UCLA
Early Care and Education
Krieger Center

Family Handbook
# UCLA Early Care and Education

## Krieger Center

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Dear Families,

Welcome to the Krieger Center. We look forward to becoming partners with you in the daily life of your child. Our goal is to plan and implement a program that, together with your home life, enhances your child’s development.

In this handbook, you will find information written by parents and staff members that will be important in helping your family become a part of this center. Please ask Sue or Gerardo, our program directors, teachers, or your parent representative to answer any questions you may have. Our administrative office staff and Gay Macdonald, our Executive Director, are also available to you and welcome your questions.

Communication is vital in our partnership. We will be talking to you daily at drop-off and pick-up times and in conferences, both regularly scheduled and impromptu. Further, we will be sending emails and/or written notices, as well as Parent Staff Association meeting minutes. Signs, posters and pictures in the center lobby and the classrooms will assist us in communicating with you. We invite you to make arranged visits and to participate in classroom activities.

In addition to providing you with information about our program and your child’s experiences here, we need to be aware of your expectations for your child. Completing the paperwork and conferencing with teaching staff as your child enters the program will help all of us get acquainted more quickly. Please be sure to let us know of any special events or changes, big or small, at home. That will help us provide understanding and support during your child’s school day.

Many “best friendships” among parents and children are formed during these early years. We look forward to including your family in our community!

Sincerely,

The Krieger Staff
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UCLA Early Care and Education

UCLA Early Care and Education is part of Campus Service Enterprises, a division of UCLA Administration. Gay Macdonald is the Executive Director of UCLA Early Care and Education. Her office is at the Krieger Center.

Krieger Center
The Krieger Center is designed to serve children from 2 months to 5 years of age. Sue Ballentine and Gerardo Soto are the program directors of Krieger South and Krieger North, respectively.

Mission Statement
UCLA Early Care and Education professionals foster the development of children and create a strong foundation for lifelong learning by providing developmentally appropriate education and quality care, support for families and resources for the community.

Philosophy
We believe that early learning is relationship-based. Our fundamental goal is to establish trusting relationships among children, teachers, and parents. Carefully constructed early education experiences promote exploration, critical thinking, cooperative play and the development of mutual respect.

Diversity at UCLA
The university has a diverse population with families from all around the world. This diversity enriches our program and provides many learning experiences for the children. We may have 5-20 various languages spoken by the families and staff at any given time. University business is conducted in English and all enrolled families must be affiliated with UCLA. Therefore, business at Early Care and Education is also conducted in English. Arrangements can be made to provide an interpreter if needed. Many of our teachers are bilingual and are encouraged to speak to the children in various languages. Children are exposed to different forms of communication including various languages and sign language.

Community Outreach
Information Resources Program
Judy Bencivengo is our Child Care Resource Program Coordinator available to all University-affiliated families for individual consultation on finding community resources to meet childcare needs, including kindergarten programs. For information on services, call Judy Bencivengo at 310.825.8474 and leave a voice mail message. Calls are generally returned within two business days.

Researchers at Krieger
Our staff enjoys taking part in research projects because it gives us access to results of current studies, stimulates our thinking and supports the academic mission of the University.
Occasionally, researchers from University departments such as Education, Psychology or Linguistics request permission to do research at our center. Researchers must first have their proposal approved by the UCLA Human Subjects Protection Committee. The proposal is then read by the Executive Director, other staff members and a parent. When the proposal has been accepted by this group, parents are notified of the project. Specific permission is requested in writing before your child takes part in any research.

If the research requires observation only and the results are for academic use, there is a less formal approval process. No person can have access to the children without specific permission from the program director.

Presenting Workshops
Early Care and Education staff members participate in several professional organizations, such as the National Association for the Education of Young Children (NAEYC), its local affiliate California AEYC, and the National Training Institute’s Zero to Three. We use these venues not only to continuously develop our knowledge and understanding of young children and their care, but also to share our expertise in the field. Staff members have presented on topics such as conflict resolution, men in early childhood, science based curriculum, what children learn during mealtimes, bilingualism in very young children, the importance of play, continuity of care, and the outdoor environment to name a few.

We take pride in the fact that we are professionals on the cutting edge of quality services for young children and their families and are cognizant of our influence in the field of early childhood education.

Field Work Site
Early Care and Education is consistently chosen as a field work site for students studying child development, early childhood education, psychology, and even pediatrics. We work in conjunction with UCLA, Santa Monica College, and several other institutions for higher education. Field work conducted on our sites ranges from observations to practicum to internships. Our highly qualified teachers serve as supportive supervisors and, often times, mentors.
Getting to Know Us

**Trusting Relationships**
Krieger Center teachers establish and maintain an emotionally warm and physically safe environment so that your child can develop the basic trust necessary to acquire independence. You and your child will be acknowledged in a genuine, friendly way when you enter the classroom and when you leave at the end of the day.

**Primary Care-giving**
To support the establishment and building of trusting relationships in a complex environment, we practice “primary care-giving.” Each teacher has a small group of families assigned as his or her primary responsibility. That teacher will be the one who is usually responsible for care-giving routines such as feeding and toileting. S/he will coordinate planning, record keeping and documentation for that child and be the main person parents go to for information and conferencing. Because the primary caregiver will not be present the whole time that the child is in the program and because all teachers interact with all children, it is essential that the family and the child also establish trusting relationships with other staff members who are part of the team.

**Continuity of Care**
Continuity of care is an important part of building meaningful relationships among teachers, children and parents. This idea is understood. However, implantations in group care settings have led adult, facility design and licensing regulations to expect “transitions”. The slow process of change will someday allow greater continuity for children. We have been striving to create an environment that will grow and change with the children and that will eliminate as many transitions as possible. Currently we are implementing as many strategies as possible within the established environment and the existing regulations to keep children and families together with familiar, trusted caregivers.

**Group Size and Staff Ratio**
Early Care and Education maintains group sizes and staffing ratios as required by regulation under California Title 22 and Title 5 and voluntary acceptance of National Association for the Education of Young Children (NAEYC) Accreditation standards. There are three fully qualified teachers as well as student staff assigned to each classroom group. Required ratios are maintained at both ends of the day, during staff breaks and temporary absences. There is a fully qualified substitute teacher on staff available to cover teachers’ illnesses, planned vacations, jury duty, or to assist classrooms as needed. We also maintain a roster of on-call substitutes.

Infant license (2 mo. to 2 yrs)
- group size will vary by age of children enrolled (10, 12, 16)
- staff ratio will vary by age of children enrolled (1:3; 1:4)
Preschool license (2 yrs to Kindergarten entry)

- group size will vary by age of children enrolled (18, 20, 24)
- staff ratio will vary by age of children enrolled (1:5; 1:6; 1:8)

**Separating and Reuniting**

Transitions can be a challenge for you and for your child. We want to help your family feel comfortable and secure with us. Love, reassurance and familiarity foster an atmosphere of safety that will enable your child to trust us enough to risk exploration and participation without your presence.

We are here to help. As you are getting started, teachers will help you with a visiting and gradual separation plan. They will work with you if separation becomes an issue again at a later date, as sometimes happens. Remember that family events like a parent going on a business trip, or staying home to work, illness, relatives visiting or a new baby are all things that may restart separation issues. It is very helpful for teachers to know about these things and take part in discussing them, reading a story or addressing them through play with your child.

**Parents are welcomed**

Upon arrival, we encourage parents to stay for 5 to 15 minutes to help your child become comfortable. You may want to work on a puzzle, read a story or sit at breakfast together. Likewise, at pick-up time, allow time to reunite. Your child may want to show you some of the day’s activities or enjoy a little playtime, knowing you are there. Involve your child in the process of gathering personal belongings. If you would like to chat about your child with the teacher at the end of the day, be sure to allot some time for that prior to closing time. The more your child sees you in the environment, the more secure s/he will feel.

**Transitions from One Class to Another**

Generally, children will move into the next class during the summer time when spaces are created by the “domino effect” of departing soon-to-be Kindergarteners. Typically, the oldest child in the class is the first one to move to the next group. However, a number of factors can affect decisions about the order in which children move. Parents will get a written notice regarding transitions for their child. Please refer to Continuity of Care section.

When children transition to a new classroom, teachers from both the classrooms (the “old” and “new”) arrange a schedule that helps the child gradually become familiar with their new environment. For example, a transition may include an initial visit accompanied by a familiar teacher on the first day, staying for lunch the next day, and eventually staying for nap. Parents will have an exit/itake meeting with teachers from each classroom to discuss the transition plan, current areas to focus on, and goals for the child. Parents do not have to be available for “in-house” transitions, but can check in with teachers for suggestions on how to help their child during this time.
**Discipline**
Children are given information, clear expectations and limits. Discipline takes the form of modeling appropriate behavior, clarifying expectations, redirecting, and limiting choices as necessary. Our goal is for children to understand and internalize appropriate behavior. We avoid punitive treatment because it engenders fear and anger rather than understanding. Physical punishment has never been considered a viable option by Early Care and Education and is prohibited by law. We see discipline situations as teachable moments; we teach the child how to respond with appropriate behavior.

Early Care and Education has developed an approach to addressing conflicts among young children. Our Conflict Resolution process involves validating feelings, helping children acknowledge what the problem is, and making a plan to solve the problem. Please see Appendix A for the full seven-step approach.

**Pacifiers and Bottles**
Children may use pacifiers and bottles in various ways at home. At the center, teachers make individual plans with each family regarding their use. Pacifiers are primarily used when needed to assist children in soothing themselves and for sleep-time routines. Bottles are used for meal times only (and are taken home daily to be cleaned and sanitized). Specific plans are made with each family when the time comes to wean off of them. Both items are only used in infant rooms and do not transition with the children to toddler or preschool rooms.

**Feeding**
Feeding times, like play and other routines, are a time for learning and exploring. Establishing a positive and healthy relationship with food and eating is of great significance through our entire life. Infants at our center are provided with a balance between getting the nutrition necessary and being allowed time to “get to know” their food and the eating process. Caregivers narrate babies smearing, squishing, and dripping their food while helping them actually get some in their mouths. This often times becomes a messy meal time, and thus we encourage parents to provide ample extra clothing.

As children get older, caregivers establish expectations for behavior during meals by modeling and reminding children of how they can engage in the process. Meals are served “family style” and children take part in conversation (often about the food) while they share the meal. Children, even young infants, are encouraged to eat, but never coerced into eating.

Young children that transition from drinking from bottles are helped and encouraged to drink from open cups. Concerns from dentists and speech pathologists, as well as our practice have us reflecting on the possible effects of “sippy cups”. As with many new aspects in your child’s life, s/he will take some time to adjust to drinking from a cup.

