist in arranging parent and community information areas
- Share your talents, heritage or special abilities with your child's classroom
- Assist teachers in preparing materials to use for an activity
- Assist during mealtime routines and with various classroom/outdoor learning areas
- Complete evaluation surveys and provide feedback to help us serve you better

Parents have a right to unlimited access to their children. They are free to talk with child development services personnel (administrators and classroom staff) at any time. With the presentation of proper identification, parents/guardians have the right to enter and inspect the child development facility. This right is limited to operational hours while your child is receiving care. We do not discriminate or retaliate against any child or parent/guardian for exercising his/her right to inspect the facility. Access to the facility is denied if:

- The parent/guardian is behaving in a way which poses a risk to children in the facility.
- The adult is a non-custodial parent

and the facility has been requested in writing by the custodial parent, along with court papers placed on file at the Center, to not permit access to the non-custodial parent.

We encourage open communication, feedback, and discussion about any matter of importance to parents/guardians related to their child's care and educational experience.

PARENT EDUCATION & FAMILY SUPPORT PROGRAMS

Breastfeeding

A connection between breastfeeding during infancy and lifelong health has been demonstrated by numerous research studies. The ECS staff advocates for breastfeeding mothers of enrolled children and facilitate the opportunity for breastfeeding or the serving of breast milk. Expressed breast milk is accepted for feedings in a ready-to-feed sanitary container (freezer bags are considered ready-to-feed sanitary containers). At the parent's discretion, additional breast milk may be provided and stored at the facility for emergency use.

- Containers are to be labeled with the child's full name, date and time expressed, and date received.
- Accepting fresh milk on a daily basis is preferred.
- Storage in the refrigerator can be no longer than 72 hours.

- **Storage in the freezer can be no longer than 2 weeks.**

Bottle Feeding with Formula

Children younger than 12 months and those unable to sit by themselves are held for bottle feeding. Bottles are not given while children are in a crib/bed or on a sleeping mat. Not at any time does a child eat from a propped bottle. After one (1) hour any unrefrigerated formula or human milk that is served but not completely consumed or not served is discarded. A child may continue over the course of the hour to drink between burping or breaks. At the parent's discretion, additional formula may be provided and stored at the facility for emergency use.

Pacifiers

Children will be able to have access to personal pacifiers. Children may have pacifiers during rest, quiet, and nap times. Use of pacifiers outdoors or during physical activity indoors is not allowed due to safety precautions. NOTHING may be attached to the pacifier, and it may not be attached to the child in any way. It is in the best interest of the child when parents/guardians work with staff for consistency in use so that the child will have a smooth adjustment to use at allowable times, or for the gradual elimination of use.

Infant Nutritional Well-Being

ECS partners with each child's family to ensure that the food served is based on individual nutritional needs and the child's developmental stage. Teachers will meet with parents/guardians to develop the

Infant or Toddler Needs and Services Plan and the Infant Food Service Plan prior to the first day of care. Each plan is updated every 3 months or as often as necessary to remain accurate.

Infant Safe Sleep Practices

The risk factors of Sudden Infant Death Syndrome (SIDS) are not yet fully known or understood. However, various procedures for sleeping infants have been identified that appear to reduce the risk. The intent is to employ procedures to safeguard against the incidence of SIDS and any other type of suffocation or injury during a child's sleep experiences.

- **Infants while enrolled in the infant classroom are to be placed in a crib for sleep.** Infants are not to rest or sleep in a car safety seat, bean bag chair, bouncy seat, infant seat, swing, jumping chair, play pen or play yard area, highchair, chair, futon, or any other type of furniture/equipment that is not a safety-approved crib that is in compliance with the CPSC and ASTM safety standards.
- **If an infant falls asleep before being placed in a crib, the infant is to be placed into a crib as soon as possible.**
- **If an infant arrives at the facility asleep in a car safety seat, the parent/guardian or staff member is to immediately remove the infant from the seat and place him/her in the infant's assigned crib in a supine position.**
- **Placement of the infant is to be in a supine position (wholly on his or her back) for every sleeping experience, unless a medical exemption is requested. An exemption document must be provided that is signed by a licensed physician and be placed in the child's file.**
- **Only one infant is to be placed in each crib.**
- **A trained individual is to be present at all times in each room where an infant is sleeping.**
- **A trained individual is to remain alert and actively supervise the sleeping infants by sight and sound throughout the sleep experience which includes falling asleep, sleeping, and in the process of waking.**
- **Lighting in the sleeping environment must allow the trained individual to see each infant's face for skin color, breathing, and placement of a pacifier that may be in use.**
- **A trained individual, as needed, adjusts clothing that may impede a comfortable and typical breathing pattern. The infant's head must always remain uncovered.**
- **Trained individuals are to monitor the room temperature. The infant is to be checked to determine if clothing is either causing overheating, unusual perspiration, or shivering and a chilled**

appearance. Typically, the room should be comfortable for a lightly clothed adult.

- A firm crib mattress made specifically for the size of the crib and covered by a fitted sheet that is appropriate to the mattress size, is to be used. The sheet is to overlap the underside of the mattress so it cannot be dislodged. The mattress is to be placed at its lowest level. The crib is to meet the standards and guidelines reviewed/approved by the CPSC and ASTM International.
- Infants must not be swaddled while sleeping.
- Blankets are not to be used in cribs. Other soft or loose bedding items are to be kept away from the infant in the sleep environment. Items that may not be in the crib include, but are not limited to: bumper pads, pillows, quilts, comforters, sleep positioning devices, sheepskins, flat sheets, cloth diapers, or bibs. Items are not to be hung on the sides of cribs.
- No monitors or positioning devices are to be used unless requested by the child's parent/guardian and ordered by a physician. Toys, including mobiles and other types of play equipment designed to be attached to any part of a crib are prohibited. No items other than a pacifier are to be in a crib occupied by an infant.
- An infant can use a pacifier for sleep. Use of a pacifier has been directly

associated with risk reduction in the potential incidence of SIDS.

Support Services

Families of enrolled children who are interested in requesting support services can begin the process by completing the Family Needs Assessment form during the enrollment process. They can request help in all of the areas listed below. Follow-up on written requests are made by enrollment coordinator and the site supervisor. Center personnel can be contacted for information and direction to services and other community assistance programs at any time.

Examples of programs include:

- Work- Life Balance Workshop Series
- Health and Nutrition Workshop Series
- Behavior Modification Techniques and Behavioral Intervention Training
- Vision and Hearing Screenings
- Pediatric Dental Screenings
- Parenting Education Classes

Parent Rights

Parents have rights to enter and inspect our centers without advance notice whenever their children are in care. Parents have the right to review reports of licensing visits and substantiated complaints against a licensee made during the prior three years. Parents have

the right to file complaints to the local licensing office if they have concerns and they are not addressed by the program or a parent feels the issue is a gross violation of child safety. Filing a complaint or raising concerns to administration or oversight authorities should be done without fear of discrimination or retaliation against a parent or child.

Personal Rights of Children

- Be treated with dignity in his/her personal relationship with staff and other persons
- Be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs
- Be free from corporal punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, toileting; or withholding of shelter, clothing, medication or aids to physical functioning;
- Not to be locked in any room, building, or facility premises by day or night;

Per Personal Rights, CCL see section 101223, children are not to be placed in any restraining device, except a supportive restraint approved in advance by the CA Community licensing agency.

General Program Information

ACCESS TO THE CENTER

The safety and security of all children is a priority to the center. Entrance to the center and classroom is permitted through the use of a University issued R'Card. All families are required to use a UCR R'Card to gain entrance into the building and classrooms. We are protecting your children. If both parents are to enter the corridors on a daily basis then both parents must have a card. UCR R'Cards can be purchased for non-affiliated persons through the Carding Office on Campus. The current fee for the UCR R'Card is \$30.00 payable at the Carding Office. The system is secure only if all staff and families use the card to enter the corridors. Individuals that do not have their card will have to sign in at the front desk and show their picture identification card in order to gain access to the corridors.

ARRIVAL AT THE CENTER

When a child arrives at the center, office

staff will greet them. The parent will then proceed to the classroom and release the child to the classroom teacher. Do not leave your child's classroom until the teacher has seen your child. Do not allow the child to wander into the classroom or outdoor areas unattended. State and center regulations permit only the parent or a designated adult to bring or pick-up the child.

- **We will accept the child for care only from the parent or designated adult.**
- **We will release the child only to the parent or designated adult.**
- **The parent must inform the center on our registration form of who your designated adults are.**
- **If they are not on the form, we will not release the child.**
- **An adult is a person at least 18 years of age.**

FINANCIAL AGREEMENT & CONTRACTED FEES

ECS provides year-round services automatically continuing throughout the year. Parents enrolled in our full fee infant, toddler and preschool programs may request for tuition free vacation leave except during the following months; December, January, April and June. Allotted vacation days are determined by days enrolled in the program. Vacation requests must be made 30 days in advance to allow for processing.

Parents are responsible for tuition fees based on the child's reserved schedule, regardless of absence. There is no exchanging days of attendance when a child is absent. Parents may modify their child's schedule based on availability anytime during the year except during the following months; December, January, April and June. A two-week notice is required, must be approved and the change cannot overlap. Changes exceeding two per year will incur an additional fee per change.

CONTRACTED PROGRAM	VACATION DAYS ALLOWED PER PROGRAM YEAR
Infant Program 5 Days M-F	10 Days
Toddler Program 5 Days M-F	10 Days
Preschool Program 5 Days M-F	10 Days
Preschool Program 3 Days MWF	6 Days
Preschool Program 2 Days TR	4 Days

When available, additional contracted hours may be arranged through the office enrollment coordinator. Extra days may be added when available and approved, with appropriate fee. No tuition credit will be given if attendance suspension is required. Please see the Exclusion Policy. Parents may request a year-end statement showing total payments for the year. Any alternate payment plan must be approved in advance by Administration and must be documented on the Financial Agreement or an attachment.

