RESIDENTIAL AND STUDENT SERVICE PROGRAMS

Nuturing UC Berkeley’s youngest students

PARENT HANDBOOK
EARLY CHILDHOOD EDUCATION PROGRAM

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UNIVERSITY OF CALIFORNIA, BERKELEY

EARLY CHILDHOOD EDUCATION PROGRAM

WELCOME
Welcome to UC Berkeley’s award-winning Early Childhood Education Program (ECEP). ECEP provides quality early care and education services to more than 200 children ages three months to five years old. The program is designed to serve young children of the UC Berkeley community, including students, staff, faculty and post-docs. Community families are also eligible to apply.

ABOUT THE UC BERKELEY PROGRAM
ECEP is a department within Residential and Student Services Programs (RSSP), under the leadership of the Division of Student Affairs. The program provides quality care and education for children of the UC community. Our mission is to provide high-quality early childhood education and services to enhance optimal growth and learning for your child.

ECEP serves children ages three months through preschool whose parent(s) are affiliated with the University and from the local community from 7:45 a.m. to 5:30 p.m. Our programs are licensed by Title 22, Community Care Licensing, and Title V from the California Department of Education.

UC Berkeley is proud of our child development program, and realize that it is you, the parent, who has the most influence on your child’s development and education. Therefore, in order for your child to obtain the maximum advantage from our program, your help and participation are encouraged. Please become an active participant in your child’s program through the Parent Advisory Committee (PAC), fund-raising or volunteering your time in the classroom. We encourage you to talk to your child’s teacher and the Center Director if you have any concerns or questions. Thank you for supporting your child’s education and the UC Berkeley Early Childhood Education Program.

OUR PHILOSOPHY
ECEP believes in building a working partnership with parents, family and the community to provide a child development program that nurtures a healthy sense of self-worth, fosters the development of skills in all developmental domains, encourages the development of independence, and promotes diverse cultural values and acceptance.

We believe in providing a loving, supportive environment where well-trained, sensitive staff appreciates the uniqueness of each child. Staff should encourage children to feel empowerment over her or his life through independence, trial and error and successful challenges. Our program is based on sound early childhood education child development theory and practices which are developmentally appropriate and child centered.

THE DIFFERENCE BETWEEN DAY CARE AND CHILD DEVELOPMENT
We value the importance of early childhood education in our programs, as well as the staff who work here. The care in ECEP at UC Berkeley is provided by teaching staff trained in developmentally appropriate practices for children. This means that the children are engaged in learning throughout the day, including lunch time, rest time, outside play, etc. In order for children to learn and be ready for school and life, staff must provide a safe, nurturing environment in which children experience activities including sharing, exploring, testing limits, making mistakes and trying again.

CURRICULUM
ECEP follows a play-based and emergent curriculum model which incorporates both teacher-initiated and child-initiated activities as well as small/large group activities. Our classrooms provide rich learning environments with age-appropriate, yet challenging play equipment and materials, and learning centers that encourage exploration and discovery, discussion, and child and adult interaction. Teachers plan activities based on children’s interests and our goals for their learning of content and skills. Teaching staff in our infant and toddler classrooms support the primary care practices of the Program for Infant and Toddler Care (PITC) philosophy. Primary caregivers are assigned to infants and toddlers. All teachers and teacher assistants work to develop positive relationships with you and your child. It is the teacher’s responsibility to keep you informed of your child’s progress.

PURPOSE OF THIS HANDBOOK
Please use this handbook to familiarize yourself with your child’s care, the Early Childhood Education Program, and the procedures and policies which help our program function effectively and with quality. It is your responsibility to read and follow the policies outlined and to ask for help or explanation if needed.
progress and keep the lines of communication clear and open. Teachers will conduct your parent conferences, your child's assessments, and transitions to your child's next educational setting.

**OUR GOALS FOR CHILDREN**

Daily activities are designed to provide age-appropriate experiences in the following early childhood developmental areas:

**SOCIAL/EMOTIONAL**
- Enjoying school
- Developing a love for learning
- Getting along in groups
- Learning responsible behavior (e.g. sharing, cooperation)
- Respecting ethnic, cultural, and age differences
- Expressing feelings appropriately
- Gaining positive self-image
- Developing independence, initiative, and trust

**COGNITIVE /LANGUAGE /PRE-LITERACY**
- Acquiring early language and literacy skills, including pre-reading and early writing skills
- Learning numeracy (pre-math) and science concepts
- Increasing curiosity about the world through observation, exploration and experimentation
- Enhancing language skills and self-expression through music, movement, and interactive dialogue between peers and adults
- Promoting experimentation, inquiry, observation and exploration through play

**HEALTH**
- Modeling good eating habits and nutrition
- Practicing good hygiene habits (including hand washing and toileting)
- Learning to balance adequate rest periods with activity times
- Sharing healthy, nutritious food throughout the day

**PHYSICAL DEVELOPMENT**
- Developing large- and small-muscle skills
- Improving eye-hand coordination and perceptual skills
- Increasing body awareness
- Exploring and participating in rhythm and movement activities

**DAILY PROGRAM ROUTINE AND SCHEDULES**

Children thrive in a program environment that offers a variety of activities in a rich, well-equipped classroom with a consistent, but flexible daily schedule. They depend on predictable routines and look forward to different parts of the day. Learning opportunities are available to them in unstructured and structured formats, including ‘free play/choice’ times, small or large group activities, and routines such as eating, dressing and toileting/washing. Throughout all types of activities, the interactions between teachers and children are critical to children’s learning, social, self-image and communication skills. Teachers strive to get to know each child’s unique strengths and needs so they can provide individualized learning opportunities and guidance in a caring, supportive atmosphere.

