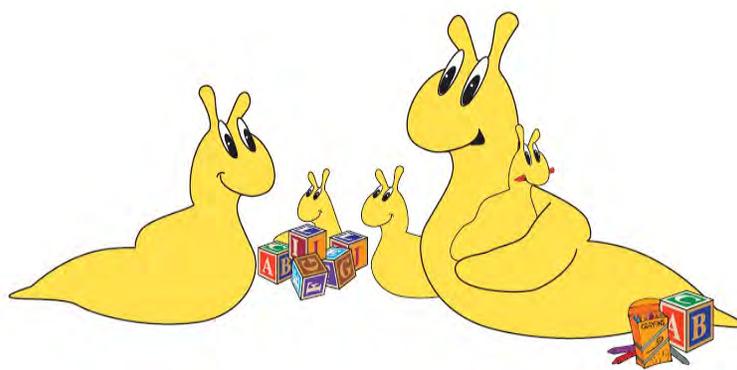


Early Education Services

Family Handbook

A Partnership in Caring

Effective February 2014



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

Early Education Services Phone Numbers

EES ADMINISTRATIVE STAFF

EES Main Office	earlyeducation@ucsc.edu	459-2967
EES Main Office FAX		459-5222
EES Interim Director: Dawn Wetzel	dwetzel@ucsc.edu	459-3013
EES Program Supervisor (lead): Catherine Hiatt	cehiatt@ucsc.edu	459-1663

INFANT CENTER

Infant One's Classroom		459-3344
Infant One's Teacher Message Phone		429-5660

YOUNGER PRESCHOOL CENTER (Community Building)

Loft Room		459-4088
View Room		459-4088

PRESCHOOL CENTER (Blue Building)

Green Room		459-4472
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SCHOOL AGE CENTER

School Age Classroom		459-4472
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Welcome to UCSC Early Education Services!

UCSC Child Care Services Mission Statement

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

A Partnership in Caring

We look forward to getting to know you and your children and are delighted that you have chosen to become part of our caring community. Our partnership will enhance your child's development, support your family, and create an experience of trust, caring, understanding and learning for us all. This handbook provides important information, which will enable you to work hand in hand with our staff to achieve the best early education experience possible for your family.

Communication and Safety is Important

Teachers want to speak with you daily as you arrive and depart the classroom to exchange information about your child's routines and well-being. You will also have the opportunity to meet individually with your child's teacher throughout the year during scheduled family conferences and home visits. Of course we encourage you to make an appointment with your child's teacher whenever you feel it is necessary. As part of our regular programmatic communication, we send home notes and newsletters. Our bulletin boards will provide you with additional information and announcements. We understand how important your child is to you, and we want to support your expectations regarding his/her education and growth. When you have questions, concerns, or suggestions, please do not hesitate to let us know. Talk to a teacher, get in touch with the Program Supervisor, visit the office, discuss it with the Director or call us any time.

The health and safety of your child is our ultimate priority along with providing a nurturing enriching curriculum. EES provides children a caring place where each child can explore, grow, learn and form close friendships under the guidance of responsive adults. We strive to be a model of quality care and are committed to providing the best resources available for children and their families. We see ourselves as an inclusive community that facilitates partnerships between children, families and teachers. We look forward to a close and lasting partnership with you and your family.

Staff

Our expert developmental approach is crafted by gifted teachers selected for their educational background, ability and experience in the field of child development; as well as their demonstrated commitment to children and families. We choose teaching staff who are warm and nurturing, and who can apply their knowledge respectfully toward children and families. Our staff expresses the values of teamwork in their relationships with parents, students and one another.

The State Commission on Teacher Credentialing credentials all EES teachers. On-going professional development, which keeps us current in the field of early education, is a valued component of EES programs. Our dedicated work-study student teaching assistants (TA's) receive extensive training in valuable child development and education skills. The EES Program Supervisor and Director are highly experienced and qualified early childhood professionals.

Nondiscrimination Policy

Early Education Services programs are open to all families without regard to race, color, national origin, gender, religion, age, physical or mental ability, political beliefs, sexual orientation, or marital or family status. We refrain from religious instruction or worship. We are committed to making all reasonable accommodations to meet every child's needs. Please call 459-2967 or email earlyeducation@ucsc.edu if you require alternative means for communication of program information (Braille, large print, audio tape, etc.) or if you need disability-related accommodations to visit us.

Overview

This handbook and all policies contained in it are reviewed each year. It includes information on EES philosophy, policies, admission priorities and discipline philosophy. The appendices contain reference materials and appeal information. In addition to the appeal processes described in Appendices E-H, families can appeal to any University advocacy unit such as the Office of Ombudsman. Any exceptions to the policies described herein are at the discretion of the director, unless they are University policy or California regulations or laws.

About Early Education Services

History and Mission

Early Education Services has been part of the University community since 1977 and is dedicated to providing the highest quality of developmental care possible for each child. Our purpose is to support the University of California's mission of research, teaching, and community service by promoting access to higher education. Our child care programs strengthen recruitment and retention, and allow families to achieve their educational and career goals. Our complete Mission Statement can be found in Appendix A.

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

Program Philosophy, Goals & Objectives

Philosophy

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

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

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

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

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

Anti-bias Curriculum

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

environment where each child develops a strong personal identity, feelings of comfort with diversity, the ability to talk about differences, and to challenge bias. During the course of the year we:

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

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

Desired Results

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

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

Developmental Assessment

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

curriculum and gives us valuable information to communicate to parents regarding their child's development.

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

- Children's portfolios: samples of artwork, photographs and periodic anecdotal records. Portfolios are kept in the classroom where the children and their families can view them.
- The DRDP is performed for each child twice during the academic year over fall and spring quarters. It is part of the child's Core File, which is located in the program office.

The Child Summary is a synopsis of the DRDP, which is presented to the family at the family/teacher conference. After reviewing the document, both parent and teacher sign. Families are provided a copy of the Summary. The Child Summary is also part of the Core File.

Family Involvement

EES believes that successful childcare results from a partnership between families and teachers, and that our cooperative relationships are the foundation for our children's future success.

Communicate, Communicate, Communicate

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

parent pocket daily for messages, program news, and communication and EES information.