BILLING & TUITION

Tuition is due prior to the first day of attendance, and on the first of each month thereafter. A billing period is identified as one month of childcare services. Fees are charged at the same rate each month. Costs are determined by the child's program placement. Parents are required to pay full tuition each month regardless of holidays, days the center is closed, or absences due to illness. Fees will not be prorated except in instances where a child

may enter the program after the 15th of the month. The tuition fee structure is based on the parent's affiliation with the university: faculty, staff, student or community. Post-Doctoral Students are considered staff. If a parent's affiliation with the university changes (e.g. a student converts to staff or faculty) they should inform the center immediately. Student status must be verified when your child begins attending ECS. If subsidized students lose their eligibility for subsidized services, they may choose to pay the student rate.

Childcare fees are non-refundable. Fees will not be prorated if a child leaves before the end of the month. Absences due to family vacations that exceed allotted time, illness, court order, etc. do not alter the monthly fees. Charges are based on enrollment, not attendance. ECS posts all charges to your account. Payments are accepted online via the family portal system.

Forms of payment accepted are as

follows: credit/debit cards with Visa, MasterCard, Discover, and JCB logos. Payroll deductions are also an option for UCR affiliates that are paid through UCR. A receipt of payment will be issued at the time a payment is made.

There will be a \$50.00 late charge for all payments received after 3:00 PM on the 7th of each month. Payment options also include payroll deduction. If you are unable to pay tuition on time, please discuss this with the Director before the deadline. **Services will be suspended if payment is not received in the month that services are provided.** The billing system has been designed to provide advanced information on the cost of services to assist your financial planning and allow for monthly payroll deduction. If you have any questions about enrollment, fees, or payment, please do not hesitate to inquire at the Center.

PAYROLL DEDUCTIONS

A payroll deduction service is available to all families who pay a fixed monthly fee for service at ECS. In order to be eligible for this service, you must receive a payroll check from the University of California, Riverside and complete the payroll deduction form. Forms must be received by the 20th of the month for processing. Changes and cancellations must be initiated by using the payroll deduction form. Families are encouraged to take advantage of this option so that payments are made on time each month and they do not incur a late fee.

ATTENDANCE

Attendance is expected to be regular and according to the enrollment option. In the best interest of the child, he or she should arrive no later than 9:00 A.M. each day except for Kindergarten (8:30 A.M.). In the event of an unplanned absence or late arrival, parents should call by 9:15AM or we will assume an absence and no lunch will be ordered for the child. When you plan to be absent, please inform both your child's teacher and the front desk. If an absence occurs for a one-week period without notification, the child may be withdrawn from the program and the space will be offered to another family.

WITHDRAWAL POLICY

Families no longer needing the services of ECS and who wish to withdrawal must submit a Withdrawal Notice thirty (30) days prior to the child's last day. If you fail to submit a Withdrawal Notice, you are responsible for paying your child's tuition for two weeks following the last day of your child's enrollment. Exceptions will be considered on a case by case basis at the Director's discretion.

SIGN IN & OUT POLICY

All children must be signed-in and out on a daily basis by a parent or authorized adult that is listed on your emergency form and must be at least 18 years of age. A FULL signature and ACTUAL time of arrival or departure is required. We will contact one of the parents if there

is no signature and time on the sign-in/sign-out sheet. This allows us to verify that the child was picked up and is safe with the parents. If you forget to sign in or out, the center is out of compliance with licensing regulations and is subject to fines and closure. The sign-in sheet is a legal document. Please do not allow children to scribble across the page. Do not use white out.

DROP OFF & PICK UP/ LATE PICK UP POLICY

If you are participating in either the CDE or CCAMPIS subsidized program, please adhere to your approved drop-off and pick-up times. Late pick-ups are especially stressful for children, giving rise to fear when their routine is adjusted without warning. If you know someone different is going to pick-up your child, please speak to them in advance so they are prepared for the change.

In the event that there are three late pick-ups in one fiscal year, a meeting with the assigned center Supervisor will be immediately scheduled to discuss your child care hours. After meeting with the Supervisor, if there are two additional late pick-ups, your child care services can be discontinued.

If an emergency occurs, please call the center and notify the site supervisor or your child's teacher and let them know if you will be arriving late or if another authorized adult will be picking up your child.

ECS opens at 7:30 a.m. and closes at 5:30 p.m. Children must be picked up by this time. Late fees will be charged for unexcused and chronic lateness. There is no grace period. The procedure is as follows:

- Staff will verify sign out time.
- Parent is billed \$1.00 per minute for the time after 5:30 p.m.
- If late sign out occurs 3 times in a month, or the parent refuses to pay a late fee, the Site Supervisor will arrange a meeting with the parent and assist to seek a solution.
- Kindergarten families may choose a school day or a full day option. If you choose a school day option and request a late pick-up option more than 2 times in a month you will be asked to change your option to full time, or your late pick-up option will be denied.

CLASSROOM & PROGRAM TRANSITIONS

Transitions for young children mean change in environment and routine. We will give parents a two week notice of an upcoming transition. Your child must adjust to a new environment, new teachers, new routines, and a new social environment. Each child is an individual and responds in their own unique way. While some children may jump into their new classroom and feel right at home the first day, some children are not as comfortable with new situations. These children may

cling to their parents in the mornings and may be slower to warm up to the new teachers and the new group of children.

We understand how stressful this time of the year can be for young children. To reduce the anxiety some children may feel, we use a variety of tactics to help the children feel more at home in their new classrooms. Some of the approaches we may use include:

- An afternoon when parents and children can meet their new teacher together. This helps ease the parents' anxiety as well as the child's. Your child will also feel more secure knowing that the new teacher is one you feel comfortable with.
- A two week introductory period where the children spend small amounts of time in the classroom they will be entering in the fall. By doing this the children can get to know their new teachers and classmates while still feeling the security and support of their current teacher. There is also a lot of conversation when the children return to their current classrooms about the new and exciting materials in their future classrooms and what the children did while they were visiting.
- Teachers prepare the classrooms by hanging photographs of the children and their families around the room and displaying artwork that the children created while visiting. Each child has their own assigned cubby for his or her

belongings.

- **The teachers also prepare for your child by offering Intake Meetings. These meetings are a time to inform your teacher of your child's special personality. You might mention: which friends he or she talks about at home, special ways of helping him/her fall asleep at nap time, how to comfort her/him when upset or sick while at school. You should feel comfortable telling the teachers any information that will help in providing the best possible care for your child. Your child's new teacher will be providing information about the date and time of intake meetings. These meetings are scheduled according to teacher's schedule and parent's availability.**

There are also a number of ways you can help ease your child's anxiety about this change. Some ideas include:

- Help prepare your child ahead of time by telling him/her about the change and encourage him/her to tell you how he/she is feeling. You can then help him/her work through any questions and fears he/she may have.
- Make the transition something to look forward to.

While transitions can be difficult on children, by providing many opportunities to familiarize your child with the new situation and providing support, understanding, and an open ear, your child

should be well equipped to handle the new situation. In the end, everyone will enjoy the opportunity to grow.

Best practices support moving groups of children together and at least 1 adult (when applicable) with the children to the new environment in the Infant/Toddler program. This practice pertains to children in our Infant/Toddler program that range in age from 2 months to 36 months.

FIRST DAY OF CARE

Items to Bring on the First Day – Preschool

- A set of clothes, labeled with your child's name. Be certain to replace them the next day if they are used.
- Each child attending a full-day program needs a crib sheet of appropriate size to fit the cot or mat and a small blanket (not for infants) that is labeled in marker with the child's name. Sheets/blankets are to be taken home and washed at the end of each week.

Items to Bring on the First Day – Infants

- For bottle fed infants: all bottles used for feeding come from home. Parents must bring enough bottles for the day. Each bottle is to be labeled with the child's full name and the date and time the formula was prepared or the breast milk expressed. If using center provided formula the parents must label the bottle with the child's full name and current

date. The teachers will document the time the bottle was prepared.

- A pacifier if the child uses one.
- Two (2) sets of clothes, labeled with child's name. Be certain to replace them the next day if they have been used.
- Two (2) sets of crib sheets and blankets that are of the appropriate size for the sleeping surface are to be kept at the Center. It is a licensing requirement to wash bedding daily and/or if it becomes soiled.
- Diapers and wipes to be kept at the Center need to be in enough quantity for at least one day. It is a best practice to provide multiple day supplies in order to accommodate unforeseen needs.

PARKING

Designated parking spaces are available for parents at both the ECS North and South. Please park only in designated spaces with signage for Parent parking. Children under the age of 12 should not be left unattended in your vehicle in either of our parking lots. Please do not double park or park in a Handicap Space unless you have the proper UCR or State CA Placard.

OUTDOOR PLAY

Children of all ages have daily opportunities for outdoor play when weather, air quality, and environmental safety conditions do not pose a health risk.

On cooler days clothing should be layered for warmth, and play involving water is restricted to prevent the wetting of clothing. There are outdoor shaded areas, but children play in sunny areas, too. They should wear sun-protective clothing and sunscreen should be applied.

WATER PLAY

Precautions are taken to ensure that communal water play does not spread infections. All large containers (water table or tub) and toys that are used for water play are cleaned and disinfected on a daily basis with a disinfectant solution. Close supervision occurs when children are using a water table or tub of water. Adults watch that children do not drink the water. Children wash their hands before and after playing in the water, and those with sores on their hands are not permitted to participate.

