Welcome to the University of California Riverside, Child Development Center. Our center is not only a childcare center offering quality care and education to children; it is a community within itself. We are a University department and part of Housing, Dining and Residential Services. Our center provides services to a diverse community that serves all economic levels, ethnic origins and family units.

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

The center adheres to the guidelines set forth by the National Association for the Education of Young Children (NAEYC), the California Department of Education Title 5 Regulations, the California Department of Social Services Licensing Division Title 22 Regulations and the University of California policies and procedures.

We put a strong emphasis on creating a learning environment in which each child develops a strong personal identity and foundation for appreciating diversity. We believe that parents are the children’s first teachers, and we ask you to partner with us in providing the most optimal learning experiences for your child, and share your knowledge and special talents in the classroom. The center maintains an open door policy and always encourages parents to visit or volunteer in their child’s classroom.
# UC Riverside – Child Development Center
## Parent Handbook

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HISTORY-PHILOSOPHY


Our philosophy is that each child is a unique individual with his or her own pace of growing and developing. CDC provides a safe and healthy environment for infants, toddlers, preschoolers and kindergarteners for free exploration, social, emotional, physical and cognitive development. We believe that a strong parent-teacher partnership is the foundation for a high quality early childhood education program. Because we are part of a major research university, we are uniquely able to celebrate the wide cultural and ethnic diversity of our children.

PROGRAM GOALS

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

- To administer the Desired Results Developmental Assessment tool for each child in center based programs.
- To hire bilingual staff as needed.
• To implement a staff development program.
• To provide parent orientations, parent-teacher conferences and organize Parent Advisory Committee meetings.
• To survey families’ need in the area of health and social services and provide referrals as needed.
• To inform community about child care services, participate in community events.
• To maintain participation in the California Child and Adult Care Food Program.
• To Plan and implement a program evaluation plan.

MISSION

The mission of UCR CDC is to enable parents to reach their educational and professional goals and to support children to reach their full potential in all developmental areas. The CDC supports the university’s teaching, research and community service goals by providing the children of students, staff, and faculty and community members with a healthy, safe, and inclusive learning environment. Children are nurtured, encouraged and supported by our staff to enable them to reach the next level in their social, emotional, cognitive and physical development.

CHILD ASSESSMENT

Children’s developmental level will be assessed by implementing the age and developmentally appropriate version of the Desired Result Assessment Tool, developed and required by the CA Department of Education. Teachers use observation and documentation to assess children’s developmental progress. Parents are informed of their child’s assessment result and are advised if any further screening or assessment is recommended. Assessment results will be used by teachers to plan individual activities for the children.
DIVERSITY

UCR is one of the most diverse campuses in the United States. To a large extent our center reflects this diversity. The CDC administration is committed to maintaining and improving racial, class, gender, ethnic, and sexual diversity in our classrooms and on our staff.

The book Multicultural Issues in Child Care by Janet Gonzalez-Mena reflects our beliefs and practices of child care service. The following is an excerpt from her book:

It's good for children to receive culturally competent care that is sensitive and has a global, multiethnic view. Culturally competent care requires that:

- Adults in children's lives respect each other.
- Adults in children's lives work to understand each other's perspectives.
- Caregivers and parents understand how program and family values may differ and work together toward blending differing value systems.
- Adults in children's lives create ongoing dialogues.

![Children around the world]

Through age 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. The CDC embraces age-appropriate anti-bias curriculum that reflects the diversity of our community and world, which conveys complete respect for ethnicity, gender, age, class, family structure, and physical ability. Our goal is to create a learning environment where each child develops a strong personal identity, feelings of comfort with diversity, and the ability to talk about differences, and to challenge bias. During the course of the year we:

- Present children with materials 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 elderly 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.

PROGRAM OPTIONS
We strongly recommend four classroom visits before starting regular attendance in any program.

INFANT PROGRAM
The infant program serves children 2 months to 18 months of age. Children are grouped by chronological age and developmental level. Two classrooms are assigned to serve 24 infants.

TODDLER PROGRAM
The toddler classroom serves children ages 18 months to 36 months of age. For both infants and toddlers we implement the PITC (Program for Infant Toddler Caregivers.)

The PITC philosophy promotes primary care: each child is assigned to one special caregiver who is principally responsible for that child’s care. Small groups for personalized care, continuity of care, whenever possible keep the same caregiver for the child over time, individual care – responding promptly to the child’s individual need. Provide cultural continuity: acknowledge and respect cultural differences.

PRESCHOOL PROGRAM
The preschool program serves children between the ages of 30 months to 5 years old. Children must be fully potty trained in the preschool program. Our program implements the preschool curriculum framework set forth by the California Department of Education. The curriculum framework provides an overall approach for teachers to support children’s learning through environments and experiences.

KINDERGARTEN PROGRAM
The center offers a kindergarten program for children who meet the California kindergarten age eligibility requirement. Children must turn 5 years old by October 1, 2013 for the 2013/2014 school year, September 1, 2014 for the 2014/2015 school year and each school year thereafter. The program has been developed to provide a broad curriculum and instructional approach that is compatible with current knowledge about how young children learn and develop. The strategies provide learning of academic skills through developmentally appropriate activities in a meaningful context.
INFANTS SCHEDULE

7:30-8:45  Greet Children, Social Time
8:45-9:00  Pick-up toys, wash hands
8:15-9:30  Brush teeth and put on shoes
9:30-10:20 Outside time
10:20-11:30 Wash-up and Pick-up time, read books, change diapers
11:00-11:30 Lunch
11:30-2:00 Nap time for some of the older children
2:00-2:45  Play time, diaper change
2:45-3:00  Pick-up time, get ready for snack
3:00-3:15  Snack
3:15-3:30  Transition to go outside, put on shoes
3:30-4:30  Outside play time
4:30-5:00  Clean-up, diaper changes
5:00-5:30  Ready to go home

- On Tuesdays & Wednesdays Ms. Kim comes for music at 10:00
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:30-8:30</td>
<td>Welcome / Table Activities / Free Play</td>
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<td>8:45-9:00</td>
<td>Transition / Clean-Up</td>
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<td>9:00-9:20</td>
<td>Morning Snack</td>
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<td>9:20-9:30</td>
<td>Transition / Story-Time</td>
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<td>9:30-10:00</td>
<td>Outdoor Play</td>
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<tr>
<td>10:00-10:10</td>
<td>Transition / Wash-Up</td>
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<tr>
<td>10:10-10:35</td>
<td>Brush Teeth / Music</td>
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<td>10:35-11:05</td>
<td>Primary Groups / Diapers / Free Play</td>
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<td>11:05-11:30</td>
<td>Outdoor Play</td>
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<td>11:30-11:40</td>
<td>Transition / Wash-Up</td>
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<td>11:40-12:00</td>
<td>Lunch</td>
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<td>12:00-12:15</td>
<td>Transition</td>
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<td>12:15-3:00</td>
<td>Nap</td>
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<td>3:00-3:45</td>
<td>Free Play / Diapers</td>
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<td>3:45-4:00</td>
<td>Transition / Wash-Up</td>
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<td>4:00-4:20</td>
<td>Afternoon Snack</td>
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<td>4:20-4:30</td>
<td>Transition / Story Time</td>
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<tr>
<td>4:30-5:30</td>
<td>Outdoor Time</td>
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</tbody>
</table>
Preschool Room Schedule

