



Early Childhood Lab School Parent Handbook

Digital copies found online at
<https://ccfs.ucdavis.edu/enrollment-forms>

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Infant: 570311412

Preschool with

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PURPOSE AND UNIVERSITY MANDATES

The Center for Child and Family Studies is part of the national system of Experiment Stations for the United States Department of Agriculture. As a component of the Experiment Station, the CCFS focuses on issues of human health and wellbeing and quality of life as they relate to the development of children and their families.

The primary mandates of the CCFS are:

- To design, implement, evaluate, and disseminate experimental infant and child programs based on psychological and developmental theories. These programs provide resources for families, including workshops, newsletters and other resource materials, developmental observation, assessment, and referral as needed. The Laboratory is to serve as a demonstration and implementation site for the community and state of California.
- To provide an *in vivo* demonstration of the psychological theory and principles of child development for UC Davis undergraduate and graduate students in child and human development, and students from related disciplines.
- To generate and support the research of graduate students and faculty on typical and atypical processes in child development.

Students are actively involved at the Center, including students doing observations and research, students participating in each of the age level programs, and undergraduate and graduate students participating in faculty research.

The Center provides resources and expertise to the region and state, in the form of tours, seminars, observations, and expert participation in community and state program development, policy-making and workforce training. As such, the Center contributes to educational articulation among the community college, state university, and university systems.

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THE CENTER FOR CHILD AND FAMILY STUDIES (CCFS)

Early Childhood Laboratory (ECL)

VISION STATEMENT

To serve our program's children, families, campus, community and region as an exceptional model of the translation of research findings in best practices for early childhood development and learning.

MISSION STATEMENT

The ECL promotes healthy development through the highest quality of care, support and education for young children and their families, while demonstrating the integration of research, evidence and practice. We are a learning laboratory for all our program participants, including children, families, undergraduate and graduate students, researchers, early childhood practitioners, and policymakers. Our commitment to excellence in nurturing the healthy development of the young child across all domains positively informs the current inquiry, practice and decision-making of all those we serve.

WELCOME!

We look forward to working with you during the year ahead to create an enriching experience for your child and family. We recognize that the early childhood years are both exciting and challenging for families, and we want to provide you with as much support as possible during this time. Our program staff, student caregivers, parents, and children all learn together here, and we value the resources you bring to the ECL community.

The ECL is accredited by **NAEYC** (the National Association for the Education of Young Children) the “gold standard” for quality in early care and education programs. <http://rightchoiceforkids.org/>

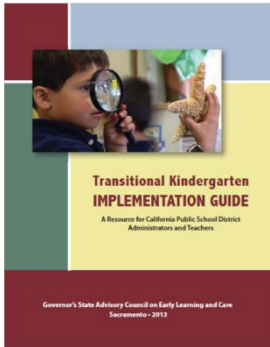
The Center for Child and Family Studies (CCFS) of the Division of Human Development and Family Studies, Department of Human Ecology, serves as a laboratory for the development of experimental programs for children and families, as an observation laboratory for UC Davis undergraduate and graduate students to complement coursework in child and human development, and as a research facility for CCFS staff, UC Davis faculty and graduate students. The experimental programs and research of the laboratory are intended to advance the field of early childhood development.

DEMONSTRATION, EDUCATION AND RESEARCH

The Center for Child and Family Studies serves as a demonstration site of best practices in the support of young children's early development. Specific programs are developed, evaluated, and then disseminated throughout the region and state to advance the health and wellbeing of young children and their families. Notable projects include:

- Gesturing (“BabySigns”) as a precursor of spoken language
- Infant Garden, a collaboration between child development and landscape design to create a sensorimotor texture and terrain yard that uniquely engages infants and toddlers
- Enriched emergent language and literacy environment
- Inquiry-based early science and mathematics experimental curriculum

- Inclusion of children with special needs into all age group programs
- Collaboration with the National Arbor Day Foundation and Dimensions Foundation to create a Nature Explore Outdoor Classroom.
- Collaboration with Department of Landscape Architecture on children’s playscape design projects
- Collaboration with the UC Davis Department of Entomology to design outdoor mosaics and murals demonstrating insect/plant/human interactions, with accompanying educational activities for children
- Eichhorn Family House, a venue for research and education on topics in the areas of child and family development
- Co-authorship of the California Department of Education, Child Development Division, *Preschool Learning Foundations and Curriculum Frameworks* for the domains of social-emotional development and history/social-sciences.



- Demonstration site for implementation of principles and practices outlined in the *California Preschool Learning Foundations and Curriculum Frameworks*.
- Development of the California Department of Education’s *Transitional Kindergarten Implementation Guide*.
- Presentation of workshops and trainings for parents and practitioners on a wide variety of child development and research-to-practice topics.
- Publication of a wide variety of articles on child development and early childhood education topics in journals, books and training materials.



• The CCFS hosts community and regional observers who wish to view a model site in action. In particular, the program models sensitive, relationship-based caregiving practices, child-initiated active learning, developmentally appropriate early language and literacy environments, an inquiry-based model of science and mathematics learning, and the use of the outdoors as an integral part of the early learning environment. The staff experiments with adding new elements as research and evidence support their inclusion.

A major mission of the CCFS is to be a place where students can have supervised, hands-on experiences with young children to supplement their academic coursework in human development. Additional observers include students from introductory courses, UC Davis medical students, and graduate students learning research techniques.

Faculty and graduate student researchers from the Department of Human Ecology, Department of Psychology and related academic programs conduct a variety of research projects on site, and also recruit participants for off-site studies from among the program’s children and families. Parents or guardians are provided with written information about all studies and parents must grant their written permission before their child can be included in any research project. All projects conducted with ECL children or families have received both UC Davis IRB and CCFS Faculty Advisory Committee approval.

EDUCATIONAL PHILOSOPHY

Respect is the fundamental value that guides our program’s philosophy. We believe that all children at every age are competent learners who deserve our respect. As we care for and interact with children it is essential to be aware of each one’s growth in skills, understandings and approaches to learning in all domains.

We believe that children learn best about the world through active inquiry: touching, tasting, watching, listening, smelling, investigating and testing. We also know the importance of responsive adult engagement in children’s learning experiences. As early care and education professionals, we are responsible for providing a safe, stimulating physical environment, as well as a nurturing, reflective social environment. As children pursue their own interests and the developmentally appropriate learning opportunities provided and scaffolded by skilled adult mentors within our thoughtfully designed environments, they develop a sense of competence and trust that impels them to further exploration and a deepening sense of personal effectiveness. A supportive environment that encourages curiosity and exploration thus helps children build the foundation for later learning and self-reliance.



We encourage and value family involvement in order to build partnerships that support children's healthy development. Respectful communication between staff, parents, students and children strengthens all of our partnerships. The environment we strive to create is reflective and models a supportive community where all of us can learn and grow.

DESIRED OUTCOMES FOR CHILDREN AND FAMILIES

Each age group program is designed and staffed to facilitate excellent experiences for children, as well as support for their families. Teachers work within a flexible, inquiry-based curriculum framework to meet the needs and interests of each group and of individual children. During the Early Childhood Laboratory program, all enrolled children will:

- freely explore an appropriately stimulating, varied, and safe indoor and outdoor environment in which to play and learn;
- exercise individual choice as they participate in activities and social interactions and, with adult support, learn to take responsibility for their choices;
- learn a variety of critical reasoning and problem solving skills and increase their mastery of existing skills;
- participate in an environment in which children and adults can interact with honesty, empathy, interest and affection;
- grow in their mastery within all developmental domains, including social-emotional, linguistic, physical, and cognitive;
- build their knowledge and skills in the curriculum content areas of early literacy, early mathematics, science and technology, creative expression, health and safety, and social studies, through their active participation in curricular experiences based on their emerging skills and interests;
- feel supported in self-initiated experiences that will foster their growing competence, sense of initiative, and positive dispositions toward learning;
- participate in developmentally-appropriate teacher-initiated activities designed to introduce them to new information, ideas and opportunities;
- feel supported in achieving their potential, enjoying their experiences, and participating according to their individual interests, abilities and preferences.

Family caregivers of each enrolled child will partner with staff members in supporting their young children's development and will be active participants in setting goals for their educational experience. Each family may access individual consultation with staff as needed in addition to the initial home visit and two scheduled parent/teacher conferences each year (which include written developmental assessment summaries), newsletters, resource materials, and links to additional information and current research about child development and links to additional information and current research about child development. The teaching staff facilitates referrals for special services as appropriate. All families are invited to participate in activities of the ECL community, including child development workshops, social events, and community improvement projects.



PARENTS AT THE EARLY CHILDHOOD LAB SCHOOL

There are several specific ways that parents can become involved in the program:

- **Parent Visits:** Parents or other family caregivers are welcome to visit their child's classroom or outdoor play yard at any time. Especially at the beginning of each new term, spending a few extra minutes helping your children settle in upon arrival often smoothes their transition.

Parent Interests: Parents and other family members may choose to share a special interest, hobby, project, story, or cultural tradition with their child's class, or arrange a walking trip for children to their interesting place of study or work, either on campus or downtown.

Parent Workshops: Each year we arrange workshops and discussions on topics of interest to parents. We welcome your topic suggestions.

Parent/Staff Workdays: Each fall and spring, ECL parents and staff members gather for a Saturday workday, with free childcare provided on site, to work on improvements to the program's facilities and outdoor play spaces. Every family is expected to participate on at least one workday, and no special skills are required.