We will do our best to keep you informed about your child's day at school, our curriculum, and our observations of your child's growth and development. Please let us know if unusual circumstances are occurring at home or elsewhere in your family or child's life. We can better assist your child during the day when we know how the evening and the morning went at home, or how vacation was. Difficulty sleeping changes in eating habits and other normal events have an impact on your child's day in the program. "Ordinary" events, such as a new pet or a visit from grandparents, give us hints about how to shape curriculum around your child's interests and experiences. Some aspects of family life, such as illness or separations, can be hard for children to understand or cope with and are therefore very important for the teaching staff to know about. When we are informed, we are prepared to help your child think and talk about what is happening. All sensitive family matters are treated confidentially, and discussions regarding such information are limited to the regular teaching staff.

Family Conferences

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

Classroom Involvement

We welcome your involvement in the classroom at whatever level you are comfortable. We know you are very busy, but hope that you will spend time with us whenever you can, reading or playing with your child, or just hanging out at the end of a long day. The Parent Bulletin Boards inside the classroom entrances have current information about curriculum plans and classroom activities. If you have a special interest or skill, from singing to soccer, that you would like to share with children,

please let your child's teacher know. We hope you will share your ideas about curriculum that would be of particular interest to your child.

Family Meetings and Social Gatherings

Each program has "all family" meetings or social events at least once a quarter. These are wonderful opportunities to learn more about staff, network with other parents, and share mutual interests.

Family Teacher Partnership Group

The active involvement of families is an indispensable feature of our program. We encourage your input and guidance. The Partnership Group or Parent Advisory Group meets regularly and consists of representatives from each classroom. Meetings are open to all families and we welcome everyone's contribution. The Partnership Group focuses on discussion and feedback regarding the environment, curriculum, positive support to the staff, family involvement with the program, and planning special programs to be sponsored by Early Education Services and its families. We rely on families who attend Partnership Group meetings to reflect on challenges, generate ideas, and provide partnership for EES growth.

Staff Development

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

- New employees are provided an orientation to guide them to understand how agency policies relate to their perspective job description
- We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth
- Our staff members are evaluated annually
- We have sound internal communication mechanisms, which include email, phone, and newsletter to provide staff with information necessary to carry out their respective duties.

Work days

Throughout the year, we may ask for help from families and friends to keep our centers clean, attractive, and safe. As we work together on the environment, we build community. We will occasionally organize workdays. However, families who wish may contribute anytime to the maintenance and/or enrichment of classrooms by repairing classroom materials, organizing photos onto display boards, helping children with an activity, or collecting recycling materials for children's art.

Program Evaluation

We want to know how we are doing! A complete program evaluation is done annually in the Spring Quarter. Staff completes a self-study of the program, and families are asked to complete an anonymous questionnaire. Your feedback is essential and will be evaluated by staff to use in planning, developing and improving our programs for the up-coming year.

"I Have a Concern or a Suggestion. Where do I go?"

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

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

Meals and Nutrition

EES provides highly nutritious, appealing breakfasts, lunches, and afternoon snacks. Breakfast is served from 8:30am – 9:00am, lunch is served from 12:00pm – 12:30pm and snack is served from 3:00pm – 3:30pm. Staff dines with children family-style to act as role models and to encourage healthy eating habits. We participate in the Child and Adult Care Food Program (CACFP) and follow all CACFP guidelines, (Please see Appendix F). We emphasize whole grains and avoid processed sugar. Whenever possible, produce is organic. We attempt to provide meals from a variety of ethnic backgrounds,

reflecting the diversity of our families. Menus are posted monthly in the programs. There is no separate charge for the EES food program. Our children's meals are provided by UCSC's dining services. We are very proud of our nutrition program and we realize that everyone's needs are different and you may want to suggest a change. If you have a suggestion or complaint about our food program, we encourage you to talk to a teacher or an Early Education administrator (center director). If you have a program complaint dealing with non-discriminatory issues such as a program services or violation of federal or state laws or regulation which you have not been able to resolve it with us, you may contact the Civil Rights and Complaints Coordinator at (916) 445-0850 or (800) 952-5609, (Please see Appendix D).

Food Allergies

To provide the at most safe environment for those children with severe allergies of nuts, our entire program is a NUT-FREE ZONE. We will not provide any foods in our program that contains food products with peanuts or any kind of nuts. Please be mindful of this policy if you choose to arrive in the morning with breakfast, or pack a snack in the backpack for the ride home that all foods that are on the EES premises can not have nut products.

If your child has specific food allergies or intolerances, we can make reasonable accommodations. Upon request, EES will provide you with a medical statement to be completed by your child's physician. With this form on file, we can supply appropriate substitutions of food and beverage for a child with medically recognized dietary restrictions.

Unfortunately, we cannot offer alternative foods because a child simply *does not like* what is being served

Food for Birthdays

Birthdays are a special time for children and their families. If you would like to share a birthday snack with the class, please keep in mind nutritional guidelines. Your child's teacher and Program Supervisor will be able to guide your food choice and can advise you regarding food allergies and the number of children in attendance.

Our Centers

All of our centers are located in the Family Student Housing complex. Each of our centers is operated during the academic year from September through June, closing during the summer months, administrative and university holidays, and staff development days (between 2-3 days).

Infant Center

The Infant Center serves children ages 14 months - 24 months. When spaces are open for enrollment, new children must be between the ages of 14 months and 23 months old. The ratio of adults to children is 1:4. The hours of operation are 7:30am – 6:15pm.

Preschool Center

There are two locations where Preschool children are served. The Younger Preschool Program is located in the Community Building, and is divided into two classrooms. The Loft Classroom serves children ages 24 – 38 months. When spaces are open for enrollment, new children must be between the ages of 24 and 33 months old. The View Classroom serves children ages 24 months - 48 months. When spaces are open for enrollment, new children must be between the ages of 26 and 40 months. The ratio of adults to children is 1:4 if the majority of the children are younger than 36 months, or 1:8 if the majority of the children are older than 36 months.

The Older Preschool Program is housed in the Blue Building next to the Infant Center. This program serves children ages 36 months until they enter Kindergarten. The ratio of adults to children is 1:8.

Hours of operation are 7:30am – 6:15pm.

School Age Center

The School Age Program serves 16 children. It operates as an after-school program during the academic year.

During the school year, hours of operation are 12:15 – 6:15pm for Kindergarteners; and 2:30pm – 6:15pm on Mondays, Tuesdays, Thursdays and Fridays for 2nd through 4th graders. On Wednesdays (public school

half days), care is available from 12:15pm to 6:15pm for all school-age children. Extended care is available on a sign-up basis on some Santa Cruz City Schools closure days (University closure days excluded).