PERSONAL ITEMS

Please mark all items such as hats, sweaters, and coats with your child's name in permanent marker. Please do not bring items that are highly sentimental or of high value as the University of California, Riverside is not responsible for lost, stolen or damaged items in either center.

CLOTHING GUIDELINES

The clothing that children wear can contribute to their safety in the preschool environment. Clothes should be comfortable and fit properly so that

movement is not impeded. Children should not wear long dresses, boots (heels), dress shoes (slippery), sandals with open toes, shoes without a back or strap, overalls with difficult snaps, flip flops, belts with heavy buckles, and hanging jewelry (hoop earrings and long necklaces).

Expect children to participate in activities that often result in soiled clothing. Even though the staff takes precautionary measures to prevent unnecessary damage to garments, incidents occur, and it is inevitable that children will get dirty at times. We strongly recommend that children not be dressed in expensive and difficult to clean pants, dresses, shirts and shoes. The classroom staff will encourage children to participate in all activities, many of them messy. Please dress your child so they may take advantage of this rich experience based educational environment.

JEWELRY POLICY

Some jewelry may present a hazard when children are involved in active play. To minimize risk, we highly recommend that children do not wear necklaces, bracelets, watches, hoops, dangling earrings or rings when they are in care.

CELL PHONE FREE ENVIRONMENT

Cell phone use is prohibited inside of both centers. Transitioning children in and out of care safely is of high priority. It is important for adults to give attention to

children as they engage in this process. Talking on cell phones takes away from children's need to know that parents are attentive to their successful move from home to school, and that when they are picked up, parents/guardians are happy to see them. The children want, need and deserve your full attention. This also is a time for communication between the family and Center personnel.

EVACUATION PLAN

Fire and disaster drills are conducted monthly. In case of an actual emergency, parents will be notified of their child's well-being as soon as possible. All UCR center based programs are equipped with key card access to areas to classrooms and hard-wired emergency systems including flood lights, sprinklers, carbon monoxide detectors and emergency kits. UCR ECS staff has been thoroughly trained on best practice emergency procedures and CPR. In addition, the UC system has its own Police Department and Fire Department and therefore in the event of an emergency, the Centers receive prompt services. Both centers are also equipped with panic buttons for faster response times.

EMERGENCY NOTIFICATION

The means and immediacy of communication will depend on the scope of the event and on the potential or actual impact to the safety of children and staff. You can locate the campus emergency status at <https://campusstatus.ucr.edu/> .

IMPACT LEVEL	NOTIFICATION REPONSES
<p>No Impact Incident: informational messages from teachers or other staff.</p> <p>Example: Center information in upcoming events.</p>	<ul style="list-style-type: none"> • Message via email • Newsletter or flyer • Center displays • ECS Website
<p>Low Impact Incident: Poses no or minimal risk to the safety of the center. There are no disruptions to regular center activities, and the incident is isolated and does not impact more than one student.</p> <p>Example: a small issue at the center, a child with head lice, inclement weather.</p> <p>NOTE: Not every incident will warrant a notification.</p>	<ul style="list-style-type: none"> • Letter may be sent home • Updates on an as needed basis
<p>Moderate Impact Incident: Poses a moderate risk to the center and results in some disruption to center activities.</p> <p>Example: Weather cancellations or delays, a change of schedule or cancellation of activities, or a utility disruption.</p>	<ul style="list-style-type: none"> • Message via email • Letter may be sent home • Center displays • ECS Website
<p>High Impact Incident: Poses a significant risk to the safety of the children and staff, which results in a significant disruption to center activities, change of schedule, evacuation, cancellation of activities and impacts many children and staff.</p> <p>Example: A fire near the center, an intruder in or around the center.</p>	<ul style="list-style-type: none"> • Message via phone and email • Press Release may be provided

While it is difficult to describe all possible scenarios, the following can be used a guide to gauge ECS' level of notification and systems used to communicate with families:

IMPORTANT POINTS TO REMEMBER

Keep your emergency contact information current – Please be sure your emergency contact information (home address, home/work/cellular telephone numbers, names of others with pick-up authority for your child) is updated whenever there is a change.

ECS has a plan – Each center has a site-specific Emergency Disaster Plan. Teachers, administrators and staff have been trained and have completed drills using this plan. Children also participate in evacuation drills on a monthly basis.

CELEBRATING CHILDREN'S BIRTHDAY & HOLIDAYS

From birthday parties to cultural celebrations there are many opportunities for celebrations in our child care center. A birthday recognition will be held monthly in each classroom. If you would like to recognize your child's actual birthday, we request that you not send in treats or goodie bags, but instead send a birthday book or healthy store bough snacks. For cultural celebrations, a sign-up sheet with specific foods and beverages will be placed within the classrooms.

Special Events

UCR observes the following holidays:

Martin Luther King Jr. Day	Centers Closed
Presidents Day Holiday	Centers Closed
Cesar Chavez Day	Centers Closed
Memorial Day Holiday	Centers Closed
Fourth of July	Centers Closed
Labor Day Holiday	Centers Closed
Veteran's Day Holiday	Centers Closed
Thanksgiving Holiday	Centers Closed
Winter Break Holiday	Centers Closed

FIELDTRIPS

Children have the opportunity to participate in field trips during the year, all fieldtrips are voluntary, and a limited number of parent volunteers will be requested to chaperone. The center utilizes a 1:6 teacher- child ratio for all field trips. In order for your child to attend an off-site field trip, a permission slip will be required to be signed for each event. Alternate arrangements will be made for children, if their parents do not wish for them to participate.

INSPECTION AUTHORITY

The Department or Licensing agency shall have the inspection authority specified in Health and Safety code sections 1596.852 and 1596.853. The Department or licensing agency shall have the authority to interview children or staff and to inspect and audit child or facility records without

prior consent. The licensee shall make provisions for private interviews with any child (ren), or any staff member; and for the examination of all records relating to the operation of the facility.

The Department or licensing agency shall have the authority to observe the physical condition of the child (ren), including conditions which could indicate abuse, neglect, or inappropriate placement, and to have a licensed medical professional physically examine the children. The purpose of such a regulation is for the protection and best interests of all the children.

CHILD ABUSE REPORTING

UCR staff is trained in Child Abuse identification and are also mandated by law as reporters. Any signs of suspected child abuse or neglect will be automatically reported to Child Protective Services to ensure the safety of all children.

PROGRAM CONCERNS

ECS and its staff feel that the center functions more effectively when communication is open, appropriate, constructive and timely. The following guidelines should provide the level of communication and subsequent resolution to any problems and/or complaints.

Classroom Related Issues

Classroom related issues should be discussed first with the Lead Teachers. If further clarification is required, a meeting

with the Site Supervisor should be scheduled. If the meeting with the Site Supervisor did not result in a satisfactory outcome, a meeting with the ECS Director should be requested via verbally, by email or phone.

Program Related Issues

Program issues should be directed to

the Site Supervisor, then with the ECS Director. We encourage parents to share their concerns and suggestions with staff verbally, by email or phone. It is the intent of UCR to fully comply with all applicable state and federal laws and regulations.

Enrollment Related Issues

Enrollment related issues should be

directed to the Enrollment Coordinator. This would include enrollment inquiries, schedule change requests, billing questions, etc. If clarification or special approvals are necessary or in the absence of the Enrollment Coordinator concerns should be directed to the ECS Director.

Health & Nutrition; Discipline

CHILD SAFETY

ECS was designed for the activity, physical size and motor abilities of young children. The entire environment was created to safely stimulate the physical, cognitive, and social development of our students. Our highest goal is to provide a safe and secure place for your child to learn and play.

Safety standards are set and monitored by the University Health and Safety Department, the Campus Fire Marshall, Riverside County Department of Social

Services (licensing) and the California Department of Education Child Development Division. We practice monthly fire and regular earthquake awareness drills. Our staff is trained and experienced in the prevention of accidents and to administer first aid, including pediatric CPR, if an accident should happen.

While children are never left unsupervised, falls, bumps, scrapes, bites, and scratches are inevitable with active children. No matter how safe the environment, children may experience minor injuries as they play

and interact. When an injury does occur, we will notify you by phone or injury report. If your child has a head injury, no matter how minor, we will contact a parent. We always want parents involved in the evaluation of these potentially serious injuries.

If an injury requires medical attention, we will call 911, and immediately call a parent. At registration, parents complete an Emergency Release form that grants permission for the center to seek medical attention. ECS staff under

no circumstances will transport a child. Parents submit a class/work schedule and contact information so we can quickly contact them in an emergency. It is important that this contact information is up to date. With new technologies, we all change phone numbers more frequently, please try to remember to update the center when you do.

DAILY HEALTH CHECK

Maintaining the health and safety of children, families and staff is a primary goal of our program. Therefore, it is essential that we evaluate the health of each child before they are signed in for the day and ensure they are well enough to participate. Upon greeting the child and parent each morning, the teacher will conduct a brief visual health check. Parents must make contact with a teacher before the child can be accepted and signed in for the day. The purpose of the health check is to determine if the child has any symptoms associated with a communicable illness. If the child does have symptoms of illness, the child will not be accepted into care.

HANDWASHING

Bacteria and viruses easily spread in child care centers because many individuals share enclosed spaces, equipment and materials. Spread often occurs through touch. When hands are washed with soap and water this is greatly reduced. Hand washing with liquid soap and running warm water is required by all staff, volunteers, and children. It is routinely practiced with

children on arrival for the day, before and after eating meals and snacks, after using the toilet and being diapered, before and after playing in water, after handling pets, after touching materials such as sand and dirt, and when moving from one group to another that involves contact with infants and toddlers/twos.