- **Parent Tasks:** Each family is expected to contribute 6 additional hours on their own during the school year working on tasks that contribute to their child’s program. Details follow in the next handbook section and will be further explained during parent orientation sessions.
- **Parent Committee:** The ECL Parent Committee is a parent-organized, parent-led group, open to all parents or family caregivers. The committee organizes community-building activities including parent coffees, family picnics, Friday field trips (e.g., pumpkin patch, strawberry picking) and informal play days. They provide volunteer support for program staff and activities, help with translation and orientation for international families, and give input about program evaluation and long-range planning. In addition, they administer an online parent listserv open to all ECL parents, which is used for discussion and event publicity. Hours spent on Parent Committee tasks may be counted toward a family’s parent participation expectations.

Parent Conferences: Twice each year, your child’s Lead Teacher and Program Coordinator will meet with you to discuss your child’s development and any questions or concerns you may have. In addition, staff members are regularly available to talk with you in person or by phone or email.

Whenever a question or concern arises, the first thing to do is to check with your child’s Lead Teacher about it. Your classroom’s Program Coordinator is also available for consultation. In addition, you may always contact the ECL Director with questions, concerns, or ideas about the program. All program staff members are skilled and experienced in resolving problems and negotiating differences within our diverse school community. Prompt and direct communication effectively resolves most issues. If your family needs to obtain access to additional community services or programs, the Program Coordinators and Director can provide information and advocacy assistance.

PARENT PARTICIPATION EXPECTATIONS

Each ECL family is expected to contribute time helping with necessary tasks or working on projects for the program. This is one way we can continue to offer a high quality experience for your children despite very low tuition rates, rising costs, and a modest budget.

THERE ARE TWO WAYS TO DONATE YOUR TIME:

1. **Each family will be expected to participate for a minimum of two hours in either the October or March Parent/Staff Workday.** These dates are listed on the calendar at the back of the Parent Handbook. Please mark your calendars now. During workdays we can accomplish large improvements to the facilities and play yards by working in teams. Of course, we welcome your participation on both workdays, as your family’s schedule allows.
2. **Each family will be expected to contribute 6 additional hours** when asked by volunteering to do various jobs for the benefit of their child’s program. These may include, but are not limited to: planting, weeding, and watering garden areas, caring for classroom pets, making playdough at home, repairing damaged children’s books, toys, and dress-up clothes, working on various carpentry projects, sharing your occupational expertise with your child’s class, actively participating as a member of the ECL Parent Committee, or assisting with projects or events initiated by the ECL Parent Committee (e.g., book drive, fall welcome picnic, end of year potluck, etc.).



Details will be explained during the Fall Parent Orientation period. At that time parents will also be asked about their own areas of interest, experience, and particular skills. It always helps when we know we have some parents with sewing, landscaping, and carpentry skills, for example, but please keep in mind that most tasks do not require any special skills—only time.

We thank you all in advance for your assistance, and look forward to a year of working together.

PROGRAM STRUCTURE

DAYS AND HOURS OF OPERATION

The Early Childhood Lab School children's programs offer sessions Mondays through Thursdays. Each child is enrolled for all four days, in either a morning class (8:45-11:45) for infants, toddlers, or preschoolers or an afternoon class (12:45-3:45) for preschoolers. Sessions follow the UC Davis student calendar, meeting for three ten-week terms (Fall, Winter, Spring) each year. Children are enrolled for the entire school year unless parents make special arrangements with the ECL Director.

AGES OF CHILDREN ACCEPTED INTO PROGRAM

The program accepts children between the ages of six months and six years (until their enrollment in kindergarten). Each class of children begins together in the fall and moves as a cohort to the next room the following year. Children are not moved to a new class on their birthdays. Parents/ guardians of currently enrolled children are asked to declare by March of each year, by means of a completed Return Form accompanied by a \$100 deposit, whether they intend to have their child remain in the program for the following academic year. The deposit is deducted from the family's last quarter's tuition bill.

The ECL maintains an applicant pool list of all children whose parents/guardians have completed applications **for enrollment for the upcoming year**, accompanied by the \$40 application fee the first year of application. Applications for the same child for subsequent years do not require an additional fee. The application details the procedures for assigning enrollment priority, including parent(s)' UC Davis student status, child's age, and research facility functions dictate.

We ask that annual applications for Fall enrollment be completed and submitted during January or February of that calendar year so that child and family information will be current when our staff accesses applications and contacts families during March and April.

STAFFING, GROUPING AND ADULT/CHILD RATIOS

We employ a professional staff of people who are well educated in the areas of child development and early childhood education. They are mature, warm and nurturing, adept at applying their knowledge in the classroom, and respectful of each child as an individual. Our staff values working as a team with parents, colleagues, college students, and community members. The ECL Director, as well as the three age group Program Coordinators, have all earned M.A. or M.S. degrees in early childhood education or child development. The Lead Teacher in each classroom has earned at least a B.A. or B.S. in one of these fields. Each class's Lead Teacher and Program Coordinator remain with them for the entire academic year, and often for two consecutive years.

Continuing education is an ongoing element of our work and occurs in the form of weekly in-service training sessions and participation in periodic professional conferences and other educational opportunities. An important component of our mission as a lab school is to learn about and help to develop new research and evidence-based practices that we can then employ in our work with children. The professional administrative and teaching staff is advised by a three-member CCFS Faculty Advisory Committee of developmental psychologists.

In addition to the Lead Teacher and Program Coordinator, each classroom is staffed by undergraduate students currently enrolled in the Human Development course *Communication and Interaction with Young Children*. They are upper division students who are putting into practice what they have learned about young children during the course of their studies. They are enrolled in a lecture course that bridges theory and research with practice and also participate in a weekly discussion section led by the Program Coordinator and Lead Teacher of the children in their classroom program. Each of the students is assigned a "care group," (infants and toddlers) or "target group," (preschoolers) of children to observe and interact with closely, while being available to the whole group as needed. They are closely supervised and coached in their work, and always have a professional member present when they are interacting with children. They often become so enthusiastic about their work that they return for subsequent terms. The low ratios of children to adults that we maintain at all times facilitate adult-child interaction and constructive activity among groups of children.

Qualified advanced students may apply to work during subsequent terms as Teacher Aides and assume more program responsibilities, continuing to be coached and mentored by their classroom's Program Coordinator and Lead Teacher and to engage in further in-depth study. The Lead Teacher and the number of Teacher Aides required to meet NAEYC recommended adult-child ratios are present with each classroom group during the entire three-hour children's class session. This is ensured by staff and child sign-in sheets, indoor-outdoor supervision protocols and CDDL oversight. These Teacher Aides are the only student staffers who are legally authorized, after clearing background checks, as well as receiving all appropriate orientation

and training, to work alone with children. Other support staff and volunteers do not ever work alone with children. They must be with, and supervised by, regularly scheduled teaching staff at all times. No new teaching staff member at any level (Director, Program Coordinator, Lead Teacher, Teacher Aide) may work alone with children until they have received an initial orientation to the program and the position.

Children at the ECL are grouped according to age, both for their own benefit and so that students and observational researchers can observe early development at a particular stage. Classes are formed in the fall and remain together for the entire school year. Each class moves on together as a cohort for as many years as the children remain enrolled. In preparation for moving, children tour their new room and playground in the late spring, and meet their new teaching staff. Teaching staffs meet with each other to share information about each child verbally and also complete a transition form. Meetings are scheduled with any family of a child who has special needs to be accommodated. Every family receives an introductory letter from their child’s new staff, as well as a home visit before Fall Quarter begins. We have a total of six classes of children grouped as follows:

Class	Ages in September in this class range from:	Size	Ratio
Infant Rm	6 - 14 mos.	10	1 to 2
Toddler Rm	18 - 26 mos.	12	1 to 3
AM Red Rm	2½ - 3½ yrs.	14	1 to 4
AM Green Rm	3½ - 4½ yrs.	18	1 to 4
PM Red Rm	3½ - 4½ yrs.	14	1 to 4
PM Green Rm	4 – 5 yrs.	16	1 to 4



POLICIES AND PROCEDURES-ENROLLMENT, ATTENDANCE, TUITION, WITHDRAWAL

ATTENDANCE Children are expected to attend their lab school program every day it is in session, except when they are ill. Having all children attend regularly is critical to fulfilling our function as a child development learning laboratory for the UC Davis student caregivers assigned to work with specific small groups of children. Their course assignments are based on

REMEMBER TO CALL

Remember to call the ECL Office before class start time if your child will be absent that day. (530) 752-2888

their observations and interactions with their assigned group. Children's consistent attendance also supports their own successful participation in the program. Please schedule family travel for non-school periods. (See Lab School Policy Agreements document for details.) Your presence in the classroom will help to smooth your child’s initial transition into the program, especially in the infant, toddler, and transition (morning red room) age groups. The teaching staff and caregivers will work with you to establish a daily goodbye routine to help your child

feel secure while here and confident that you will return. The timing of this will depend on each individual child’s needs. Children are expected to attend program sessions independently after their initial transition period. This is essential so that the group can grow into a classroom community. If, after an agreed-upon length of time, you and your child are still not feeling comfortable with separations, you and the teaching staff may decide that the lab school program is not a good fit for your family. The staff also cannot allow *siblings* of enrolled children to play in the classrooms and participate in classroom activities during or after program time. This is disruptive to the program and presents safety and supervision problems. Any questions or concerns about these policies may always be brought to your classroom’s Program Coordinator or to the ECL Director.

UPDATE YOUR EMERGENCY FORM

Persons not listed on your child's emergency card as authorized to pick up your child will not be permitted to take your child from the ECL. Photo ID will be requested of adults not familiar to our staff.