During **free-choice periods**, children may select one or more activities in one of the many learning centers prepared for them, such as block building, dramatic play, arts, music, books, ‘manipulatives’ (like puzzles, building sets), science and nature study, outdoor activities and much more. They may play/work alone, with a friend or in a small group, and with a teacher’s guidance or independently. As they finish, they may choose another activity after putting away their materials or toys. Circle time is conducted by the teacher or teacher assistant and may consist of planning or discussing the day’s activities or special events in school or the community, sharing experiences and belongings from home, singing songs and sharing an interactive story. Children have opportunities to get to know all their classmates as they learn new concepts and practice communication and social skills, such as taking turns. Music and movement activities may also be conducted during circle time.

**Small-group learning** activities are planned and directed by teachers related to curriculum topics in the areas of language arts (e.g. letter recognition and sounds), mathematics (e.g. counting and sorting objects, measuring liquids), science (e.g. properties of magnets), art projects, cooking projects and sensory exploration for younger children.

**Outdoor play** also is an essential part of the day, when children can get vigorous exercise and gain physical strength, coordination and skills through running, climbing, ball play and cooperative games. For younger children this includes walks, exploring the environment and taking activities outside.

**Routine activities** such as snack or rest time, toileting and hand washing are important opportunities for children to learn self-care skills, good health habits, and independence.

**Walking trips and field trips** As an urban city, Berkeley has many opportunities for exploration and excitement. As part of our program and curriculum, teachers may go on walks and field trips with children. We may experience heavy traffic on walking trips through our community that include nature walks, trips to campus and locations in our neighborhood. Parents must sign a consent form at the beginning of each year for walking trips of one hour or less. Field trips to specific locations must be planned in advance and parents will be given a consent form to sign for the specific field trip. Teachers will assess the readiness for children to attend walking trips and/or field trips. Individual classrooms will not make these trips until all children are ready. If parents decide for their child not to participate in any field trips, they should plan for alternative arrangements.

**Infants and young toddlers** are cared for in a nurturing and stimulating environment using some of the primary care practices of the PITC model of responsive care giving which incorporates observation, documentation and interpretation of a child’s experiences. Their needs are attended to throughout the day, providing food,
sleep, comfort and play as needed according to their temperament and comfort level. As children grow, more activities are added to provide stimulation and fun for children's developmental growth.

Infants and toddlers learn through exploring their environment, interacting with peers and adults, and expression of wants and needs through verbal and non-verbal cues. Our infant programs provide rich learning environments with nurturing staff who are in tune with the individual needs of each infant in their care.

All of the types of activities described above are planned during the children's day. See below for a typical classroom schedule:

**PRESCHOOL AND OLDER TODDLER PROGRAM SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 a.m.</td>
<td>Greet children and parents, wash hands, health check, quiet play</td>
</tr>
<tr>
<td>8:45 a.m.</td>
<td>Wash for breakfast, eat, clean up</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Circle time/large-group time</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Small group activities/outdoor play/clean up</td>
</tr>
<tr>
<td>11:15 a.m.</td>
<td>Outdoor play /set up for lunch</td>
</tr>
<tr>
<td>Noon</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Story/outdoor play</td>
</tr>
<tr>
<td>12:45 p.m.</td>
<td>Nap/rest time</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>End of rest time</td>
</tr>
<tr>
<td>3 p.m.</td>
<td>Snack, free play, clean up</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Large- or small-group time or project time</td>
</tr>
<tr>
<td>4 p.m.</td>
<td>Outdoor play time</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Large group/circle or story</td>
</tr>
<tr>
<td>5 p.m.</td>
<td>Games or quiet play/clean up</td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>Center closes</td>
</tr>
</tbody>
</table>

**CHILD ASSESSMENTS**

Teachers and teacher assistants make observations and create portfolios for every child. All children are assessed using the California Department of Education Desired Results Developmental Profile. Our curriculum is reflective of the State’s required learning goals:

- Children are personally and socially competent
- Children are effective learners
- Children are safe and healthy
- Children show physical and motor competence

After each assessment, the results are shared with the family during a parent conference. Parents are encouraged to continue the children's learning activities in the home with stories, outings, songs and helping around the house to teach important skills. Assessments are then used in program planning to assure optimum developmental growth of each child.

**RESEARCH/OBSERVATION**

Our programs incorporate a research component which may or may not apply to your child's classroom. If you are asked to have your child involved in any research activities, you will be notified ahead of time and you may choose to be involved. Qualified substitute teachers accompany the researcher and the child while they are involved in a research activity, typically described as ‘playing a game.’ Informal observations of classrooms by Early Childhood, Psychology, Sociology or Education students or University representatives may occur at any time without parent notification.