How to Qualify for the Program

Admission & Eligibility

Who is eligible?

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

Health requirements for Admission

Health regulations are determined by the California Department of Social Services and the State Department of Health. We ask your cooperation in meeting the following requirements, for the protection of everyone:

- A Developmental Evaluation (provided by your child's program) helps teachers know your child. It is required before your child starts.
- Verification of your child's current immunizations (or a signed waiver form) must be on file before your child can attend.
- A Physician's Report for your child signed by a licensed physician is required within 30 days of your child's initial attendance. It must include documentation that your child has been evaluated for the risk of contracting TB. Your child's physician may indicate that a TB test is not required or, if risk factors are present, that your child has tested negative for TB.

Deviation from Contracted Hours

Each family will choose a schedule of care for their child that will become part of their Admission Agreement. Any changes to the schedule must be requested in writing two weeks in advance of a change. If a child is not attending the contracted

hours for more than 10 days, Early Education Services reserves the right to permanently change the child's schedule to the adjusted hours, or terminate care.

Leave of Absence for Fee-for-Service Families

Due to the continuity of care, we encourage a Fee-for-Service families have a regular attendance of their children.

How to qualify for Subsidized Program

Eligibility and Need Qualification

In order to qualify for subsidized care, a family must prove income eligibility. The family must receive public assistance or have a combined gross monthly income at or below 70% of the State Median Income.

Need and qualification for care are established at the time of initial enrollment, and are re-established intermittently as needed. Minimally, documentation updates are conducted prior to the beginning of each academic quarter.

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

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

Subsidized Families

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

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

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

What is Income?

Total countable income means all income of the individuals counted in the family size. For example:

- Gross wages or salaries
- Overtime
- Tips
- Cash aid
- Child support payment received
- Portion of student grants or scholarship not identifies for educational purpose as tuition, books, or supplies.

What is Need?

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

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

The EES reserves the right to ask for addition documentation to verify income.

Payment

EES parent fees statements for fee service and parent fees fee-paying subsidized families will be delivered the first working day of each month via USPS or your family pocket in your child's classroom. Payment is due upon receipt. You will be provided a written receipt when your payment has been made. Since EES does not automatically give you a summary billing statement, we encourage you to keep these receipts as verification of childcare fees.

If you have questions regarding any aspect of your bill, please contact the EES Financial Assistant at 459-3396.

Fee-for-Service Families

Separate eligibility lists are maintained for student fee-for-service families. Returning children and siblings of currently enrolled children are given priority on the waitlist in the order determined by the Access Policy.

Although the university provides some financial support to our program, your fees are an important part of our budget. Tuitions are based on the current expenses to operate a quality program for children. Rates are figured as an annual amount that takes into account total days of operation. EES does not prorate fees due to holidays or academic closure, (except for June & September). Families are required to pay full tuition each month regardless of the differences in days of operation from one month to the next.

How families are selected

Admission Priorities

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

Second priority: All CSPP eligible four-year-old children shall be admitted first before CSPP eligible three-year-old children in accordance with family income rank

Second priority for General Child Care: All children and families who are not within the first priority for admission shall be admitted in accordance with family income

All eligible families are ranked on the waiting list in accordance with family income and size. The EES enrollment is based on two different wait list, a) subsidize list and b) full fee list.

Per Title V, first admission priority is given to children receiving protective services, identified as abused or neglected; or at risk of abuse, neglect, or exploitation.

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

Siblings of currently enrolled children are given priority for admission if and when there is an age-appropriate opening.

Enrollment Process

Subsidized Intake Appointment

If your family has risen to the top of the subsidized eligibility waitlist and has provided, upon request, documentation of family income, you will be scheduled for an intake appointment. At that appointment, an EES administrator will welcome you to the program and review with you your qualification documentation and enrollment paperwork. Please bring everything requested to this appointment. Subsidy and enrollment paperwork must be completed before your child can attend.

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

Families will get notified by email and to what to bring to enrollment appointment. The application for service with staff must be signed and dated by both. Next, the Notice of Action (NOA) is issued after certification.

The NOA is issued when:

- Certification is completed
- Recertification is completed
- Changes that affect need, fees and eligibility occur
- The family is terminated from the program
- Family fee is delinquent

In summary-NOA is issued to the parent for approval, denial, termination, delinquent fees and change to services

Family Size

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

- Birth Certificate

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

When only one parent has signed the application for services and the information provided indicates the child has another parent whose name does not appear on the application, then the presence or absence of that parent shall be documented.

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

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

If Due to recent departure of a parent from the family, the remaining applicant parent may submit a self-declaration under penalty of perjury explaining the absence of that parent from the family. Within six months of applying for reporting the change in family size, the parent must provide one of the above documentation.

Income documentation is for the month preceding certification or recertification. Current and on-going income documentation may be requested

Employee Documentation

- Documentation of hourly and weekly work schedule
- Release authorization and payroll check stubs

- Release authorization and letter from employer; or
- Other record of wages issued by the employer
- Provide copies of the documentation of all non-wage income
- Provide self-certification of any income for which no documentation is possible

Self-Employee Documentation

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

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

Homelessness Documentation

- Written referral from an emergency shelter or other legal, medical or social services agency

Or

A written parental declaration that the family is homeless and a statement describing the family's living situation.

Education or Training Documentation

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

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

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

Seeking Employment Documentation

- Logs of efforts during times your child is in care (this may preclude “seeking Employment” for parents of school-age children).

Child Protected Services Documentation

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

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

At Risk Documentation

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

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

EES will request additional documentation as necessary. We will conduct re-certifications based on these new regulations as needed.

Subsidized child care may be provided when UCSC is not in session (e.g., during quarter breaks) for student families who still meet the low-income requirement and also meet the following criteria:

At least one parent

1. Has attended UCSC during the previous academic quarter

2. Is pre-enrolled in UCSC for the next quarter or will graduate after completion of summer session and
3. Is either employed, seeking employment (limited to 60 days per fiscal year), attending summer session, in training, or any combination of the above? If you are working on an academic project between school sessions you and your advisor must complete the verification letter we will provide you.

Hours of Care

Hours of care provided are based on the number of hours each day that parents are occupied. EES will verify the enrollment and academic progress of student parents each quarter.