**Napping**
Your child will gradually learn how to rest and sleep comfortably in this new environment. Infants are not on a classroom schedule and nap at will. They are put down to nap on their backs as suggested in the guidelines for avoiding
Sudden Infant Death Syndrome (SIDS) and required by Community Care Licensing. Toddlers learn to lie down together at naptime after lunch. Preschool children also have a designated time to sleep or rest quietly on cots in the early afternoon.

*We believe that this rest time is important for children. State regulations require that all children have a time to rest each day.*

Teachers will help your child to relax and feel comfortable. Most children fall asleep within 15-20 minutes, some on their own and some with a teacher giving a gentle back rub or simply staying close. Children who do not fall asleep after a one hour rest are given quiet activities to do while others are sleeping.

We provide cribs, mats or cots. Parents are asked to provide 2 crib sheets. The crib sheet fits both the cribs and the cots. Please provide a small blanket for your child to use while resting. You may also provide a small, soft, and silent toy for your child to cuddle if needed while resting.

**Toileting**

*Philosophy*

We believe that learning to control elimination and to use the toilet is a natural process that begins very early and is influenced by adults’ attitudes toward the body and to bodily functions. Facial expressions, feelings, words and processes in diaper changing affect the infant’s forming sense of self. Babies uncritically adopt the attitudes of the adults who care for them. Consistent routines and schedules help babies to develop a regular pattern of bodily functions that are very helpful in the toilet learning process.

We believe that responsive caregivers are observant of children’s development and follow their lead in the pace of this learning that typically begins in the second or third year of life.

We believe that diaper changing of older infants should take place in close proximity to the toileting area. We encourage the “standing diaper change” wherein the child assists with disposing of the used diaper and with putting on the fresh one. This process allows the child to retain more autonomy and power and to begin managing his or her own clothing.

*Practice*

Learning to use the toilet has many small steps, each one of which is encouraged, celebrated and repeated over and over. Notice that many of these steps may be slow and inconvenient for the efficient or hurried adult. Children begin by:

- having their diapers changed by a caregiver whose attitude, expression and vocabulary are cheerful and positive
- talking, singing and playing about their bodily functions during a diaper change
- having a “standing diaper change” when they are stable enough to do so respects their developing sense of autonomy- and protects the caregivers back.
- learning independent hand-washing, also known as playing in the water at the sink
- pulling toilet paper down, learning how to tear off a piece, how much to take
- flushing, flushing, flushing
- sitting fully clothed on the toilet
- sitting on the toilet but not producing anything
Young children show readiness for beginning to use the toilet when they:

- have the physical ability to retain and release body fluids
- show awareness of body functions
- communicate this awareness by words or by signs such as pointing to their diaper
- begin to manage their own clothing
- show interest in bathroom fixtures and processes
- assert autonomy and independence, e.g. by resisting lying down for diaper changes
- wake up from a nap with a dry diaper
- pee in the toilet

Parents and caregivers plan and work together for success in the toilet learning process of a child. Caregivers are respectful of family practices and adopt or adapt to them as much as possible within the group. Parents are given the information necessary for them to understand differences between family and group care so they can help to develop a plan that meets the needs of their child within the group and at home.

Teachers and parents meet to plan how and when the transition from diapers to underwear will take place, not forcing but following the child’s lead.

- Adults make sure that the child is ready both practically and emotionally for this step.
- Timing is coordinated and adults plan to dedicate a few weeks when they can provide consistent support and facilitate the child’s success. Long car trips, airplane rides, very busy or inconsistent schedules are avoided.
- Adults talk to the child about using underwear and read stories like “Once Upon a Potty.”
- Parents may take the child shopping to pick out at least a dozen pair of underwear.
- Parents bring plenty of extra clothing, including extra socks and shoes, to the center to prepare for the first few days of wearing underwear.
- Mistakes receive little attention and only as much assistance as the child needs to retain some power in the process. Success is celebrated in a matter-of-fact way (i.e. “I heard the tinkle in the toilet from your pee.” “You sat on the potty and your poopies came out.”)

Policy

Sanitation procedures are posted at each diaper changing station and must be strictly adhered to by anyone changing diapers in order to minimize contamination and the spread of disease. Older infants are often changed standing in the toileting area. Sanitation practices, including careful hand washing, are especially important here.

ECE provides diapers for children until the age of four. Disposable diapers are used. *We do not use “pull-up” diapers in the child care centers because they give children a mixed message. They feel like diapers but they work like underwear.* The absorbency of the pull-up deprives the learner of important sensory information - they don’t feel wet. As an alternative to using pull-ups for the trip to and from school, we suggest parents spread an opened diaper in the car seat to protect the seat from any accidents during the commute.
If a child using underwear has an accidental bowel movement, staff are prohibited by the procedures of blood borne pathogen training from cleaning the underwear. They are instructed to double-bag and label the package and give it to parents to take home.

In order to learn how to hold and when to release body products, children both underestimate and overestimate. Mistakes are to be expected. Punishment is not used in this learning process because it results in anxiety and resentment. Children are encouraged in a matter-of-fact way to be successful and helped in a matter-of-fact way when they require assistance.

**Special Needs**
All children are welcomed into the program. It is our intention to work closely with every family and attempt to meet the needs of each child.

*Individual Educational Plan (IEP)*
In some cases, the teachers and director meet with parents to discuss concerns. We may suggest that the parent request a formal assessment through the Regional Center or the school district. After the assessment is completed, the parents, assessors, and Kriger staff meet together for the IEP or IFSP (Individualized Family Service Plan if the child is under 3 years of age) where eligibility for support is determined and goals are set. The plan could include a variety of services which provide early intervention.

Children who have individual needs not likely to be met by the regular program will be provided with special services to the extent that the program is able to arrange them. Cooperative arrangements with other programs or services may be suggested. We work collaboratively with parents, school districts, regional centers, and non-public agencies to provide the appropriate care and education for children with an IEP or an IFSP. Parents need to sign a release form to provide outside agencies with copies of our assessment forms. More information about the law (Individuals with Disabilities Education Act, 2004) can be found at: [http://parentideaguide.com](http://parentideaguide.com). If all attempts to provide appropriate services fail to meet the child’s needs, a more suitable placement may be recommended.

*Working with Continuing Behavior Challenges*
Occasionally some children continue to demonstrate challenging behavior. If the challenging behavior requires a 1 to 1 ratio with teachers, Early Care and Education reserves the right to contact you to come and pick up your child for the day. If we have exhausted all possible forms of support, we may come to acknowledge and agree that our program may not be the best match for the child or for the family.
Family Involvement

Communicating Between Home and School
Parents’ most commonly expressed need is for more information. Here are some ways you can find answers to questions.

This Handbook
Parents, teachers and administrators have collaborated in writing this handbook to provide you with information. Read it now, re-read it in a month or so and keep it handy for when questions arise.

Flyers and Notes
Flyers about upcoming events are posted on doors, windows, and bulletin boards, both in the classroom and in the main lobby. Notes are regularly placed in your parent file/cubby in your child’s class to be picked up when you pick up your child. There are also bulletin boards in each room that provide staff names, children’s names, and a variety of information, such as the activities of the day. The children’s work is displayed all around you.

Please remember to check your file/cubby and look around on a daily basis. If another person is picking up your child, remember to ask them for verbal or written information regarding your child’s day.

Email
A list of parents’ email addresses is maintained by parent volunteers, and messages are routinely sent out containing information or reminders from the center. Please provide us with your email address upon entering Krieger. Also provide us with updates as they occur.

Negotiating Differences
When there are differences between your family and the center’s practice, it is important to communicate questions and concerns to the center staff. There are several approaches parents can take to negotiate differences.

- Talk with the Lead Teacher, Assistant Lead Teachers, or your child’s primary caregiver. They may be able to provide information, support and assistance or recommend meeting with the Center Director.
- If this is a center-wide issue, contact the Center Director and/or your room parent, or the Parent Staff Association chair to add the issue to the next meeting’s agenda.
- A conference can be scheduled with the teaching staff, the Center Director and/or the Executive Director of Early Care and Education. They are always ready to listen to your concerns and assist in the problem-solving process.
- Contact the administrative office staff at the Krieger Center if the issue relates to forms/finances.
- When problems are addressed directly and in a timely manner, they prove to be readily solved.
Parent-Teacher Conferences
During the course of your stay here, you will have several opportunities to share information with your child’s teacher. Drop-off and pick-up times may not always lend themselves to conversations regarding your child’s development aside from the exchange of information that may affect your child’s day. Please note that the following are some of the conferences you will be asked to take part in.

- **Orientation/Intake**
  Upon enrollment, parents or legal guardians will have an orientation with the center director. You will also meet with your child’s teacher/primary caregiver for an Intake Conference. This will help to establish good working relationships between the center staff and parents.

- **“Check in”**
  After you and your child have been with us for awhile, you’re bound to have some questions. This is the time to “check in.”

- **Regularly Scheduled**
  Infants’ and toddlers’ parents and teachers meet once a quarter to update your child’s “Needs and Services” plan. Preschoolers’ parents meet twice a year for parent conferences.

- **Transition**
  When it is time for your child to move to a new classroom, teachers from the current and new classrooms will schedule a conference to discuss the transition plan and share information.

- **Schedule as Needed**
  Parents and teachers may schedule a conference any time it is needed.

**Note:** Interpreters are available upon request.

Information Exchange
There are also opportunities to exchange information regarding child development, parenting, center participation, etc. The following are some venues in which to do this:

- **Parent Brown Bag**
  Parents meet on the third Wednesday of the month from 12:00 to 12:50, location to be determined. We invite guest speakers to present various topics to parents over lunch. Dessert is provided. Discussions are pertinent to child development, early education and center business. This series runs from October-May.

- **Parent Staff Association (PSA)**
  The Parent/Staff Association (PSA) is a center-sponsored organization for the purpose of building community between parents and staff, addressing questions and concerns, planning fundraisers and other center events (See Appendix B). The leadership positions are available on a volunteer basis. The association meets the first Wednesday of the month, September through June. All parents are encouraged to attend and participate in
the PSA meetings. PSA minutes are sent by email to all parents. Agenda items may be submitted to the PSA president up to one day prior to the meeting.

Internet Connection
To exchange parental information, not having to do with the center, the PSA has established an on-line group. Join our Krieger group at http://groups.yahoo.com. Ask one of the administration staff or PSA chairs for the current keyword. This is a great place to share tips on places to go with children, pass on child items, like toys, cribs, car seats, share babysitter information, etc. Joining the group is completely voluntary.

Parent Participation
Your participation is a critical part of making the program a success for your child, and it helps you to feel more at home at the Krieger center. **Parent participation requirements are as follows:** each two-parent family—32 hours annually; each single-parent family—16 hours annually. Continuing enrollment will be jeopardized if participation requirements are not met. Each parent has a different schedule and a different set of talents; there are just as many ways to participate. Please refer to the above mentioned Appendix B for a list of ideas.