7:30- 8:45  Drop off, table activities, art center, learning centers, books
8:45-9:00  Curriculum circle time, calendar
9:00-9:30  Breakfast
9:30-10:15 Outside play, books
10:15  Wash hands
10:20-11:40 Circle time, art center, learning centers

Story and song time, books
10:45-11:00 Music & movement with Ms. Kim  *Thurs. & Friday
11:40-11:45 Wash hands
11:45-12:20 Lunch
12:20-2:30 Potty/rest time
2:30-2:45 Wake up time/put beds away
2:45-3:00 Potty/ books
3:00-3:20 Snack
3:20-3:30 Clean-up/potty
3:30-4:30 Outside play, books
4:30-4:40 Wash hands/drinks of water/potty
4:40-5:15 Table activities, books
5:15-5:30 Clean up and get ready to go home

**Times and activities are subject to change**
Kindergarten School Day Schedule

8:30-8:50: School Day Begins - Roll Call, Flag Salute, thematic Songs, Calendar, Morning Message, Star Word Review, Poems

8:50-9:00: Morning Snack (Very light - not breakfast)

9:00-9:15: P.E.

9:15-9:30: Recess - Free Choice

9:30-10:00: Line up, get water & use restroom, review letters and sounds. Whole Group Lesson - Store related to learning theme

10:00-11:30 or 11:45: Learning Center Description, Learning Centers 6-8 each day. They change daily

*If children do not finish in the morning there is time to finish learning centers in the afternoon. After they finish centers there is time for free choice.*

11:45: Learning Center Review - Prepare for lunch-wash hands, use restroom, select table, get lunch- cafeteria style outside unless very bad weather.

12:05: Brush Teeth and line up for whole group game on playground.

12:20: Free play recess on playground

12:45: Music - Tuesday –Friday – Monday- Monday News

1:10-1:20: Rest- Look at books, listen to story tape or soft music

1:20-1:30: Story Time

1:30-2:10: Center Extensions- Finish Learning Centers if needed. Extensions can be but not limited to reading exploration, art exploration, science, gardening, music exploration, block or Lego play, dramatic play area, wood working, learning games, caring for classroom pets and many other activities; Free choice for children.

2:10 Story time, Guest readers, Homework review, Homework Kits, Sharing on Friday

EDUCATIONAL PROGRAMS

The educational program is designed to accommodate the needs of children 2 months through kindergarten age. The children are grouped into classrooms according to age and developmental levels. These groups are referred to as infant, toddler, preschool, and Kindergarten. Age appropriate adult-child ratios required by the CA Department of Education Title 5 regulations are maintained.

<table>
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<tr>
<th>Program</th>
<th>Age</th>
<th>Adult to child ratio</th>
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<tr>
<td>Infant</td>
<td>2 to 18 months</td>
<td>1 to 3</td>
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<tr>
<td>Toddler</td>
<td>18 to 36 months</td>
<td>1 to 4</td>
</tr>
<tr>
<td>Preschool</td>
<td>3 years to 5 years</td>
<td>1 to 8</td>
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The National Association for Education of Young Children guidelines is taken into consideration when planning activities. The daily activities include art, dramatic play, science, and language development, small and large motor activities. Activities that stress the importance of sound nutrition and good health habits, social emotional development, the use of materials that encourage the acceptance of the strong cultural influences of our diverse society, music and movement, and a variety of activities that enhance cognitive development. CDC Teachers possess a Child Development Permit issued by the State of California Commission on Teacher Credentialing. Teachers present the curriculum activities with the planning and implementation of daily lesson plan. Additionally, all classrooms have a schedule of routine activities during the day (i.e. breakfast, story time, recess...). Teachers will post the daily schedule and lesson plan outline in their classroom.

The classroom teacher uses a theme or unit of study with the children. Some examples of units would be: Farm animals, colors, zoo, the grocery store, sea creatures. The units represent areas of interest to children and make available many curriculum objectives. The developmental accomplishments of the children are recorded by means of the UCR Child Development Observation Guide, and formally communicated to parents through a Progress Report. An anecdotal record of children’s behavior and a portfolio is kept by each classroom teacher for each child. Parent-teacher conferences and classroom visitations are scheduled regularly.

Center Time – Children are given the opportunity to choose and explore a wide range of equipment, materials and media. Areas of the classroom are developed around related materials and types of activities, e.g., books, art, housekeeping, music, manipulates, and creative art.

Small Group Time – Children work with materials chosen by the teacher, in activities designed to allow the teacher to observe and assess children in terms of particular key
experiences. Examples would be mixing paint, cutting with scissors, separating pegs by color, identifying shapes.

**Large Group Time** – Opportunities are provided for listening and participating in music and movement activities, dramatic play, finger plays, storytelling, sharing of home events, articles and games.

**Outdoor Play** - Children run, hop, skip, jump, slide, ride, push, throw, dig, race, hide, shout, roll and carry. It’s a time when children can collect and examine leaves, bugs, rocks, etc. The adults take an active role in supervising children. They can become involved in the children’s games and provide planned activities.

**Snack and Lunch Time** – Shared meals provide social time where children and adults interact, and use the opportunity to discuss the events of the day and other topics. These periods are often incorporated into children’s cooking/nutrition activities.

**Rest time** - Except for the half-day preschool program and Kindergarten, classroom schedules include a rest period for preschool age children. If a child does not sleep, a quiet activity will be provided for him or her. Infants are allowed to follow their own individual sleeping pattern.

### CHILD CARE FOOD PROGRAM

The Child Development Center participates in the California Department of Education Child Care Food Program. All enrolled children are eligible and encouraged to participate. Interested parents have to complete the child and Adult Care Food Program Meal Benefit form inclusive of declaring family income in the registration packet. The form has to be signed by the parents to certify that all provided information is correct. Income verification for the food program by CDC staff is not required.

All meals ordered must be eaten at the Child Development Center, food cannot be taken home. Monthly menus are posted on the entryway bulletin board. Children under the age of 2 are provided with whole milk, all others are provided with low-fat milk. Formula and age and developmentally appropriate baby food is provided for infants. Nursing mothers are welcomed to nurse their babies at the center or provide pumped breast milk. CDC follows the California Child Care Food Program’s nutrition guidelines. Providing nutritious meals, snacks and introducing new foods to the children are important aspects of our Nutrition Program. The center recognizes the importance of providing balanced meals with foods that are fresh, whole and seasonal. It is our goal to provide meals from a variety of ethnic backgrounds, reflecting the diversity of our families, and to offer appropriate options for children with special dietary needs. Nut products will not be on the menu to prevent allergic reactions.