How to Continue in the Program

All families shall be recertified at interval not to exceed twelve months. For recertification, families shall be required to provide documentation to support continued eligibility and need for services. Families shall be notified in advance of recertification date. For eligibility and/or need based on “At Risk”, recertification shall be within three (3) months and need shall be on any other need criterion-not “At risk”.

Notification of Changes (change in family income, family size or need for services within 5 days, class schedule change, drop and add classes.

- Family Fees assessment is based in income and family size. No adjustment for excused or unexcused absences.
- Credit for fees paid to other service providers: when not able to meet all the family's need for child care. Receipt or cancelled check is required and credit is for subsequent billing period.
- Payment: paid in advance of service and pay by check.
- Delinquent fees after 7 calendar days of due date. Services shall be terminated within 2 weeks unless paid within two weeks. A reasonable payment plan will be accepted and the parent must comply with the repayment plan to continued services.

- No fees for CPS or at Risk if waived in a written referral by a legally qualified professional or the CPS worker
- No Fee for families receiving CalWORKs cash aid.

Parents must notify the EES of changes in family income, family size or the need for services within 5 calendar days of the change.

Program Policies

Documenting Attendance

Sign in/out: Required by law for the safety and supervision of the children and for program fiscal accountability. Parents should sign-in/out sheet using full signature. Also, on the sign-in/out sheet the provider/teacher will use his /her first and last initials to note the time a school age child departs for and returns from school during the day

Attendance records must be signed with the *full signature* of a parent, guardian, or an individual delegated by the parent for each arrival and departure. EES must have written consent to release a child to someone other than a parent or guardian. We will check

Photo ID. This is a requirement and it is also essential for the protection of your child.

If your child is absent due to illness, you must record the specific illness legibly (e.g., cold, flu, etc.) and sign with a full signature.

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

Attendance for Subsidized Families

Absent Policy

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

- Child's illness (list specific illness)
- Parent's illness

- Dental, doctor, or therapy appointment (child/parent)
- Quarantine (specific)
- Family emergency (death, funeral, car accident, court appearance, sibling illness)
- Court ordered visitation with absent parent (maximum of four consecutive weeks – court order must be on file)
- Best interest days (limited to ten days per fiscal year (July 1-June 30))

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

Excused Absence for Family Emergency

Excused absences for family emergencies will be determined by the director, in conjunction with the family, based on the nature of the family emergency. The reason for an excused absence must be noted on the sign in and out sheet. A family emergency includes but is not limited to: death, serious illness, or hospitalization of an immediate family relative, homelessness, or court appearance.

Excused Absence for Court Mandated Visitation

Any child served on a State of California Grant for subsidized care is excused from attendance to visit with a parent or other relative as required by a court of law. Court visitation must be noted on the sign in and out sheet. In addition, a copy of the court documents must be in the child's EES office and program files.

Best Interest Days Policy

Any child served on a State of California Grant for subsidized care is entitled to the 10 Best Interest Days per 12-month period (beginning July 1). Best interest days should be recorded on the sign in and out sheet as noted below. After 10 days have been used, parents will be required to pay for additional unexcused absences (at the current maximum rate per child per day). Families will receive a courtesy notice after five Best Interest Days. Best Interest of child may include:

- Special time with relative
- Vacation (record specifics e.g., with parent/relative)

- Out of town (record specifics e.g., enrichment, leisure)
- Religious holiday
- Child's birthday
- Visits with grandparents
- Special events (school play, recital, etc.)
- School program/field trip

Unexcused Absence

Services will be terminated for any child served on a State of California Grant for subsidized care after the 3rd non-consecutive unexcused absence.

Extenuating circumstances may be considered.

Absences not excused are:

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

Family Emergency is a sudden situation that makes it difficult for the child to attend.

- **Earthquake**
- **Transportation problems**
- **Weather condition**
- **Sibling illness**
- **Domestic Violence**

Limited Term Service leaves

If, temporarily, you will have no need for subsidized child care services, you may request a limited term service leave. Approval of such requests is contingent on the nature of the need, as well as our current enrollment demand for subsidized care. If a limited term service leave is granted, your child's enrollment will not be terminated, but no services will be provided. A limited term service leave may not exceed twelve consecutive weeks except in the case of maternity or medically related leave from school or work. A leave of absence granted for medical reasons may not exceed sixteen weeks.

Health and Safety

Keeping Everyone Well

Children should attend only when they are healthy. Please use the guidelines provided in Appendix B to identify conditions that preclude your child's attendance. This policy is in your child's best interest

and also protects classmates, teachers, and adults from unnecessary exposure to illness.

Licensing to perform an informal health check as each child arrives daily requires us. Teachers may determine that a child is contagious or does not appear well enough to participate in activities that include outdoor play. If your child is lethargic, uncomfortable, or irritable you may be asked to give her/ him the special attention and care needed to address these conditions at home-- regardless of whether any or all of the Illness Policy criteria are met.

We know that it causes families a great deal of stress when they miss class or work due to their child's illness. Nevertheless, it is important to anticipate that children may experience more illness during their first year in-group care. We encourage you to arrange a back-up caretaker or to network with other families in preparation for emergency situations. You are welcome to speak with your Program Supervisor about how best to notify other families and staff regarding your need for emergency sick care.

Please call us if your child is diagnosed with a contagious disease. We notify families when we are aware that their children have been exposed to a contagion such as Strep throat, conjunctivitis, chicken pox, etc. We are also required to report incidents of serious contagious disease to the County Department of Health for health data collection purposes. (Please see appendix B)

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

Medications

If your child needs to be administered prescribed medication during their time in the program, the medication must be in its original pharmacy bottle (not a sample), with the child's name, the name of the medication and the appropriate dosage on the prescription label. You will be asked to sign a Medication Release Form that allows us to give

medication legally. We cannot administer the first dose of any medication.

Over-the-counter medications may only be administered with a doctor's prescription or signed physician's statement. This includes Tylenol; cough medicine, vitamins, herbs, or topical medications. We must have written directions from the doctor on office stationary or prescription pad indicating your child's name, the name of the medication, the amount and the times to be given. Please write your child's name on the label. This policy has been adopted on the specific advice of the American Academy of Pediatrics and is intended to protect your child. We cannot administer aspirin in any form.