**Note:** You must record your participation hours with the participation point coordinator (either online or the paper system in the lobby).

Annual Program Satisfaction Questionnaire
Each spring parents are requested to fill out a questionnaire that meets University requirements in addition to the requirements of the California Department of Education Desired Results program and of NAEYC Accreditation. We value your feedback and need it to help us stay aware of family needs and requirements.
Curriculum at UCLA ECE

Developmentally Appropriate Practice
Curriculum at UCLA Early Care and Education is based on an understanding of child development and implemented in ways that are consistent with our Philosophy Statement. A full description of the Developmental Approach can be found in "Developmentally Appropriate Practice in Early Childhood Programs," published by the National Association for the Education of Young Children. Plans and activities at UCLA ECE are designed to meet each child's individual and developmental needs. Children with special needs receive support from teaching staff and from professional consultants as necessary.

Play time is the child’s opportunity to integrate skills needed in academic learning with the social and emotional skills necessary for healthy development and successful human interaction. The daily schedule is designed to provide balanced periods of play activity and rest; individual choice and teacher directed activity; individual, small group and large group times. The schedule is flexible enough to meet children's individual needs, yet structured enough to give shape and predictability to the day. Expectations for children are grounded in knowledge of what is appropriate for young children and are based on careful observation of individual children.

We Choose Science

Infants and Toddlers
The youngest children are perhaps pure scientists, taking information from their senses and gradually constructing an understanding of their world. They are uniquely prepared to respond to human interaction and are born with everything necessary for learning how to be capable, lovable human beings. Our interactions with them, together with their inherited characteristics, form the foundation of their personality and their ability to function in all the domains of human life. Teachers of infants do their best work when they are alert, observant and responsive to the child’s communications. Being available but not intrusive, permitting the very young child to receive and respond to internal and external stimulation teaches babies that the world is a safe place and people in it have faith in their developing competence.

The youngest children learn through their senses, so plans for infants and toddlers are intended to support their explorations and their construction of knowledge. A primary task for infants and toddlers is language acquisition. We provide plenty of opportunities for
children to hear and use language, knowing that they understand many words and concepts before they begin to speak. Opportunities for motor development support the development of a healthy neurological system. A variety of choices are offered, some familiar and simple, others challenging and new. Developing autonomy is respected and encouraged by such activities as children pouring drinks, serving food at the table, choosing an activity such as looking at books, playing on the loft, exploring the sand and water, and participating in sensory experiences like painting, play dough, music and movement.

Preschool
In planning a preschool curriculum, it is important to remember the child as well as the subject matter. Children are natural scientists: they explore, examine, and investigate - they are motivated to learn through thinking, talking and working. They construct knowledge internally from their personal experience and from information that is available to them. They use their play time to assimilate new ideas and to incorporate them in their personal understanding. Our role is to support their “big ideas”. The fun really starts when people have wonderful ideas and experience the pleasure of finding things out.

Pathways to Science Curriculum
UCLA Early Care and Education began developing a comprehensive, science-based curriculum called “Preschool Pathways to Science,” or “PrePS” in 1992, in collaboration with the Gelman Cognitive Development Lab and funded by a grant from NASA. Over time, the application of learning theory to early childhood practice has lead to the evolution of “Pathways to Science,” a curriculum that extends both before and beyond preschool to encompass infant, toddler and kindergarten curriculum. A key idea is that there is always a sense of direction, purpose and connection. A Guidebook describing this curriculum was published in August 2009 by Brookes Publishing Co. UCLA proceeds from the sale of this book go to support child care tuition for low income student families. The Rutgers proceeds support research in cognitive development and early childhood education.

In our approach, children acquire science skills and knowledge not just by “doing”, but also by thinking and talking about what they are doing. Activities are linked and build on each other to become experiences, leading to deeper understanding and formation of concepts. These skills include observing, comparing, asking questions predicting, testing, measuring, recording and communicating. We call these skills “tools.” Teachers do not directly “teach” science facts in this program, nor do they work their way through a fixed set of activity recipes. Instead they plan, nurture, and guide children into science learning pathways.

An emphasis on connecting and relating is a hallmark of Pathways learning environments. Children are constantly encouraged to draw connections between experiences and ideas, to apply questions and solutions learned from one experience to a new situation, and to understand transformations and sequences that unfold slowly. We have found that children’s
best and deepest learning often occurs when they are given opportunities to develop connections and insights. This is true for all learners, from earliest infancy to adulthood.

Starting with an interesting central concept, teachers plan a variety of experiences, connected by overlapping areas of knowledge and driven by the learning goals established by the teaching team. This **conceptual approach** to science is what makes Pathways unique and differentiates it from other programs that describe themselves as “science based”. While others that are “science based” follow a thematic approach to curriculum with specific units of study like dinosaurs, space, or rainforest, the Pathways curriculum is organized around the development of science concepts.

**What’s the Big Idea?**
The basis for our science curriculum is its unifying concepts or big ideas:
- looking for patterns in our world;
- seeing relationships;
- noticing change;
- identifying cause and effect and
- seeing how form is related to function.

A quality early childhood education program supports children’s natural curiosity and the joy of learning. Experiencing the uses and pleasures of learning, children develop skills and attitudes that form a solid foundation for a lifetime of success:
- learning to learn
- respect for life
- willingness to take risks
- perseverance and persistence
- respect for evidence
- willingness to work with others
- critical thinking

In order to support the “big ideas”, teachers must first remember to give children many opportunities every day to have wonderful ideas of their own. We “scaffold” learning by asking open-ended questions and helping children see connections between different events or ideas. When we accept children’s ideas and give them enough time to work them through, we create the environment that inspires and invites children to investigate. In this way children can feel confident about their own thinking, and with time become creative, critical thinkers.

*Science is constructed of facts, as a house is of stones; but a collection of facts is no more science than a heap of stones is a house.*

» Henri Poincare
Special Events

Birthday Celebration
We celebrate your child as a unique and wonderful person on his or her special day. The goal is to focus on the uniqueness of the child and the sense of celebration. Each classroom has its own age appropriate way of celebrating children’s birthdays. Each group has a special Birthday letter explaining how we will celebrate your child’s birthday at the center such as by making birthday banners, posters, crowns, cards, and having a special snack. Please join with the teachers in planning a celebration of your child’s special day.

We ask you to help us avoid the connection of celebrating with sugar. Please no cake, ice cream, cookies or other “empty calorie” foods. Natural, 100% fruit bars or fresh fruit are a healthy option. Our policy is not intended to imply any criticism of home celebrations. However, if every birthday and other special event at the center were celebrated with sugary treats, many empty calories would be offered to all the children far too often.

Several things to note in connection with birthday celebrations at the center:
- Please see the “suggested special snack” list in the birthday letter.
- NAEYC accreditation guidelines require that food preparation occur on premises or food items to be commercially packaged.
- We do not hand out party favors nor decorate with commercial items at the center.
- Because balloons are a potential choking hazard and, as such present a danger to the children’s safety and well-being, they are not allowed at the center.

Invitations to out-of-center events, including birthday parties, must be sent by email or mail to the family’s home address. If you are inviting the whole class, invitations can be delivered at the center and placed in each child’s parent file.

Holidays and Uniqueness of Families
We do acknowledge and address whatever comments and interest children may have regarding the special holidays celebrated by their family. Out of respect, however, the teachers do not initiate teaching about holidays in our curriculum since most have religious origins and have special meaning to those who celebrate them. You will not see hearts and valentine cards in February, black and orange decorations in October, or red and green or blue and white ornaments in December.

Some decorations around our community can be exciting, confusing, and over stimulating for young children. Our goal is to provide an oasis from the holiday overload. We provide a consistent, safe and familiar environment for your child everyday. During the fall “holiday season” you may see:
- Groups exploring the changes of fall
- Children observing shadows getting longer
- Classes discussing the time change and how the days appear shorter
- Groups using flashlights when they are
Still at school after dark at 4:30

- Children investigating lights in a variety of ways
- Classes discussing animal life and new words, such as “nocturnal” and “hibernation”
- Groups exploring tastes of the fall harvest with cooking experiences
- Teachers acknowledging children’s excitement for particular holidays
- Parents sharing their family customs and traditions during group time

We look forward to learning more about you and your family!

We also invite parents to share their wide range of talents, hobbies, interest, and languages with us. Parents have many talents and hobbies that are unknown to us. In the past, we have had parents share their stamp collections, tell children about competitive horseback riding, play the violin, bring their guitar and sing with the children, and read children’s storybooks in various languages.

Talk to your classroom teacher to make arrangement on how to volunteer to share your talents, hobbies, interests, languages or family traditions throughout the year. If more than one family wants to tell about the same holiday we may ask you to work together to make one presentation. Food is often a big part of a celebration, as you prepare please keep in mind our “no empty calorie” approach and any possible allergies in the classroom. All presentations need to be scheduled, reviewed and approved by the lead teacher.

Field Trips

Every time children leave the enclosed child care area- even for walks- with ECE staff, they are on a field trip. Field trips requiring transportation are typically planned for our preschool groups.

- Car seats or other approved safety restraints are required for all children participating in center-sponsored field trips where parents provide transportation. (All children under 6 years of age and under 60 pounds must be in a safety restraint--car seat or booster seat depending on the size of the child.)
- Preschool groups plan field trips during the course of the year on and off campus. In order for your child to participate, permission slips and UCLA waivers must be signed. We use various forms of transportation including walking, parent provided transportation, campus shuttle and rented school busses. Parent volunteers are needed. Ample notice will be given in order for you to arrange your schedule.
- Prior to the field trip date, drivers must
  - make child care arrangements for any siblings
  - provide staff with photocopies of:
    - valid CA driver’s license
- proof of current auto insurance
  This information will be kept on file in a secure place.
- ECE staff members do not drive for field trips.
- Field Trip Permission Forms and Liability Waivers with correct and complete information and parent signature(s) must be on file prior to the field trip date.
- Walks to the “grassy hill” above Krieger North do not require permission slips but must have prior approval of the center director or delegated supervisor.

**Special Visitors**
From time to time, we arrange for special visitors from places like the aquarium, the zoo, the Natural History Museum and various departments on campus to share and present a variety of interesting treasures with all the children. We also encourage parents to invite friends and relatives to come and share special talents with the children.

**Krieger Family Socials**
Gatherings are planned during the year. Details will be sent by email and by posting signs.
- The Fall/Spring Picnics are held at the Krieger center and may include entertainment.
- Each class also plans two family gatherings a year. Typically, we meet for breakfast or snack.
Nutrition

Food Program
Our nutrition program is an important part of our curriculum. We have a skilled cook on site who prepares tasty, well-balanced meals for the children. Breakfast, lunch and afternoon snacks are prepared on site using ingredients such as whole grains and fresh fruits and vegetables, following the guidelines of the federal nutrition program (Childcare and Adult Food Program). We refrain from serving children empty calories, such as sugar-laden treats and fried foods.