**BEHAVIOR MANAGEMENT AND DISCIPLINE**

An important aspect of learning in early childhood is how to interact appropriately with others, control one's own behavior and understand social rules. As children learn about the world and acquire social interaction skills (such as how to approach others and join play), they may exhibit “mistaken behavior” — trying a strategy that's not suitable; they may not be intending to “misbehave.” At other times, children may act inappropriately to gain attention or for other reasons. In any case, we will not allow a child's behavior to continue if it appears that a child will hurt him/her self or someone else, or that property will be damaged. We believe that children learn acceptable behaviors by modeling the actions of those around them, including parents, teachers and other children.

We expect our teachers to implement this policy with techniques that help children learn positive strategies for interaction and problem-solving, understand the perspectives of others and why the behavior is not acceptable, and to gain self-control. Discipline used by ECEP teachers includes a variety of constructive techniques, such as redirecting children to other activities, counseling the child in a calm, but firm voice about the situation, offering positive alternatives for behavior or gently separating the child from the group for a brief period of time. Physical punishment and humiliation are never permitted at our centers, by staff, children or parents.*

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*Discipline in our classrooms must “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, toileting, or withholding of shelter, clothing, medication or aids to physical functioning.” This represents the policy of UC Berkeley ECEP and California law.
Children with significant behavior difficulties, such as repeated hitting or biting other children or staff, will be observed and their behavior documented by staff. Staff may confer at times with a mental health consultant to help determine cause and possible solutions to inappropriate behaviors. We will do our best to work with you and your child to improve any inappropriate behavior. Usually, a conference will be requested with parents to discuss possible methods of dealing with problem behaviors once staff has made several observations. Working with a child’s behavior consistently at home and school is essential for improvement. Parents and staff must have shared understanding of the reasons for the behavior and strategies for managing it.

Referral to support services may be made by the teaching staff if unacceptable behaviors continue to occur. Parents may be asked to seek counseling or attend parenting class as a condition for their child to continue in the child development program. However, we do consider it in everyone’s best interest to exclude a child or parent who exhibits a continuing problem that threatens the safety of other children, staff or the child. Classroom settings and group activities are not appropriate for all children. If we determine that our program is not appropriate for your child, or that you or your child constitutes a safety or legal hazard, we reserve the right to withdraw services.

HEALTH, COMMUNITY AND SOCIAL SERVICES
ECEP staff will review your family’s needs with you upon enrollment and on an annual basis in order to help you find resources you and your family may need. Berkeley has many resources both on the school site as well as near your child’s school. Please feel free to discuss any needs for health (physical/mental), social services, recreational or other needs with the teacher, site coordinator or center director. University Health Services are available to faculty, staff and students. These may include services for mental health, behavior, elder care, gender and equity and work/life issues. Please access the UC Berkeley website (berkeley.edu) for more information.

STAFF AND VOLUNTEERS
Teachers are hired based on their education, experience, creativity, warmth and caring for children. We want to assure the highest quality care and education for your child. All teachers hold California Child Development Permits and many have A.A., B.A., or Masters degrees. We encourage all staff to continue their professional development through college coursework, conferences and in-service training.

We receive a limited amount of funding from the California Department of Education and the Federal government. In classrooms that serve low-income students, we meet Education Code (Title 5) staffing requirements that exceed those in Community Care Licensing regulations (Title 22). Title 5 requires that for the majority of the day we maintain a 1:3 adult–to-child ratio in the infant rooms, 1:4 adult–to-child ratio in the toddler rooms; and 1:8 adult-to-child ratio in the preschool. Our classrooms are typically staffed with two fully qualified teachers, one teacher assistant and paid student assistants.

For the safety of your child, references, physical health report (including TB clearance) and criminal record check are gathered upon hire for all staff.

Volunteers, including parents, are used to provide more individual attention for your child and other children in the program. Parents are not required to get a TB clearance, however, it is strongly encouraged. Other volunteers are required to have the TB clearance. All students and volunteers work under the direct supervision of teachers. Please volunteer your time as often as possible and ask how you can become involved in the program.

SCHOOL CALENDAR AND HOLIDAYS
ECEP operates both academic-year centers and year-round centers. ECEP observes University holidays. We also schedule professional development and clean-up/training days, and allow for staff to transition during certain times of the year. A calendar for the year is provided to all parents upon enrollment and is subject to change with prior notice to parents. Please contact your child’s teacher or the enrollment office for any questions you may have regarding the ECEP calendar. Our calendars are also on our website: ece.berkeley.edu/resources.

PARENT PARTICIPATION AND INVOLVEMENT
Your direct involvement with your child’s classroom will increase the benefits he/she derives from the program. ECEP has an open-door policy to encourage parents to participate in the daily activities whenever possible. Please offer your time, your talents and donations to the classroom, and attend evening or weekend activities with other families. We also require that parents maintain standards of confidentiality toward other families and children enrolled in the program, respecting individual differences and working to help provide a safe and supportive environment for children, families, teaching and administrative staff.

Here are some ways parents can be involved:

Parent participation in the classroom can be scheduled through your classroom’s teacher. One hour per week in your child’s class-
room can be beneficial to your child as well as help the teachers to create a stimulating and fun environment for all of the children. If you are unable to participate directly due to scheduling conflicts or other circumstances, you may be able to take materials home or contribute in another way. Please consult your child’s teacher for scheduling.