SIGN-IN/SIGN-OUT REQUIREMENTS

The State of California requires that an adult (over 18) use his/her full legal signature to sign in a child upon arrival each day and to sign out the child before taking the child from the program, whether during program time or at the end of each day’s session. This full legal signature officially transfers legal responsibility for the child’s care from one adult party to the other. In addition, it is the responsibility of the teaching staff to be sure that at least one teaching staff member makes personal contact

with the adult bringing/picking up each child at the time of arrival and departure, both for purposes of safety and for the facilitation of family-staff interaction and information-sharing. When a child is picked up by someone other than a legal guardian, that adult must be on the family's list of names of persons authorized to take child from the facility. The parent/legal guardian must provide the ECL staff with written authorization for any unlisted person to pick up the child by email or note. The teacher must request identification (driver's license or equivalent) of any unfamiliar person by email or note. The parent may later add that person's name to the child's emergency form in our main office.

ENROLLMENT PROCEDURES

Enrollment: The following forms must be completed before your child enters the program. All materials are to be submitted to Molly Logan-Jones at the CCFS Administrative Office. Pdfs can be obtained on the CCFS website: <http://ccfs.ucdavis.edu/ECLforms.html>. They need to be printed out, filled in, signed, and sent to the ECL office:

1. Identification and Emergency Information
2. Permissions-Field Trip, Photo, Med Tx
3. Child's Preadmission Health History/Parent's Report
4. ECL Policies
5. Physician's Report
6. Notification of Parents Rights
7. Personal Rights
8. Handbook Policies Acknowledgement, Billing preferences and Family Directory
9. Child and Family Information
10. Contract and Informed Consent

Enrollment Periods

Children are enrolled for the entire academic year, consisting of three 10-week quarters. In February of each year parents will be asked if they would like their child to return to the ECL Program for the following year. For kindergarten-eligible children, the decision will be made jointly by the child's teaching staff and parents and based on developmental assessment.

TUITION

In addition to a once annual \$45 administration fee, tuition is currently \$700 per child for each academic quarter. Children of *currently registered* UC Davis student parents are subsidized by University funds so that their quarterly tuition is \$500. Note: This subsidized tuition rate does not apply to doctoral students "on filing fee," visiting scholars, postdoctoral scholars or researchers, or parents enrolled as students at another UC campus or UC Davis Extension. Families will be given at least 90 days advance notice prior to any tuition rate change. Parents whose student status will be changing must notify the ECL in advance.

Tuition Payment Deadlines

ECL quarterly tuition bills will be distributed to enrolled families at least two weeks before the beginning of each quarter. **All tuition is due by the first day of the ECL quarter.** After 30 days it will be considered overdue. A child whose tuition payments are overdue (i.e., not fully paid by the Friday of Week Four of a quarter) **may not return to the ECL program for the following quarter (e.g., if Fall Quarter tuition is more than 30 days late, the child may not re-enroll for Winter Quarter).** At or before the end of the academic year the UC Davis Accounting Department will send past due account information to an outside agency for collection.

BILLS CAN BE PAID IN PERSON AT DUTTON HALL CASHIER'S OFFICE OR MAILED TO THE ADDRESS ON THE BILL. Be sure to include copy of tuition bill with payment. Checks must be made out to "UC REGENTS." Please do not bring tuition payments to the ECL office. All processing of payments is handled by the UC Davis Accounting Department in Dutton Hall. ***Please save your receipt as proof of payment.***

The **Taxpayer ID #** for the ECL is noted on each tuition bill: **94-6036494**

WITHDRAWAL AND FEE REFUNDS

If you need to withdraw your child from the program for any reason please inform the Program Coordinator and complete a Program Withdrawal Form in the West House main office. For any applicable refund, **we require two weeks' notice of any withdrawal**. Your refund will correspond to the length of your child's attendance as follows:

1 week - 80%; 2 weeks - 60%; 3 weeks - 40%; 4 weeks - 20%; 5+ weeks - 0%

Your initial \$100 deposit is not refundable.

DISENROLLMENT

The ECL Director retains the right to terminate a family's enrollment based on any of the following circumstances:

- Lack of parental cooperation with ECL procedures or staff requests;
- Excessive absences unrelated to child illness;
- Ongoing late pick-up of child;
- Extreme child behavior that presents health and safety threats to others;
- Inappropriate parental conduct toward staff, student caregivers, or other ECL children or their families;

A child whose tuition payments are overdue (i.e., not fully paid by the Friday of Week Four of a quarter) may not return to the ECL program for the following quarter (e.g., if Fall Quarter tuition is more than 30 days late, the child may not re-enroll for Winter Quarter).

PHOTOCONSENT

As a lab school, The ECL is a multipurpose demonstration program. We incorporate photographs of the program in action into classroom and lab school newsletters, educational workshops, presentations, print and electronic publications and website resources, and use them to illustrate articles and books submitted for publication by our academic staff members.

Occasionally, ECL photos appear in print and electronic publications of professional organizations that share our educational and advocacy goals, including the National Association for the Education of Young Children (NAEYC), our accrediting organization. In addition, we use photographs to publicize our program on campus and in the broader community. We ask for your permission to use photographs that may include your child for these educational and informational purposes. (See "Permissions Form" on back of enrollment form "Identification and Emergency Information.")

(Please also remember that your Contract/Informed Consent to attend the ECL contains the following: "Selected students and/or faculty may take photographs, make video or audio recordings, and/or gather observational data of my child at the ECL. Students and faculty will respect my child's right to privacy. Some material may be retained by the ECL staff and be kept at the ECL or in the offices or storage rooms of the Department of Human and Community Development. Such material is identified by my child's first name only, unless otherwise permitted by me. Access to this material is limited to me and to faculty and students enrolled in certain classes or engaged in research.")

POLICIES AND PROCEDURES-HEALTH

MEDICATION

Since the ECL provides only a three-hour program the staff does not usually administer medication to children except on an emergency basis (e.g. "Epipen" for life-threatening allergic reactions, asthma inhaler to ease sudden asthma symptoms). Parents are asked to administer other necessary medications either before or after their child's program session. Staff members are trained by a medical professional in correct procedures for the proper administration of medication. A Medication Permission Form and further instructions for emergency medication administration may be obtained in the West House office. Medications are stored in the child's classroom in a locked container which is easily accessible to staff but out of

reach of children. Every time a medication is administered, the teaching staff member who administers it will complete and sign a Daily Medication Form and will provide a copy of the completed form to the child's parent or guardian.

INJURY/ILLNESS

Children sometimes receive scrapes or bruises in the course of their play. All professional staff members have basic First Aid and Infant/Child CPR training. The child's teachers will administer necessary basic first aid, including washing the skin, applying Band-Aids, and applying ice to the area if the injured child acquiesces. The teacher will complete an injury report and contact a parent/guardian if s/he judges it to be necessary. If a child develops signs of illness during program time, a teacher will make the child as comfortable as possible and contact a parent/guardian to pick up the child. If a contagious illness is suspected, the child will be relocated to a supervised area where new individuals will not be exposed.

If an emergency medical situation arises, the staff will call an ambulance to transport the child to the nearest appropriate emergency medical facility, and will then contact the parent/guardian to meet the child at the hospital. The child's Lead Teacher or Program Coordinator will accompany the child in the ambulance. The signed Medical Consent card gives the ECL permission to pursue necessary medical or dental treatment until the child's parent/guardian or physician arrives.

IMMUNIZATIONS

Please bring your child's immunization records to the CCFS administrative assistant or request that the doctor's office fax them to CCFS at (530) 752-9547. Please bring/send updates whenever additional immunizations are administered. A copy of your records will be made so the CCFS staff can complete the California School Immunization Record. Children new to the program must have had an exemption from a physician or test for TB within the past 12 months.

IMMUNIZATION EXEMPTIONS: As of January 1, 2016, parents of guardians of students in any school or child-care facility, whether public or private, are no longer allowed to submit a personal beliefs exemption to a currently-required vaccine for a child newly enrolling in a program. An already-enrolled child will be required to be up-to-date on all required immunizations at the next school transition time (i.e., kindergarten entry). If a child cannot receive an immunization because of a medical condition, California State law requires that the CCFS office have on file a separate document from the child's physician documenting the medical reason for not having up-to-date immunizations as well as an alternative planned schedule. Information about medical exemptions is available at: <http://www.shotsforschool.org/laws/exemptions/>

HEALTHY SCHOOLS ACT COMPLIANCE

On the lab school site, both UC Davis Grounds and Facilities crew members and ECL staff members are trained in Integrated Pest Management (IPM) and safe pesticide use techniques approved by the California Department of Pesticide Regulation to comply with the 2015 Healthy Schools Act. Personnel use biological, cultural and physical methods to prevent and reduce pest infestations, and apply reduced-risk pesticides approved by the UC Davis Certified Pest Control Coordinator only when deemed absolutely necessary. We provide notification, post warning signs, and maintain records of use for four years. The CCFS IPM plan can be found at <http://ccfs.ucdavis.edu/ECLforms.html>. More information can be found at: www.cdpr.ca.gov/schoolipm.