The program receives an important amount of funding based on all children’s attendance at these meals. All food from the food program must be consumed on site and no outside food is permitted during mealtimes. All children must have a food program application on file. Menus are posted in each room. You may pick up a copy of the weekly menu in the front lobby.

We respectfully encourage families to arrive before 9:00 am for breakfast. It is the meal for which we receive the highest reimbursement. If you choose to have your child eat breakfast at the center, please plan on arriving at least 10-15 minutes prior to 9:00. In compliance with the California Child and Adult Food Program requirements, last helpings will be served promptly at 9:00 and breakfast foods will be put away. Keep in mind that some children may need time to arrive in the classroom and take a look around at what is set-up for the day before choosing to sit down for breakfast.

Infants and Meals
Early Care and Education provides the food that infants need and the appropriate formula. You will make a plan with the teachers to meet your baby’s individual needs. Young infants are held for all feedings. Nursing mothers may come into the infant room to nurse babies. We can call you when your infant is ready to nurse. Breast milk may be provided for bottle-feeding during the day. We are happy to discuss with you the procedures we use to handle breast milk (please refer to Appendix C). After babies reach 12 months of age and are eating table foods, they will be served the Krieger breakfast, lunch, and snack menus posted in the classroom. As children transition off of breast milk and formulas, they will be given whole milk. Children 2 years old and older drink reduced fat milk. Parents and teachers plan for changes in quarterly “Needs and Services” meetings and as needed.

Honey
Children under the age of 12 months should not be given honey. Honey may contain a microorganism which the infant cannot metabolize. This organism may cause infant botulism, a serious condition. Therefore, honey, or honey items are not served to infants 12 months or younger.
Food Allergies
Child Nutrition Services guidelines require a statement signed by a physician or a registered nurse to confirm a suspected allergy. If your child is allergic to any foods, his/her physician or registered nurse must verify specific allergies on the appropriate form and state what possible substitutions can be provided.

Due to possible severe allergies and choking hazards, peanut butter and eggs have been removed from our menu. We are a nut-free, egg-free site.

Water
We will encourage children to drink plenty of plain water when they are thirsty. Research shows that children dependent on juice or milk for their entire fluid intake suffer higher rates of cavities than those who routinely drink water as well. Establishing a habit of drinking adequate amounts of plain water contributes significantly to good health. Milk is served with breakfast and lunch.

Pork Products
No products containing pork are served at the center.

Special Diets
The center will work with families to accommodate special requests to the extent that is practical and feasible in group care. Every reasonable effort will be made to support each child’s development, both physically and emotionally.

The United States Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, or political beliefs. Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA’s TARGET Center at (202) 720-2600 (voice and TDD).

To file a complaint of discrimination, write USDA, DIRECTOR, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington DC 20250-9410 or call (202) 720-5964 (voice for TDD). USDA is an equal opportunity provider and employer.”
What to Wear and What to Bring

Remember: “The dirtier your child is at the end of the day, the more your child learned that day.”

Dressing for Play
All articles of clothing should be **clearly labeled** with your child’s name. Comfortable play clothes are the best choice. Consider ease of diapering for younger children, and clothing that fosters independent toileting in older children. Children should wear pants/shorts with elastic waists. As your child will be actively exploring and experimenting all day long, you can expect that clothing will get stained with paint, glue, and dirt. Save special outfits for activities outside of school.

Studies show that girls’ behavior is significantly affected by the clothing they wear. Although some girls feel very strongly about wearing skirts and dresses, physical activity can be hampered and accidents can be caused by skirts which interfere with climbing, jumping and crawling. While respecting children’s choices, staff may need to limit the use of climbing equipment if a child’s clothing poses a risk. An available change of clothes might provide an acceptable alternative in this case.

Extra Clothes
Please provide extra clothes, including a pair of shoes, so that we can change outfits as needed to keep children comfortable and dry during the day’s activities and when weather patterns vary unexpectedly. **Remember to write your child’s name on all articles of clothing.**

Shoes
Sturdy shoes with rubber soles provide the best support for children’s developing motor skills. Party shoes, flip-flops, crocs, sandals, and boots with heels are slipping and tripping hazards. Please think about young learners balancing, jumping, climbing, running, pedaling and chasing - and choose their footwear accordingly. **Close-toed shoes are required.**

Cudlies, Lovies, Toys and Items From Home
Children often find comfort in a “security” or transitional object. Please work with the staff to choose something meaningful to your child. A stuffed animal or soft doll is a good choice for a lovey. Choose something that will not make sounds or become a tripping or safety hazard--something that your child can manage (not so small it constantly gets lost, not so big it interferes with his or her activity, not so hard it would hurt someone if it were thrown). Because young children can be a target market, please refrain from sending commercial characters, such as Elmo, Bob the Builder, Disney characters, and others.
Young children are only beginning to learn to share. **Keeping toys at home**, with the exception of a lovey, will help minimize unnecessary frustrations. **Jewelry and other small objects like money are a safety hazard and should be left at home.** If they are brought to school, children will be asked to leave them in a safe place for parents to retrieve at the end of the day.

**Sheets and Blankets for Naptime**
Children sleep on cribs, mats, or cots, depending on their age. Each family will be asked for a one-time only donation of two *crib-size* sheets that fit on any of these. Staff or parents (for parent participation credit) will launder the sheets. Please send a *crib-size* blanket for your child’s crib or cot that can easily be put away by the children. **Take home blankets (and loveys) every Friday to be laundered.**

**Diaper Cream and Sunscreen**
Diaper Cream and/or Sunscreen must be provided by parents. The center must have an annual doctor’s permission form to use these products on your child. Please make sure you label the items well (often times with masking tape wrapped around the tube or bottle and the name written on the tape). **Make sure you apply sunscreen on your child before/upon arrival; teachers will reapply in the afternoon.**
Quality Control

Licensing Regulations and Permits
All of UCLA Early Care and Education centers are licensed by the State of California Department of Children’s Services, and administered under Title 22. The Krieger and University Village Centers get additional funding to subsidize low and no income students. The funding and contract regulations are managed by The California Department of Education under Title 5. The full set of regulations is available on-line for parents to read. Title 22 can be found at http://cclld.ca.gov/PG555.htm. Title 5 regulations can be found at http://www.cde.ca.gov/ls/fa/sf/title5regs.asp.

Early Education teachers have Child Development Permits issued by The California Department of Education Teacher Credentialing Department and must be renewed periodically through a professional development process to remain valid.

Accreditation
All UCLA Early Care and Education centers are accredited by the National Association for the Education of Young Children (NAEYC). This is a voluntary, rigorous, in depth process that is highly regarded throughout the country. Recognition is maintained through a similarly lengthy re-accreditation process. For more information on NAEYC accreditation, please visit their website at http://www.naeyc.org/accreditation.

Parents’ Rights
AB 466 establishes a custodial parent’s right to enter and inspect childcare centers where their children are receiving care without advance notice during normal business hours. Access to the facility can be denied when, in the opinion of center personnel, the parent or guardian is behaving in a way which poses a risk to children in the facility, if the adult is a non-custodial parent and the facility has been requested in writing by the custodial parent to deny access to the non-custodial parent or if there is a restraining order on file with campus police prohibiting a parent’s access to the center.

Children’s Rights
The following is a paraphrase of the official state legal code for Children’s Rights. Each person receiving services from a child care facility shall have rights
- to be accorded dignity in his/her personal relationship with staff and other persons.
- to be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his or her needs.
- to be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to, interference with the daily living functions,
including eating, sleeping or toileting, or withholding of shelter, clothing, medication or aids to physical functioning.

- to be informed, and to have the authorized representative informed by the licensee, of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the licensing agency’s complaint receiving unit, and of information regarding confidentiality.
- not to be locked in any room, building, or facility premises by day or night.
- Decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parents or guardians of the child.

**Child Abuse**

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

Caregivers in the state of California are “mandated reporters” of suspected child abuse and neglect. As with all teachers and medical professionals, Krieger teachers are required to report suspected cases of physical or sexual child abuse or neglect to the California Department of Social Services Office of Child Abuse for investigation. This is not a choice or a matter of judgment. The penalties for non-compliance are severe.

**Car Seats**

**California law requires that all children must be in car seats/safety restraints in the backseat until they are 6 years old and weigh 60 pounds.** UCLA Early Care and Education requires all children participating in field trips using automobiles to be in car seats. Car seat/safety restraints are not needed on bus trips.

**Daily Sign In/Out**

The sign-in/out sheet is a legal document required by regulation to verify attendance. Attendance records must be signed with the full signature and printed name of a parent or delegated person over 18 years of age on each entry and each departure from the childcare center. It cannot be signed by minors. In an emergency, the sign-in sheet provides the record used in search and rescue efforts. This is a State requirement for the protection of your child. *If you forget to sign in, the center may ask you to return to sign.* Should you forget to sign out, you will be reminded the next day to sign at the front lobby before dropping your child off in his/her class. Any misrepresentation of time and/or attendance on the attendance sheet constitutes fraud and exposes both individuals and the program to legal penalties (Title 5, Title 22, Div. 12, Chapter 1, Article 6, Section 101229.1).

**Audits**

Throughout the year, Early Care and Education is subject to spontaneous audits from the California Department of Children’s Services, the California Department of Education, the National Association for the Education of Young Children, or the Child Care and Adult Food Program (described under “Nutrition” in this handbook) and UCLA Internal Audit Services. It is our practice to provide the best quality of service in every aspect of our program at all times.
Operating Policies and Procedures

Hours
The Krieger Center is open from 7:30 AM to 5:30 PM. **All children must be off Krieger grounds before 7:30 AM and/or after 5:30 PM.**

Parking
A Krieger parking pass for Lot 10 is issued to each parent, allowing parking only for drop off, pick up and any other Krieger childcare business (parent conferences, for example). You may be ticketed if you use the Krieger pass for any other purposes or in another lot. UCLA Parking services will allow parents to park in lot 11 using any UCLA permit and their ECE parking pass for drop-off and pick-up times only (7:30-9:30, 4:00-5:30).

Talking with teachers about your child’s day or touching base with other parents is a significant part of building our Krieger community. However, Krieger lot 10 parking spaces are very limited. If you are parked in this lot, please be conscious of how much time you spend at Krieger during the peak drop off and pick up times. Be considerate of every family’s need to drop off/pick up in a timely manner.

The yellow loading zones are unavailable for parking during the morning drop-off times due to delivery trucks and maintenance crews that are scheduled at that time. However, they are available at pick-up time. Remember **at no time can you park in the red zones.**

Parking Instructions for Krieger Group Meetings and Events
Parents can park for extended periods in Lot 11 for group parent meetings or any other group event. UCLA parking services will allow parents to use any UCLA issued permit and their ECE-issued pass during these events where the center has made an arrangement with parking services. Parents without a UCLA permit will need to purchase a day pass at lot 11. Parents may not park in spaces designated for ECE staff at any time.