Parent-teacher conferences are held at least twice per year, and teachers are available to meet with you more often at your convenience to discuss your child’s progress or address a concern that may arise. We encourage ongoing communication between the staff and parents. Please feel free to ask questions about our program, or make suggestions which you feel would enrich your child’s experience at school. The parent-teacher conference is a time to learn more about your child’s activities in school, developmental progress, and ways you can support your child’s learning and readiness for kindergarten. Confidential matters regarding child and parent conferences are to be kept confidential.

Parent Advisory Committee (PAC) Volunteer parent representatives from each ECEP center meet at least four times a year and make recommendations regarding the operation of the program to the ECEP Executive Director. They also may plan graduation, family activities, fundraising and other events. See your Center Director if you are interested in serving as a PAC representative.

Parent Education meetings or workshops are held regularly during the year, often in the evening, on topics related to growth and development of children, school success, family support services, and more. Meetings also provide an opportunity for parents to get to know each other.

CODE OF CONDUCT FOR PARENTS
When Parents are volunteering or visiting classes or assisting with meal service or field trips, they are expected to:

- Treat children with respect, compassion and empathy
- Understand how to support children’s rights
- Support an environment that promotes health and safety
- Model cooperation and concerned communication
- Promote children’s self-esteem through positive guidance
- Respect children’s choices and self-expression
- Lead child activities only in coordination with teaching staff

Parents are expected to respect children’s rights by not expressing physical affection or disciplining children other than their own. Please remember that it is the teacher’s role to manage the classroom. If you are volunteering, check with the teacher for guidance and protocol.

REMINDER TO PARENTS: It is your responsibility to read and follow the policies and procedures explained in the following sections:

POLICIES AND PROCEDURES
ARRIVAL AND DEPARTURE FROM THE CLASSROOMS
Children must always be brought into the classroom by a parent or other authorized adult and be signed in. You must record the correct time and legibly sign your name on the signature page in the ‘sign-in binder’ when you bring your child in and at the end of every day. We will ask you to provide us with a sample of the signatures that will be used to sign-in and sign-out your child from our program. Licensing requests that parents sign a full name, or first initial and last name.

We encourage you to spend a few minutes in the classroom with your child before you leave for the day. Never leave your child unattended. Please inform the teacher of any medication or special circumstances that may affect your child during the day (e.g. poor night’s sleep, upsetting event at home). A child who appears to staff to show signs of illness may be excluded from class and will have to be taken home. If medication is provided, the child’s name must be on every item and a current prescription is required for every item, including over-the-counter medicine.

Children are expected to arrive by 9 a.m. in order to participate in the organized learning activities, and so we can get an accurate count for lunch and snacks. If your child will be late or absent, please notify the center before 9 a.m. This allows us to accurately plan for meals and staffing. If your child will be out for a period of time (e.g. vacation or illness) you should notify your child’s teacher. Please keep your child home if he/she is ill.

Any absence of five or more consecutive days due to illness may require a doctor’s note to return to school. For subsidized families, three days of absence without notification will be considered as grounds for termination of services.

Sign out at the end of the day and let staff know that you are taking your child home. Take a few minutes to look over your child’s work and talk with the teacher about your child’s day. Please do not leave your child unattended, once you have signed out. Anyone who is not known by the staff will be asked to show a valid Driver’s License or other photo identification. Persons not authorized by you on your child’s emergency card will not be permitted to take your child from the center. Children will not

UPDATE YOUR EMERGENCY CARD
Persons not listed on your child’s emergency card as authorized to pick your child up will not be permitted to take your child from the center. Photo I.D. will be requested of adults not familiar to our staff.

Please note that SMOKING and PETS (other than classroom pets) are never allowed on the premises (medical alert dogs are the exception).

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be released to anyone under the age of 18, or to anyone who is suspected to be under the influence of drugs or alcohol or who may be considered a danger to the child. Those parents who may have custody issues should consult with an attorney regarding legal protection for their children. Parents must provide us with any court orders so that we can call the police to enforce their legal rights should the need arise.

LATE PICK-UP
Our centers close at 5:30 p.m. It is imperative that your child be picked up by the end of your child's class session (or your contract hours) for staffing reasons. Staff have their own commitments and are not authorized for overtime.

If you expect to be late picking up your child, call the center immediately. You will need to arrange for another adult to come for your child. Children left at the center a significant time after closing are considered, by state law, to be abandoned. We will make every attempt to call those persons listed on your Emergency Card if you haven't picked up your child or called the center.

Parents who pick up their children after the center closes will be assessed a late fee of $5 per minute.

Please be aware of the parking options at your child's center. Each center may or may not have drop-off/pick-up areas designated and available for parents. ECEP is not responsible for any citations given to parents for parking violations. Most of our centers are easily accessible by public transit. Bicycle parking and stroller storage is also available at most sites.

Children weighing under 80 pounds and/or under eight years old must ride in a child car seat in the rear seat of the vehicle, per state law. Exceptions are described on the sign posted in each classroom Child Car Seat Law (1/2012). No exceptions are made for children less than one year of age, weighing less than 20 pounds, or riding in a rear-facing infant car seat. Passenger-side air bags have been known to cause serious injury and death to small children and babies.