FINGERNAILS

Children's fingernails must be well-trimmed in order to help prevent injuries. Short nails help eliminate accidental harmful scratches to peers. Long nails do collect dirt and children often put their hands in their mouths. If fingernails are not well-trimmed at health check, the child may be sent home. The child may return as soon as the nails have been trimmed.

SICK DAYS

As stated above, a daily health check is given every morning to each child as they are signed in. If teachers feel that a child is showing signs of illness at sign-in time, the child may not be permitted to enter on that date to protect the health of the sick child and the other children in the center. Exclusion of a child is based on appearance, behavior, or complaint, not on diagnosis. Parent/guardian cooperation in keeping a healthy environment is important. Realize that children interact closely with one another as they share toys, materials, and equipment. Illness in the classrooms spreads quickly and easily. Let us know if your child has shown signs of illness at home such as fever, rash,

runny nose, or unusual sleepiness. If a child is not well enough to participate in normal activities (including regular outside play) he/she will not be able to attend until well enough to fully participate.

The following guidelines have been adapted from the American Academy of Pediatrics (Caring for Our Children: National Health and Safety Standards: Guidelines for Early Care and Education Programs) for excluding children with illness:

- **RESPIRATORY ILLNESSES AND COLDS** Children with runny noses will not necessarily be excluded from the Center. However, if mucous cannot be controlled by normal wiping, then the child can be excluded at the Director's discretion. Children must be excluded if the runny nose is associated with a fever, sore throat, or a persistent cough and if the symptoms prevent them from participating in the normal days' activities.
- **DIARRHEA** A child with one loose or watery stool will be observed. If it is repeated, the child will be excluded. Children should not return to the Center the following day unless they have had at least one normal bowel movement.
- **FEVER** The teacher will take a child's temperature if a child's condition warrants it. Children with an elevated temperature of 100 degrees Fahrenheit or higher will be excluded. If a child is sent home because of an elevated

temperature, the child will not be admitted the following day. Children must be fever free for 24 hours before returning to the center.

- **CONJUNCTIVITIS** Children with conjunctivitis (pink eye) must be taken to a doctor. After one full day of receiving medication they can return to the Center.

Other Conditions Symptoms that will require exclusion include: earache, ear drainage, unusual listlessness, red or watery eyes, unexplained rashes or sores, difficulty in breathing, vomiting, and headache, croupy coughs, etc.

Please keep your child home if they develop the following symptoms:

- **Fever of 100 degrees Fahrenheit or higher**
- **Nausea or vomiting**
- **Stomach cramps, diarrhea**
- **Earache, sore throat, red or watery eyes**
- **Swollen glands**
- **Unusual pallor, flushed face**
- **Unusual listlessness or quietness**
- **Excessive coughing**
- **Unexplained rashes or sores**

- **Need for frequent use of toilet**
- **Evidence of head lice**
- **Salmonella**
- **Infected skin patches**
- **Cuts or openings that are pus filled and/or oozing**
- **Unusual behavior (crying, general discomfort, or loss of appetite)**

Contact the Center when a child develops illness, especially a contagious illness. For all contagious illnesses the Center will notify other parents. The contagious child will not be permitted to return without a release from a physician. A child must not return until he/she is able to fully participate in Center activities and is symptom free. Participation includes being able to play outdoors. Children cannot be required to stay indoors.

A child that become ill while in care will be separated from the other children and parents will be called to pick up their child. When requested, children must be picked up within an hour, to reduce the spread of illness. If you know you will be outside of the vicinity in which you would not be able to pick up your child due to injury or illness, please ensure that your emergency contacts are local. Each family must have at least 2 accessible local emergency contacts on file at all times when possible. Exceptions will be made on a case by case basis.

PROTECTION FROM HAZARDS

The Child Development Centers are designed and organized for the activity of young children. Each center is inspected daily for any potential hazard and appropriate actions are taken with the discovery of any equipment in need of repair.

SMOKE-FREE ENVIRONMENT

Increased rates of upper respiratory illness, middle ear discharge, asthma, and sudden infant death syndrome (SIDS) have been strongly associated with children's exposure to environmental tobacco smoke. As of January 2, 2014, the University of California is Tobacco-Free. Smoking, the use of smokeless tobacco products, e-cigarettes, and unregulated nicotine products are strictly prohibited.

The University of California, Riverside is committed to providing students, faculty, staff and visitors with a smoke- 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 on campus, which includes all interior buildings, outdoor areas, sidewalks, parking lots, and residential housing areas.

Violations of this policy by students, faculty and staff may result in university disciplinary action. Campus visitors will

be asked to comply with the policy or leave campus. A smoke/tobacco-free environment is an essential element to creating and maintaining a culture of health and safety at the university. We ask that you not smoke or use any tobacco products on campus.

AIR POLLUTION

Children need protection from air pollution. Air pollution refers to smog, allergens, particle pollutants, carbon monoxides, sulfur dioxide, and lead. Acute asthma attacks in children are attributed to air pollution. An individual at all centers is designated to check the air quality index (AQI) each day and use the information to determine whether all or only certain children should be allowed to engage in outdoor physical activity.

MEDICATION

Medication cannot be administered before 9:30 am and after 4:00 pm as we must be able to meet the required adult child ratios throughout the day. The first dose should be given by the parent/guardian prior to arrival at the Center. A written consent of the child's parent/guardian and specific written direction of the doctor is required for all medications. The label on a prescription drug is an acceptable directive from the doctor if it provides specific information on amounts and times to administer ("as needed" is not specific or allowable). In the case of non-prescription, over the counter medications, it is necessary to provide a note from the

doctor stating:

- **Child's name**
- **Medication to be given**
- **Dosage**
- **Length of time to give the medicine**
- **Frequency it is to be administered**
- **Any specific precautions that may be necessary**

Over the counter medication will not be given without the above information. Once the parent signs a Medication Consent Form, and if all information is provided correctly, the medication is accepted and stored in a locked located in a designated area in the center's office space or kitchen refrigerator as needed.

Staff members will not be allowed to administer any invasive treatments (e.g., breathing therapy) that would take staff out of the classroom and violate required ratios.

SUNSCREEN POLICY

Keeping children healthy and safe at our center also means ensuring that they are protected from the sun. ECS asks parents to provide sunscreen for application in the afternoon during the spring and summer months. If your child needs sunscreen in the morning, please apply it prior to bringing your child to school. The teachers will apply sunscreen after nap time.

A permission form for the application of sunscreen by the center must be on file. The Center for Disease Control and Prevention recommends "doubling up" on sun protection so that children wear sunscreen as well as protective clothing such as wide-brimmed hats, loose-fitting long-sleeved shirts, and UV protective sunglasses whenever they go outdoors. We encourage you to provide your child's teacher

with the appropriate protective clothing for Riverside's hot climate. We also ask that you dress your child appropriately for all weather conditions, including the cool and wet weather during fall and winter. Please note that teachers will not permit outdoor play when weather conditions are inhospitable, and will find alternate indoor activities for children to engage in on such days.

IMMUNIZATIONS

All immunizations must be up to date prior to enrollment (per Title 22- Community Care Licensing). As of January 1, 2015, all children enrolled in an Early Childhood Education Program must be fully-immunized as reflected in the vaccine guidelines. The State of California Code of Regulations mandates that before a child can attend school or a child care center parents/guardian must provide a written immunization record from a doctor or clinic showing that all required immunizations for the child's age have been received. Parents/Guardians must provide updated immunization records every time a new shot is given. A written Physician's Report must also be completed

by each enrolled child's physician and submitted to the Center within 30 days of his/her first day of attendance.

Sometimes children experience mild reactions from vaccines, such as pain at the injection site, a rash or a fever. Vaccinations can be stressful for children and adults. ECS recommends that children are kept home and monitored for 24 hours after receiving vaccinations to help comfort the child and to minimize mild side effects.

NUTRITION AND MEALS

UCR participates in the California Adult Child Food Program (CACFP). The nutrition program ensure that children are being served healthy well-balanced meals and snacks. The program also provides two types of infant formula; an iron fortified, and soy based formula; as well as baby food for children less than 12 months old. Meals and snacks are served family style to help children develop self-help skills and to foster independence. Mealtimes are also a time for children to learn appropriate manners, social skills and expand their vocabularies through informal conversations with teachers and peers.

Menus are posted monthly. ECS reserves the right to substitute stated menu items if it becomes unavailable or due to unforeseen circumstances. Food is not permitted to be removed from the Center. All meals and snacks are required to be eaten at the Center as required by the CACFP guidelines. Outside food/drinks are not allowed to be brought into the Center. Special exceptions

require approval from the ECS Director and/or Food Program Coordinator.

Families are asked to complete a Meal Benefit form at time of registration to establish initial meal service. If the child requires a meal accommodation for an allergy, disability, or food intolerance a Medical Statement to Request Special Meals and/or Accommodations may be required.

ALLERGIES AND INTOLERANCES

Please ensure that staff is aware of any allergies or intolerances your child may have (i.e., food, bee stings, medications, animals, etc.). Food allergies and unique health needs lists will be provided to your child's classroom to inform staff during mealtimes. A signed statement from a medical doctor must support a special diet request due to a medical condition or disability. The statement must document the condition/disability, the form of food needed to meet the child's special dietary needs and any other dietary modifications that your child requires. It is the parent's responsibility to read the menu and take note of what might be a problem, based on the physician's diagnosis.