HEALTH POLICY

NO	YES
Your child must stay home if she or he has the following symptoms:	Your child may be at the CCFS if his or her condition is as follows:
ENERGY LEVEL RELATED TO ILLNESS Child needs to be held constantly, needs to sleep the entire time, or is too miserable or uncomfortable to participate in the activities of the program.	ENERGY LEVEL RELATED TO ILLNESS: Child is able to participate in the activities of the program.
FEVER Has a fever of 100 degrees or above. Had a fever within the last 24 hours.	FEVER Has a normal temperature. If recovering from a fever, has had no fever for a full 24 hours.
COLDS Has any of the following symptoms: a profusely runny nose, severe congestion, lethargy, general irritability, or fever of 100 degrees or higher.	COLDS Has a clear runny nose not accompanied by cough or sore throat, or a doctor's note stating that it is an allergic condition.
COUGH Has a wet, wheezy cough, which through mucus could spread viral or bacterial infection.	COUGH A child with a dry-sounding cough will usually be admitted if the cough is not related to other illness.
EYES Recurring discharge (green, white or clear) from the eyes, usually accompanied by redness and itching. Will not be admitted until discharge is cleared. EVEN IF ON MEDICATION.	EYES No signs of fresh discharge from the eyes. Examination by doctor recommended.
DIARRHEA Recurring diarrhea (loose watery stools) when not food-related or medication related, when associated with other symptoms of illness.	DIARRHEA Recovery of normal bowel for 24 full hours or doctor's note stating condition is food or medicine related.
VOMITING Recurrent vomiting (more than once or vomiting accompanied by fever within the last 24 hrs.)	VOMITING No vomiting or accompanying symptoms for 24 hours.
LICE Intense scratching of scalp.	LICE Treatment with pyrethrinated shampoo or a prescribed treatment. REMOVAL OF ALL LIVE LICE.
SCABIES Raised red spots or lines on skin caused by microscopic mite. Intense itching.	SCABIES Treatment with scabicide and doctor's note certifying lack of contagion.
SKIN Presence of impetigo, draining poison oak, cold sores, canker sores or fever blisters. A rash characteristic of a vaccine-preventable disease on an underimmunized child.	SKIN Absence of symptoms. Children with heat, allergy or diaper rashes may attend the Center.

The goal of the Health Policy is to prevent the spread of communicable illness. While all illness cannot be prevented, its incidence and severity can be reduced. The illness policy applies equally to staff and children. Parents are asked to observe their child each day for signs of illness and to call the Center with any questions. The staff will also assess each child's health upon arrival and may call a parent or other emergency contact person to pick up a child who displays signs of illness during the program session.

Health and Illness Policies: The CCFS notifies parents when their child has been exposed to any serious illness or condition requiring medical attention.

Health Examination: The State of California regulations require that each child have an annual health examination, reported on the *Physician's Report* form. Children new to the program must have had a health examination and TB screening test or documented exemption within 12 months before program begins. Documentation of exam, TB test (or waiver) and up-to-date immunizations is due before child attends school. Any medical waiver of immunizations must have a completed (signed by health care practitioner and parent) "*Medical Exemption to Required Immunizations*" form on file in the office. California law has discontinued (as of January 1, 2016) the option of a Personal Beliefs Exemption from a required immunizations for any child newly enrolled in a child care or preschool program. Any under-immunized child showing symptoms of a vaccine-preventable disease will be promptly excluded from the program. New immunizations must be documented and submitted to the ECL office as soon as possible. **Please call the CCFS Office each day your child will not attend (530-752-2888).**

The ECL is an indoor/outdoor smoke-free facility. We appreciate your cooperation.

Policies – Miscellaneous

FOOD SERVICE PROVISIONS

The preschool program serves children one snack in the middle of their morning or afternoon session. All food is purchased and prepared by staff members and is served family-style at care-group/target-group tables. Student caregivers sit and share the snack and encourage children to practice self-help skills, to taste a variety of foods, and to engage in mealtime group conversation. All snacks meet USDA nutrition guidelines and incorporate fresh, minimally processed foods as often as budgetary constraints allow. Following current American Academy of Pediatrics recommendations, no juice is served to infants or children. Parents are responsible for informing the staff about child food allergies and/or restrictions, which will be posted in the kitchen and classroom. Parents may provide alternative substitute items. Snack menus, included recommended portion sizes, are posted on each classroom's parent bulletin board. Infant and toddler families bring their own snacks from home.

BREASTFEEDING SUPPORT

The ECL supports breastfeeding and welcomes mothers to breastfeed during program time as they wish. The infant room includes a curtained room and glider chair that mothers may use at any time. Parents may bring bottles of breast milk or formula in ready-to-feed sanitary containers labeled with the child's name and date for caregivers to feed to infants according to written parent instructions. Staff members will gently mix, rather than shake, bottles of breast milk to preserve the milk's essential components. All bottles will be stored in the infant room refrigerator and any remaining milk will be discarded after one hour.

FIELD TRIP PROVISIONS

Each class takes periodic short-distance field trips during the year to destinations on the UC Davis campus (campus fire station, sculpture walk, duck walk along Putah Creek) or in downtown Davis (train station). Infants and toddlers ride in buggies and preschoolers walk or, in the case of physical disability, are assisted appropriately by a caregiver. The high ratio of adults to children (infants 1:2, toddlers 1:3, preschoolers 1:4) is always maintained and parents are often invited to accompany the group. Preceding each field trip, safety guidelines are reviewed with adult and child participants and each adult is assigned responsibility to account for and ensure the safety of specific children during the outing. The group remains on pedestrian and bicycle pathways and each child holds the hand of an adult when crossing streets. A designated staff member brings a first aid kit, cell phone, and drinking water. The field trip form in the annual enrollment packet gives parent/guardian permission for each child to participate in these walks.



CLOTHING AND WEATHER PROTECTION

You can help your child to have a comfortable experience in our programs by providing clothing suitable for play. Active learning can get messy! Children of all ages play and work actively, indoors and outdoors, almost every day in almost any weather. (The only times we do not play outside are when heavy rain and/or wind, air quality, or environmental safety conditions, as defined by local officials, pose a health or safety risk.) This means that children's clothes may come in contact with water, mud, sand, paint, and food. While we use bibs and paint shirts when appropriate, accidents do happen. We never want a child to decline to participate in an experience because of fear of getting their clothes dirty. Please have your child wear comfortable clothing that is easily washed after their adventures here. If an outfit is precious, it is best to save it for other places. Also plan to keep a complete set of extra clothes in your child's cubby every day. We will help children change out of wet or dirty clothes that are bothering them, and will place the original clothes in a plastic bag in the child's cubby. If you want to protect shoes from playground mud during the rainy season, please bring rain boots, marked with your child's name. We also encourage the use of rain gear during wet seasons. See your child's preschool teachers for



recommendations about what works best. We welcome donations of outgrown clothing to add to our collection of emergency extras. Larger sweatpants and shirts as well as boys' underwear are especially useful.

When taking children outdoors, the teaching staff ensures that children are dressed in clothing that is dry and layered for warmth in cold weather. They also take appropriate precautions in hot, sunny weather. These include continuous access to large shady areas and cold drinking water and individual cups. Staff members will help children wear hats and other sun-protective garments that parents provide. They will also apply sunscreen supplied by parents to exposed skin according to written parental permission and instructions. Parents are encouraged to do this at home before program to make their child's indoor/outdoor transition time smoother. Davis is not designated by public health authorities as an area at a high risk of insect-borne disease, so the staff does not apply insect repellent to children. Parents are encouraged to do this at home before program if they so choose.

HOLIDAYS

Special occasions and celebrations occur regularly in the life of a school community, just as they do in the life of a family. At the ECL we acknowledge and celebrate with children the changing seasons, the birth of new babies, the visits of grandparents and special guests as well as other events important in their lives. We are a community of families from many religious and cultural backgrounds, who observe a vast array of holidays and religious events. We welcome children's stories about their family observances and we affirm their excitement in our conversations with them. We believe, however, that it is not appropriate for us, as a diverse community, to celebrate specific religious and cultural holidays not shared by everyone. Children's earliest experiences with these occasions should be shaped by their own families in accordance with family values and customs. So instead of scary costumes and candy in October, expect your CCFS child to explore pumpkins and gourds, crunchy fall leaves, cooking projects with fall foods, and art materials in fall colors. The rest of the year will hold other discoveries for each age group. We thank you for your support of our approach, and ask that you help us by talking to your child's Lead Teacher or Program Coordinator in advance about ways you would like to share your family's cultural heritage with the classroom community.

BIRTHDAYS

We acknowledge birthdays by singing to each birthday child who wishes to be recognized during our group time. Other traditions vary by age group and parent/child request. Some families inquire about sending special food treats for their child to share with classmates. Our accreditation requirements stipulate that "food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers." This complies with USDA Child Care Food Program guidelines. Teachers will serve these at the group's regular snack time. Please check with your child's teacher in advance because some classrooms have children with severe food allergies which may require more stringent practices. **Children often enjoy bringing a small non-food item to share on birthdays instead of a snack.** Stickers, pencils, or special napkins for snack time work well. For health and safety reasons we request that you not send candy, gum or balloons. In addition, if you plan a private birthday party for your child and wish to invite friends from the ECL class, please distribute invitations on site only if you include every child in the class.



PARKING INFORMATION

Finding parking near the CCFS site is difficult. Parking permits are required on campus from 7:00 a.m. to 10:00 p.m., Monday through Friday. Permits are generally not required for campus parking on weekends or University holidays (unless special event attendants are present). Housing areas and restricted spaces require permits 24 hours a day, seven days a week

The driveway parking next to East House is reserved for ECL staff members.

There are a limited number of designated 15-minute parking spaces for your use while dropping off or picking up your child. The 15-minute parking spaces are for anyone on a "first come" basis. Please remember that the parking spaces belong to the University, not the ECL. [The Director of TAPS \(Transportation and Parking Services\) is aware of the unique needs of the ECL, and has agreed to allow even parents without "A" permits to park in the large "A" lot \(corner of First St. and A St.\) at pick-up times, from 11:35-11:50 a.m. and 3:35-3:50 p.m.](#) We encourage parents who have "A" Parking Permits to use them at arrival times to reduce the demand on the 15-minute spaces. We encourage carpooling, bus transit, biking or walking whenever possible. It may, at times, be necessary to wait for another car to leave a drop-off space before you are able to

park. We ask that you avoid idling vehicles in the parking area except as needed to maintain interior temperatures in extreme heat or cold.