The CDC recognizes that good nutrition is more than the food we eat. Teaching children about how food is produced, where it comes from, how it is prepared and how to eat together are key aspects of our program. Staff dines with children family-style,
models healthy eating habits, and teaches table etiquette to our children. We encourage parents to model these same practices at home and to make meals an opportunity for families to enjoy time together when possible. Parents are also encouraged to join their children for mealtime at the CDC. We request a one day advance notice of your intent to have lunch with your child in order for us to secure a child sized portion for you.

Participation in the food program is optional. All children participating in the Child Care Food Program have meals ordered for them by the CDC office on the days of their attendance. Meal counts are e-mailed to Dining Services at 9:15AM. If your child will be arriving later than 9:15AM please call our office before 9:15AM and we will include your child in the lunch count.

In our toddler and preschool programs, we serve a breakfast, lunch and an afternoon snack. Meals and snacks must meet minimum requirements for food components and quantities under the USDA Child Care Food Program.

Parents who decide not to participate in the meal program are welcome to provide lunch from home. Please be mindful of our nutrition program’s goals and refrain from bringing items such as gum, donuts, chips, candy or nuts. Due to nut allergies we are a NUT FREE facility.

**Food allergies and Lactose Intolerance must be reported in a physician’s signed statement** unless the restriction is due to religious belief. If your child has a temporary food restriction (i.e. an anti-biotic caused temporary lactose intolerance), please inform your teacher and the office staff.

If you have a suggestion or concern about our food program, we encourage you to talk to the Site Supervisor, or the Executive Director. We also encourage you to attend Parent Advisory Committee meetings to provide any input you have regarding the nutrition program and menus.

Nondiscrimination Statement: “The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or family status (not all prohibited bases apply to all programs). Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA’s TARGET Center at (202) 720-2600 (voice and TDD). If any member of a household believes they have been discriminated against, they should write immediately to the Secretary of Agriculture, Washington, D.C. 20250.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is and equal opportunity provider and employer.”
BREAST FEEDING

Nursing mothers are welcome to breastfeed their babies throughout the center. There are times when people unaccustomed to breastfeeding may feel uncomfortable on the presence of a breastfeeding mother. The center urges you to remain supportive of mothers’ efforts, and make her feel comfortable. California law (Cal. Civil Code Paragraph 43.3 allows “a mother to breastfeed her child in any location, public or private, except the private home or residence of another, where the mother and child are otherwise authorized to be present.

BEHAVIOR MANAGEMENT POLICY & PROCEDURE

Children are individuals with unique personalities, feelings, needs and backgrounds. Their individuality precludes uniformity in disciplinary actions. The teaching staff does not maintain a disciplinary method, but upholds a perspective on the causes of misbehavior with a set of "pre-actions" for us in avoiding misbehavior. Conflict resolution, teachable moments and developmental opportunities form the foundation of our approach to behavior management and discipline. Our goals in behavior management are to:

- Maintain consistency in expectations.
- Develop the child's understanding of his/her limits.
- Set appropriate expectations to avoid frustration.
- Provide a stimulating and challenging environment to avoid boredom.
- Encourage self-discipline.
- Develop the child's understanding of acceptable and unacceptable behavior as opposed to good and bad.
- Realize that there is a "reason" for a child's behavior.
- Develop a child's understanding that there are consequences as a result of behavior.
- Insure adult actions will not be punitive.
- Use conflict resolution techniques when unacceptable behavior involves another child.
- Redirect a child when unacceptable behavior occurs.
- Involve the child in large motor activities.
- Allow for appropriate and natural consequences.

The Child Development Center takes seriously a child who exhibits behavior that is injurious to her or himself, peers and adults and is continually destructive to school property. Such a child may require special assistance and supervision that the center may not be able to provide. Continued enrollment without intervention places the center in violation of Title 22 of the Health and Safety Code.
Decision-making regarding appropriate action will include:

1. Written documentation of observed inappropriate behavior.
2. Conference with parent to share observations and explanation of what the classroom teacher will do to curtail a behavior. Form a consensus of reasonable time that the behavior must show improvement, acknowledging that continued injurious or destructive behavior may result in enrollment termination.
3. Conference with parent to explain continued injurious or destructive behavior and referrals for assessment and intervention.
4. Memo filed with the Assistant Vice Chancellor of Housing, Dining and Residential Services, detailing the decision for termination.

It is the experience of the Child Development Center’s staff that various “toys” easily become the source and object of aggressive acts. Toys that are weapons (e.g., guns, knives) or that have a tendency to promote aggressive behavior (e.g., super hero dolls) must be kept out of the classrooms. Behavior Management needs of Infants and Toddlers will be addressed in a manner that includes age appropriateness of behavior, consequences and the environment, as well as parent needs and cooperation in subsequent procedures.

BITING

Because of the potential health hazards of biting we have developed specific guidelines to deal with these situations. As a child gains verbal skills, biting, which has been used to show anger and frustration, should begin to lessen. Teachers and staff will work with the children and their families to develop and enhance verbal skills and eliminate the “biting” response.

When a child bites the first time, assessment by the teacher of the events that led to the behavior will be discussed with the biting child’s parent. All efforts will be made to monitor the child’s subsequent behaviors and interactions in order to redirect the child when possible to prevent another incident. In a busy classroom another incident may not be preventable. If the child bites a second time the parent will be called and asked to make time, that day, for a conference. The Site Supervisors will evaluate the classroom environment. During the conference with the Site Supervisors and teacher, an action plan will be developed and agreed to by all parties. If the child bites a third time, the parent may be called to pick up the child, another meeting will be requested at which time new strategies will be discussed and agreed to by all parties involved. Anytime during this process if an agreement on necessary strategies and procedures cannot be reached between all parties the child may be dis-enrolled from the center.
TERMINATION OF CHILD DEVELOPMENT SERVICES

The University of California Riverside Child Development Center reserves the right to terminate child care and development services if:

1. A parent is delinquent in payment of parent fees.
2. A parent fails to comply with center policies.
3. A parent is uncooperative or hostile.
4. A parent is suspected of providing false information.
5. If a child’s behavior becomes a hazard to teachers or students.
6. If a student parent violates the UCR standards of conduct.
7. The CDC cannot meet the child’s need.

DISCIPLINE & POSITIVE GUIDANCE

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.

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

Additional Family – Teacher Conferences may be held. The Site 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 Site 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. With a waiver from the parents, the counselor is welcome 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. CDC staff is committed to seeking solutions for challenging situations with children and families.
FIELD TRIPS

The Child Development Center may at times ask parents to provide fees for field trips. Parents will be notified of the fee in advance. No child will be denied participation in the planned field trip because of a parent's inability or refusal to pay.

BIRTHDAY CELEBRATION POLICY

We know that your child’s birthday is a special occasion. Each classroom has its own way of celebrating the children’s birthdays. If you are interested in joining in the classroom’s celebration of your child’s birthday, we encourage you to contact the lead teacher in advance of the birthday.