TOILET TRAINING

Toilet training is another step in your child's development. Staff will begin toilet training around the age of 2 years or older, depending on the child's readiness/development and parent permission. Parents and staff work together to plan

and implement this process; please ensure you communicated any special techniques that you may utilize at home so we can ensure consistency with your child.

Helping a young child learn to use toileting facilities is a shared responsibility between home and school. It is essential that the child's family cooperate with the child's teacher in implementing simple and supportive steps in accomplishing the toileting task beginning with (a) the child's recognition of the need to eliminate, and (b) achieving self-sufficiency in a socially acceptable way.

If parent/guardian and teacher agree that the child is ready to engage in toilet learning, a meeting is held between parent/guardian and teacher. The toileting procedure is explained. Teachers will provide the parent/guardian with signs to be aware of so they may work together to provide appropriate supports during this period. Changing tables are not used. Punitive comments or actions are forbidden. The process remains as positive as possible by conveying confidence and support. Children are never to wait to use facilities and immediate attention is given when help is required in the event that a toileting "accident" occurs. Pull-ups are considered the same as diapers and require changing so they cannot be used as a substitute for underwear once the toilet learning process has begun.

DIAPERING

Children's healthfulness and general

well-being is linked to cleanliness. Soiled diapers and outer garments can cause harm to the individual and others in the environment. Diapers are changed when wet or soiled, when children first awaken from sleep, and generally, at least every two (2) hours. For children who require cloth diapers, please provide an absorbent inner lining that is contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.

NAPPING

A period of rest is provided for all full-day children. Each child is assigned a crib, mat or cot. Crib size sheets and blankets that are of the appropriate size for the sleeping surface are required for daily use. Sheets must be provided by the parent/guardian in order for children to be accepted in the full day programs. Preschool-aged children are not required to sleep; they are required to rest. Alternative, quiet activities may be provided if the child is not resting after a reasonable length of time.

INCIDENT REPORTS

You will receive an “Ouch” report for any minor accident that occurs. An incident or ouch report will describe what occurred and what actions were taken by staff any time your child gets a bump, bruise, scrape, or other injury. There may be times when a teacher will speak directly to parents regarding an incident to ensure parents understand the circumstances

and ensure that any questions a parent may have are answered. If there is a more serious incident, the teacher will contact the parent/s or legal guardian and the incident report will require the parents/legal guardians to review and sign and a copy will be provided for your records.

DISCIPLINE & GUIDANCE

UCR’s Early Childhood Services does not allow any form of physical punishment. Staff guides children’s behavior by setting reasonable limits, being consistent in our practices and applying rules, having regular and predictable routines and by reinforcing behaviors to develop children’s self-esteem. We encourage parents to help develop consistency for their child by utilizing these techniques in your home.

Some of the techniques we may use are:

- **Demonstrating appropriate behavior**
- **Set expectations for the child’s age level**
- **Provide explanations for unacceptable behavior**
- **Provide a stimulating and challenging environment to keep children engaged**
- **Giving praise and positive reinforcement for desirable behaviors**
- **Re-directing children to engage in more desirable activities**

- **Implementing logical consequences to behaviors**
- **Problem solving and conflict resolution through words and body language**
- **Providing a quiet and relaxing area with activities to help children self-regulate**
- **Dismissal Due to Child’s Behavior**

UCR ECS makes every attempt to accommodate the special behavioral needs of each child. Consistent with the fact that all children are unique and interact best in varying settings, we have classrooms with various sizes and ages to help accommodate varying degrees of needs. Most children interact well within a large group setting (16-24 children in a classroom), while others need a smaller group setting. In the event that your child has a reoccurring disruptive behavioral problem, his/her teacher will request to meet with you to develop a plan. The Early Education Supervisor may also meet to discuss action steps when necessary.

If problem behaviors are continuous, the Center’s Early Education Supervisor may request a parent conference. If after numerous best practices behavioral modification techniques have not been successful and if determined your child’s needs cannot be met at our center, we will provide you with 2 weeks’ notification. If your child is dismissed from the program, we will assist you with resources and referrals to assess and evaluate a program that is better fit for your child’s developmental needs.

We reserve the right to dismiss a child at our own discretion for ongoing behavior that we deem dangerous to others in our program. The following are grounds for dismissal:

- **Failure of a parent or guardian to follow the University's Code of Conduct**
- **A false statement by a parent or guardian on any documentation submitted to UCR staff**
- **Any aggressive behavior towards agency staff, other program parents, and/or children including but not limited to yelling, making derogatory or demeaning statements, or any behavior that constitutes a threat or harassment**
- **Failure of a parent or guardian to cooperate with program personnel to the point that it becomes disruptive to efficient program operations**
- **Failure for a parent to follow program policies and guidelines**
- **The inability of the child attending a center to comply with the center rules, which creates an unsafe environment for themselves and/or others in the program**
- **Failure to pay childcare fees or family fees in a timely manner consistent with due dates**
- **Breach of confidentiality; sharing information regarding staff or another child with an uninvolved party**

Dismissal Process Due to Parents Behavior

If a parent's behavior becomes disruptive and intentionally affects others in the program, they will be asked to find alternative care. If parents disagree with the decision made by the Early Childhood Services Department and/or its staff, the Assistant Vice Chancellor of Auxiliary Services shall have the final authority on removal of any family attending UCR ECS under the CCAMPIS or Private Pay Programs and the Senior Director of Budget and Finance shall act as the local level CDE Program Appeals Officer.

Biting

Biting sometimes occurs among young children in a social environment. Even though a child does not engage in biting at home, he/she may occasionally bite or even be bitten. While this is unpleasant for everyone involved, biting does not, under normal circumstances, pose a health threat. When biting becomes a repeated behavior, it is considered a danger to health and safety.

Biting at the Child Care Center

Why do some children bite while others don't? There are a number of possible reasons why children under age 3 bite, almost none of them the fault of a child behavior problem, bad parents, or bad caregivers. Sometimes we think we have a good idea what is causing the biting, but most of the time it is hard to guess what is going on in the child's head.

Common Reasons Why Kids Start Biting

- **Teething.** When teeth are coming through, applying pressure to the gums is comforting, and infants will use anything available to bite. Obviously, if this is a likely cause, then teething remedies like a ring or objects to bite will lessen the infant's need to bite other people.
- **Excitement and over-stimulation.** When some very young children are very excited, even happily so, they may behave in an out-of-control fashion. For instance, a little 16-month-old girl Natasha loved moving to music. After a session with music and scarves and everyone twirling and enjoying themselves, it was very predictable that Natasha would bite someone if an adult did not help her calm down.
- **Impulsiveness and lack of self-control.** Infants sometimes bite because there is something there to bite. This biting is not intentional in any way, but just a way of exploring the world.
- **Making an impact.** Young children like to make things happen, and the reaction when someone is bitten is usually pretty dramatic.
- **Frustration.** Too many challenges, too many demands, too many wants, too little space, and too many obstacles may lead a child to bite, especially before they have the capability to express frustration through using language.

Tips to Minimize Kids Biting at Child Care

Teachers in child care are trained to do the following to try to minimize the biting behavior, which parents can also try at home:

- Let the child know in words and manner that biting is unacceptable. Adults' most stern manner and words should be reserved for acts such as biting.
- Remove the biting child from the situation and focus caring attention on the victim.
- Examine the context in which the biting occurred and look for patterns. Was it crowded? Too few toys? Too little to do? Too much waiting? Is the biting child getting the attention and care he/she deserves at all times?
- Change the environment, routines, or activities if necessary.
- Work with the biting child on resolving conflict or frustration in a more appropriate manner, including using words if the child is capable.
- Observe a child who is a short-term chronic biter to get an idea about when he or she is likely to bite. Some children, for example, may bite not when they are angry or frustrated, but when they are very excited.
- Identify children likely to be bitten and make special efforts to reduce their chance of becoming victims.

- Don't casually attribute willfulness or maliciousness. Infants explore anything that interests them with the mouth, and that includes other bodies.

If biting continues, continue to observe the group closely. Apply additional resources as necessary to shadow the child.

What can a parent do if their child begins to bite?

Removing significant stresses on the child at home, such as a demanding schedule or difficult transitions, will make it easier for a child to handle times of stress that do arise. If the child bites other children in your presence, take the same steps suggested above immediately after the biting occurs and look for ways to adapt the environment to prevent biting in the future. If the child is biting at daycare, there is very little you can do other than keep in close communication with the child's teachers. Fortunately, biting is a stage that passes.

What to do if your child is bitten?

There's not much worse than seeing a bite mark on your child, and worse, infant and toddler bites are often on the face. All of our parental primal instincts as our child's protector come into play. It is natural to be upset. But try and keep in mind that it is a consequence of the group situation and not really the fault of the child, the family, or the program. Your child might as easily have been the biter. ECS doesn't release the name of the biting child for that reason.

How long do child care centers stick with a biting child?

Good child care centers work very hard to make the program work for every child, and take extraordinary measures to help a child overcome the "biting habit." Sometimes it feels to parents (and occasionally staff) that too much time passes before a child is dis-enrolled. Occasionally they might be right. But there is no clear line to indicate when program adaptations have failed to meet the child's needs and the family needs to find another child care arrangement.

The good news is that all biting children grow out of it, most often in their twos. This happens to the great relief of all: the biting child, the other children and their parents, the staff, and most of all, the biting child's family.

CONFIDENTIALITY

Children's records, assessments, behavior and development are confidential and specific to their family and those they wish information shared. It is important that confidentiality of children's records, health conditions, development and other personal information be kept confident at all times. Staff shall observe confidentiality and only share information about individual children or their families with their supervisor, authorized university personnel and regulatory oversight bodies as required and requested.

The Next section is intended for families receiving tuition assistance through California Department of Education (CDE) or Child CareAccess Means for Parents in School (CCAMPIS).