We suggest the following options for individuals needing to exceed the 15 minutes (we cannot guarantee that you will find a spot in any of these locations and fees may not be refundable):

- a daily pass for \$10 (quarters or debit card) at the visitor parking Lot 5 (by Solano Park)
- metered parking (quarters) 30 - 90 minutes on A Street across from Lot 10
- A and C parking permits through Transportation & Parking Services
- city street parking
- Davis Commons parking for early morning times before most businesses are open or busy – free with 1-1/2 to 2-hour limit. City of Davis policies for this lot vary year-to-year.
- A valid UCD permit is required to park on campus. Daily Visitor Permits (VP) are available for \$9.00 and may be purchased from permit dispensing machines located at the entrances to **VP Lots**. Visitors also have the option of purchasing a multi-use visitor permit (up to 10 uses) from the TAPS office. Visitor permits are valid for the date purchased and are honored in the above lots Monday through Friday from 7:00 a.m. to 10:00 p.m. The cost of Visitor parking permits is not refundable. Visitor permits are not honored in restricted spaces.

Safety and Security

EMERGENCY ACTION PLAN

The ECL has developed a comprehensive Emergency Action Plan (including evacuation, shelter, and contact arrangements) to be implemented in the event of a major emergency (e.g. flood, hazardous material spill, fire, other natural disaster). The full Emergency procedures manual is available in the West House office.

In the event of an emergency situation that requires an evacuation of our lab school facility one of the following plans will be used. The ECL staff will make every attempt to contact you promptly in such an event. Please be sure to supply us with up-to-date emergency contact information including email and out of state contact information. Please take the time to implement your own Family Plan. Keep information with you so that you will know how to contact and find us in the event of an evacuation.

If the emergency environment is confined to the immediate area of the lab school facility, (e.g. fire or toxic fumes on the premises) the children will be brought to Voorhies Hall (1st and A streets), by foot or car where they will remain with caregivers while family/guardian/emergency contacts are notified of the situation and arrangements are made for either transportation home or care for the remainder of the emergency. In the event of exposure to toxic materials or gases, when a physical examination is recommended, children will be transported by any means available to Sutter Davis Hospital or UCD Health Center where they will be examined by a health provider and family/guardian/ emergency contacts will be notified.

If the emergency encompasses a larger area due to a non-confined environmental threat, (e.g. toxic fumes from a spill, flood waters, fires, etc.), and the children cannot remain in the area, the children will be brought to Voorhies Hall (1st and A streets), by foot or car, where they will remain accompanied by caregiver(s) while family/guardian/emergency contacts are notified and arrangements for their transportation home or a continued care are made.

In the event of a major environmental hazard that necessitates a larger area evacuation such as several neighborhoods, a city/town or geographical area, due to a large non-confined hazard, (e.g. earthquake, etc.) children will be transported to: a Red Cross designated mass shelter by car or taxi where they will remain with caregiver(s) while family/guardian/emergency contacts are notified and arrangements are made for their pick-up.

Staff will remain with and care for the children at all times during an event. Attendance will be checked whenever children are moved. Staff will bring any necessary medications, supplies, and emergency records.

In the event that we receive different instructions from emergency personnel, every attempt will be made to inform you of the alternate plans.

The ECL has in place a regular schedule of periodic opportunities for the staff and children to practice routine safety procedures including fire drills, and ways to cross a street or bicycle path safely with an adult. Also see Injury/Illness Procedures.

SECURITY & PARKING LOT SAFETY

Please pay attention to two critical safety issues:

- 1) **Parking Lot Safety:** To keep your children safe in the parking lot, please:
 - a. look both ways before walking into the parking lot;
 - b. hold your child's hand until you get into the car or enter the Center;
 - c. walk between the cars and the fence rather than behind parked cars;
 - d. when backing up a car, look carefully and go slowly.
- 2) **Gate Safety:** Pay particular attention to all gate latches. You must securely latch them as you enter and exit. Gates are congested areas and our experience has been that when adults stop to engage in conversation near a gate, they sometimes do not notice the child who pulls away from them and slips out through the gate. We urge you not to let go of your child's hand until you are safely inside the Center or in your car. To keep everyone safe, please check to make sure that the only children who exit a gate with you are those for whom you have responsibility. See map on page 26 for new entrance gate location.

PROGRAM USE OF PLAYGROUNDS

For safety and liability reasons, we are unable to allow children to play with or on ECL equipment without the supervision of an ECL staff member, whether it is before, during or after program time. In addition, we cannot allow children to be present anywhere on the ECL grounds inside or out without supervision.

We understand that you may have to wait for a child's program to end, and we would like to provide a pleasant place for you to do that. If arriving early to pick up or drop off a child, parents or other caregivers may wait in the concrete breezeway area between preschool classrooms. Parents and children may also picnic and play in the family picnic area between Family House and the preschool playground fence or in the adjacent Arboretum. **No children may use ECL play equipment unless overseen by a staff member during program time.** In order to maintain safety standards we ask that you never leave children unattended when they are not in program. Out of courtesy to the children, staff, and university students, please supervise children and keep noise to a minimum while programs are still in session.

SECURITY PROCEDURES FOR PROTECTING CHILDREN

Protecting children from harm is of top priority to families and teachers. To ensure children's safety in this college campus setting, staff members, students, and parents/guardians are asked to be vigilant about the following practices and procedures:

- Gates leading to children's areas are to remain closed and latched at all times except when an adult opens, and then closes them to allow passage.
- All observers, visitors, and non-parent/guardian adult guests must sign in at the West House office counter and obtain a VISITOR nametag in order to visit the children's programs. Non-enrolled children **MUST** remain with their responsible adult at all times while on site.
- All staff members, including student caregivers and program assistants, must wear ECL nametags at all times while on site during children's program sessions.
- Enrolled children are released **ONLY** to parents/guardians and the other adults they authorize on their Identification and Emergency Information form. They will be asked to show photo identification to the Lead Teacher or Program Coordinator before being allowed to sign out with the child. If an emergency substitution must be made, the parent or guardian may send an email to the ECL Office (mloganj@ucdavis.edu or ccfs@ucdavis.edu) naming and authorizing the designated substitute. If the adult arriving to pick up a child appears to be impaired by alcohol or another substance, **OR** is a person whose presence violates legal custody arrangements, the teacher will ask another ECL staff member to call an alternative available adult listed on the child's Emergency Information form and will wait with the child until that person arrives.
- Any staff member, student, or parent/guardian who observes an unfamiliar, unaccompanied adult not wearing a VISITOR nametag **MUST** notify a teacher or administrator.
- The ECL staff, in consultation with UC Davis Police Department security personnel, has developed and been trained on a detailed security threat response protocol for extreme incident response that is rehearsed regularly and can be implemented quickly by program adults.

The ECL is licensed and routinely inspected by the California Department of Social Services Community Care Licensing Division. The CCLD's Policies and Procedures Manual states that, in order to protect children:

“(b) The Department has the authority to interview children or staff without prior consent.

(1) The licensee shall ensure that provisions are made for private interviews with any children or staff members.

(c) The Department has the authority to inspect, audit, and copy child or child care center records upon demand during normal business hours. Records may be removed if necessary for copying. Removal of records shall be subject to the requirements in Sections 101217(c) and 101221(d).

(1) The licensee shall ensure that provisions are made for the examination of all records relating to the operation of the child care center.

(d) The Department has the authority to observe the physical condition of the children, including conditions that could indicate abuse, neglect or inappropriate placement.

DEVELOPMENTAL AND PROGRAM ASSESSMENT

An integral component of our high-quality early care and education program is ongoing assessment of children's developmental progress, including screening for developmental delays and other special needs. It allows teachers to work with parents to tailor the program to children's individual needs. As a research-based lab school, the ECL experiments with various approaches to developmental screening and assessment. Program Coordinators receive in-depth training on how to use a variety of assessment systems and, in turn, share responsibility with the Director for training the Lead Teachers who assist with ongoing observation and record keeping. The following formal assessment tools are currently used for all age groups, and are combined with ongoing informal observation and personal communication with family caregivers:

Ages & Stages Questionnaire

This parent-completed questionnaire is designed to monitor a child's path through early developmental milestones and identify children in need of additional assessment for possible developmental concerns. The teaching staff will give a blank copy to each family at the September home visit and will explain its use. Families will return the completed screening form at the beginning of the school year so that the teaching staff has an opportunity to incorporate its information into program planning and adaptations for individual children. Its use at the beginning of the program year also sets a tone of collaboration between teachers and parents as facilitators of children's optimal development.



Desired Results Developmental Profile (DRDP)

All age group programs at the ECL use a curriculum approach compatible with assessment using the DRDP (developed by the California Department of Education Child Development Division). This is an ongoing child observation system based on teachers' anecdotal notes about each child's behavior and learning across developmental domains and curriculum content areas. The observations are discussed by each teaching staff, and then are transcribed and summarized into a report for parents to keep. They provide a basis for discussion during parent conferences, and parents have the opportunity to add their own comments and observations during conferences. Teachers use these child assessment observations as they engage in curriculum planning that is responsive to children's needs and interests.

All information collected and recorded about a child as part of these assessments is available to that child's parents upon request and no records are shared with other families or outside parties without written permission from the child's parents or guardians.

(For a more detailed description of the program's assessment plan, assessment procedures, uses of assessment results, and provisions for the confidentiality of assessments and other child and family information, see Parent Handbook appendix titled *Assessment of Child Progress and Confidentiality Policies*.)

To measure and improve the quality of the ECL's children's programs we use the NAEYC Standards and Criteria for Accredited Programs as well as the *Early Childhood Environmental Rating Scale (ECERS)*, the *Infant/Toddler Environmental Rating Scale (ITERS)*, and the *Classroom Assessment Scoring System (CLASS)*. We also engage in ongoing informal assessment of our program and modify its elements as appropriate. A broader program evaluation occurs annually and includes family and teaching staff surveys, Parent Committee and Faculty Advisory Committee discussions, and future planning and goal-setting by staff that incorporates the input of these stakeholder groups.