To maintain the standards of our Child Nutrition Program and ensure the safety of our children, we request that families not bring in outside food (e.g., cake, candy, and muffins), poppers, and latex balloons to the classroom celebration. If you plan to have a party independent of the center and wish to deliver invitations at school, we encourage you to invite all of the children in your child’s classroom, not to exclude anyone.

TRANSITIONING CHILDREN INTO ANOTHER CLASSROOM

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

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

- An afternoon when parents and children can meet their new teacher together. This helps ease the parents’ anxiety as well as the child’s. Your child will also feel more secure knowing that the new teacher is one you feel comfortable with.

- A two week introductory period where the children spend small amounts of time in the classroom they will be entering in the fall. By doing this the children can get to know their new teachers and classmates while still feeling the security and support of their current teacher. There is also a lot of conversation when the children return to their current classrooms about the
new and exciting materials in their future classrooms and what the children did while they were visiting.

• Teachers prepare the classrooms by hanging photographs of the children and their families around the room and displaying artwork that the children created while visiting. Each child has their own assigned cubby for his or her belongings.

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

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

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

• Make the transition something to look forward to.

While transitions can be difficult on children, by providing many opportunities to familiarize your child with the new situation and providing support, understanding, and an open ear, your child should be well equipped to handle the new situation. In the end, everyone will enjoy the opportunity to grow.

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

HEALTH

The State of California regulations specify that before a child can attend school or child care center, parents must provide a written Immunization Record from a doctor or clinic showing that all required immunizations for his or her age have been received. The Immunization Record must show the date for each required dose. Newly entering children, who currently need additional required vaccine doses or who do not have an Immunization Record, cannot receive child care services while they await a doctor’s appointment for immunizations or for an Immunization Record. For continued enrollment, they must receive the required additional immunizations. The
Measles/Mumps/Rubella vaccines, hemophilus influenza type b (HIB) vaccine (one must be given after the 1st birthday), and the Hepatitis B series are also required. A TB test (PPD Mantoux) is required at entry to the Child Development Center and again at Kindergarten unless the child's physician indicates on the Immunization Blue Form that the child is not at risk.

Your child must have a health check-up to determine if he or she is physically fit to participate in the activities found in a child-care/preschool setting. The check-up by a physician does not need to be completed before attendance; however, it is due within 30 days from the child’s first day of school.

**Upon arrival a daily visual health check will be performed by your child's teacher. The purpose of the health check is to determine if your child is well enough to attend school. During this time please share any concern regarding your child's health or behavior.**

[Image of a caregiver attending to a child]

**Key criteria for exclusion of children who are ill:**

When a child becomes ill but does not require immediate medical help, a determination must be made regarding whether the child should be sent home (i.e., should be temporarily “excluded” from child care). Most illnesses do not require exclusion. The caregiver/teacher should determine if the illness:

1. Prevents the child from participating comfortably in activities;
2. Results in a need for care that is greater than the staff can provide without compromising the health and safety of other children;
3. Poses a risk of spread of harmful diseases to others.

If any of the above criteria are met, the child will be excluded, regardless of the type of illness. The child will be removed from direct contact with other children and will be monitored and supervised by a single staff member known to the child until dismissed from care to the care of a parent/guardian or a primary care provider. The area will be
where the toys, equipment, and surfaces will not be used by other children or adults until after the ill child leaves and after the surfaces and toys have been cleaned and disinfected.

**Your child will be temporarily excluded if they exhibit any of the following conditions:**

1. The illness prevents the child from participating comfortably in activities
2. The illness results in a need for care that is greater than the staff can provide without compromising the health and safety of other children
3. An acute change in behavior - this could include lethargy/lack of responsiveness, irritability, persistent crying, difficult breathing, or having a quickly spreading rash
4. Fever (temperature above 100°F [37.8°C] or higher taken axillary [armpit] or measured by an equivalent method) and behavior change or other signs and symptoms (e.g., sore throat, rash, vomiting, diarrhea)
5. Diarrhea is defined by watery stools or decreased form of stool that is not associated with changes of diet. In addition, diapered children with diarrhea should be excluded if the stool frequency exceeds two or more stools above normal for that child.

**Special circumstances that require specific exclusion criteria include the following:**

1. Toxin-producing E. coli or Shigella infection, until stools are formed and the test results of two stool cultures obtained from stools produced twenty-four hours apart do not detect these organisms.
2. Salmonella serotype Typhi infection, until diarrhea resolves. In children younger than five years with Salmonella serotype Typhi, three negative stool cultures obtained with twenty-four-hour intervals are required; people five years of age or older may return after a twenty-four-hour period without a diarrheal stool. Stool cultures should be collected from other attendees and staff members and all infected people should be excluded.
3. Blood or mucus in the stools not explained by dietary change, medication, or hard stools.
4. Abdominal pain that continues for more than two hours or intermittent pain associated with fever or other signs or symptoms of illness.
5. Mouth sores with drooling unless the child’s primary care provider or local health department authority states that the child is noninfectious.
6. Rash with fever or behavioral changes, until the primary care provider has determined that the illness is not an infectious disease.
7. Active tuberculosis, until the child’s primary care provider or local health department states child is on appropriate treatment and can return.
8. Impetigo, until treatment has been started.
9. Streptococcal pharyngitis (i.e., strep throat or other streptococcal infection), until twenty-four hours.
10. Head lice until after the first treatment has been started.
11. Scabies, until after treatment has been given.
12. Chickenpox (varicella), until all lesions have dried or crusted (usually six days after onset of rash).
13. Rubella, until six days after the rash appears.
14. Pertussis, until five days of appropriate antibiotic treatment.
15. Mumps, until five days after onset of parotid gland swelling.
16. Measles, until four days after onset of rash.
17. Hepatitis A virus infection, until one week after onset of illness or jaundice if the child’s symptoms are mild or as directed by the health department. (Note: immunization status of child care contacts should be confirmed; within a fourteen-day period of exposure, incompletely immunized or unimmunized contacts from one through forty years of age should receive the hepatitis A vaccine as post exposure prophylaxis, unless contraindicated.) Other individuals may receive immune globulin. Consult with a primary care provider for dosage and recommendations.
18. Pink eye – red conjunctiva.
19. Any child determined by the local health department to be contributing to the transmission of illness.

Any child who has a fever above 100°F, has vomited, or had diarrhea, must be kept home for 24 hours after symptoms have subsided.

Please inform CDC if your child developed a contagious disease in order to notify the rest of the parents of the outbreak. If your child misses three days of school due to illness, we require a Doctor’s note upon the child’s return to school.

IMMUNIZATION REQUIREMENTS

Immunization requirements for children vary according to the age of the child. The health department keeps all licensed centers informed of any new requirements for admittance to childcare settings. Any questions regarding immunizations can be referred to the County Health Department. An information sheet is included in your registration packet.