Subsidized Early Care and Education

FAMILY REQUIREMENTS AND RESPONSIBILITIES

Certification [Title 5, §18082]

Parents/guardians are required to complete a certification appointment with ECS staff to establish and document eligibility and need for the program, complete the program application and all necessary forms, and review program requirements and regulations.

Re-certification [Title 5, §18103]

The application for services must be renewed annually. Parents/guardians are required to meet with ECS staff for a re-certification appointment to document continued eligibility and need for services, update the program application and forms, and review program requirements and regulations. Recertification must be completed no sooner than 12 months from when they were last certified

Please Note: Parents/guardians will be asked to reschedule a certification/re-certification appointment if he/she is unable to document eligibility and need

for the program. Parents/guardians may reschedule one time, if time permits, before action to suspend services is taken.

Month Eligibility

The need and eligibility information provided by the family during the certification/recertification process is used to authorize services for a certification period of no less than 12 months. If the authorized services no longer meet the family needs, the parents/guardians may voluntarily report changes to ECS staff and must submit supporting documentation to change the authorized services. The requested changes must be submitted through a written and signed statement.

Photographic Consent

An ECS staff person may ask you to sign a release of photographic consent. As part of the program activities, pictures/video of your child(ren) may be taken and shared. By granting permission, the pictures and videos may be used by the Riverside County Office of Education, Early Care and Education and/or UCR campus publications to include, but not limited to,

program handbooks, websites, recruitment efforts, newsletters, and/or displays.

Documenting Children Included in the Family Size [Title 5, §18100 (1)]

Parents/guardians receiving services through ECS subsidized programs are required to document the reported family size. The parents and the biological/adopted children for whom the parents are responsible in the household are considered part of the family size. Children who reside with adults who are not their biological/adoptive parents are considered their own family (foster or guardian placements). To document the number of children in the family, parents/guardians must provide at least one of the following:

- Birth certificates; records
- Court orders regarding child custody
- Adoption documents
- Records of Foster Care placements
- School or medical records

- **County welfare department records**

If the parents/guardians are unable to provide any of these forms of documentation, please ask the Enrollment Coordinator about other acceptable forms of documentation.

Documenting Parents Included in Family Size [Title 5, §18100 (2)]

Any adult residing in the family home who is the biological parent, adoptive parent, stepparent, or parent to the sibling(s) of a child included in the family size is also included in the family size. Other adults who may be included in the family size are the domestic partner of the parent/guardian or caretaker relatives, as designated by the parent/guardian. ECS requires a copy of current, state-issued photo ID for all adults included in the family size. All included adults must meet the eligibility and need criteria of the ECS programs.

When only one parent has signed the application for child care and development services, and the documentation for the child(ren) included in the family size indicates the child(ren) have another parent not included as part of the family on the application, then the parent who has signed the application must indicate this information on the application and shall self-certify the presence or absence of the second parent under penalty of perjury.

Family Needs Assessment [Title 5, §18276]

At certification and re-certification,

parents/guardians will complete a Family Needs Assessment to indicate family need for additional information and services. Support services and referrals will be provided, when requested, to meet a family's individual needs. Parents/guardians are encouraged to contact ECS office staff for referrals and assistance.

Notification of Changes [Title 5, §18084.2 & 18084.3]

During the certification period, parents/guardians are required to report to ECS if the gross monthly family income exceeds the 85th percentile of the state median income. If the family income exceeds the maximum amount, the parent/guardian must report this to ECS within thirty (30) calendar days.

To ensure continued and accurate services, parents/guardians are encouraged to report changes in phone number, home/ mailing address, email address, change in child care provider, income changes resulting in a decreased family fee, work/ school hours' changes resulting in the need for more child care hours or a decreased family fee, or if services need to be temporarily discontinued. The requested changes must be reported through a written and signed statement.

Verification of Documentation [Title 5, §18078(i) and 18086(q)]

Any documentation submitted to ECS for the purposes of establishing eligibility and need for the program is subject to verification. Parents/guardians are required to complete a Release of Information

form for this reason. The information that may be verified includes, but is not limited to: employment status, income, work hours, school attendance, school status, address, telephone numbers, family size, marital status, medical information, provider information, etc. ECE/CCTR staff may contact the Department of Public Social Services, Department of Child Support Services, Housing Authority, First 5 Riverside, Riverside County Child Care Consortium, training sites/ schools, social service agencies, referring physicians, emergency shelters, and employers/clients, or other agencies, as required, to verify eligibility, need, and/ or location of services. ECE may also conduct a review of information via other resources to include, but not limited to online employment verification sites, social networking sites, and searches through online search engines, address verifications through online mapping, and review of court or law enforcement databases.

Child Health Histories and Immunization Records [Title 5, §18081]

Parents/guardians are required to complete a Preadmission Health History for all children receiving services through an ECE program. In addition, documentation of a completed child care readiness physical (Physician's Report) and immunization records are required for the children not yet enrolled in an elementary school program. If, due to a medical reason, the child(ren) are exempt from immunization, the parent/guardian must submit a written statement of exemption from a licensed physician (M.D. or M.O.) as

part of their file with ECS.

Adding Children to an ECS Program [Title 5, §18106(b)]

Since ECS serves families, additional eligible children who are part of the family size may receive services if funding, in the same program, is available. If funding is not available to enroll additional children, the child/children should be placed on the ECS Eligibility List and may receive services as funding becomes available.

CERTIFICATION OF FAMILY ELIGIBILITY

Families enrolled through ECS programs must meet eligibility criteria in order to receive subsidized child care services. Families may receive services if they meet one or more of the following eligibility criteria: **[Title 5, §18081 and 18082]**

- **CHILD PROTECTIVE SERVICES:** In Riverside County, families that are eligible based upon Child Protective Services generally receive child care services through the Department of Public Social Services. These families are eligible for services if they are referred from a local social service agency, emergency shelter agency, or county welfare department certifying that the child(ren) are receiving protective services. The referring agency must indicate the anticipated duration of the services. A new referral must be provided at each recertification.
- **AFTER CHILDREN IN THE FIRST PRIORITY ARE ENROLLED,** priority shall be given to eligible four-year-old children who are not enrolled in a state funded transitional kindergarten program before enrolling eligible three-year-old children. Contractor shall certify that enrollment priority is being given to eligible four-year-old children.
- **CURRENT AID RECIPIENT:** In Riverside County, families that are currently receiving public cash assistance generally receive child care services through the Department of Public Social Services in order to receive the other supportive services offered by these programs. If families, based upon this eligibility, are served through ECS, they are required to meet the income eligibility requirements, have an ongoing need for services, and report all changes in their public cash assistance within required reporting timelines.
- **HOMELESS:** Families who are eligible for services through ECS due to homelessness are referred by an emergency shelter or other legal, medical, or social service agency. Families may also document this eligibility through a written declaration indicating that the family is homeless and describing their current living situation.
- **INCOME ELIGIBLE:** The majority of families who are eligible for child care services through ECS fall into this eligibility category. Families are income eligible for services when their gross monthly income is at or below 70 percent of the state median income at certification. After certification, families remain eligible for services as long as their income does not exceed 85 percent of the state median income. Income eligibility is based upon all sources of countable, gross income adjusted for the family size.

Documentation of Income Eligibility [Title 5, §18084]

Total Countable Income [Title 5, §18078(u)]

Families who receive services based upon income eligibility must document all sources of countable income, including:

- Gross wages from employment, including commissions, overtime, tips, bonuses, housing and automobile allowances, gambling/lottery winnings, and wages for migrant, agricultural, or seasonal work;
- Public cash assistance (including Safety-Net received for children) or diversion payments received from the Department of Public Social Services;
- Gross income from self-employment less business expenses with the exception of wage draws;
- Disability, unemployment, or worker's compensation;
- Spousal support or child support

received from a former spouse or absent parent; this includes financial assistance for housing costs, living expenses, and/or car payments paid as part of this support;

- Foster care grants or financial assistance received for caring for a child who is not the biological/adopted child of the adults in the family receiving childcare services;
- Survivor or retirement benefits, pensions or annuities, inheritance, dividends, interest on bonds, income from trusts, or royalties;
- Rental income received from rent for room within the family's residence or rental property;
- Portion of student grants/scholarships not designated for educational purposes (tuition, books, or supplies);
- Insurance or court settlements for lost wages or punitive damages; or
- Other enterprise for gain (i.e. – reimbursement for services provided, donation of blood, etc.).

Documentation of Income from Child Support [Title 5, §18078(a)(7)]

Parents/guardians are encouraged to open a child support case through the Department of Child Support Services (DCSS) in order to receive child support payments. If a parent/guardian does not

already have a case with DCSS, ECS staff can provide information to assist with this process. Parents/guardians, with open child support cases through DCSS, must submit documentation of all child support payments received for the previous 12 months. This information can be accessed through a DCSS office or with a PIN number through the DCSS website: www.childsup.ca.gov. If parents/guardians choose not to open a case through DCSS, child support income may be documented by providing one of the following:

- Court order for child support being received;
- A declaration of a mutual agreement of the child support being received, signed by both parties;
- Documentation indicating that the absent parent is incarcerated, deceased, or has relinquished parental rights;
- Domestic violence documentation (court documentation, restraining order, etc.); or
- Child's birth certificate indicating that the father is unknown, or documentation that the person believed to be the father has been excluded based upon paternity testing.

Please Note: Documented outgoing child support paid by a parent/guardian included in the family size will be deducted from the parent/guardian's gross income.