NUTRITION PROGRAM & MEAL SERVICE
Providing nutritious meals and snacks and introducing new foods to the children are important aspects of our Nutrition Program. As part of our curriculum, we do food-preparation activities and teach basic nutrition information. Infants are provided with breast milk or formula and age appropriate baby foods. In our toddler and preschool programs, we serve a breakfast, lunch and an afternoon snack. Parents who do not want to participate in our meal programs are welcome to provide lunch from home. Depending on your child's hours of attendance, he/she will be served one or more of the meals. Menus are posted in the classroom and on our website. Meals and snacks must meet minimum requirements for food components and quantities under the USDA Child Care Food Program. Children are not allowed to bring “junk food” such as gum, donuts, chips or candy.

FOOD ALLERGIES
For the safety of your child, you must indicate any food allergies on your child's medical form and bring a note from the child's doctor upon entrance to the program. Please discuss this with your child's teacher and the Director.

Due to severe peanut allergies, our centers have adopted a “no-nut policy”. We do not serve any foods that contain nuts (e.g., peanut butter) and discourage any foods coming to the center that contain nuts.

BIRTHDAYS AND SPECIAL EVENTS
Birthdays and holidays are special times for children and our program. We encourage you to take part in the celebrations if you wish by bringing a treat (food item) for all of the children in the classroom. Please talk with your child's teacher in advance to find out what is appropriate to bring. Let the teachers know if it is your wish for your child not to participate in a planned activity (such as Halloween, birthdays or Valentine's Day), please make other arrangements for the care of your child. Our teachers respect individual diversity, and will do their best to make your child comfortable in the classroom regardless of their participation in celebrations.

CLOTHING AND NAP EQUIPMENT
Dress your child for comfort and for active play. It is likely that your child will come home with dirty, painted or torn clothes at times. Children's freedom to play and learn is more important to us than clean, neat and tidy clothes at the end of their day. Children are required to bring a change of clothing to keep at the center. This will ensure that your child will have dry clothes available after water play or an accident that may occur during the day.

Provide tennis shoes or other closed-toe shoes so that your child may climb and run safely. Please be sure your child's shoes and clothing fit well, as poorly-fitting shoes and clothes can cause accidents. For safety reasons, open-toed, plastic (Jellies), backless shoes, slippery soles and thongs/flip flops are not recommended.

Label the inside of your child's clothing with permanent ink or name labels (especially jackets, sweaters, gloves and hats). We
encourage children to care for their clothing, but we do not take responsibility for clothing that is lost at the center. Occasionally, your child may wear another child’s clothing or shoes home by mistake. If this should happen, please return the clothing the next day.

All preschool and toddler children must either take an afternoon nap or rest quietly on cots/mats we provide. Each child is provided with a sheet for nap time. If your child has a special toy/pillow or blanket, please discuss this with the teacher in the classroom, and we will do our best to accommodate your needs.

### CHILDREN’S PERSONAL BELONGINGS

Your child may bring special items — stuffed animal, photograph, etc. — to share on the teacher’s designated “share day.” Talk with the teacher about the appropriateness of an item if you’re not sure. Shared items will be stored in children’s cubbies when not in use. Items in a child’s cubby are limited to what will ‘fit’ without touching items in the adjacent cubbies.

Candy, gum, money, balloons and violent toys (such as guns) must be left at home. We will not be held responsible for lost jewelry, toys or other personal items.

Children often take small things home with them to remind them of their school. If you find any small toys, Lego’s, puzzle pieces or other items that belong to the school, please help your child return them to his/her classroom.

### CHILD ABUSE REPORTING

Our staff is required to report to Children’s Protective Services any unusual marks or injuries on a child, and statements made by, or behavior of, a child that may indicate abuse or neglect. Please understand that this is not an option for our staff. It is our obligation as mandated reporters (per California Penal Code Section 11166), and all staff must sign forms indicating their understanding of the requirement. Our staff complete an online Mandated Reporter training course upon hire.

### PREVENTION OF ILLNESS

Young children in group settings tend to be exposed to colds and other contagious illnesses since they haven’t yet developed immunities and are still learning good health habits. Most illnesses are spread by hand contact, not from cold weather. Hand washing has been shown to be the most effective means of keeping children and adults healthy. We help children to practice good habits of hand washing, using and disposing properly of tissues, covering the mouth when sneezing, etc. Families can assist by doing the same at home as well as by keeping the child home if showing symptoms of illness. Please thoroughly wash your hands and your child’s hands when entering your child’s classroom each day. Often children and adults pass on viruses before they become symptomatic.

### POLICY REGARDING SICK CHILDREN

California law (Section 81075.1) states: “The licensee shall be responsible for ensuring that children with obvious symptoms of illness, including but not limited to fever or vomiting, are not accepted...”

**ECEP POLICY: Children may not attend the program if:**

- An illness prevents the child from participating comfortably in facility daily activities;
- An illness results in a greater care need than the childcare staff can provide without compromising the health and safety of the other children;
- The illness poses a risk of spread of harmful diseases to others; or
- The child has any of the following conditions:

  1. **Temperature**: Oral temperature of 101° or greater; rectal temperature of 102° or greater; axillary (armpit) temperature of 100°, or ear 100.4°, or greater (without fever reducing medications); accompanied by behavior changes or other signs and symptoms of illness until medical evaluation indicates inclusion.
  2. **Symptoms and signs of severe illness** such as unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficult breathing, wheezing or other unusual signs until medical evaluation indicates inclusion.
  3. **Uncontrolled diarrhea**, that is, increased number of stools, increased liquid, or decreased form that is not contained in the diaper, until a normal bowel movement occurs.
  4. **Vomiting illness** (two or more episodes of vomiting in the previous 24 hours) until vomiting resolves or until a health provider determines the cause to be non-communicable, and the child is not in danger of dehydration.
  5. **Mouth sores** with drooling unless a healthcare provider or health official determines the condition is noninfectious.
  6. **Undiagnosed rash** (which could be accompanied by a fever or behavior change), until a health-care provider determines that these symptoms do not indicate a communicable disease.
  7. **Scabies, head lice, or other infestation**, until treatment has been initiated. For lice, head inspection at arrival must show child to be ‘nit-free’.
  8. **Tuberculosis, or positive TB test result**, until a health-
Any absence of five or more consecutive days due to illness may require a written release from your child's health-care professional to return.