Number of Immunizations Required to Enter Child Care, Preschool, and Kindergarten in California

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<th>AGE</th>
<th>4-5 mos.</th>
<th>6-14 mos</th>
<th>15-17 mos</th>
<th>18 mos+</th>
<th>4-17 yrs.</th>
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*HIB requirement apply only to children under the age of 4 years and 6 months; TB required at 12 months. (See the exception on the bottom of the Physicians Report)*
MEDICAL & RELIGIOUS EXEMPTIONS OF IMMUNIZATIONS
There are two types of exemptions allowed by the California School Immunization Law. Your child may be exempt because of a medical condition. If so, you must present a statement signed by your doctor indicating the medical problem, which immunizations your child cannot receive, and whether the medical problem is temporary or permanent. The center will keep this statement in your child’s files. If immunizations are against your personal or religious beliefs, you must sign a statement on your child’s blue immunization card. If your child is exempt and there is a disease outbreak, the child may be temporarily excluded from attending for his/her protection. the center may be ordered by the Health Department to temporarily exclude your child for his/her protection.

MEDICATION POLICY AND PROCEDURE
All medication must be marked with your child’s name. If your child requires medication before 10:00 a.m. it must be given at home prior to coming to the center or a parent must administer at the time the child is dropped off.

Children receiving medications must have written permission from the parent permitting staff to administer prescription medications (Medication Dispensing Approval Form).

The Child Development Center Staff will administer medication to your child only if it is in the original container and the container has the doctor’s instructions included on the labeling. Over the counter medication may be given only if it also is in the original container and the doctor has given written notification of the necessary dosage. Labels on over the counter medication frequently contain the recommendation “consult a doctor if the medicine is intended for a child under age 6”. We cannot be responsible for determining the dosages on an “as needed” parental instruction. All medications must be maintained in the front office. A “Medication Dispensing Approval Form” must be filled out and given to the front desk staff. This form is valid for an entire week. The teacher will bring the child to the office so medication can be given. Administering more than one medication daily must be accompanied by physician approval. All medications must be sent home on Friday. If they are left at the center we are required to dispose of them.
Parents occasionally request that children remain indoors especially after returning from an illness. This usually will not be possible because our adult-child ratios preclude the ability to supervise only one child indoors when the group is scheduled to be on the play yard.

**SUNSCREEN POLICY**

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

A permission form for the application of sunscreen by the center must be on file. The Center for Disease Control and Prevention recommends “doubling up” on sun protection so that children wear sunscreen as well as protective clothing such as wide-brimmed hats, loose-fitting long-sleeved shirts, and UV protective sunglasses whenever they go outdoors. We encourage you to provide your child’s teacher with the appropriate protective clothing for Riverside’s hot climate. We also ask that you dress your child appropriately for all weather conditions, including the cool and wet weather during fall and winter. Please note that teachers will not permit outdoor play when weather conditions are inhospitable, and will find alternate indoor activities for children to engage in on such days.

**PACIFIERS**

Children will be able to have access to personal pacifiers when enrolled in the Child Development Center. Safety precautions preclude any pacifiers outdoors or during any physical activity indoors. Children may ask for their pacifier during rest, quiet and nap times. Pacifiers are not recommended for children over the age of 12 months.
TOILET TRAINING

The toddler program will offer as part of its curriculum a toilet learning program when the child shows signs of readiness (cognitive and emotional). Parents and teachers work together to develop a program that is adequate for group care and individual need. Communication between parent and teacher is essential to a successful and stress-free process. CDC will offer a toilet training workshop to help prepare parents for this process. In order for children to be enrolled in the preschool program (3-5 years old), they must be potty trained at the time of registration for preschool. (Unless the child has special needs.) Staff will make every effort to assure that children enrolled in the toddler program are ready for the transition to preschool, but CDC policy is that children must be toilet trained to attend a preschool classroom. If a child is not potty trained we will offer a transition period.

REST PERIOD (NAPPING)

The Child Development Center in compliance with Licensing Regulations (Department of Social Services) provides a rest period for all children. Each child is assigned a mat or crib and the child’s parent is required to bring a crib-sized sheet and small blanket. Preschool children (ages 3-5) are not required to sleep, but must lie quietly for a period of time. At the end of each week the sheet and blanket are sent home for washing and must be returned on Monday. Depending on the class, nap time can begin around noon and end at 3:00 PM. It is important for all staff and other adults to walk quietly through the halls/buildings during those hours. We appreciate your sensitivity to the children's needs.

APPLICATION AND REGISTRATION

The program maintains a waiting list of families wishing to enroll their children. Children are selected for enrollment based on the submission date of the Early Care and Education Services Application Form. In filling an open space we must consider a number of factors such as whether the child’s age and social development are appropriate for the open position. A $25 application fee will be collected at the time of the submission of the application form. UCR students are not subject to the $25 application fee.

Before your child starts attending the CDC you will be scheduled for an intake meeting with the Site Supervisor and a separate meeting with your child’s teacher. To ease the transition from home to school you should plan to visit the classroom with your child before your child’s starting date. If your child is old enough, talk to him or her about the new routine, and what to expect at school.
ATTENDANCE

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

WITHDRAWAL POLICY

Families no longer needing the services of the Child Development Center and who wish to terminate enrollment must submit a Withdrawal Notice forty-five days prior to the child’s last day. If you fail to submit a Withdrawal Notice, you are responsible for paying your child’s tuition for two weeks following the last day of your child’s enrollment.

ENROLLMENT

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

1. Families with siblings currently enrolled at the CDC
2. UCR Canyon Crest Family Student Housing residents
3. Families with UCR affiliation (students, faculty or staff)
4. Members of the surrounding community

The CDC maintains a percentage of spaces, determined by state funding, for students needing financial assistance with day care. These spaces are prioritized by verified family income and need.

Expectant families with the intention of enrolling a new baby to CDC should get on the wait list as soon as possible after the mother confirms she is pregnant and has an expected date of birth. Families with a child already attending the center and enrolling a sibling will be given priority over families who would be new to the center.

New applicants will be placed on the wait list according to the date at which the application is received. If desired, a tour of the facility can be arranged. When space becomes available, the first eligible family on the wait list is notified. Enrollment depends on available space in the classroom according to the child’s age and developmental level. When a space has been offered and the family declines to enroll, they must complete a new application that will be placed at the bottom of the waiting list if they wish to consider future enrollment.
Each family should notify the center at the end of the current school year of their intent to stay on the wait list. Families who do not notify the center may be taken off the wait list and placed in our No Show file. The center should be notified of any change in telephone number or address.

**PAYROLL DEDUCTION**

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

**FEES**

Tuition is due prior to the first day of attendance, and on the first of each month thereafter. A billing period is identified as one month of childcare services. Fees are charged at the same rate each month. Costs are determined by the child’s program placement. Parents are required to pay full tuition each month regardless of holidays, days the center is closed, or absences due to illness and family vacations. Fees will not be prorated except in instances where a child may enter the program after the 15th of the month. The tuition fee structure is based on the parent’s affiliation with the university: faculty, staff, student or community. Post-Doctoral Students are considered staff. If a parent’s affiliation with the university changes (e.g. a student converts to staff or faculty) they should inform the center immediately. Student status must be verified when your child begins attending the CDC. If subsidized students lose their eligibility for subsidized services, they may choose to pay the student rate.