Parking Lot Behavior
Please be mindful that our young children are learning about how to behave in parking lots and that they are oblivious to parking lot dangers. We strongly encourage parents to refrain from socializing in between cars or on the middle rock turn-around. Use the opportunity to help children understand about parking lot safety: holding the hand of an adult, watching for moving cars, etc.

Visiting the Center
Prior to enrollment, families are encouraged to schedule visits to the center. Once you are enrolled in the program, you are welcome to visit the center anytime during regular operating hours. If possible, please give your child’s teacher notice of any special visits.
Security Code
The entrance to the center is locked at all times. The door can be opened by entering a code on the keypad to the left of the doors. Parents are verbally given the code upon enrollment. Please only give the code to those you have authorized to pick up your child. The code will be changed from time to time and you will receive notification by email. **Do not allow any person who is a stranger to you to enter the center, even if it seems rude to deny them entrance. Visitors must use the red button to request entrance from center personnel.**

Cell Phones
Early Care and Education acknowledges that parents are busy individuals who balance many responsibilities. However, upon entering the center, refrain from using your cell phone or other mobile device. Your children will be or will have been away from you for the better part of the day. Please make yourself completely available to your child to better facilitate drop-off and pick-up times.

On-Time Arrival
**We strongly request that you arrive before 9:00 AM.** Dependable routines are an important part of your child’s adjustment to the program. Children rely on daily experiences to tell them what to expect as they don’t have recourse to clocks or written daily schedules. They may be confused if the day seems to start with breakfast one day, outside play another day, and naptime on a third day. Children arriving early are able to connect with their friends at the beginning of the day. Parents and teachers also have more opportunities to converse; we ask that you *not* interrupt a teacher who is in charge of a group time activity. Once a routine is securely established, it can be varied occasionally without causing too much distress.

Note: **The center receives funding based on the attendance of all children. In order to receive reimbursement from the state food program for breakfast, children must be signed in and served breakfast before 9:00 am.**

Reuniting at the End of the Day
Each child's reunion with parents at the end of the day is a special part of their daily routine. Because it is a busy time when several parents are picking up at the same time, we encourage parents to arrive between 5:00 and 5:15pm. This will allow you time for an opportunity to reconnect and a chance to hear stories about your child's day. We understand that this is not always possible. However, parents arriving at or very close to 5:30 may not be able to engage teachers in conversation at that time.

Late pick-up is very difficult for children who see all of their friends leaving and are expecting to be picked up too. Fear of abandonment may arise and can complicate separation issues. We recognize that, very occasionally, there are circumstances that prevent the timely arrival of parents. If you realize that you will
be unavoidably late and can call us, we can reassure your child that you are on your way.

During peak pick-up times, please be considerate of two things. One is our parking situation. While we do not wish to hurry you out of the center or limit your conversation with teachers, there may be several other parents who need a parking space so that they, too, can pick up their child and talk with their teacher. The second is staying for play with your child either in the classroom or in the yard. This often sends mixed messages to your child about whose play rules to follow. The Krieger community greatly appreciates your cooperation in these matters.

**Delegating Pick-Up**
Parents may authorize other adults to pick up their child by filling in the appropriate section of the emergency card. Staff will refuse to release a child to any person, including relatives other than custodial parents, not listed on the card. If someone not listed on the emergency card needs to pick up your child for unforeseen reasons, you must fax an authorization to (310) 825-4449 (campus extension 54449) accompanied by your photo identification. Photo identification of the person picking up will be required for your child’s protection.

**Late Pick-Up**
All children must be picked up by 5:30 p.m. each day. Children who are left after 5:30 will need to be picked up in the center lobby. Please remember that all children and parents are expected to leave the building and the play yards by the 5:30 closing time. At this point teachers have completed their day and, by University personnel policy, must be finished with their work responsibilities.

A teacher is required to fill out a late form if a family picks-up their child late. **A charge of $1 per minute after 5:30 PM will be assessed and payable by cash or check directly to the teacher.** Payment can be made at the moment. If brought the day after, it should be in a clearly marked envelop with your child’s name, classroom, and late date on it and dropped in our suggestion box in the front lobby. You will receive a friendly email reminder should several days pass without payment. The program reserves the right to waive late charges if, in the opinion of the director, there are extenuating circumstances. Please understand that the late fee is in place as a way to compensate our teachers for their extra time and the need to adjust their after-work personal commitments.

After three late pick-ups, or after one exceptionally late pick-up, a family will be asked to meet with the director. An intractable lateness problem may result in suspension or termination of service.

Please keep your emergency contact information current. **In the rare case when a child is left for more than half an hour after closing time and we are unable to contact anyone authorized to pick the child up, a center administrator will call campus police and ask for further instructions.**

**Absences/ Vacations**
Parents are asked to notify the center each morning of a child’s absence. If your child is ill, it helps us to control the spread of infection when we know the symptoms of the illness.
Please notify the center of any vacations less than 45 days in length. Fill out the vacation form available in the lobby and turn it in to our front desk receptionist.

Note: If a child is absent for more than three days without notice, we reserve the right to assume your child is not returning and may enroll a new child in the space.

Emergency Cards
The emergency card helps us to find you when there is a problem such as illness or accident, or when a child has not been picked up at the end of the day. It must have a current telephone number where you can be reached in the event of an emergency. The emergency card also gives permission to a delegated adult to pick up your child. These cards are taken with the children on all evacuation drills and will be needed, in case of emergency, for release of the child to anyone other than a custodial parent. It is crucial that these cards contain current information. Please remember to fill out a new card should phone numbers or home addresses change, or if one of your emergency “back-up” people is no longer available.

We also ask that you consider having another Krieger Center family on your emergency pick-up card. Not only will the family be familiar with center procedures, but your child may also rest assured that he or she will have a “friend” in the car on those days when you are not available.

Safety
Your children’s safety is your responsibility before they are signed into their classroom in the morning and immediately after they are signed out at the end of the day. Any siblings visiting the center are also your responsibility at all times. For obvious safety reasons, we cannot allow children to:

- open gates and doors
- play in parking areas and streets
- climb on trees, fences, gates or other structures outside of the center play grounds
- climb on or sit in any University vehicles that may be in parking areas, streets, or property adjacent to the center

Your close supervision and attention to the above rules are necessary to ensure the safety and well-being of all the children.

Parent Conduct
The childcare center is intended to be a physically and emotionally safe environment. All people—children, staff and parents—can expect to be treated with respect and consideration. All adults are expected to be a model of this behavior for children. When problems arise, appropriate, verbal, problem solving is expected. Any adult exhibiting inappropriate loud, angry, or verbally or physically abusive behavior with children, staff or parents will be asked to stop immediately and resume interaction calmly at a later time.

Center Closures
Early Care and Education will be closed for all University administrative holidays including the days between Christmas and New Year’s. In addition, we will close up to 4 days each year for professional development. At least three months’ notice will be given before a staff development day via our ECE Calendar distributed to parents each September. ECE tuition
is an annual fee divided into monthly payments for your convenience. There are no reductions made for closures or absences with the exception of an approved leave of absence.

**Baby-Sitting Policy**
Early Care and Education staff members are not permitted to baby-sit for children enrolled in the center, or transport children in their cars. Having staff baby-sit can seem like a good arrangement, but experience has shown us that it can become confusing for children and give rise to conflicts of interest that are painful for all.

**Gift Policy**
UCLA policy prohibits staff from accepting gifts of monetary value greater than $75. In addition to, or instead of, small individual tokens, parents may wish to honor staff by contributing to a classroom gift or project. There are often pieces of equipment or special supplies on a teacher’s “wish list” that would be appreciated as a holiday gift. Some parents may wish to contribute to special projects such as a staff appreciation lunch or a professional development fund (Source: UC Business & Finance Bulletin G-41)

Since Early Care and Education is a non-profit organization, gifts to the department can be tax deductible. Parents should check with their center director for forms regarding gifts in kind. Checks written to the UCLA Foundation/ECE are tax deductible gifts. Checks written to individuals are not eligible for tax deductible receipts.

**Parent Participation in Staff Interviews**
Parents have the opportunity to serve on panels interviewing potential career teachers and directors. Typically, a panel is composed of one or two parent volunteers, and two or more center staff. The committee meets prior to the interview to discuss the qualities, skills, and abilities that are desired. The committee uses a set of 10-12 interview questions to be asked of all interviewees. Typically, three candidates are selected from a pool of submitted resumes. After the interviews are completed, the panel makes a recommendation to the executive director who then decides and conducts the employment negotiations.

**Administrative and Staffing Decisions**
Daily and long-term administrative and staffing decisions are made by the directors in consultation with University Personnel and Human Resources departments. Staff may be assigned as needed to meet over-all program requirements.

**Fundraising**
“Child Care isn’t expensive... it’s priceless!” Parent fees cover only a portion of the cost of providing childcare in a program which keeps mandated staff ratios and provides basic benefits as well as hourly wages to staff. Although university support is invaluable, parent support of fund-raising efforts is vital to keep the quality of our program in operation. The enthusiastic support of everyone is needed and welcomed for the various fundraisers that will take place during the year. You may be able to earn parent participation points for your support. For more information on fundraising at the Krieger Center, please refer to Appendix B.
Assessment
We use several assessment tools to monitor your child’s progress. The tools we use are: Desired Results Developmental Profiles (state required tool), Preschool Evaluation checklist, and Ages and Stages Parent Questionnaire. Progress is monitored by observation, photographs, anecdotal narratives, and samples of children’s artwork and writing. Everything is filed in a portfolio that is shared with you during parent-teacher conferences.

Los Angeles Universal Preschool (LAUP)
One preschool prekindergarten classroom receives funding from Los Angeles Universal Preschool. We were selected to be a part of this program through a lottery process. This funding helps support the cost of the classroom, partially covering salaries, materials, facility improvements, and curriculum materials, but other enrolled families benefit from the release of ECE funds to support the general program. Each year we have to recertify to renew the contract for another year. For more information, refer to their website at www.laup.net.
Health Policies and Procedures

The following policies and procedures are intended to help prevent the spread of infection and to promote general public health.

TB Tests/Screenings
Staff must have TB tests every three years. As a parent, you are required to have TB clearance at the time of your child’s enrollment. Children are required to have a TB screening. The physician will determine if risk factors are present requiring a TB test. Parents and children may go to their own doctors for TB tests and screenings or to assist you in obtaining TB tests, the ECE TB Test Information Sheet (see Appendix D) lists testing locations.

Medical Exams/Immunizations
All children are required to have an annual health screening and an up-to-date immunization record on file at the childcare center. Staff is required to have medical exams every three years.