We will administer diaper ointment, (Desitin, A&D etc.) with a parent-signed diaper ointment permission slip on file

Sunscreen

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

Car Seats

California law requires children under the age of six or weighing less than 60 pounds to be restrained in an approved safety seat when riding in a motor vehicle (for example, a seven-year-old child weighing 55 pounds must be in a car seat; a five-year-old weighing 60 pounds must also be in a car seat).

Children over the age and weight requirement for car seats must be seated in their own seat and buckled up by safety restraints. Accidents can and do happen even a short distance from home or school. We care about your safety!

Injuries

If a child receives a superficial injury, a staff member will wash the injured area with soap and water, apply a bandage, or ice – and give comfort. Teachers are trained in safety, pediatric first aid and CPR. An Accident Report is filled out for all injuries occurring at the program. You will receive a copy of your child's accident report in your parent pocket. A copy will be added to your child's file.

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

Emergency Plan

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

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

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

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

us in establishing contact with you if local phone lines become inoperable.

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

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

Discipline & Positive Guidance Philosophy

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

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

In an atmosphere of support and safety, as part of our daily curriculum, we foster self-discipline in children. We aid children in the expression of their feelings and help them develop their skills in problem-solving and conflict resolution. If a particular child experiences difficulties in the group setting, teachers carefully assess the behavior and then plan strategies to assist the child. Families and

staff work cooperatively in the process as each share information and insights.

At no time will any adult in our programs physically harm a child, use verbal threats, or speak to a child in a way that is disrespectful or damaging to self-esteem. Children will not be physically restrained unless they are in immediate danger to themselves or others.

When children are given the opportunity to work through conflict with the support of caring and responsive adults they begin to internalize that process of resolution. They learn appropriate ways to seek and give comfort, identify emotions, respond appropriately, collaborate with peers, and develop self-control.

Teachers' approaches to assisting children through conflict resolution may differ depending on the age of the children and the situation, but will always be based in respect for the feelings, actions and ideas that children bring to conflict situations.

Limit Setting

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

Consistency

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

Tone

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

Modeling

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

Passive Intervention

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

Physical Intervention

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

Identifying/Interpreting

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

Validating Feelings

Constructive thinking is virtually impossible when one is overcome by an emotion such as anger, sadness, fear, or frustration. Acknowledging the emotion is imperative before any other "learning" can occur. "I will not allow you to hit him, but, tell us why you are so angry." It is essential that all children involved in a conflict be honestly listened to. Children are not

told to say "I'm sorry," but rather, to actively comfort or offer help to the child they hurt/upset. Adults may say, "I am sorry you got hurt" and at some point children will spontaneously do the same.

Generating Options/Solutions

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

Redirection

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

Natural Consequences

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

"Time Out"

Time out is not used in our programs. While it may interrupt a negative behavior, it does not help children acquire the skills to deal with the situation should it arise again? Young children are generally not yet capable of the reflective thought necessary to make time out a learning situation. If a child needs time apart to calm down, teachers facilitate

this in a non-punitive manner, giving the child time, space, and emotional support to find calm.

When more is needed

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

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

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

may return to the program.

The continued enrollment of an excessively disruptive child will be made contingent upon the family's willingness to cooperate in finding a solution, as well as the child's success in changing the behavior in question.

- **Termination** will be implemented only as a last resort. EES staff is committed to seeking solutions for challenging situations with children and families.

General Policies

Daily Routines

If you are a new family to EES, your child's Program Supervisor will arrange an orientation and tour of your child's classroom to answer questions and familiarize you with some of the routines described below.

Arrivals

The beginning of the day is an important time for children and their families. We know that for some families separating may be a new experience. Children display a variety of behaviors at drop offs as they adjust to the experience. A teacher will greet you and help you both with this transition.

Teachers will assist with a gradual separation when you are getting started, and any time that separation becomes challenging. Creating a family ritual at separation helps children anticipate what is going to happen. Separation is also easier for some children if a family member can spend a few minutes with them playing or reading before departing. Please let us know if there is any special ways we can assist your child feel comfortable with you leaving.

Children are able to separate with greater comfort when families convey their own confidence that their child will be safe and cared for while they are away. Always say goodbye when you leave, so that your child develops trust that you won't just disappear. Be assured that if your child cries or is unhappy, one of the staff will stay with your child until he or she is busy and involved. Feel free to call during the day to ask about your child.

Departures

Although the end of the day is often a busy time for families; we encourage you to plan to arrive early enough to spend time talking with your child's teacher. Your child may want to show you some of the day's activities or engage you in play. Arriving with enough time to spend a few minutes together before you leave may help ease the transition to home.

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

If a child has not been picked up by 6:15pm and the family/parent has not called, the teacher will begin calling emergency phone numbers that are listed on the Child's Emergency Information form. If no approved adult can be reached and the parent has not called, campus police will be contacted at 6:30pm and the child will be turned over to an officer's custody. If it's an infant, a teacher will accompany the child with the officer.

Authorization to Pick Up

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

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

Dressing for the Day

Your child will be actively playing, learning and experimenting in our programs. Our environments will expose your children to sand, water, glue, play dough and tempera paint. Please send your child in comfortable play clothes that you do not mind them getting dirty.

Consider ease of diapering for younger children and clothing that allows independent toileting for toddlers and preschool children (e.g. pants that are easy to pull up and down). Please provide an extra change of clothing in your child's cubby so that fresh clothing will be available as needed. Label all clothing with your child's name.

Sturdy and safe shoes are important for children who are spending their day climbing, balancing, running, and riding tricycles. Shoes with flat rubber soles are a good choice. Avoid party shoes, flimsy sandals or boots with heels that might result in slipping or tripping. Children are allowed to play barefoot when the weather is warm.

Field Trips

Our campus provides rich opportunities to learn about the community and the natural world. Similar to outings children take with their families, on-campus field trips encourage language development, promote sensory and motor development and expand children's perceptions of the world. As part of our everyday curriculum, our children may take nature walks. Older children may take the shuttle to other campus site destinations – the Post Office, the Fire Station, or the Farm and Garden Project. You will be asked to sign an on-campus field trip permission slip and specify what types of transportation you will allow.

School-Age children may occasionally plan a trip off campus – to Long Marine Lab, Natural Bridges, or to the supermarket for instance. You will be informed of off-campus field trips at least a week in advance and will be given a special permission slip to sign. You are encouraged to participate in our field trips whenever you can!