Childcare fees are non-refundable. Fees will not be prorated if a child leaves before the end of the month. Absences due to family vacations, illness, court order, etc. do not alter the monthly fees. Charges are based on enrollment, not attendance. The Child Development Center posts all charges to your account. Payments are made to Regents UC and either in person or by mail to: UCR Main Cashier’s Office, 900 University Ave., 1111 Student Services, Riverside CA 92521. The cashier’s office is open Monday through Friday from 9:00 AM to 3:00 PM and closed for lunch from 12 to 1:00 PM. Please note your child’s name in the memo section of the check each month. Failure to pay fees may result in the termination of child care services. **There will be a $50.00 late charge for all payments received after 3:00 PM on the 15th of each month.** Payment options also include payroll deduction. If you are unable to pay tuition on time, please discuss this with the Director before the deadline. **Services will be terminated if payment is not received in the month that services are provided.** The billing system has been designed to provide advanced information on the cost of services to assist your financial planning and allow for
monthly payroll deduction. If you have any questions about enrollment, fees, or payment, please do not hesitate to inquire at the Child Development Center.

LATE PICKUP POLICY

The Child Development Center opens at 7:30 a.m. and closes at 5:30 p.m. Late fees will be assessed beginning at the actual time of actual sign out in the classroom. Your child will be assigned a set schedule and a late fee will be assessed if the child is not picked up by the end of that schedule. There is no grace period.

If you know that you are going to pick up your child late please call your authorized emergency contact to pick up for you. (This is a good reason to have multiple emergency contacts.)

The Child Development Center closes for services at 5:30 p.m. Children must be picked up by this time. Late fees will be charged for unexcused and chronic lateness. The procedure is as follows:

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

SIGN IN AND OUT POLICY

Every child enrolled must be signed in upon arrival and signed out when the child departs. A FULL signature and exact time of arrival or departure is required. We will contact one of the parents if there is no signature and time on the sign-in/sign-out sheet. This allows us to verify that the child was picked up and is safe with the parents. If you forget to sign in or out, the center is out of compliance with licensing regulations and is subject to fines and closure. The sign-in sheet is a legal document. **Please do not allow children to scribble across the page. Do not use white out.**

INSPECTION AUTHORITY OF LICENSING AGENCY

The Child Development Center maintains a license for their programs to operate a childcare and education program. The license is administered by the California Department of Social Services Community Care Licensing Division. Guidelines that govern these facilities are taken from the California Code of Regulations, Title 22,
Division 12, Facility Licensing Regulations. Copies are available through the appropriate State of California offices. Many of the policies and procedures that are stated in our Child Development Center Parent’s Handbook relate to the regulations under Title 22. Please note that all information is kept confidential, however as mandated by our license we must allow access to children’s files to the Licensing Agency. The policy reads as such:

**Title 22. 101195. INSPECTION AUTHORITY OF THE DEPARTMENT OR LICENSING AGENCY.**

1. The Department or Licensing agency shall have the inspection authority specified in Health and Safety code sections 1596.852 and 1596.853.
2. The Department or licensing agency shall have the authority to interview children or staff and to inspect and audit child or facility records without prior consent.
   a. The licensee shall make provisions for private interviews with any child (ren), or any staff member; and for the examination of all records relating to the operation of the facility.
3. The Department or licensing agency shall have the authority to observe the physical condition of the child (ren), including conditions which could indicate abuse, neglect, or inappropriate placement, and to have a licensed medical professional physically examine the children. The purpose of such a regulation is for the protection and best interests of all the children.

**SUSPECTED CHILD ABUSE REPORTING REQUIREMENTS**

In the State of California “Child Care Custodians: (Teachers, Assistants, etc. employed by any public or private school) are required to report known or suspected child abuse. The staff members of the Child Development Center are legally mandated reporters. Child abuse must be reported “when one acquires knowledge of or observes a child under conditions which indicate a reasonable suspicion of child abuse or when one has knowledge of or observes a child whom he or she knows has been the victim of child abuse.” The report must be made to a “Child Protective Agency”, the County Welfare or Probation Department or a Police or Sheriff’s Department. A professional failing to make a required report can be found guilty of a misdemeanor that is punishable by up to six months in jail and/or up to $1,000 fine. He or she may also be found civilly liable for damages; especially if the child-victim or another child is further victimized because of the failure to report.

The suspected child abuse also has to be reported to the CA Department of Social Services Licensing Division by submitting the Unusual Incident/Injury Report form.
SAFETY

The CDC was designed for the activity, physical size and motor abilities of young children. The entire environment was created to safely stimulate the physical, cognitive, and social development of our students. Our highest goal is to provide a safe and secure place for your child to learn and play. Safety standards are set and monitored by the University Health and Safety Department, the Campus Fire Marshal, Riverside County Department of Social Services (licensing) and the California Department of Education Child Development Division. We practice monthly fire and regular earthquake awareness drills. Our staff is trained and experienced in the prevention of accidents and to administer first aid, including pediatric CPR, if an accident should happen.

While children are never left unsupervised, falls, bumps, scrapes, bites, and scratches are inevitable with active children. No matter how safe the environment, children may experience minor injuries as they play and interact. When an injury does occur we will notify you by phone or injury report. If your child has a head injury, no matter how minor, we will contact a parent. We always want parents involved in the evaluation of these potentially serious injuries.

If an injury requires medical attention, we will call 911, and immediately call a parent. At registration, parents complete an Emergency Release form that grants permission for the center to seek medical attention. CDC staff under no circumstances will transport a child. Parents submit a class/work schedule and contact information so we can quickly contact them in an emergency. It is important that this contact information is up to date. With new technologies, we all change phone numbers more frequently, please try to remember to update the center when you do.

ACCESS TO THE CDC

The safety and security of all children is a priority to the center. Entrance to the classroom is permitted through the use of a University issued identification card. All families are required to use a UCR identification card to gain entrance into the classrooms. We are protecting your children. If both parents are to enter the corridors on a daily basis then both parents must have a card. UCR ID cards can be purchased for non-affiliated persons through the Carding Office on Campus. The current fee for the UCR card is $25.00 payable at the Carding Office. The system is secure only if all staff and families use the card to enter the corridors. Individuals that do not have a card will have to sign in at the front desk and show their picture identification card in order to gain access to the corridors.