GUIDANCE AND DISCIPLINE POLICY: WORKING WITH CHILDREN'S CHALLENGING BEHAVIOR

Professionals who work with young children expect to be met with challenging behavior from time to time. During the first five years of life, children are just beginning to learn how to handle their own intense emotions and conform to the behavioral expectations of society. As parents and teachers know, this is a long and often difficult process.

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

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

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

The ECL staff sees working with children's challenging behavior as an integral aspect of our job. The word discipline has, as its root meaning, "instruction" or training." This meaning, rather than punishment, is the foundation for our approach to guiding children's behavior. We know that children's behavior has meaning and function, and that we cannot effectively address it unless we strive to understand a behavior's function for an individual child. We accept that young children will sometimes display their emotions or try to achieve their goals in unproductive or immature ways. That is simply part of being very young. Much of children's most valuable learning, especially in a group setting, occurs in the course of behavioral problem solving. The approaches we use vary by age group, but have the following elements in common:

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

Teachers design the physical environment to minimize conflict. We provide multiples of toys and materials for groups of children, define classroom and outdoor areas clearly to allow for both active and quiet play, and strive to maintain an appropriately calm level of stimulation.

Teachers maintain age-appropriate expectations for children's behavior. We attempt to minimize unreasonable waiting and transition times and limit the length of large group and teacher-directed activity times according to children's developmental levels. We give children large blocks of uninterrupted, but well supervised time during which to make their own activity choices.

Adults closely observe and supervise children's activities and interactions. They observe challenging behavior to identify events, activities, interactions, and other contextual factors that may predict and/or contribute to it. With our high ratios of adults to children and our emphasis on attentive observation, we can often intervene to guide children before situations escalate.

Adults help children verbalize their feelings, frustrations and concerns. The staff will help children describe problems, generate possible solutions, and think through logical consequences of their actions. Even babies will hear their caregivers describing actions, problems, solutions and logical consequences. The adult role is to be a helper in positive problem solving. We want children to value cooperation and teamwork. We help them to learn peaceful approaches to interacting.

Children whose behavior endangers others will be supervised away from other children. This is not the same as the practice of using a "time out" (the traditional chair in the corner) for a child. An adult will help the child move away from a group situation. The child will then process the problem verbally with the staff member and any other concerned parties. An adult will stay close to any child who is emotionally out of control and needs private time to regain composure.

For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan of graduated behavior supports that will facilitate the child's inclusion and success.

Discipline (i.e., guidance) will always be positive, productive and immediate when behavior is inappropriate. *No child will ever be subjected to 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 (or the threat of interference with) daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning by any staff member, student, or volunteer working in the ECL programs.* Every member of the ECL professional staff understands and follows our disciplinary approach as well as the standards on guidance and management in our California State Licensing Regulations. We work intensively with our student caregivers so that they also understand and employ this guidance approach.

When a pattern of behavior persists that endangers self, others or property, or significantly disrupts the program, we will work with a child's family to find solutions, up to and including referral for outside services or exclusion from the ECL program. Exclusion will always be a last resort, after all other possible interventions have been exhausted and there is agreement that a different setting is in the best interest of the child. In that circumstance, the ECL will offer assistance to the family in accessing services and an alternative placement. Our actions will always comply with federal and state civil rights laws.

CULTURAL AND LINGUISTIC DIVERSITY

The ECL staff values the cultural and linguistic diversity present in our school community. We actively attempt to recruit a community of caregivers that mirrors the diversity of our community of children and families. During your family's initial home visit, your child's teachers will ask how you would prefer that we support your child's language acquisition, either in your home language or in English, and will support your preferences to the best of our ability. We make every effort to match the language of student caregivers to each infant/toddler's primary home language, and will, based on family preferences, attempt to do the same in the preschool classes. We understand that some families in our community would like to preserve their child's first language in the program setting, while others see this as an opportunity to develop English as an additional language for their children. This can be an ongoing process of evaluation and discussion as each child grows.

If you need assistance in understanding any of the written or verbal information we give to program parents, please ask any staff member for help. Through our student caregivers and other parents fluent in a variety of languages, we will attempt to provide translation services for you and are happy to do so.

In addition, we strive to develop programming that is sensitive to differences in culture, language, values, and family composition. If you or your child experiences anything here that does not meet this standard, please let us know so that we can work with you to correct it. We are not always aware of everything that could be potentially uncomfortable for individual program families.

NEGOTIATING DIFFERENCES THAT ARISE

A primary goal of the ECL staff is to partner with families in supporting the healthy development of each child. We strive to be a welcoming, comfortable place for all families who enroll their children here. Since we serve an international population of graduate students, postdoctoral scholars, faculty and community members from as many as fifteen countries, on average, each year, this can be challenging at times. We know that cultural values, expectations, and childrearing practices often vary widely even within classroom groups.

Given this diversity, we sometimes do encounter situations where our professional values and practices differ from the values and practices of a family. When this occurs, we have found that the following practices help smooth interactions and relationships between teachers and families and resolve concerns and instances of disagreement or misunderstanding. The goal is to agree on a plan that will serve the best interests of the child.

First, when a concern about a practice, activity or interaction arises, we ask that you please talk with your child's teacher about it as soon as possible. The Lead Teacher or Program Coordinator will be happy to discuss it with you. Program Coordinators or the ECL Director will follow up with an email or phone call if an upsetting or challenging interaction involving your child occurs and you are not available to talk in person shortly afterwards.

Sometimes, a fuller explanation of a situation, activity or practice is all that is necessary. At times we are following specific, required regulations, but we are willing to adapt where we can. If you would like translation in order to for fuller dialogue to

occur, we can employ the services of the adult interpreters available to us. We will also convey information in printed form, which is often preferred by international families, so that other adult family members can read it at home.

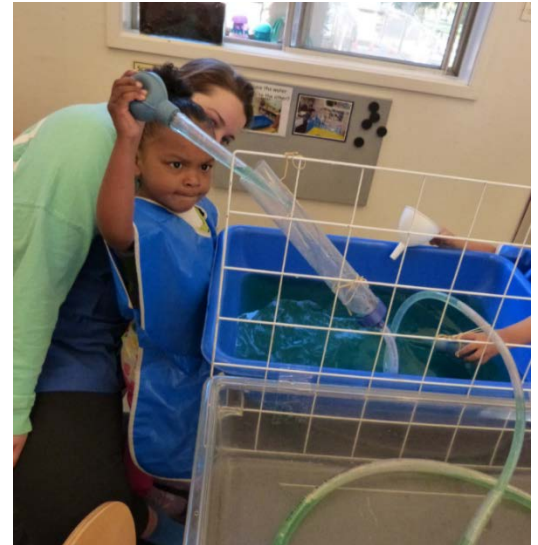
When an issue is complex or intractable, a more formal meeting that includes adult family members, the teaching staff, and the ECL Director can be arranged. Please email your Program Coordinator or ECL Director to request this. We rarely experience severe difficulties in coming to solutions or understandings about ways to partner, but when difficult situations arise, we attempt to use dialogue strategies to resolve differences. Our approach is to be honest, yet sensitive in all our communications with families as well as with any other facilitators or service providers who support them.

PROGRAM EVALUATION AND STRATEGIC PLANNING

The ECL engages in program evaluation and strategic planning on an ongoing basis, and parent feedback is an important part of this process. Each aspect of the process is completed and/or reviewed annually, and as the need arises. The Center's evaluation and planning process includes the following elements:

- Center-wide comprehensive NAEYC family survey and dissemination of results;
- Comprehensive NAEYC staff survey and dissemination of results;
- ECERS/ITERS evaluation of each classroom and staff planning for improvement;
- POEMS evaluation of the Center's outdoor environment and program;
- Financial review by departmental Business Office staff, including budget review meeting of ECL Director, ECL Administrative Assistant, department's ECL Account Manager;
- End-of-fiscal-year audit by University Accounting and Financial Services office;
- Periodic rate (tuition) review with Office of Resource Management and Planning;
- Whole-staff discussion and planning for improvements and future directions during Fall Quarter and again near the end of the year. The staff revisits the ECL mission statement and program goals for children to ensure that program practices continue to align with them and to determine whether new research, evidence, and circumstances warrant changes to the program's goals and/or approaches;
- Summary of findings, discussion, and plans to the CCFS Faculty Advisory Committee, ECL staff and families.

The program establishes goals for continuous improvement and innovation using annual evaluation findings. Next steps may include professional development and program improvement activities, pursuit of facilities improvements, and reexamination of operations, procedures and policies. When the staff, administration, families, or faculty advisory committee identifies new or unusual needs, outside consultants may be brought in to help with problem solving and various aspects of staff and program development.



APPENDIX A: INCLUSION AT THE EARLY CHILDHOOD LAB SCHOOL

“Inclusion means . . . always together, always supported, always learning, always welcome.” Author Unknown

What is inclusion at the ECL?

Inclusive early care and education is an approach which enables all young children to participate together in a learning community, whether they are typically developing or have a disability or condition that impacts their development. At the ECL we strive to serve each age-eligible child, regardless of their special needs, to the extent that is beneficial to the child and possible within our lab school’s facility and staffing structure.

How does inclusion work?

Children with special needs are provided with the support, accommodations, and modifications they need to succeed in the classroom with their typically developing peers.

Why inclusion?