If a child consistently misbehaves prior to a field trip, he or she may be denied the privilege of going on the field trip. If a child's behavior, while on a field trip is in any way unsafe (e.g., not listening, hurting others, not staying with the group), he/she will need

to remain under the direct supervision of one adult for the remainder of the field trip and will lose the privilege of going on the next scheduled field trip. We enforce these guidelines to ensure the safety of all children.

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

If a child has not been picked up by 6:15pm and the family/parent has not called, the teacher will begin calling emergency phone numbers that are listed on the Child's Emergency Information form. If no approved adult can be reached and the parent has not called, campus police will be contacted at 6:30pm and the child will be turned over to an officer's custody. If it's an infant, a teacher will accompany the child with the officer.

Policy for Transporting Children

This policy is practiced for the safety and welfare of EES children, staff and families.

All children attending EES field trips will walk or use public transportation, including UCSC shuttle, or chartered transportation.

No EES staff member will at any time transport children as a part of their job responsibilities, and no children will be transported in private vehicles. In case of emergency, authorities, such as campus police, paramedics or other emergency personnel will provide transportation as needed. Teachers may ride with a child in the ambulance to the hospital, if a family member is unavailable.

Families may arrange to transport their own children on field trips. Families may also arrange for other individuals, such as another parent, a friend or relative to transport their children. EES must have a written note from a child's parent, releasing the child to the person providing transportation for a field trip.

Program Closures

All programs close one or two days a quarter for staff development or third week of June. Program calendars with closure dates for the upcoming

academic year are available in September at the beginning of the academic year.

Research

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

Transitions

Transferring to the Next Program

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

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

Leaving EES

Childcare is reserved for persons affiliated with UCSC as students. Eligibility for childcare ends with the parent or guardian's enrollment at UCSC, or

when an affiliated parent takes a leave from UCSC and is no longer paying fees). Please notify us in writing a minimum of two weeks before withdrawing your child from the program. Fee-paying families are responsible for all fees incurred during that two-week period, whether or not the child attends.

Licensing and Regulation

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

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

Infants & Young Preschoolers

Home visits

Your child's caregiver will arrange a time for a brief visit, usually before your child begins attending the Infant or Younger Preschool Center. These visits build bridges between home and the child's program by helping families and caregivers get to know each other. You and your child's teacher(s) will share information about your child's development, needs, and special interests. You may use this as an opportunity to ask questions you didn't ask during enrollment or orientation, and to share your expectations or concerns.

Naps or "Quiet Time"

Licensing requires that all children under five be given an opportunity to rest each afternoon. We facilitate children resting and/or sleeping during a scheduled daily rest period. Naptime is included on the posted schedule in each classroom. Every child

uses an individual mat/cot, sheet, and a labeled blanket from home. If your child has a security toy for rest times, such as a stuffed animal, it will be provided at naptime. Teachers will help your child to relax and feel comfortable. Children who do not fall asleep after resting a while may participate in quiet activities such as looking at books.

Toilet Learning

We help children learn about bodily functions in a positive and comfortable way as part of their natural physical experience. We frame diapering as a meaningful learning activity. It provides a special, close time for the caregiver and child that reinforce their relationship. Parents are asked to bring diapers from home and to check daily to ensure that their child has an adequate supply. Families using cloth diapers must provide a diaper pail. Dirty diapers will be placed in a plastic bag in the pail, which will be maintained by the parent/guardian.

Being "toilet trained" is not a requirement of enrollment in the EES Infant Program or Younger Preschool. We understand and are aware of signs of readiness for toilet learning. When parents and teachers see these signs and agree that a child is ready physically, cognitively, and emotionally, they will develop a plan together to help the child learn to use the toilet. The process of self-toileting is a gradual one. We suggest dressing your child in elastic pants that can easily be pulled up and down. Developmental issues of autonomy sometimes conflict with a child's continued need for security and nurturance. We know that children learning to use the toilet can become a complex issue for both parents and children.

What to Provide from Home

Infant and Younger Preschool Programs:

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

- A small (crib-sized) blanket for nap (please take home once a week to wash)
- Diapers/Pull Ups (enough for your child's entire day)
- Jacket and boots for cold or rainy days

- A picture of your child's family (however you define it)

Preschool Program:

Please bring the following items with you on your preschooler's first day.

- A child-size toothbrush
- A cot-sized blanket for nap (please take home once a week to wash)
- Extra set of clothes (make sure all clothes are labeled!)
- Jacket and boots for cold or rainy days
- A picture of your child
- A picture of your child's family (however you define it)

What NOT to bring

Toy guns, weapons, and war toys are not allowed at the program. We discourage superhero toys because they tend to promote aggressive play. For your children's safety and health, we do not allow children to bring gum or candy.

UCSC EES Statement of Confidentiality

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

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

Campus Resources

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

State Resources

If you feel you have experienced discrimination, please talk to the civil rights coordinator. For information on how to proceed if you have a complaint or appeal regarding either EES' participation in the Nutrition Program or our state contracts, please refer to Appendices E and F; Complaint Procedure - Child Nutrition Program and California Department of Education Complaint and Appeal Procedure. We encourage you to bring any complaints and concerns about the health, safety, and welfare of children directly to EES. You always have the right to contact California Community Care Licensing if you feel we have not adequately addressed your concern.

Child Abuse

Families sometimes worry that children in out-of-home care, caregivers may treat especially those too young to talk inappropriately. The facts show that fewer than two percent of reported cases of child abuse take place in child care centers. Children in high-quality, well-supervised child care settings like ours are shown to be among those at lowest risk for physical or sexual abuse or for accidents resulting in personal injury.

Child care teachers in the state of California are "mandated reporters" of suspected child abuse. Like all teachers and medical professionals, if program personnel observe injuries or behaviors of concern, they are required to report suspected cases of physical or sexual child abuse or neglect to Child Protective Services for investigation. This is not a choice or a matter of judgment. For the protection of children, we take this responsibility very seriously.

Title V regulations. The local licensing office is in San Jose and can be reached either by writing to the Department of Social Services, Community Care Licensing, San Jose District Office, 2580 North First

Street, Suite 300, San Jose, CA 95131, or by calling (408) 324-2148.

Parents' Rights

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

Children's Personal Rights

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

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

To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to, interference with the daily living functions, including eating, sleeping or toileting, or withholding of shelter, clothing, medication or aids to physical functioning.