ARRIVAL AT THE CENTER

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

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

**DRESS GUIDELINES**

The clothing that children wear can contribute to their safety in the preschool environment. Clothes should be comfortable and fit properly so that movement is not impeded. Children should not wear long dresses, boots (heels), dress shoes (slippery), sandals with open toes, shoes without a back or strap, overalls with difficult snaps, thongs, belts with heavy buckles, and hanging jewelry (hoop earrings and long necklaces). Hoods that have drawstrings must be removed. If the parent has not removed them, the staff will remove the drawstring prior to going out on the play yard.

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

Children should have well-trimmed fingernails. Long nails collect dirt and bacteria and children often put their hands in their mouths. Short nails also eliminate harmful scratching of peers.

**OPEN DOOR POLICY**

Teachers maintain an open-door policy in their classrooms. Parents are urged to visit and inquire about their children’s activities and growth. The classroom teachers are eager to answer questions and cooperate in making the many decisions regarding the children. If you require a meeting or conference, please make arrangements with the teacher so that a substitute may be called to provide adequate coverage.

**OBSERVATION ROOMS**

Parents may use the observation rooms at any time to observe the program. Observation viewing is limited to rooms 129, 127, 104 and 105 in south building [A], and rooms 1131, 1121, 1117, 1219, 1135 and 1231 at north building [B]. Doors to the
observation rooms will remain unlocked at all times. Please do not eat in the observation rooms.

**PARENT INVOLVEMENT**

The CDC views parents as critical partners in supporting children’s optimal development. The active involvement of families is an indispensable feature of our program. The most important ways that parents can participate at the CDC are as members of the Parent Advisory Committee, participating in the Parent Teacher Organization, and volunteering in your child’s classroom.

Every family receiving childcare services is requested to volunteer in the classroom, but because of class and work commitments, many parents may be unable to do so. Those families who are receiving grant support must volunteer at least 10 hours per quarter. Please schedule your time with the classroom teacher so that she may be prepared to utilize your time and talents so all parties benefit from the time you spend in the classroom.

The CDC understands that parents are very busy and that it can be difficult to find time to participate in your child’s classroom during the center’s regular hours. However, there are many ways in which parents can be involved in and out of the classroom, and not just during the school week. It is also possible for other members of your family (such as grandparents) to contribute to the center if the parents’ schedule simply does not permit volunteering. The following list describes just a few of the ways in which parents and families can support activities and learning at the CDC:

- Collect and donate gently used children’s books to the CDC library.
- Participate in storytelling in your child’s classroom (or coordinate storytelling by a special visitor such as a grandparent).
- Organize a “show and tell” around something you are knowledgeable about such as a special holiday celebrated by your family, a short lesson about bicycles, soccer, animals, gardening, cooking, or music.
- Coordinate an art project for your child’s classroom, providing common household materials such as cardboard boxes, toilet paper rolls, bits of leftover wrapping paper and old magazines.
- Save box tops and donate them to the center.
- Ask your child’s teacher about their “wish list” of items and then donate these supplies to his/her classroom.

The center has an open door policy to encourage parents to participate in daily classroom activities. However, keep in mind that for more formal volunteering, like show and tell and storytelling, there are best times to be involved, given children’s daily schedules and routines. Parents should be respectful of their teacher’s plans and coordinate volunteer activities with the teaching staff in advance of their visits. They should also be mindful of the center’s development and educational goals and uphold the same standards required of CDC staff. Parents should maintain standards of confidentiality towards other families and children enrolled in the program, respecting
individual differences and working to provide a safe and supportive environment for children, families, teachers and administrative staff (Please see the Diversity section on p.5 of the handbook).

**PARENT ADVISORY COMMITTEE**

The Parent Advisory Committee (PAC) is a volunteer body of parents that facilitates communication between parent, the Executive Director and the Site Supervisors. They advocate for the center and for university families through liaising with the Academic Senate, Faculty Welfare Committee, the Assistant Vice Chancellor of Housing Dining and Residential Services, and other University administrative offices. The PAC routinely advises on tuition increases and strategizing solutions to budget deficits, etc.

In the past the PAC’s efforts have led to the University’s commitment to expanding childcare services resulting in the construction of the new building, working with the office of the Chancellor to create a strategic plan for building a family-friendly campus, increased financial support from the University for the center, etc.

PAC is a requirement of the California Department of Education grant and as such is made up of student grant recipient volunteers.

**PARENT TEACHER ORGANIZATION**

The Parent Teacher Organization is comprised of teachers at UCR’s Child Development Center and parents who have children enrolled at the CDC. The PTO serves to promote communication and relationships between the CDC and its families while enhancing various aspects of the program. In the past, the organization facilitated fundraising activities, educational workshops, and social network building. Meetings are usually held quarterly throughout the year.

**PARENT TEACHER CONFERENCES**

Communication between families and teachers helps to maintain this partnership and build mutual understanding. Family conferences are scheduled by teachers twice a year and provide uninterrupted time for discussing children’s growth and development. Additional meetings with teachers, the site supervisors can be arranged during the year.

The CDC will do its best to keep parents informed about your child’s day at school, the curriculum, and observations about their growth and development. Please let your teacher know if unusual circumstances are happening 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 or the morning went at home. 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 teaching staff.

**REMINDERS**

- Bring two extra sets of clothing for your child.
- For infants provide your child with a fitted crib sheet and small blanket for rest time. The infant classes launder bedding daily.
- For your toddler or preschooler bring a sheet and a blanket. Take them home every Friday to wash.
- Label all clothing and personal items (coats, sweaters, lunch box, share toys, etc.).
- Dress children in practical clothing, children should not be restrained from participation in activities for fear of soiling good clothes. Avoid difficult to undo belts and fasteners.
- Dress children appropriately for the weather.
- Bring children’s art projects, etc. home and ask them what they did at school
- Do not bring toys to the center unless it is share day.
- Check classroom and center bulletin boards daily for notices.
- Be aware of activities in session when entering classroom areas and try to avoid disturbing the children participating in the planned curriculum. Communicate as necessary any pertinent information to staff.
- Any questions regarding billing, payments, late pickups, enrollment or attendance must be communicated to front office staff.
- Check your child’s cubby and sign in sheet for notes and letters from administration.

**COMPLAINT PROCEDURE**

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

**Classroom Related Issues**

Classroom related issues should be discussed first with the Lead Teachers. If further clarification is required a meeting with the Site Supervisors should be scheduled. If the meeting with the Site Supervisors did not result in a satisfactory outcome, a meeting with the Executive Director should be scheduled by submitting a written description of the issue. The Assistant Vice Chancellor of Housing, Dining and Residential Services may be contacted as next step if no satisfactory solution was offered by the Executive Director.
Program Issues
Program issues are to be first discussed with the Site Supervisor, then with the Executive Director, followed by the Assistant Vice Chancellor of Housing Dining and Residential Services if no satisfactory solution was offered by the Executive Director.

SEXUAL HARASSMENT POLICY

It is the intent of this statement to affirm the Child Development Center's policy concerning sexual harassment. It is our policy to provide a workplace free of sexual harassment. Sexual harassment includes, but is not limited to, circumstances which pose a threat or reward in return for sexual favors, comments which tend to convey unwanted sexual advances, the telling or distributing of sexually oriented jokes or the harassment of an individual based on their gender. Supervisors are responsible for assuring that such harassment does not occur.