**ECEP MEDICATION ADMINISTRATION POLICY**

The ECEP follows the recommendations of both the National Association for the Education of Young Children (NAEYC) and the American Academy of Pediatrics.

ECEP requires that parents/guardians assume the responsibility of administering any necessary medications their child may require and informing the teaching staff what they have been given prior to drop-off. We further expect that the first dose of any new medication given at home be observed at home so that side effects (i.e. drowsiness, diarrhea etc.) can be identified and communicated to us prior to care. We discourage use of “over-the-counter” medications that only treat symptoms of illness, when a day or two of rest at home might be what is needed most. This said, we do realize that during the long school day we may need to administer some medications in your absence, with a written doctor’s note describing the procedure for staff.

Medication administered in all of our centers:

1. **MEDICATION CARD SIGNED AND COMPLETED**
   Requires parent/guardian to complete and sign an ECEP Medication Card and hand it directly to the child’s teacher/caregiver together with the medication and an administration device (spoon, cup) with clearly marked measurements, if in liquid form.

2. **ORIGINAL LABELED CONTAINER**
   Requires that all medication must be in original, child-proof container and every item must be labeled with child’s name.

3. **STORED OUT OF REACH OF CHILDREN**
   Requires medication containers and dispensers will be stored out of the reach of children and in a lockable cabinet/container, or refrigerator if necessary.

4. **MAINTAIN WRITTEN RECORDS**
   Requires a written record (on white card) of administration times, amount given and confirmation to the parent that the medication was given. (Completed medication cards will be kept in the child’s record file.)

5. **MEDICATION ADMINISTERED AS PRESCRIBED**
   Requires prescription medication to be administered in accordance with the pharmacy label directions as prescribed by the child’s health care provider. Instructions from the child’s parent/guardian shall not conflict with the label directions as prescribed by health care provider. If possible, parent/guardian should provide patient information sheets, available at the pharmacy, for each prescribed medication listing side effects and what to do if a dose is forgotten.

6. **WRITTEN PROCEDURES FOR SPECIAL MEDICATIONS**
   Requires special medications authorized by a health care provid-
er's order for acute or chronic conditions such as allergic reactions and asthma should, in addition to the above, be accompanied by a written plan of administration, as well as step by step procedures for staff to follow in identifying reactions to be alert for in the child’s behavior or physical condition. (Special Community Care Licensing (CCL) forms for nebulizer/inhaled medications are available for parent/guardian to complete at the center.)

7. PERMISSION REQUIRED FOR OTC MEDICATIONS
Requires that non-prescription** over-the-counter (OTC) medications only be administered with approval or written instruction from the child’s healthcare provider. The healthcare provider can provide this approval by fax or phone call to the center if necessary. OTC medications will only be dispensed in accordance with the product label directions. Instructions from the parent/guardian shall not conflict with above directions.

** EXCEPTION: Sunscreen, diaper creams and insect repellent which will be administered with the advance written and dated permission of parent/guardian. The child’s name must also be labeled on these items.

8. RETURNED OR DISPOSED OF WHEN NO LONGER NEEDED
When no longer needed by the child, or when the child withdraws from the program, all medications should be returned to the child’s parent/guardian or disposed of after an attempt to reach parent/guardian.

Program Safeguards to Prevent Medication Errors
Each center will assign a primary teacher, if possible, to administer medications at the specified time. This staff person will be designated to handle all medication administration and record keeping (student staff will not dispense medication). A second staff person will be designated to confirm that administration occurred.

All center personnel who administer medication to children will receive special training, as necessary, to assure safety is maintained.

If a medication is crucial (i.e. prescription medication) and has been left at home, the parent/guardian will be required to bring it in before the child will be admitted for the day.

HANDLING EMERGENCIES
If a child becomes sick or is injured while at the center, parents will be notified immediately. If your child needs immediate medical attention and you cannot be reached by phone, a staff person will call 911 for immediate medical attention. It is important that you provide us with an up-to-date list of contacts for people who are available to pick up your child in case of emergency, listed on a current emergency card. For your child’s health and safety, it is important that you notify us immediately if there are changes during the year in your work or home phone numbers or contact information for others listed on the emergency card.

In the event of an earthquake or other major disaster, parents may not be able to contact the center by phone. Staff will remain with the children at the center until they are picked up by you or an adult designated on the emergency card unless they have been evacuated from the center. A Center Disaster Plan is posted in each classroom, and fire and earthquake drills are conducted regularly with the children so they will know how to respond and follow instructions in emergency situations. Please become familiar with the evacuation location listed in your classroom in case of relocation of the center.