All children enrolled at UCLA Early Care and Education are required to be current on all immunizations as outlined in the 2009 State of California Department of Public Health “California Immunization Requirement for Child Care” schedule. For everyone’s protection, but especially for the protection of women who may be pregnant and for their unborn children, there are no exceptions. Please keep the office updated on immunizations of your child.

Germs
Children entering childcare are sure to experience an increase in mild illnesses. The frequency and severity of these illnesses will vary from child to child. Parents can expect a child to have six to twelve colds per year. Everyone – parents, staff and children – are expected to wash their hands immediately upon arrival at the center.

Good sanitary practices are important in controlling illness but, because many viral infections are airborne, even the most careful hand washing will not always prevent germs from spreading. We follow good health and hygiene practices to minimize the spread of illness from one child to another and to caregivers. Staff members take “universal precautions” in working with the children, using gloves when needed. Our infant classrooms even require that anyone that comes into the classroom take of their shoes, including the infant and young toddler, since they spend much of their time on the floor. Excluding mildly ill children from childcare may seem to be a solution, but in fact, the contagious phase of many illnesses is asymptomatic. Once the symptoms appear, exposure of other children to the illness has already taken place. Refer to stay home symptoms below.
Daily Health Check
Teachers do an informal Health Check of each child upon arrival, as required by Title 22. If it is determined that a child appears to be unwell (feverish, has a rash, has discharge from the eyes, is “not acting like him/herself,” - very lethargic, unusually irritable to the point of being unable to participate in normal center activities) the parent will be asked to care for the child at home. We are aware that this decision can be very upsetting for parents who are facing a busy day. Nonetheless, please consider how much better your child would feel to be at home when sick.

Parents are also encouraged to help their children brush their teeth twice a day at home. If they are unable to complete this task at home, they can bring their toothbrush to school and help their child brush at school before saying good-bye. Sometime during their preschool experience children will go on a field trip to the School of Dentistry to learn more about the importance of brushing their teeth.

Sick Policy
The teaching staff will evaluate the behavior of an ill child. Per recommendations from the Department of Public Health, when a child has a fever of 100ºF or higher, vomits, has diarrhea, an eye infection, difficulty breathing, a persistent hacking cough, an unidentified rash, and/or has a contagious condition such as head lice, they will be sent home. Parents will also be contacted and asked to care for their child at home if that child is very lethargic or very irritable and seems to need more one-on-one attention than staff can provide. The center director, or designated supervising teacher, must be consulted and they will make the final decision if a child needs to be sent home.

Notification of a Known Illness
Please inform us if your child is diagnosed with a communicable illness such as conjunctivitis or a condition such as head lice. Administration will notify all parents immediately. Notification is usually in the form of a posted notice, e-mail and/or a flyer placed in the parent folders and anonymity is maintained.

Stay-at-Home Symptoms
If your child has any of the symptoms listed below before coming to school then he/she is to be kept at home. If these symptoms occur during school, parents will be called to take their child home.

- A fever of higher than 100ºF: Must stay home one full school day after the fever returns to normal (symptom free for 24 hours without the use of medication such as Tylenol, Motrin, etc.) to allow the child’s immune system to strengthen its resistance to infection.
- Diarrhea (one bout): Loose, bad-smelling stools, very liquid. Return when bowel movements are normal and not less than one full school day
- Vomiting (one bout): Return when child can retain a light meal, not less than one full school day after onset.
- Eye infection (discharge from the eyes): Return 24 hours after treatment with an antibiotic has begun, or with physician’s note stating that the child is safe to return.
- Persistent hacking or congested cough with sore (very red or blistered) throat: Return when symptoms subside.
- Sore throat with fever: Return 24 hours after fever is normal or with doctor’s written permission
- Nasal discharge: in combination with any of the above symptoms, if it is unusual for that particular child, return when symptoms have cleared
- Unidentified skin rash: Return with doctor’s written permission
- Difficulty in breathing: Return when breathing is normal
- Head lice: Return after treatment and removal of all nits, staff will check for nits
- If your child appears to be ill, without exhibiting the symptoms listed above and requires one on one attention, you will be called.

*One full school day: If you pick up your child early due to illness on Monday, the earliest your child can return is on Wednesday.

**The final decision on attendance must be made by the program director or the designated supervising teacher in the director’s absence.

Incident “Ouch” Reports
Teachers use an “ouch report” to record and communicate a child’s injury or illness; likewise to record and communicate an incident with another child that lead to an injury. This report indicates time of day, what the injured child was doing prior to getting hurt, or what the child’s illness symptoms are, and how the teacher responded. Teachers do not disclose the name(s) of other child(ren) when others are involved, but address the situation with them directly and with their family when needed. A copy of this report is given to the injured child’s family and a copy is kept for center records. If the incident requires medical attention, additional reports may be filed with the state and our accreditation agency (NAEYC).

AIDS/HIV Infection
Research has shown that the AIDS/HIV virus is not easily transmitted in the kinds of contact that normally take place between people in a childcare setting. Even biting has not been clearly connected with transmission of the virus. The law does not require parents of AIDS/HIV-infected children to disclose their condition to child care providers. “Universal Blood Precautions” are followed at all times.

Medical Group Consultation
When necessary, the staff will refer questions of medical or health policies to the center’s designated medical consultant.

Medication Policies
Parents of children requiring medication to be administered by staff must provide a signed and dated note from the child’s doctor. The note must indicate that the child is well enough to participate in the program, and should take the medication, specified by name, prescribed dosage and discontinuation date. Parents must fill out a Medication Form provided by the childcare center. All medicines left with staff must be in their original containers with the prescription label intact (doctor’s name, child’s name, date, dosage, medicine description and expiration date). Staff cannot administer medicine that has expired.

Medical Equipment/Non-Oral Medications
Other medical aids such as inhalers and Epi-Pens may be administered by ECE career staff:
- after individual training by a parent or a medical professional
• after signed parent consent forms are on file
• with the full knowledge/approval of the center director

Medical aids will accompany children on field trips and emergency evacuations.

**Over-the-Counter Medications**
All over-the-counter medications, including Tylenol and cough syrups, may only be administered in accordance with a doctor’s prescription. Topical medications, such as diaper rash cream/ointment or sunscreen, require an annual doctor’s prescription. This policy has been adopted on the specific advice of the American Academy of Pediatrics and is intended to protect your child.

**Absence Due to Illness**
In the event that a child is ill and unable to attend, the parent is requested to call the center to let us know the nature of the illness. When absence is due to skin rashes, contagious skin/eye infections, or exceeds five days, or when the child’s general health and fitness is in doubt, a signed note from the child’s health care provider will be required.

**No Smoking**
The childcare center is a smoke free environment. Smoking is **NEVER** allowed.

**Note:** In the event of a medical or dental emergency, we will call 911 first and then the parents. If the ambulance arrives before the parents, a teacher or the director will accompany the child to the hospital.
Enrollment/ Financial Policies

Eligibility
UCLA Early Care and Education serves only UCLA fulltime undergraduate and graduate parents. We also serve faculty and staff parents paid by UCLA, giving preference to 100% time employees.

UCLA alumni, volunteers and UCLA Extension students are not eligible for our services. Parents with financial aid are required to submit an affiliation verification form each quarter within 10 days of the beginning of the quarter. Other parents must reconfirm affiliation once a year.

Percentage Appointment
Early Care and Education services are intended to support the recruitment and retention of people who are necessary to carry out the UCLA institutional goals and objectives. For this reason, applicants employed less than 50% time will remain on the waiting list until those appointed 100% time have been served.

Wait List
Applicants will be listed on the wait list by the date on which their application is received in the case of student families and by the date on which their $50 application payment is received in the case of faculty and staff families. Families will receive no more than two offers of enrollment for the center and date they request. If they decline both, but choose to stay on the wait list, they will be assigned the date of that second declination as their new waiting list date.

Affiliation Verification
Parents are required to show proof of affiliation with UCLA upon enrollment and at the beginning of the contract year. Your departmental supervisor or advisor may sign the affiliation form, or you may attach a photocopy of your current paycheck stub to the affiliation form. A UCLA employee must be paid by UCLA. Student parents may attach a photocopy of a current registration card to the affiliation form. There are specific requirements for students receiving assistance under the California Department of Education Title 5 program. Please check for current requirements. Volunteering at the university, taking UCLA Extension courses, and alumni status does not constitute affiliation.

Securing a Spot
To secure your child’s enrollment, complete the paperwork in the enrollment packet. Also, provide your child’s immunization record, submit TB clearances for both parents, and pay the required deposits.
Processing/Deposit Fees
A processing fee of $50 is assessed to each family enrolling for the first time. A fee of $50 is assessed on re-enrollment after a temporary withdrawal to cover administrative costs. Checks are made payable to UC Regents.

A deposit of the first and last month’s tuition is required to secure a space for each child unless you choose to pay by payroll deduction, in which case only one month’s tuition payment is required. This deposit will apply to your child’s first bill. Please make this check or money order payable to UC REGENTS. We require 30 days’ notice in writing should you decide not to enroll your child. We require 45 days’ notice prior to terminating enrollment at a later date.

Tuition Fees and Billing
Tuition is calculated based on the age of your child not by the group assignment. This policy has been worked out over time by staff and parents in an effort to address such issues as fairness during transition months and extra fees for diapering supplies. Tuition is an annual cost, divided for convenience into 12 equal payments. There is no reduction for vacation time or holidays. You may pay tuition fees by payroll deduction, check or money order sent to:

<table>
<thead>
<tr>
<th>By US Postal Service:</th>
<th>By Campus Mail:</th>
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<tbody>
<tr>
<td>UCLA Early Care and Education</td>
<td>Early Care and Education</td>
</tr>
<tr>
<td>Box 951785</td>
<td>Mail Code: 178507</td>
</tr>
<tr>
<td>Los Angeles, CA 90095-1785</td>
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Make checks and money orders payable to UC REGENTS. Please put your child’s reference number on the check (it can be found on your contract) to help us credit the correct account. Payment is due on the first of the month, and it is your responsibility to send it in on time. For security reasons, we request that you mail in your check or money order or drop it off in the lock box located in the Krieger North lobby. No cash payments can be accepted.

Dependent Care Assistance Program
DepCare allows you to pay for eligible dependent care expenses on a pretax, salary reduction basis. The program is established under the Internal Revenue Code (IRC section 129). Contact your department’s benefit person for more information.

Child Care Tuition Assistance for Student families
A grant is offered by the California Department of Education Title 5 for low income student parents meeting the eligibility and need requirements. Early Care and Education provides Endowed Child Chair Scholarships for student families that do not qualify for state assistance. For more information see the ECE web site or contact your center director.