State Family Fees [Title 5, §18109]

Once a family's gross monthly income is determined, State Family Fees (fees) will be assessed. Fees are assessed based upon the state family fee schedule and determined by family size and income. If it is determined that the parent/guardian has a fee, the fees are based on the child who is enrolled in services for the greatest number of hours. Fees are paid directly to ECS as part of the parent/guardian's share of cost for services.

Family fees will be determined at the time of enrollment and must be paid in advance. All Fees are effective and payable the first day of attendance. Fees are charged in accordance with the State of California, Department of Education, Child Development Division regulations. The State of California requires a Flat Fee to be charged monthly based on the total certified enrollment hours, regardless if your child is in school. Fees will be assessed during vacations and/or when children are out due to illness or other excusable reasons.

Payments are accepted online via the family portal system. Forms of payment accepted are as follows: credit/debit cards with Visa, MasterCard, Discover, and JCB logos. Payroll deductions are also an option for UCR affiliates that are paid through UCR. A receipt of payment will be issued at the time a payment is made.

All fees are due the 1st of every month. If fees are not received by the 7th of the month a Notice of Action to Terminate

Services will be issued to the parent. If all delinquent fees are paid in full within 14 days from notice, services will continue.

CERTIFICATION OF FAMILY NEED

Families enrolled in ECS programs must have a documented need for subsidized childcare services. Families may receive services if all adults included in the family size meet one or more of the following need criteria: **[Title 5, §18085.5(a)]**

- Employment
- Seeking Employment
- Vocational Training
- Parental Incapacitation
- Homelessness
- Seeking Permanent Housing
- CPS
- At-Risk

The hours of authorized childcare are approved based upon the hours of documented need. Services are not authorized during the hours in which an adult included in the family size is available to supervise the children, the children are in an elementary school program, an elementary school program is available to the children, the children are enrolled in another subsidized program (Head Start/

State Preschool), and/or the children are in the custody of a parent that is not part of the family size.

[Title 5, §18085(b)]

Please Note: For children who are enrolled in a private school, home schooled, or voluntarily held back from kindergarten although they are kindergarten age, child care services are not available during any hours that the child could be enrolled in public school. [Title 5, §18076.2(d)]

ATTENDANCE POLICY

[Title 5, §18066]

Please call the center before 9:00 am if your child will be absent or late for any reason. If the absence is planned, please notify your child's teacher ahead of time. Breakfast is served at 9:00 am daily; if child arrives late, accommodations will be made to ensure that the child provided a nourishing meal. This does not apply to infants that are bottle or baby food fed, as they are fed when they are hungry.

When a child does not attend childcare on authorized days, the parent/guardian is required to indicate the specific reason for the absence and sign for each day of absence on the child's attendance record. Children who are absent due to illness for more than 5 consecutive days, are required to get a Doctor's clearance to return to class. A Doctor must certify that the child is healthy enough to return to their normal routines.

Below are a list of absence reasons and limitations:

- Excused Absence: (E)
 - Illness of enrolled child (ailment, communicable disease, injury, hospitalization, or quarantine)
 - Illness of parent/guardian (ailment, communicable disease, injury, hospitalization, or quarantine)
 - Appointment of enrolled child or parent/guardian (doctor, dentist, mental health, social service, welfare, education, special education services, counseling, or therapy)
 - Court-ordered visitation with a parent or relative, as required by law (Court order must be on file) – custody arrangements are not the same as visitation
 - Family emergency or unplanned situations of a temporary nature (court appearance, death, accident, no transportation maximum of 3 per program year, hospitalization of a family member, or illness of a sibling), others on a case-by-case basis.
- Best Interest/ Excused: (B)
[Maximum of ten (10) days per fiscal year
(July 1 – June 30)]**
- Vacation
 - Visiting relative or friend

- Attending a party, school program/sibling field trip
- Religious observance, holiday, or ceremony
- Family moving
- Personal or family business

Note: No limit for CPS/At-Risk.

Unexcused (U)

[Maximum of ten (5) days per fiscal year (July 1 – June 30)]

- Child did not feel like coming to school/care
- Parent or child overslept
- Abandoned services (No show or contact)
- After the 10 best interest days are used, additional absences in the Best Interest category are considered unexcused
- Any absence parent does not identify a reason for or as a best interest day
- Non-contracted days: (X)
- Day that the parent/guardian does not have a need for service
- Center/Provider closed
- Child custody agreements (days that the child is not in the custody of the

parent/guardian served by the program)

Causes for Dismissal:

- Failure to abide by Participant Contract and Program Rules
- Absence of at least three (3) consecutive days without parent/guardian making contact with staff
- Five (5) consecutive unexcused absences
- More than five (5) unexcused absences in a fiscal year (July – June)

FAMILY EMERGENCIES AND LEAVE OF ABSENCE

[Title 5, §18104]

Family emergencies are considered excused absences. Parents are to notify the Enrollment Coordinator as soon as possible to advise them of the situation. A leave of absence may be granted if childcare services are not needed for a short period of time not to exceed 4 consecutive weeks. No childcare services may be used during the extended leave of absence. Parents are to contact the Enrollment Coordinator for more information on how to request a leave of absence. All leave of absences must be approved by the ECS Director.

NOTIFICATIONS SENT TO PARENT/GUARDIANS

Notices of Action

[Title 5, §18094, 18095, 18118, and 18119]

A Notice of Action (NOA) is issued to the parent/guardian upon approval, denial, termination, or change of services (family fee changes, hour changes, etc.). The NOA provides a summary of the family's application information and an explanation of the action being taken with regard to the childcare services.

Other Notifications

Parents/guardians and childcare providers receive several notices from ECS staff throughout the year. The notifications contain important information regarding documentation required and changes in services and/or regulations. It is crucial that the parents/guardians and child care providers review all notifications sent from ECS staff, as the majority are time sensitive and require a response.

TWO-WEEK WITHDRAWAL NOTICE

[Title 5, §18413 and 18428]

ECS encourages parents/guardians to provide the program with a two-week notice prior to ending services or changing providers.

FRAUD POLICY

Intentionally providing false or inaccurate information in order to access services, or submitting false claims for services for which the family or provider is not entitled, is considered fraud. Fraud is grounds for dismissal from the program and legal

actions will result. Some examples of fraud include, but are not limited to:

- Failure to report the actual number of family members living in the household;
- Failure to report the actual gross monthly income for the family;
- Submitting falsified documentation of income;
- Submitting falsified documentation of employment;
- Submitting falsified documentation of vocational training days, hours, progress, etc.;
- Inaccurately representing family eligibility or need in any way

ECS reserves the right to verify the accuracy of any information/documentation submitted by the parent/guardian for the purposes of accessing childcare services through ECS. If it is found that the Parent/guardian provided inaccurate or false information; the family will be dismissed from the program.

DISMISSAL OF FAMILY PARTICIPATION

[Title 5, §18119]

When a family no longer meets the eligibility criteria for services, does not have a documented need for services, or fails to adhere to program policies and requirements, ECS issues a Notice of

Action (NOA) to terminate the family's childcare services. Any services used beyond the discontinuance date on the NOA become the parent/guardian's sole financial responsibility.

The reasons that ECS may discontinue services to a family include, but are not limited to:

- Parent/guardian request;
- Family income exceeds 85 percent of the state median income;
- When a child reaches his/her thirteenth birthday (this termination would be effective at the end of the family's current certification period);
- Failure to recertify with all necessary documentation within the required time frame;
- Parent/guardian does not have a documented need for services at recertification;
- Extended absence expires and the parent/guardian has not returned to services and cannot be reached;
- Failure to demonstrate adequate progress at recertification as required for student parents;
- Failure to pay fees;
- Excessive unexcused absences; more than 5 unexcused absences in a

program year;

- Abandonment of services (dropping service with no notice);
- Intentionally providing false or inaccurate information to access services;
- Insulting, berating, threatening, or physically harming an ECS staff person or childcare provider. ECS reserves the right to terminate meetings/phone calls with parents displaying any of these behaviors;
- Consistent inability to abide by program policies and requirements.

Families who have committed fraud and/or have intentionally misrepresented their eligibility and/or need for the program will no longer be permitted to access services through ECS at any time.

APPEALS PROCESS

[Title 5, §18120, 18121, and 18122]

When a parent/guardian receives a Notice of Action (NOA), the parent/guardian has the right to appeal the action if he/she feels it is unwarranted.

Appeal requests must be received in ECE on or before the appeal date indicated on the NOA. Failure to follow the process and meet the deadlines will result in an invalid appeal. The appeal request must be submitted in one of the following ways:

- In writing (via personal drop-off, mail, fax, or email at ECS@UCR.EDU:

- » The parent/guardian completes the appeal request on the back of the NOA and submits it to ECS on or before the appeal date indicated on the NOA.
- » The parent guardian prepares any written statement to request an appeal of the intended action indicated on the NOA.

Once the appeal request has been received, the following steps will then be taken:

- The parent/guardian will be contacted to set up an appointment for a hearing. If the parent/guardian cannot attend a hearing appointment, he/she may choose to have an authorized representative attend the hearing on his/her behalf. The name of the authorized representative must be provided to ECS when the appeal hearing is scheduled, and an authorization form must be submitted to ECS on or before the date of the hearing appointment.
- » If ECS is unable to reach the parent/guardian within ten (10) calendar days of receipt of the appeal request, an appointment will be scheduled on the parent/guardian's behalf.
- » If the parent/guardian is unable to attend a face-to-face appeal

hearing appointment, alternative arrangements can be made for hearing by telephone. This must be requested in advance, and an additional release form will be required.