Anyone who believes that he/she is being subjected to sexual harassment may avail himself/herself of the agency's grievance procedure for resolution. However, if the sexual harassment comes from actions of any employee in a supervisory position, a written complaint shall be forwarded directly to the director. The Child Development Center will take disciplinary action, if necessary, to make sure that the workplace is free of sexual harassment.

UNIFORM COMPLAINT PROCEDURES/FOOD PROGRAM COMPLAINT PROCEDURE

The UCR Child Development Center has adopted a complaint procedure to address allegations of unlawful discrimination regarding actual or perceived sex, sexual orientation, gender, ethnic group identification, race ancestry, national origin, religion, color, mental or physical disability or age or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. The uniform procedures apply to all Center programs and activities and provide civil rights guarantees.

Individuals, agencies, organizations, students, and interested third parties have the right to file a complaint regarding the Child Development Program's alleged violation of federal and/or state laws. This includes allegations of unlawful discrimination (Ed 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, at the following address:

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 violation of prohibited discrimination may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders.

**CONTRACT MONITORING**
Contract monitoring reviews of agencies providing State funded child care services are conducted on a regular basis by California Department of Education consultants. The Child Development Center is audited on an annual basis to determine proper use of State funds, and following all State rules and regulations. It is very important that all families cooperate with the Child Development Center by following the policies and procedures to determine your need for child care services. In addition, all information provided to the Child Development Center to determine eligibility and need may be reviewed by representatives of the State of California, the Federal Government, independent auditors, or others as necessary for the administration of the programs.
IMPORTANT NUMBERS

Child Development Centers Telephone Numbers:
South Building [A]: (951) 827-3854
North Building [B]: (951) 827-7454

Child Development Centers Fax numbers:
South Building [A]: (951) 827-3882
North Building [B]: (951) 827-7471

Jeanette Bradeen, Executive Director (951) 827-4176
Kimberly Pixley, Site Supervisor (951) 827-7464
Bonnie Bacon, Site Supervisor (951) 827-2662
Juanita Segura, Business Manager (951) 827-7465
Lesley Martinez, Enrollment Coordinator (951) 827-7453
Dawn Scott, Administrative Coordinator (951) 827-7454
Allan Crosthwaite, Administrative Coordinator (951) 827-3854

UCR Child Development Center Website:
www.childrenservices.ucr.edu

For Tax purposes: Federal ID # 95-6006142

Facility License Numbers:
Infant/Toddler- 334802965
Preschool- 334802737

HOURS OF OPERATION

The center is open from 7:30 a.m. to 5:30 p.m. Monday through Friday.
Kindergarten school day: 8:30 a.m. to 2:30pm
Kindergarten full day: 7:30 a.m. to 5:30 p.m.
### UCR Child Development Center
School Calendar August 2013—June 2014

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming Day</td>
<td>August 28, 2013</td>
</tr>
<tr>
<td><strong>Staff Orientation-Required Trainings/Meetings (Center Closed)</strong></td>
<td>August 29-30, 2013</td>
</tr>
<tr>
<td><strong>Labor Day Holiday (Center Closed)</strong></td>
<td>September 2, 2013</td>
</tr>
<tr>
<td>Infant, Toddler, Preschool, and Kindergarten Programs Begin (non-funded)</td>
<td>September 3, 2013</td>
</tr>
<tr>
<td>Family Back to School Night</td>
<td>October 9, 2013</td>
</tr>
<tr>
<td>School Teddy Bear Picture Days</td>
<td>October 28-30, 2013</td>
</tr>
<tr>
<td><strong>Veteran’s Day (Center Closed)</strong></td>
<td>November 11, 2013</td>
</tr>
<tr>
<td>Thanksgiving Holiday (Center Closed)</td>
<td>November 28-29, 2013</td>
</tr>
<tr>
<td>Center Opens</td>
<td>January 6, 2014</td>
</tr>
<tr>
<td><strong>Martin Luther King Jr. Birthday (Center Closed)</strong></td>
<td>January 20, 2014</td>
</tr>
<tr>
<td>Parent/Teacher Conferences</td>
<td>January 21-31, 2014</td>
</tr>
<tr>
<td><strong>Presidents Day (Center Closed)</strong></td>
<td>February 17, 2014</td>
</tr>
<tr>
<td><strong>Cesar Chavez Holiday (Center Closed)</strong></td>
<td>March 27-28, 2014</td>
</tr>
<tr>
<td>Vision Screening</td>
<td>April 2014</td>
</tr>
<tr>
<td>Teacher Appreciation Week</td>
<td>May 5, 2014 - May 9, 2014</td>
</tr>
<tr>
<td>Parent/Teacher Conferences</td>
<td>May 12-23, 2014</td>
</tr>
<tr>
<td><strong>Memorial Day Holiday (Center Closed)</strong></td>
<td>May 26, 2014</td>
</tr>
<tr>
<td>End of the Year Celebration</td>
<td>June 6, 2014</td>
</tr>
</tbody>
</table>

*All dates subject to change with ample notification*
Updated July 1, 2013
# UCR Child Development Center

## Kindergarten School Calendar

**August 2013—June 2014**

<table>
<thead>
<tr>
<th>EVENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Orientation at 11:00am</td>
<td>August 29, 2013</td>
</tr>
<tr>
<td>Labor Day Holiday (Center Closed)</td>
<td>September 2, 2013</td>
</tr>
<tr>
<td>Kindergarten Programs Begins</td>
<td>September 3, 2013</td>
</tr>
<tr>
<td>Family Back to School Night</td>
<td>October 9, 2013</td>
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<tr>
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</tr>
<tr>
<td>Thanksgiving Holiday (Center Closed)</td>
<td>November 28-29, 2013</td>
</tr>
<tr>
<td>Parent Teacher Conferences (Report Cards)</td>
<td>December 6, 2013</td>
</tr>
<tr>
<td>Center Opens</td>
<td>January 6, 2014</td>
</tr>
<tr>
<td>Martin Luther King Jr. Birthday (Center Closed)</td>
<td>January 20, 2014</td>
</tr>
<tr>
<td>Presidents Day (Center Closed)</td>
<td>February 17, 2014</td>
</tr>
<tr>
<td>Kindergarten Spring Break</td>
<td>March 24-28, 2014</td>
</tr>
<tr>
<td>Vision Screening</td>
<td>April 2014</td>
</tr>
<tr>
<td>Teacher Appreciation Week</td>
<td>May 5, 2014 - May 9, 2014</td>
</tr>
<tr>
<td>Memorial Day Holiday (Center Closed)</td>
<td>May 26, 2014</td>
</tr>
<tr>
<td>Kindergarten Promotion at 6:30pm</td>
<td>June 17, 2014</td>
</tr>
</tbody>
</table>

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Updated July 1, 2013