All children:

- acquire more well-developed social intelligence and are more likely to make compassionate, considerate choices in their peer interactions in the inclusion model
- develop a more concrete understanding of human dignity and a richer ability to respect and appreciate diversity in the inclusion model
- benefit from becoming acquainted and comfortable with the children in their community with whom they may continue to interact for the rest of their lives
- gain greater awareness of their own unique areas of strength and areas of need
- recognize that everyone has something valuable to contribute despite their differences

Children with special needs benefit by having typical peers model social and learning skills.

How can I, as a parent, contribute to creating an inclusive classroom community?

- Remember that all children are unique, all children have equal worth, and all children have something valuable to contribute to their learning community.
- Talk about all children and families with respect.
- Talk to your child about his/her own strengths and challenges.
- Think about what you are modeling. Look for positive ways to model awareness, empathy, and inclusion in your family and in your own relationships.
- Reflect on your own school experience and how that might have shaped any ideas you have about children who are differently abled. Think about the ways that you hope your own child’s school experience is similar to and different from your own.
- Be welcoming and expand your circle of relationships: invite someone who may be differently abled for a play date, a picnic at the park, or a birthday party.

With thanks to UCNS and DIUSD

APPENDIX B: CHILD ASSESSMENT PLAN AND CONFIDENTIALITY POLICIES

ASSESSMENT TOOLS AND THEIR PURPOSES

The ECL developmental screening and assessment program is comprised of **two formal published instruments** as well as **a variety of ongoing informal observations** that are integrated into the course of each day.

Shortly before the school year begins, the Program Coordinator and Lead Teacher make a **home visit** to each child and family. This establishes an initial home/school connection and fosters a strong reciprocal relationship with the family. During the visit, the staff becomes acquainted with the child's family and learns from them about their family structure, their preferred child-rearing practices, and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds. By completing the **Child and Family Information form** in the annual enrollment packet, parents may provide supplementary information, as they choose, about significant events or circumstances, specific concerns, and individual goals they have for their child's program experience. The staff uses all this information to adapt the program's environment, curriculum, and teaching methods to the families they serve.

A blank copy of the formal developmental screening instrument, **The Ages & Stages Questionnaire: A Parent-completed, Child-Monitoring System, . (ASQ - 3)**, appropriate for the child's age, is given and explained to each family and parents are asked to complete it before each new school year begins. We use the ASQ as a brief assessment procedure to help us identify children who, because they might have a learning delay or extensive diagnostic assessment by qualified professionals. It briefly surveys a young child's abilities in language, reasoning, gross personal/social development. Each child's family is also required to submit a copy of a comprehensive medical examination performed during the previous six months.



The formal instrument used to assess each child's progress toward learning goals in all developmental domains and age-appropriate content areas during the duration of program participation is the **Developmental Profile (DRDP)**, California Department of Education, Child Development Division, and revised by Program Coordinators and Lead

Teachers to systematically observe each child and record **anecdotal observations that accurately describe skills, understandings, and growth within a comprehensive array of developmental domains**. These include cognitive skills, language, social-emotional development, approaches to learning, and physical development. Its descriptive rating scale allows the teaching staff to gauge the child's developmental progress and note areas of strength and areas on which to focus further attention or implement different strategies to support growth. The descriptive rating scale and anecdotes are formally compiled in December-November and in May and are **summarized in a written Family Report, which the child's teaching staff and parents discuss and add to during the December-January and May parent conferences, and which the family retains**. Staff-parent dialogue during conferences strengthens our understanding of each child's developmental profile and often leads to ideas for individualizing both staff and parent support of children's learning, as well as plans for smooth transitions into the next level of the program or into kindergarten.

to assess each child's all developmental domains areas during the duration of **Desired Results** created and tested by the Education, Child regularly. This requires Teachers to systematically

Upon purchase of these screening and assessment instruments and during periodic refresher trainings on their use, the ECL Director and teaching staff examine their average developmental ratings against those of our own child population to **ensure comparability of interpretation**. Our staff remains aware of the demographic factors that are likely to affect the performance of the program's child population on these norm-referenced instruments (e.g., the high socioeconomic and educational levels and cultural and linguistic diversity among the UC Davis faculty, graduate student, and community professional families we serve). Both published instruments are highly-regarded and their validity and reliability have been proven in a wide variety of settings over time. The detailed materials that accompany each instrument are available for perusal in our office by parents who want additional information about either assessment tool. The Director and Program Coordinators are also available to answer questions about the choice, use, scoring, and interpretation of screening and assessment methods.

The ECL Director and Program Coordinators have received in-depth training on the use of the ASQ with families and the interpretation of its results. They, in turn, train the Lead Teachers on its components and teaching teams review and discuss each child's ASQ assessment together at the beginning of the program year. The same process occurs with the Desired Results Developmental Profile assessment system. Online trainings about using the DRDP, made available by the California Department of Education, training. The entire staff also the purposes, values, and uses of how to dialogue with parents

Sometimes, based on assessment, and discussion, **staff need for additional screening diagnostic** assessment. In these and, at times, the Director resources available for diagnostic support, as needed or requested, the process of referral, diagnosis, educational intervention. We collaboration with Help Me Grow 5-funded) that provides our screening services and facilitates diagnosis and intervention appropriate, free or affordable *Community Resources* section of



augment our in-person meets periodically to review assessment in general, and about it.

ongoing observation, **and/or parents identify the and referral for professional** cases, Program Coordinators determine the appropriate assessment and family and assist families through and therapeutic and/or currently have a close Yolo County (California First families with additional free the process of obtaining necessary to obtain services. Many resources (see handbook and CCFS website)

for diagnosis, intervention, support, and collaboration exist within our university and community. **When county or school district specialists determine that an ECL-enrolled child is eligible for IEP/IFSP planning, the child's ECL teaching staff always collaborates with the planning and intervention team** to ensure smooth transitions and consistent, helpful approaches with the child. Regional Center, Northern California Children's Therapy Center and/or school district therapists periodically meet with teachers and observe children during program time as part of the effort to coordinate intervention strategies. The ECL staff follows the instructions and suggestions of these outside specialists, as well as the results of their own assessments, in individualizing program strategies and designing goals to assist development in targeted areas. The staff provides information and support to the family and continues to provide a nurturing, inclusive, and appropriate educational experience for the child to the best of our ability. We consult with specialists, as needed, to determine appropriate modifications to the educational environment and strategies.

Both our infant-toddler and preschool curriculum approaches are built around children's active engagement with and choice-based exploration of their physical and social environment. The DRDP is designed for use with this approach. It assesses children's progress toward learning goals in all developmental domains and across all age-appropriate content areas

in ways consistent with the desired outcomes for children that guide our program. The combination of DRDP-related child observations, informal teacher observations of group dynamics, interests, and challenges, and personal interactions with the children and their families effectively guide an emergent curriculum in each classroom. The information obtained through developmental assessments is used as a basis for modification and individualization of curriculum plans. Teachers maintain elements of the physical environment and interaction strategies that are familiar and comfortable to the children while modifying and adding new elements based on emerging interests and needs. They collaborate in weekly Thursday afternoon (infant-toddler) or Friday (preschool) teaching team meetings to review the week and discuss ways to elaborate on children's ideas and support their explorations. On Thursday afternoons (infant-toddler staff) and Fridays (preschool staff) they modify their classroom and outdoor environments and plan the following week's core curriculum activities and explorations. Each Program Coordinator writes a detailed letter to the room's families summarizing the previous week's explorations and previewing the week ahead. They ask for any desired contributions of items from home (e.g., empty food containers, recycled craft materials, artifacts from family celebrations) or volunteer assistance (e.g., parent help with gardening or cooking projects). They also suggest ways that parents can extend learning through related activities at home.

At the end of each ten-week quarter, the ECL schedules three to six staff work and development days. These include time for additional training and collaboration on topics of interest and need. They also allow each teaching team time to evaluate the term's successes and weaknesses, based on assessments of child progress as well as results of program evaluation tools (e.g., ECERS/ITERS, POEMS, CLASS) and their own professional experience. Teams can then plan any substantive changes to the classroom environment, routines, or teaching strategies that they determine will improve the program. They consult with the Director about any major structural changes. As part of the staff's annual program evaluation, the Director and Program Coordinators, with input from Lead Teachers and parent conference conversations, decide whether our formal and informal assessment tools are functioning well. When specific elements are not providing enough useful information, we may decide to modify practices or substitute others.

ASSESSMENT PROCEDURES

Most ECL assessment is accomplished informally, through day-to-day observations by teachers and caregivers. They document observations by recording anecdotes, taking photographs, and collecting samples of children's work. Almost all the items in the DRDP comprehensive assessment can be readily observed during typical activities. At times, teachers plan small group activities, engage in individual interactions, or introduce new elements into the classroom environment in order to be able to assess children's skills and responses. The preschool teachers sometimes use the Small Group period of the daily routine to engage children in work with fine motor manipulatives, gross motor equipment, or science and math materials that not all of them may have chosen to use during other times. This can provide an opportunity to more accurately observe areas in which individual children may need additional support.

The ECL does not conduct any norm-referenced or standardized assessments of children for comparison purposes. A combination of the parent-completed ASQ, the DRDP rating scale/checklist system, results of the Help Me Grow Yolo County screenings, informal observation and professional judgment, together with parents' expression of concerns determine whether we recommend that further professional screening and diagnosis should be initiated. Eligibility for special services is determined by diagnostic assessments conducted by professionals after recommendation by staff and community consultants and request by parents, with staff support as needed.