Family emergency forms are also kept at the ECEP office, and listserves for each center are created using the email addresses from this list. Parents and staff may be sent information by email in an emergency or regarding a health or safety issue concerning the center. We recommend that parents sign up for the UC Berkeley ‘Warn Me’ alert system, at warnme.berkeley.edu.

ECEP welcomes all children, regardless of disability.

ECEP will make reasonable accommodations as required by the Americans with Disabilities Act in order to serve all children and their families. Children with special needs are encouraged to integrate into the classrooms. Please provide us with your child’s IEP/IFSP or other documentation regarding his/her special needs to

AMERICANS WITH DISABILITIES ACT ACCOMMODATIONS

REASONABLE ACCOMMODATIONS, to meet requirements of the Americans with Disabilities Act, will include but are not limited to the following:

1. Classrooms and bathrooms will be made accessible to all children and adults.
2. Equipment would be obtained to meet the physical, social and psychological needs of the child.
3. Meals would be served and prepared to meet the needs of individual children, including substitutions for food allergies and blending for children who cannot tolerate whole pieces.
4. Consultation with speech, mental health specialist or educators will be arranged when there is a concern about a child enrolled in ECEP.
help us provide the best services possible to meet his/her needs.

ELIGIBILITY AND ENROLLMENT
Enrollment is open to University faculty, staff, students and the community. Children and parents are welcome to all services regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability or physical disability. We are also open to full participation to families with limited English proficiency. As a public agency, our programs refrain from religious instruction and worship.

Availability of openings in our programs is dependent on the following:

- Age of the child
- Family/program eligibility requirements
- Place on the waiting list
- Licensed capacity at the center

Eligibility for subsidized spaces is determined by guidelines for State and Federal funding sources. (See the box on the right for more information on subsidized spaces.) We are required to obtain documentation from parents seeking to qualify for subsidized fees. Documentation may be requested to determine eligibility and need, including but not limited to: income verification (e.g. tax return), family size, birth certificates, place of residence, class schedules, verification of successful completion of classes, verification of employment.

PAYMENT OF FEES
Fees are due on the first of each month, in advance of service, and are considered late if paid after the 5th of the month. Late fees will be charged at the rate of up to $50 per month for (full fee families) each month fees are delinquent. At year-round centers fees are charged for the full month, and only prorated for families who are not offered summer child care. Fees are not adjusted for sick or vacation days (or ‘best-interest’ days for subsidized families). Parents need to ensure their balance is paid in full in order to be eligible for continued services and to be offered an admissions agreement for the next school year.

STATE SUBSIDIZED SPACES (FINANCIAL ASSISTANCE)

ELIGIBILITY
In order to qualify for a subsidy, parents must prove both:

Eligibility Criteria
1. Family is on public assistance
2. Family is “income-eligible” per State guidelines
3. Family is homeless
4. Child is referred by Children’s Protective Services or is at risk for abuse/neglect (specific documentation required); and

Need Criteria
1. Child Protective Services or other professional determining a child is at risk of abuse/neglect identifies a need for care.
2. The parents and any other adult counted in the family are any of the following:
   - Student of UC Berkeley
   - Employed or seeking employment
   - Homeless and seeking permanent housing
   - Parent is incapacitated (documentation needed)
   - Participating in vocational or educational training

EXCUSED ABSENCES
Excused absences include: sickness of the child or sibling, sickness of the parent, doctor’s appointment, family emergencies (see below), quarantine and court-ordered visitation (documentation required). Parent or teacher signature and specific reason for absence is required for all excused absences.

BEST-INTEREST DAYS
Families (except Children’s Protective Services referrals) may be allowed up to 10 “best-interest” days per year. Best-interest days include:

1. Vacation
2. Cultural holiday or event
3. Any day the child stays home and is not sick

FAMILY EMERGENCY ABSENCES
Family emergency is allowed only upon approval from the ECEP Director and is limited to five days per year. The ECEP Director may extend Family Emergencies on a case by case basis. Family emergencies include, but may not be limited to:

1. Death or illness of child’s close relative that would take the child out of the home. A note from a doctor may be required upon return to the center.
2. Natural catastrophes (flood, fire, earthquake)
3. Transportation difficulty
4. Funeral or memorial service

UNEXCUSED ABSENCES
Unexcused absences are days when the child does not attend program and is not sick, is not using ‘best-interest days’ (above), nor has a family emergency. The program does not receive state reimbursement for unexcused absences. For this reason, ECEP will not accept more than three unexcused absences per fiscal year, and this will constitute grounds for termination.
Parents requesting withdrawal shall submit a 30-day written notice to the Center Director, and shall continue to be responsible for fees, whether or not the child attends the program. In addition, the $700 advance payment (full-fee families) will be forfeited if a family withdraws prior to the last day noted in the Admissions Agreement. Subsidized families will be given a 14-day written notice of changes in monthly fees. Full-fee paying families will receive a 30-day notice in advance of any fee change.