- Within ten (10) calendar days of receipt the appeal request, the parent/guardian will be sent a letter confirming the date, time, and location of the hearing.
 - » If the parent/guardian/authorized representative, fails to appear at the hearing, the parent's/guardian's appeal will be deemed abandoned.
- The appeal will be heard by a hearing officer; an additional ECS staff person may attend at the hearing officer's request.
- The parent/guardian may request an interpreter, if needed, or may bring his/her own.
- During the hearing, the appeal process, the reason for the action, and any written response from the parent/guardian will be reviewed with the parent/guardian/authorized representative.
- The parent/guardian/authorized representative will be given the opportunity to present his/her side of the case and present any information/documentation specific to the action.
 - » Only documentation provided by

the parent/guardian/authorized representative at the hearing appointment and that which is already on file with ECS will be considered in the appeal decision. No additional time will be given to submit supporting documentation after the hearing appointment has concluded.

- Within ten (10) calendar days following the hearing, the hearing officer will send a written response regarding the outcome of the hearing.
- If the parent/guardian is dissatisfied with the outcome of the hearing, a written appeal may then be filed within 14 calendar days to the California Department of Education as indicated on the back of the NOA.

Please Note: Child care services continue during the appeal process, and the parent/guardian is subject to all rules and policies of ECS during this time.

UNIFORM COMPLAINT PROCEDURES/FOOD PROGRAM COMPLAINT PROCEDURE

UCR ECS has adopted a complaint procedure to address allegations of unlawful discrimination regarding actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability or age or on the basis of a person's association with a person or group with one or more of these

actual or perceived characteristics. The uniform procedures apply to all programs and activities and provide civil rights guarantees.

ECS is primarily responsible for compliance with federal and state laws and regulations. This procedure is designed to provide a single and consistent process for filing of complaints alleging a violation of federal or state statutes. The procedure applies to complaints of harassment, intimidation, bullying and unlawful discrimination based on actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by our office. Uniform Complaint Procedures also cover the following programs and/or services:

- **Adult Education**
- **Accommodations for Lactating Students**
- **Career Technical Education**
- **After School Education**
- **Child Care and Development Programs**
- **Foster and Homeless Students**

- **LCFF and LCAP**
- **Physical Education: Instructional Minutes**
- **Special Education**
- **Migrant Education**
- **Pupil Instruction: Previously Completed Courses**
- **Child Nutrition**
- **Unlawful Pupil Fees**
- **Pupil Instruction: Courses without Educational Content**

In accordance with our procedure, any individual, public agency, or organization may file a written complaint if it is felt there has been a violation of federal or state law or regulation by one of the covered programs. Discrimination complaints must be filed within six months of the alleged discrimination, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Director or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

The first step in all complaints will be to try to resolve the concern among the parties involved. If that is not possible, then the formal steps of the official procedure are

available. Generally, the procedure must be completed within 60 days from receipt of the complaint. Complaints are confidential, and retaliation against a complainant is prohibited. A complaint regarding unlawful pupil fees may be filed directly with the site administrator of a school as well as anonymously. Pupil fee complaints shall be filed no later than one year from the date the alleged violation occurred.

A complainant not satisfied with the decision of ECS may appeal the decision to the CDE and shall receive a written appeal decision within 60 days of the department's receipt of the appeal. The appeal must include a copy of the complaint filed with ECS and a copy of the designees' decision. Further appeal of CDE decision may be made to the State Superintendent of Public Instruction. If ECS finds merit in a complaint, or the department finds merit in an appeal, ECS shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by RCOE to ensure full reimbursement to all affected pupils, parents and guardians, subject to procedures established through regulations adopted by the state board of education.

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of ECS' complaint procedures. Such remedies may include mediation centers, public/private-interest attorneys, injunctions, restraining orders, etc. The complainant's right to take a complaint directly to the California

Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination. For discrimination complaints, however, a complainant must wait until 60 days has elapsed from the filing of any appeal with the CDE before pursuing civil law remedies. This moratorium does not apply to injunctive relief, and it is applicable only if ECS has appropriately and timely apprised the complainant of his/her right to file a complaint. For assistance, complainants may contact:

- California Rural Legal Assistance
- Office of Civil Rights
- Department of Fair Employment and Housing
- Riverside County Bar Association Lawyer Referral Service
- Inland County Legal Services

Complaints must be filed with the ECS Director, 3333 Watkins Drive, Riverside CA, 92507 or by calling (951) 827- 7453.

UCR CHILD CARE ACCESS MEANS FOR PARENTS IN SCHOOL (CCAMPIS) PROGRAM

CCAMPIS is a federal grant program that helps to pay all costs of child care services for parents attending UC Riverside.

CCAMPIS will be awarded to Pell Grant Eligible students. Parenting students may qualify for subsidized tuition through CCAMPIS which can help alleviate the additional expenses of childcare.

CCAMPIS Enrollment Priorities

The extent to which the services to be provided by the proposed project are focused on those with the greatest needs. The ECS will identify, recruit and select low-income families who are most in need of childcare services by using three selection criteria;

- income eligible based on the California Department of Education (CDE) ranking and income ceilings (70% SMI);
- students that are experiencing academic difficulties due to lack of child care;
- English Language Learners (ELL) students. Student/parents who are identified as being the most in need may include one of the following: homeless, Temporary Aid for Needy Families (TANF) recipient, and unemployment. These families will receive referrals to Riverside County Social Services in order to address family needs for additional services.

Child care services will be provided year round during regular and summer class times. Parent engagement surveys will be completed to determine program improvements and needs on an annual basis.

CCAMPIS Application Guidelines

- Applicant must have a combined income of no more than \$25,000 per year or show a remaining financial need as determined by a completed FAFSA.
- Married individuals not participating in the labor force—those neither employed nor unemployed and looking for work—are considered to be available for child care and will not be eligible to participate in the program.
- Applicant must use one of the two campus Child Development Centers through this grant.
- Applicant must have a cumulative GPA of 2.5 to apply to the program and must retain this GPA while participating in CCAMPIS and receiving financial assistance for services. Student must remain in good academic standing for each quarter in which the grant is awarded. If a student drops below a GPA of 2.0 any given Quarter, child care financial assistance will be suspended and the student may be dropped from the program.
- Applicant must attend classes or engage in studying activities during the portion of the day when services are rendered.
- Applicant must be enrolled full-time (12 units for undergraduate and 6 units for graduate students) each Quarter in which the grant is awarded.



If an enrolled student falls below the required 12 units, funding will not be available until the student returns to full-time status.

- The office of Child Development may request proof of attendance, copy of recent grades, and a class roster at any time during the academic school year.
- Early Care and Education stipends are paid directly to one of the NAEYC Accredited Campus Child Development Centers or an approved vendor program as authorized by UCR ECS.
- Participants will be required to participate in evaluation activities, trainings, parent meetings and/or focus groups and surveys up to 5 hours each academic quarter.
- Participants will be required to comply with the rules and regulations of the Center in which your child is enrolled.
- UCR Child Development Programs has the right to forfeit the award at any time if there is reason to believe the student is not attending classes during the time care is rendered or is otherwise not following the rules in the grant agreement.
- Upon acceptance, the participant will sign a Letter of Agreement outlining the responsibilities, rules, and regulations of the Quarterly stipend.
- Students will be notified of acceptance or placement on our waiting list within 5 days of receipt of this application.
- The participant must meet with the Enrollment Coordinator each quarter for continued eligibility and provide required documentation.

Important Numbers

EARLY CHILDHOOD SERVICES (ECS)

Telephone Numbers:

- South Building [A]: (951) 827-3854
- North Building [B]: (951) 827-7454

Fax numbers:

- South Building [A]: (951) 827-3882
- North Building [B]: (951) 827-7471

ECS Administrative Staff

Telephone Numbers:

- Kimberly Pixley, Site Supervisor (951) 827-7464
- Bonnie Bacon, Site Supervisor (951) 827-2662
- Lesley Martinez, Enrollment Coordinator (951) 827-7465

ECS Website:

www.ecs.ucr.edu

For Tax purposes:

Federal ID # 95-6006142

Facility License Numbers:

Infant/Toddler- 334802965
Preschool- 334802737

HOURS OF OPERATION

M-F; 7:30AM - 5:30PM

Kindergarten School Day 8:30AM - 2:30PM

Kindergarten Full Day 7:30AM - 5:30 PM

COMMUNITY RESOURCES

Countywide Resource & Referral toll-free number:

800-442-4927

BEHAVIORAL THERAPY

Eady Center

Family Autism Research Center

3333 Watkins Drive, Riverside, CA 92507

Phone: (951) 827-3849

Email: searchcenter@ucr.edu

The screening clinic is by appointment only.

SPEECH & OCCUPATIONAL THERAPY

SenseABILITIES

6848 Magnolia Ave #200,

Riverside, CA 92506

Phone: (951)779-1966

Email: tamarakslp@senseab.com

Inland Regional Center

1500 Iowa Ave, Suite 100,

Riverside, CA 92507

Phone: (951) 826-2648 Intake Line

HEALTH CARE

To apply for Medi-Cal

www.C4yourself.com

Riverside Community Hospital

4445 Magnolia Ave Riverside, CA 92501

Phone: (951) 788-3000

Department of Public Health Riverside County Child Health and Disability Prevention

10769 Hole Ave,

Riverside, CA 92505

Phone: (951) 358-5481

Toll Free: (800) 346-6520

LEGAL RIGHTS/SERVICES

Inland Counties Legal Services

1040 Iowa Ave Ste. 109,

Riverside, CA 92507

Phone: (951) 368-2555

SCHOOLS/EDUCATION ASSISTANCE

Riverside County Office of Education (RCOE)

3939 13th Street, Riverside, CA 92501

Phone: (951) 826-6530