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

Termination Policies

Our Dismissal Policy

We reserve the right to dismiss a child from our program if, for any reason, we feel the child's individual needs are not being met and we have exhausted all possible resources. We reserve the

right to dismiss a child if her or his needs or behavior interferes with other children's rights to attend a safe and nurturing program. We will make every effort to assist a family in finding more appropriate care before leaving the program. We reserve the right to dismiss a family/person whose behavior presents a risk to children and staff (parent using profane language, treats. Destroying property, etc.).

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

EES will contact you if:

- Your GPA for the previous quarter is below 2.0
- Your cumulative GPA is less than 2.0
- You were not enrolled in sufficient units

If you are not making adequate progress toward your academic goals, your child will be allowed to continue attending the program one more quarter while you improve your academic standing. If you are not in good academic standing two quarters in a row, you will no longer be eligible for state funding and your subsidized services will be terminated. Please contact us in advance if you expect any of these issues to arise.

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

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

Misrepresentation

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

Families receiving subsidized childcare have the right to appeal any changes made to their services

by the program. A written intent to appeal must be filed with the program within 14 days. See Appendix E, California Department of Education Complaint and Appeal Procedure for more information on the process. (Please see Appendix E).

To have decisions concerning attendance at religious services or visits from spiritual advisors made only by parents or guardians. As a state contractor we are not any providing child care and development services that include religious instruction and worship.

Appendix A
UCSC Child Care Services Mission Statement

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

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

We provide high quality child care, which is affordable and accessible.

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

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

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

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

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

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

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

Appendix B
UCSC EES Illness Policy

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

Please call the classroom each day your child will be unable to attend due to illness.

CHILD MAY NOT ATTEND	CHILD MAY ATTEND
Your child must stay home if she or he has the following symptoms:	Your child may be at the Center if her or his condition is as follows:
FEVER Has an oral temperature of 101° F or above, or an axially obtained (armpit) temperature of 100° F or greater. Has had a fever within the last 24 hours.	FEVER Has a normal temperature (99.6° F). If recovering from a fever, has had no fever for a full 24 hours.
COLDS Has a runny nose with a fever. Not well enough to participate in normal program activities, including outside play.	COLDS Has a runny nose <i>without</i> a fever, and is well enough to participate in normal program activities, including outside play.
COUGH Has a wet wheezy cough, which, through mucus, could spread viral or bacterial infection.	COUGH A child with a dry-sounding cough will usually be admitted if the cough is not related to other illness.
EYES Recurring discharge (green, white or clear) from the eyes, usually accompanied by redness and itching. Will not be admitted until discharge is cleared EVEN IF ON MEDICATION.	EYES No signs of fresh discharge from the eyes. Examination by doctor recommended.
DIARRHEA Recurring diarrhea (loose, watery stools) when not food-related or when associated with other symptoms of illness.	DIARRHEA Recovery of normal bowel movements for 24 hours, or doctor's note stating condition is food related.
VOMITING Recurring vomiting (more than once) or vomiting accompanied by fever.	VOMITING No more vomiting or accompanying symptoms for 24 hours.
LICE Intense scratching of scalp. Will not be admitted with any mites or eggs (nits) in hair.	LICE Treatment with pyriate shampoo or a prescribed treatment. REMOVAL OF ALL EGGS.
SCABIES Raised red spots or lines on skin caused by a microscopic mite. Intense itching.	SCABIES Treatment with scabicide and doctor's note certifying absence of contagion.
SKIN Presence of impetigo, draining poison oak, cold sores, canker sores, blisters, and/or fever blisters.	SKIN Absence of symptoms. Children with heat, roseola (without a fever), allergy or diaper rashes may attend. Children with Hand, Foot & Mouth disease must be absent of any unopened and/or new blisters in the last 48 hours and fever in the last 24 hours.

Appendix C

My Child Did What? BITING

Biting can be a common behavior at any time for toddlers, but the fact that it is common, developmentally appropriate, and self-limiting (usually stopping as suddenly as it starts) doesn't make it any less upsetting to parents, teachers and kids.

Toddlers tend to bite during the period when they are struggling with the issue of self-control. A child may feel helpless and powerless, may resort to biting in a situation too difficult to handle, or when she or he is feeling frustrated and unable to express feelings effectively in any other way. Although we try and stay calm and matter-of-fact about it and preserve the self-esteem and security of both the biter and the bitee, we do actively address the situation. What do we do?

We try and break the cycle of biting (nothing is as reinforcing as a successful chomp) by preventative measures. We add extra staffing when necessary. We pay particular attention to transition times and to the environment. We "spot" or "shadow" the child who bites to stop the bite before it happens.

We offer substitute things to chew and bite to attempt to "redirect" the impulse.

We provide extra opportunities for sensory exploration. We give children plenty of opportunities to release tension through "tactile" experiences (water play, sand, play dough, etc.)

We work to build children's verbal communication skills. "Next time, you can say MOVE!" We convey the message, "It's OK to be angry but biting people is not O.K." Adults help to verbalize feelings and suggest alternatives.

Because biting is a part of the young child's normal developmental process, we take a proactive, rather than a reactive, approach. This means that, while we deal with each biting situation as described above, and at pick-up time will notify parents if their child has been bitten, it is not our policy to discuss with any parent personal information regarding a child other than their own. Biting is an emotional topic! If your child was bitten, you may feel angry. If your child is the biter, you may feel anger, disappointment or embarrassment. We encourage you to share your feelings, and we appreciate your suggestions. We hope you will trust that each biting incident will be handled in a developmentally appropriate and professional manner

Appendix D

Complaint Procedure - Child Nutrition Program

We are very proud of our nutrition program, but we realize that everyone's needs are different and you may want to suggest a change. If you have a suggestion or complaint about our food program, we encourage you to talk to a teacher, our cooks, or an Early Education administrator. We'll be glad to schedule a confidential meeting time, if you'd like.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. If you feel you have experienced discrimination based on race, color, national origin, gender, religion, age, disability, or political beliefs, we encourage you to talk to our Civil Rights Coordinator. Because we participate in the Child and Adult Nutrition Programs, we are required to inform you of the USDA (United States Department of Agriculture) complaint procedure. Any person alleging discrimination has the right to file a Discrimination or Civil Rights Complaint within 180 days of the alleged discriminatory action. This type of complaint must be filed with the U.S. Department of Agriculture, Director, Office of Adjudication and Compliance, 1400 Independence Avenue, SW Washington, DC 20250-9410. You may contact the Office of Adjudication and Compliance Customer Service Unit for further information at (866) 632-9992 (toll free) or (202) 260-1026.