All assessments and conference reports are sensitive to diversity in the following ways. Assessments involve only activities that are familiar to the children, and every effort is made to eliminate verbal instructions that might not be understood by a child with a language disability or limited English proficiency. Attempts are made to assess specific language-dependent knowledge and skills in each child's home language by involving knowledgeable teachers, teacher aides or undergraduate practicum students fluent in the child's language. In some cases, staff members ask parents to participate in specific classroom activities with their children in order to translate for them. College students and volunteer interpreters are also available to provide translation services during conferences and conversations, if needed. The DRDP parent report form

translates the rating scale/checklist format into a narrative description for families. This makes them family-friendly and appropriate for children with special needs and challenges. Progress toward individual goals (whether in a formal IEP/IFSP or a home/school action plan) is emphasized in written reports and conference discussions. Family goals and values (e.g., for independence, relationships with adults) differ widely within our school population, and the teaching staff respects and supports each family.

USES OF ASSESSMENT RESULTS

Results of ECL assessments are used to inform each teaching team's emergent curriculum planning, guide environmental design and interaction strategies, and contribute to evaluation of program effectiveness. They also provide a format within which to discuss individual children's development and learning with parents so that we can work together to best support each child's growth. Overall trends in child progress contribute to the ECL's annual program evaluation and inform decisions about program practices as we plan for overall program improvements. As parents begin to plan for their children's transition to kindergarten or to other early childhood programs, the teaching staff is able to use both formal and informal assessments of the child's development to offer input about the types of programs that may be a good match for the child's needs, interests, and abilities. Upon parent request and with their written consent, the ECL staff may provide or discuss assessment results with educational or medical intervention specialists or a child's new school.

CONFIDENTIALITY

The ECL staff collaborates as a team and improves our practices by sharing expertise. Within the context of this collaborative model, information about observations and other assessment data, special needs and pertinent family situations may be shared with the Director, Program Coordinators, and Lead Teachers on an as needed basis, with parents' written permission. Student staff members and other adults working within the school are only informed of such sensitive issues when they are a part of keeping the child safe or supporting the child's daily care and inclusion—again, only with the parents' written permission. All adults working at the ECL sign the following confidentiality agreement:

"As an adult working, completing coursework, conducting research, and/or regularly volunteering at the UC Davis Early Childhood Laboratory, I may become privy to confidential information regarding children and families. It is of the utmost importance that I realize that all such information is strictly personal and confidential and can only be shared within the confines of the ECL. I will discuss children's behavior, health issues, family circumstances and other personal information out of the hearing distance of the children and other families, and I will discuss the families, children, and staff for professional purposes only. When I encounter families, children or staff outside the school, I will be courteous but use discretion. I understand that written authorization is required before disclosing any information regarding a child to an outside agency or individual, and that only the ECL Director, Program Coordinators, and Lead Teachers are authorized to do this. I understand that all ECL staff members, students and other adult participants are prohibited from sharing photos, names, stories or information about ECL children and families on social media. I know that confidentiality is an ethical obligation and that it is a requirement for my continued involvement at the ECL. By signing this statement I agree to abide by the ECL confidentiality policy at all times".

In accordance with Health Insurance Portability and Accountability Act (HIPPA) guidelines, each child's health, safety and personal information file is confidential and is kept in locked files maintained by the ECL main office Administrative Assistant. It is immediately available upon request to the child's parents or legal guardians, to program administrators and teaching staff who have written consent from a parents or legal guardians, or to regulatory authorities. These files include application and enrollment forms, final conference reports, health assessments provided by medical professionals, incident reports, reports of diagnostic assessments released to the school by parents, individual education plans, and related documents.

Staff documentation of children's behavior and development, including specialized records for children whose special circumstances require extra classroom documentation are kept in classroom locations accessible to teachers but out of the reach of children and out of sight of classroom visitors. This information may also be kept in the locked office of the Program

Coordinators or Director. In addition, researchers follow ethical standards with respect to confidentiality of individual data as described above.

When discussing behavior incidents with families (e.g., a child is hit or bitten by another child), staff members use discretion regarding revealing the identity of the other child (e.g., writing separate incident reports for each child involved). In many cases, the child reports identity information to the parent, so the parent may add that information to conversations with the teachers, particularly in cases of repeated aggression or conflict.

The teachers' responsibility is to focus any discussion with parents on their child only, to avoid violating confidentiality or engaging in gossip.

APPENDIX C: NAEYC ACCREDITATION STANDARDS

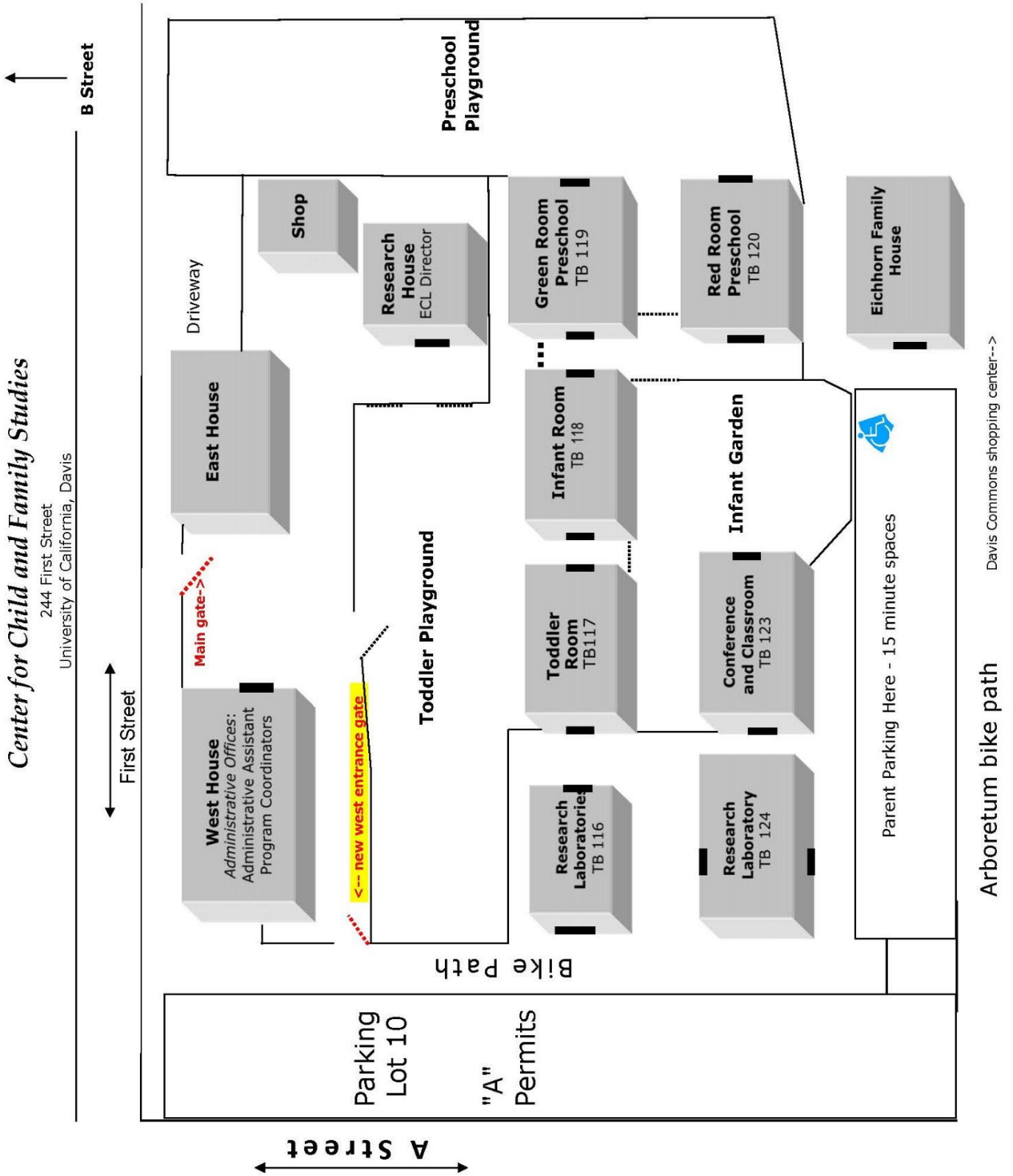
The National Association for the Education of Young Children (NAEYC) has created ten standards that measure the quality of early childhood programs. The standards were created by a blue-ribbon panel of early childhood experts and are based on the latest early childhood research. The ECL will enter the final phase of candidacy for accreditation on January 31, 2009, and will be visited by a validator sometime during the 6 months following that time.

An NAEYC-accredited program must meet a variety of specific criteria under each of the following ten areas:

- 1) Promoting **positive relationships** for all children and adults to encourage each child's sense of individual worth.
- 2) Implementing a **curriculum** that fosters all areas of child development: cognitive, emotional, language, physical, and social.
- 3) Using developmentally, culturally, and linguistically appropriate **effective teaching approaches**.
- 4) Providing **ongoing assessments** of a child's learning and development and communicating the child's progress to the family.
- 5) Promoting the **nutrition and health** of children and protecting children and staff from injury and illness.
- 6) Employing a **teaching staff** that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.
- 7) Establishing and maintaining collaborative relationships with each child's **family**.
- 8) Establishing relationships with and using the resources of the **community** to support the achievement of program goals.
- 9) Providing a safe and healthy **physical environment**.
- 10) Implementing strong personnel, fiscal, and program management policies so that all children, families, and staff have **high-quality experiences** (leadership and management standard).

Each Early Childhood Laboratory staff member is responsible for engaging fully in all professional practices related to achieving and maintaining the program's status as a high-quality NAEYC Accredited program, as well as the NAEYC self-assessment process leading to re-accreditation every 5 years. Staff members are also responsible for knowing and complying with state licensing regulations for a childcare center. The Director, Administrative Assistant, and Program Coordinators collaborate to guide the documentation procedures and complete the required paperwork for initial accreditation, annual reporting, and re-accreditation, as well as the basic State of California Department of Social Services Division of Community Care Licensing regulations required for the program's continued operation.

APPENDIX D: CCFS MAP



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