**TERMINATION OF SERVICES**
Termination of services can occur for the following reasons:

- Failure to pay childcare fees on a timely basis
- Aggressive or abusive behavior by a parent or child, either physical or verbal (i.e. threats, slander or obscene language) toward children, staff or other personnel
- Failure to adhere to UC Berkeley policies, to follow policies as outlined in the ECEP Parent Handbook, or to comply with Community Care Licensing requirements
- Failure to provide necessary documentation and paperwork as mandated by the government, funding sources or by our program
- Failure to provide verification of child’s physical exam within 30 days or to provide updated immunization records as needed
- Fraud, including falsifying any documentation presented to the program regarding eligibility

Group program settings and activities are not appropriate for all children. If we determine that our program is not appropriate for a child or that the parent or child constitutes a safety or legal hazard to the child, other children, staff, or the program, we reserve the right to terminate services.

UC Berkeley ECEP shall give a minimum of 14 calendar-days notice of termination of services for subsidized families. Appeal rights are explained in the Notice of Action.

**GRIEVANCE AND COMPLAINT PROCEDURES**
Parents or other concerned adults who have a complaint or concern regarding ECEP should follow the following procedure:

- Meet with the classroom teacher initially to resolve any classroom specific conflict.
- If you are uncomfortable or unable to resolve the issue with the teacher, contact the Center Director of your center.
- Next, contact the ECEP Executive Director at (510) 643-6144. If the ECEP Executive Director is unable to resolve the grievance, the parent or adult should contact the Director of Organizational Services in writing.

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.

**ECEP CIVIL RIGHTS AND COMPLAINT PROCEDURES FOR CHILD-NUTRITION PROGRAMS**

Parents’ Rights
You have the right to review your child’s file and/or request a conference with the ECEP Executive Director regarding any action that is taken by the center in regard to your child’s services or to discuss any concern you have with your child’s teacher by asking for a parent/teacher conference (in addition to those regularly scheduled to review children’s progress). Other rights of parents...
are specified in state law. As a parent/authorized representative, you have the right to:

1. Enter and inspect the childcare 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 childcare 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 childcare 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 childcare 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.

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

CHILDREN’S PERSONAL RIGHTS
Each child receiving services shall have rights which include, but are not limited to, the following under the law. “The right:

1. To be accorded dignity in his/her personal relationship 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 or 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.
4. 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.
5. To be free to attend religious services or activities and to have visits from the spiritual advisor of his/her choice.

6. To leave or depart the facility at any time, with a parent or guardian, except for house rules for the protection of clients or for minors and others from whom legal authority has been established.
7. Not to be locked up in any room.
8. Not to be placed in restraining devices without advance approval by the licensing agency and the parent.

(Sections 80072 and 101223, Title 22, California Administrative Code)
RIGHTS OF THE LICENSING AGENCY
Our centers adhere to rules and regulations which are set by the California Department of Social Services, Community Care Licensing. We operate under a separate license for each center. The local licensing agency may be contacted at the following:

Department of Social Services/Community Care Licensing Child Care Office
1515 Clay St., Suite 1102
Oakland, CA  94612-1403
(510) 622-2602

Child Day Care General Licensing Requirements (Section 101195) state that:

“(b) The Department of Social Services shall have the authority to interview children and staff, and to inspect and audit child or center records without prior consent.
(c) The Department of Social Services shall have the authority to observe the physical condition of the children, including condition which could indicate abuse, neglect, or inappropriate placement and to have a licensed medical professional physically examine the children.”

NOTES:
LOCATIONS & LICENSE NUMBERS

Early Childhood Education Program, UC Berkeley
Administrative Office
2339 Haste Street, Berkeley, CA 94720-7416

General Information (510) 642-1827
Fax (510) 642-6668
Admissions Fax (510) 642-8033
ece.berkeley.edu

FEDERAL TAX ID #: 94-6002123

Executive Director: Linda Stansbury
Program Operations Manager: Kimmie Szeto
Admissions Coordinator: Marina Moreida
Administrative Assistant: Erika Martinez

ccep@berkeley.edu
(510) 643-6145
(510) 643-1482
(510) 642-1827

CENTERS

Clark Kerr Campus Child Development Center
Pre-K Program
2601 Warring St., Bldg. 15
Berkeley, CA 94720

(510) 643-0267
Facility Number: 013420895
Center Director: Kimmie Szeto, (510) 642-8442
Site Coordinator: Leslie Craig

Toddler Program
2900 Dwight Way, Bldg. 5
Berkeley, CA 94720

(510) 642-5313
Bldg 5 Facility Numbers: 013421386 & 010216245
Center Director: Kimmie Szeto, (510) 642-8442

Dwight Way Child Development Center
2427 Dwight Way
Berkeley, CA 94720

(510) 642-0104
Facility: 013421424
Center Director: Meagan Clemence, (510) 642-5536
Site Coordinator: Jane Esposito

Harold E. Jones Child Study Center
2425 Atherton St. #6070
Berkeley, CA 94720

East: (510) 643-1244
West: (510) 643-5339

Facility Number: 010212490
Center Director: Christine Hansel, (510) 643-5449
Site Coordinator: Vanna-Maria Kalofonos

Haste Street Child Development Center
2339 Haste St. #7416
Berkeley, CA 94720

(510) 642-1827
Facility Number: 013418966 and 013418965
Center Director: Rheta Negrete-Karwin, (510) 642-6673
Site Coordinator: Sasha Leveton

University Village, Albany Child Development Center
1123 Jackson St.
Albany, CA 94706

Maples 1 (510) 642-1497
Maples 2 (510) 642-1505
Facility Number: 013420548
Center Director: Gabriela Rojas, (510) 642-1497