Child Care Tuition Assistance for Staff and Faculty Families
Assistance is available for families with a household income less than $120,000 annual income, a limit established by IRS rules. See the ECE web site or talk to your center director for more information.
Sibling Preference for Enrollment
The intent of the sibling enrollment policy is to create convenience and efficiency of childcare pick up and drop off for families with more than one child. We attempt to place siblings of currently enrolled children in the same center as soon as possible according to parent request, once they are eligible for enrollment and suitable space is available. Sibling preference is not extended to other ECE centers and is not a consideration once the older sibling is at the point of leaving the program. Financial aid restrictions make it necessary to admit low income student families in order of lowest income first.

Leave of Absence
If a child needs to be absent from the program for three months or more at a single time, a leave of absence may be arranged. If notice is given forty-five (45) days in advance of the leave, tuition may be waived during the absence. When tuition is waived, the child is removed from enrollment and returned to the waiting list. The child can be placed in the program again upon return from the absence with verification of UCLA affiliation and when space becomes available in an appropriate group. A fee of $50 is assessed on re-enrollment.

Leaving Krieger Child Care Center
Please note that the enrollment contract is an annual agreement. Whenever a child is withdrawn, a forty-five (45) day notice in writing must be given. Parents are responsible for all tuition until the end of the forty-five day period.

In the event that the UCLA Early Care and Education staff determines that this child care arrangement is not in the best interest of your child and/or the other children, UCLA Early Care and Education reserves the right to give one month’s notice of termination of service to your family.

Transition to Kindergarten
Children who will be 5 years old on or before December 2 of a given year are age-eligible to attend kindergarten in the public school system. Those children who can go to kindergarten do not stay in preschool classrooms at Early Care and Education. The space in our preschool rooms is needed for the younger children who do not have the option of attending public school. Children enrolled in any of the ECE centers are given priority placement in the University Village Kindergarten class. Families withdrawing from Krieger for Kindergarten transitions are also required to provide the center in writing with a 45 day notice.

Since UCLA families reside in a number of different local school districts, it is not feasible for ECE to provide specific information about kindergarten enrollment. Information about enrollment in your local Unified School District can be found on line. Please note that private schools, including UCLA Lab School, have different entry-age requirements than the public schools and their application dates may be earlier than first-time parent applicants expect. We advise families who are considering a private school application to research requirements and dates about two years prior to the time they would like their child to begin kindergarten. As a part of the application process, other schools may request information regarding your child’s development. We must have a signed release form from the parents before providing this information. Each center offers enrolled families information and assistance in their child's transition to kindergarten.
Emergency Preparedness

First Aid and CPR Training
Safety of the children is a primary concern. Regulations require that at least one staff person with first aid and cardio-pulmonary resuscitation training be on site at all times. *ECE requires that all career staff complete this training and keep their certification up to date by attending renewal first aid and CPR classes.* Additional in-service training in health and safety issues is provided on a continuing basis.

Emergency Evacuation Plan
Each side of Krieger Childcare Center has a designated route of evacuation as well as an assigned place to gather. Krieger South Preschool classes exit through their yard’s south gate that leads to parking lot 10, while Krieger South Infant/Toddler classes exit through their yard’s north gate near the main entrance and walk down the sidewalk to Lot 10. All classes in Krieger North will walk to the hill in the play yard. Once in their assigned areas, the class lists will be checked to make sure that every child present that day is accounted for. *The attendance sign-in sheet is critical in this accounting; please be sure that you sign your child in and out each day and write the time you arrive and leave.*

On leaving the building, one teacher will put on the class backpack that contains basic emergency, first aid and comfort supplies. Staff members are assigned such duties as taking the sign-in sheet, search and rescue, first aid and group management.

Children and staff remain in their assigned spaces until it is verified that the center can be occupied again or until children are picked up. Once picked up, children will be released only to parents or people listed on the child’s emergency card and will have to be signed out in an orderly way for everyone’s safety and protection. It is very important for you to complete an emergency card for your child and to keep this information current at all times. For additional information see Appendix E: Krieger Emergency Preparedness Plan Packet

Safety Drills
Once a month, the center has a fire drill under the supervision of the fire department. We also practice earthquake drills. We begin as early as possible to teach children to drop and cover on command, turn away from windows and follow teacher’s instructions in emergency situations. If an emergency drill is in progress when you arrive to drop off or pick up a child, the drill must take precedence over all other activities, and you will be expected to participate.

Earthquake Supplies
Water, emergency food, diapers, extra clothing, blankets and additional first aid supplies are stored at the childcare center.
Each child must have an earthquake bag containing extra clothes, shoes, and emergency phone numbers. A complete list of items and the plastic bag to contain them in will be provided to you by the director upon your enrollment. Please provide a family photo with a letter to your child written on the back. In the event of an emergency, a teacher can read these words of comfort to your child. Two times a year you will be asked to update the supplies to make sure clothes and shoes still fit and the phone numbers are current. Supplies are maintained by parent volunteers. Please help them have an easy and successful job.

In the event of a fire, earthquake or other emergency, our first priority will be to assure the children’s safety and comfort. Staff is required to remain with the children until they are all picked up or until staff is specifically released by the director. In the event of an emergency, it will be especially critical that children be picked up and signed out only by a previously designated adult. Photo ID will be required.
“To Do” List

AT ANY TIME
- Notify the center office and fill out a new emergency card should phone numbers or home address change, or if one of your emergency “back-up” people is no longer available.
- **Accumulate parent participation credits.**

DAILY
- Sign in and sign out.
- Complete daily information form.
- Check your child’s folder and cubby for information.
- Upon arrival, help your child with toileting/diaper needs, sun screen and washing their hands and yours.

WEEKLY
- Wash your child’s blanket and return it to the center.
- Clean out your child’s “cubby.”
- Bring extra clothing.

MONTHLY
- Pay tuition.
- (Except in summer) Attend Parent Staff Association meeting
- (Except in summer) Attend Parent Brown Bag meeting

QUARTERLY
- Review and update the information on your child’s emergency card.
- Attend a parent meeting (Infant/Toddler).

BI-ANNUALLY
- Attend a parent - teacher conference. (Additional meetings scheduled as needed.)
- Participate in center fundraisers.
- Update earthquake supplies.

ANNUALLY
- (and as needed) Update your child’s immunization record.
- Renew your enrollment packet.
# Official Closures

<table>
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<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
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<td>May 30</td>
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*Note: Dates are subject to change. Advance notice will be given.*
Appendixes
A: Conflict Resolution

1. **Stop the action---Interrupt the Behavior**
   *Stop aggression, if necessary.*
   If conflict is over a toy, hold it in your hands.
   **Suggested words:**
   a. “Stop. It’s not OK to hit another child.”
   b. “Stop. That doesn’t look safe to me.”

2. **Validate Feelings**
   *Let children know that you are listening to them, acknowledge feelings.*
   Give children an opportunity to calm their bodies, assist as needed.
   **Suggested words:**
   a. “Wow, that really surprised you!”
   b. “It looks to me like you are feeling . . .”
   c. “I can see you are upset because . . .”

3. **Children State the Problem**
   *The children state what the problem is in their own words.*
   Tell the children that they will be taking turns talking and listening to each other. If one or more of the children do not have much language or it is difficult to explain their story in words, provide them with words. Say what you see and ask if that is what happened. Listen to their explanations and interpretations in a non-judgmental way.
   **Suggested words:**
   a. “I see two children who are both wanting to use the same cash register. Is that what happened?”
   b. “I see four children all piled into that little wagon. What’s going on?”
   c. “I wasn’t here can you tell me what happened?”

4. **Clarify the Problem**
   *Rephrase the children’s stories and state the problem.*
   Avoid placing blame on either child.
   Simply state the facts as you heard them including any feelings that the child said or implied.
   **Suggested words:**
   a. “The problem is that you both really want the same cash register and it is making you feel frustrated.”
   b. “I see a problem. The wagon is small and it is old. It looks like it will tip over or break with so many children in it all at once. I can see that you are having fun, but I’m worried about this.”
   c. “I see, the problem is . . .”

5. **Make a plan**
   *Allow the children to brainstorm solutions.* (No matter how long it takes)
   The children suggest alternatives that they would like to see happen.
   Repeat their words. “You are telling me . . .”
   Listen to all suggestions with acceptance.
   **Suggested words:**
a. “What do you want to do?”
b. “What can we do about this?”

6. **Summarize**
*Make statements that affirm the problem is solved.*

**Suggested words:**

a. “OK, Sally, you said that you will be the person buying the shoes. And, Mikey, you will use the cash register. Sally, does this sound OK with you? Mikey, is it OK with you? You have solved the problem. Have fun.”

b. “Ok, Sean, you are going to pull the wagon and, Tom, you and Miako are going to ride inside. Sandy, you said that you want to feed the rabbit instead. Is that OK with everyone? Great. You have solved the problem.”

7. **Help children to follow through**
*Follow through with the children to be sure they are following their plan.*

If the plan changes, support their words/feelings either by rephrasing or describing what you see. Acknowledge their efforts.

**Suggested words:**

a. “Mikey, remember you were using the cash register. Let Sally know that you are finished with it and would like to buy shoes” “Sally, are you hearing Mikey’s words?” “Thanks Sally, Mikey is happy you’re giving him the shoes.”

b. “Sandy, remember you told Tom, Sean and Miako you were going to feed the rabbit.” “OK, you’re done with the rabbit.” “Ask your friends to let you know when you can play with the wagon.” “Tom, look at Sandy’s face. You made her so happy!”
Dear Krieger Parents,

Welcome to the Krieger Parent Staff Association (PSA)! This guide was created to provide parents with information on how the PSA works, and how you can take part in it.

One of the main functions of the PSA is to facilitate communication between parents, staff, and other parents at the center. This communication can take place via several avenues:

- attendance at the monthly PSA meeting,
- PSA bulletin boards. There are two bulletin boards. The bulletin board in the front lobby is a place to post announcements about center events. There is also a bulletin board in the main office (near Gay MacDonald's office) for posting non-center events, events in the community, as well as helpful information for parents. If you have an event, or piece of information, you would like posted on this bulletin board please contact one of your PSA co-chairs or one of the center directors,
- Suggestion Box, in the main Krieger lobby. The suggestion box is available to make comments/suggestions directly to the staff,
- Room Parents. Each classroom has a pair of room parents, one of whom attends each PSA meeting. The names of the room parents are posted in the classroom along with contact information. The room parents are responsible for passing information between the teachers and parents in their group, as well as coordinating some group activities, and
- Yahoo group Krieger Kids (http://groups.yahoo.com/search?query=kriegerkids). The yahoo group contains much of the same information found on the bulletin board and much, much, more. Check out the calendar for upcoming events in the community, fun things to do with kids, post questions to other parents for suggestions of doctors, dentists, parks, etc.