If you have a program complaint dealing with non-discriminatory issues such as program service or violation of federal or state laws or regulations which you have not been able to resolve with us, you may contact the Civil Rights and Complaints Coordinator at (916) 445-0850 or (800) 952-5609.

Appendix E

California Department of Education: Complaint and Appeal Procedure

Of course, we hope that we can resolve any problems you may have regarding our program by meeting and discussion. We recognize that we are responsible for compliance with State and Federal laws and regulations governing child care programs. We investigate and seek to resolve complaints at the local level in accordance with applicable laws and administrative regulations. As provided by Title 5, California Code of Regulations, any individual may file a written complaint. Described below is the process for complaining and/or appealing if you have received a Notice of Action denying, changing, or terminating services, or increasing or decreasing parent fees. We are required to mail or deliver such Notice of Action to you at least 19 calendar days before the effective date of the intended action. The appeal process is detailed on the second page of the Notice of Action.

Clients Request for a Hearing and Procedures

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

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

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

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

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

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

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

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

Appeal procedure for CDE Review

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

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

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

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

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

Contractor Compliance with CDE Decision

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

Appendix F

California Adult & Children Food Program (CACFP) Federal Nondiscrimination Statement

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the basis of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited basis will apply to all programs and/or employment activities.)

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

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

"USDA is an equal opportunity provider and employer"

(Updated 1/15/14)

Uniform Complaint Procedures

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

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

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

Appendix G

Important Information For Parents

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

IMPORTANT INFORMATION FOR PARENTS

CAREGIVER BACKGROUND CHECK PROCESS CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

The California Department of Social Services works to protect the safety of children in child care by licensing child care centers and family child care homes. Our highest priority is to be sure that children are in safe and healthy child care settings. California law requires a background check for any adult who owns, lives in, or works in a licensed child care home or center. Each of these adults must submit fingerprints so that a background check can be done to see if they have any history of crime. If we find that a person has been convicted of a crime other than a minor traffic violation or a marijuana-related offense covered by the marijuana reform legislation codified at Health and Safety Code sections 11361.5 and 11361.7, he/she cannot work or live in the licensed child care home or center unless approved by the Department. This approval is called an exemption.

A person convicted of a crime such as murder, rape, torture, kidnapping, crimes of sexual violence or molestation against children **cannot by law be given an exemption that would allow them to own, live in or work in** a licensed child care home or center. If the crime was a felony or a serious misdemeanor, the person must leave the facility while the request is being reviewed. If the crime is less serious, he/she may be allowed to remain in the licensed child care home or center while the exemption request is being reviewed.

How the Exemption Request is Reviewed

We request information from police departments, the FBI and the courts about the person's record. We consider the type of crime, how many crimes there were, how long ago the crime happened and whether the person has been honest in what they told us.

The person who needs the exemption must provide information about:

- The crime
- What they have done to change their life and obey the law
- Whether they are working, going to school, or receiving training
- Whether they have successfully completed a counseling or rehabilitation program

The person also gives us reference letters from people who aren't related to them who know about their history and their life now.

We look at all these things very carefully in making our decision on exemptions. By law this information cannot be shared with the public.

How to Obtain More Information

As a parent or authorized representative of a child in licensed child care, you have the right to ask the licensed child care home or center whether anyone working or living there has an exemption. If you request this information, and there is a person with an exemption, the child care home or center must tell you the person's name and how he or she is involved with the home or center and give you the name, address, and telephone number of the local licensing office. You may also get the person's name by contacting the local licensing office. You may find the address and phone number on our website. The website address is <http://cclid.ca.gov/contact.htm>.

LIC 995 E (10/09)

Appendix H Notification of Parent's Rights

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING DIVISION

CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS

PARENTS' RIGHTS

As a Parent/Authorized Representative, you have the right to:

1. Enter and inspect the child care center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address and telephone number of the local licensing office.

Licensing Office Name: San Jose Regional Office of Community Care Licensing

Licensing Office Address: 2580 N First Street, Suite 300, San Jose, CA 95131

Licensing Office Telephone #: (408) 324-2148

7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.

For the Department of Justice "Registered Sex Offender" database, go to www.meganslaw.ca.gov

LIC 909 (9/09)

(Detach Here - Give Upper Portion to Parents)

ACKNOWLEDGEMENT OF NOTIFICATION OF PARENTS' RIGHTS (Parent/Authorized Representative Signature Required)

I, the parent/authorized representative of _____, have received a copy of the "CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS" and the CAREGIVER BACKGROUND CHECK PROCESS form from the licensee.

Early Education Services
Name of Child Care Center

Signature (Parent/Authorized Representative)

Date

NOTE: This Acknowledgement must be kept in child's file and a copy of the Notification given to parent/authorized representative.

For the Department of Justice "Registered Sex Offender" database go to www.meganslaw.ca.gov

LIC 909 (9/09)

Appendix I Notification of Personal Rights

STATE OF CALIFORNIA - HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

PERSONAL RIGHTS

Child Care Centers

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

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

THE REPRESENTATIVE/PARENT/GUARDIAN HAS THE RIGHT TO BE INFORMED OF THE APPROPRIATE LICENSING AGENCY TO CONTACT REGARDING COMPLAINTS, WHICH IS:

NAME

San Jose Regional Office of Community Care Licensing

ADDRESS

2580 N First Street, Suite 300

CITY

San Jose

ZIP CODE

95131

AREA CODE/TELEPHONE NUMBER

(408) 324-2148

DETACH HERE

TO: PARENT/GUARDIAN/CHILD OR AUTHORIZED REPRESENTATIVE:

PLACE IN CHILD'S FILE

Upon satisfactory and full disclosure of the personal rights as explained, complete the following acknowledgment:

ACKNOWLEDGMENT: I/We have been personally advised of, and have received a copy of the personal rights contained in the California Code of Regulations, Title 22, at the time of admission to:

(PRINT THE NAME OF THE FACILITY)

(PRINT THE ADDRESS OF THE FACILITY)

(PRINT THE NAME OF THE CHILD)

(SIGNATURE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(TITLE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(DATE)

LIC 813A (8/08)

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