While it is our goal to encourage communication among families, please remember that if you have concerns about the program or something happening in your child's classroom, you should always talk to your child’s teachers or your director. The teachers and directors are the ones in the position to help you with concerns or make changes but they cannot do so unless they know a problem exists!

As you have probably learned when you enrolled your child at Krieger, the PSA plays a large role in every day life of Krieger center. Since most parents work full-time, we do not ask you to spend a few hours a week in classrooms, as some preschools require their parents to do. However, your participation is vital in order to keep the quality of care at Krieger, within the limited budget.

Each family is required to fulfill 32 parent participation points by the end of August every year. Failure to do so might result in not receiving a re-enrollment packet.

Although 32 points (equivalent of 32 hours of your time) seems daunting at first, there are many different ways to participate, most of which are detailed in this packet. (Please note that for a single parent only 16 participation points are required.) If you ever feel you are
having difficulty meeting your parent participation requirements please check with your teachers, PSA, or directors for more ideas that work with your schedule.

We hope that the rest of this brochure will give you more ideas on how you can contribute.

If you have any questions, please do not hesitate to contact the PSA Chairs.
A Quick Guide to PSA Events

- **Monthly PSA Meeting**
  This meeting is usually held on the first Wednesday of the month. This is a general meeting to which all the parents and staff are invited. It is a great opportunity to learn what is going on in your children’s classrooms. Also, general information about upcoming events, major changes at the center, and any concerns parents might have are addressed. **1 parent participation point is given for attendance.**

- **Souplantation Fundraiser**
  This is held the second Wednesday of the month at the Brentwood Souplantation (11911 San Vicente Blvd.). You get **1 parent participation point for each adult** attending (Adults must order a drink). 15% of the profits go to the Krieger center.

- **Let’s Talk Parent Brown Bag Lunch**
  Brown Bags are held once every month. Location and dates are to be determined on a yearly basis. Parents get together over lunch (12:00-12:50) to hear from experts on various issues involving children. The topics range from choosing age-appropriate toys, stress, sleep issues, and more. **2 parent participation points are given for attendance.**

- ** Beautification Day**
  There are usually three Beautification days per year, from 8:30 to 12:30. Parents come to the center on a Saturday to beautify the center with the teachers. Children are welcome at this event. Bagels and juice are provided. **1 participation point for each hour for each attending adult.**

- **Magazine Drive/Gift Wrap/Holiday Fundraiser**
  This is one of the big fundraisers for the center. Magazine subscriptions and holiday gifts can be sold to family and friends via catalogue orders. Packets are distributed at the center, but purchases can also be made on-line. Families receive **2 participation points for any participation** and **1 additional point for every $50** (sold or purchased).

- **Fall/ Spring Picnics**
  Our family picnics are held once in the fall and once in the spring. Each family brings their own food and enjoys some form of entertainment, such as the UCLA Kyodo Drummers). All families and friends are welcome, **1 point for each adult in attendance.** Extra points available for providing food for entertainers (arranged ahead of time with the coordinators).

- **Movie Fundraiser**
  This fundraiser is held on a holiday weekday, such as President’s Day or Veteran's Day at the Crest Theater in Westwood. ECE rents the theater for three hours in the morning for a viewing of a child-friendly movie. (Examples: Pooh’s Heffalump Adventure and Happy Feet). Tickets are sold and families receive **1 parent participation point for each ticket** (purchased or sold).

- **Holiday Wish-List**
  Every year in December, the teachers in the classrooms provide a list of items they
would like for their room. This can be several small items, or one large item. Parents may purchase the items individually, or may donate money for the purchase of an item. Usually the Room Parents are in charge of collecting donations. Donations are entirely optional. **1 point for participation.**

- **Other ways to earn participation points**
  - Do a special activity in your child’s classroom, such as introducing a simple cooking project, presenting your culture, or giving a musical performance. Usually families are given **2 points for a presentation**. However, if you present something that involves a great deal of preparation, you can discuss receiving additional points with your director. All activities must be arranged with your lead teacher ahead of time.
  
  - Doing laundry for your children’s classroom. Every Friday, all the cot/mat sheets need to be cleaned. Parents can sign up to do the laundry (**1 point per load**). Sign up sheets are in the classrooms.
  
  - Attend one of your child’s field trips. If you serve as a driver on a field trip you get **3 points for trips up to two hours and 1 additional point for each hour over two hours**. Teachers will announce when help is needed with field-trips.
  
  - Helping out at various events. For larger events (Staff Appreciation Day, Fall Picnic, Movie Morning), volunteers are needed for set up and clean up. Usually **1 point per hour of participation**.
  
  - eScrip is a fundraising program where merchants donate a percentage of your purchases to Krieger when you shop. Usually this is done through loyalty programs (such as having a Vons or Pavillions club card). You can also register credit cards, etc. Registration is done on line (www.escrip.com). Families receive **2 parent participation point for signing up, and 1 additional point for each additional person** (friends or family) they get to sign up under Krieger's organization number. We are registered as: **UCLA Early Care and Education 139263330** (Names of non-center individuals must be given to Sue or Gerardo in order for Krieger to receive proceeds from those individuals. Forms will be available in the lobby for this purpose.)

  - Serve as a Room Parent for your child’s classroom. This includes keeping parents informed via email, and helping to coordinate classroom get-togethers. Some classrooms have room parents continuing from last year, others will be in need of new room parents starting in September. Check with your child's teacher if you are interested. Usually there are two room parents per classroom. **8 points are generally given for the year, although they can be determined according to the effort given.** Room parents are the main avenue for communication between teachers and parents, teachers and the PSA, parents and the PSA, parents and the administration. At least one room parent from each classroom is required to attend the monthly PSA meeting.

  - Check with your child's teachers or room parent; they often have needs for the classrooms which can earn you points. In this case it will be necessary to coordinate with the teacher or director to **determine the appropriate number of points.**
Each family is allowed to buy up to 50% of your points at $50.00 per point.

You can also contribute more of your time by taking up on one of the positions offered by the PSA. Check with the current PSA Chairs for open positions.

- **PSA Co-chair:** Co-chairs meet with the directors once a month to discuss center issues and plan the upcoming PSA meeting (academic year) or to prepare for the upcoming year (summer). Co-chairs run the PSA meeting. They are also responsible for soliciting volunteers for all the PSA positions below and making sure the volunteers know their responsibilities. The ultimate goal of the PSA is to add to the community feel of Krieger while taking some of this work away from the directors. The co-chairs ensure that all the duties of the PSA get fulfilled.

- **PSA Secretary:** Secretary attends all the PSA meetings and takes the minutes. The minutes are then incorporated into the monthly newsletter.

- **Yearbook Committee:** The committee puts out a yearbook at the end of each year with photographs of all children, teachers and staff.

- **Beautification Day Coordinator:** The coordinators choose dates, get information from teachers about jobs that need to be done, advertise event so parents know when to participate for their classroom, and monitor and replenish food during the event.

- **Souplantation Coordinator:** This person reminds parents of the event via email, makes fliers available at the front and posts fliers in each room.

- **Movie Day Coordinator:** The coordinators reserve the venue, solicit donations, organize ticket and snack sales, organize cleanup, and choose the movie with help of the PSA.

- **Staff Appreciation Day Coordinator:** Staff appreciation day occurs sometime in the spring, usually in March. The coordinator is responsible for picking the date, organizing a special luncheon, preparing an art project from families, and coordinating with room parents for a group gift for each classroom.

- **Scholastic Books Coordinator:** Scholastic book sales provide low cost books for families while earning money for the center. The coordinator is responsible for distributing catalogs, collecting orders, and distributing books.

- **Librarian:** The librarian organizes the centers library making books available for teachers.

- **Parent Brown Bag Lunch Coordinator:** The Parent Brown Bag Coordinator coordinates monthly meetings for Krieger parents. The Coordinator is responsible for scheduling speakers, securing a location for the meetings, soliciting volunteers to bring refreshments, and disseminating information (via e-mail, flyers, etc.). Topics for the monthly meetings range from child development information to effective ways of handling stress, toy and book recommendations, etc.
- **Parent Participation Points Coordinator:** This parent keeps track of all points and provides updates to families several times throughout the year.

- **Magazine Drive Coordinator:** The coordinator distributes catalogs and ordering materials, keeps track of orders, and distributes merchandise that arrives to the center.

- **Historian** 4 individuals serve as center historians (two from Krieger North and two from Krieger South). The job of the historians is to document all center events with pictures that include children, staff, and parents. More information is available from the directors.

- **Parking Coordinator:** 4 volunteers are needed to monitor the parking lot at drop off and pick up time. During your own drop off and pick up time check for illegally or improperly parked cars and place notices on the vehicles or right down their permit numbers and give them to front office.

- **Newsletter Editor:** The newsletter editor is responsible for putting together 10 issues of Krieger newsletter (Sept.-June). The editor attends the PSA meetings to find out what is happening at the Center or relies on the PSA meeting minutes. The editor also works closely with the PSA co-chairs and/or Center directors to find out what items should be included in the newsletter. The editor also solicits group updates each month from the room parents for inclusion in the newsletter.

- **Email Coordinator:** This person keeps all email lists current and moderates what is posted to the various lists at Krieger.

- **Spring Picnic Coordinator:** The Spring Picnic Coordinator solicits and organizes parent volunteers for a picnic held in the spring. Tasks for volunteers include securing a location, advertisement, ticket sales, food shopping, barbecuing, food preparation, setup, and cleanup.

- **Fundraising Committee:** The committee organizes fundraising events for the center. They help establish a committee for each event that will in-turn organize and run that particular event.

**How to keep track of your parent participation points:**
- For most Center-wide, or group-specific events (PSA meeting, Beautification day, Souplantation, Group potlucks, etc), there is usually a sign-up sheet. Please make sure to sign in. If you think you have forgotten to do so, you can fill out the pink slip form available in the front desk area.
- For field trips, laundry, participation in your children’s classroom or any other activity you feel that you should earn points for, please fill out the pink form.
- The Parent Participation Point Coordinator records all the points for each family. Throughout the year, you will periodically be updated regarding how many points you have earned so that it does not come as a surprise in August.
Room Parent Guidelines

Thank you for supporting your child’s classroom! Your assistance helps us tremendously.

Along with the co-room parent in your child’s class, your responsibilities include (but not limited to) the following:

- **Contact the PSA Chairs** and provide them with your name, your child’s name and classroom, your preferred contact information, and a photo of yourself.

- **Attend the PSA meetings:** One of the two room parents must be at the monthly PSA meetings. Coordinate with your co-room parent and each is only responsible for 4.

- **Communicating classroom information:** Teachers may ask you to write an email to parents or create a flyer for upcoming events. *Both of these must go through your corresponding center director (north or south).* The director will then forward it to the class parents and/or post the flier.

- **Organize classroom events:** Please take direction from the classroom teachers regarding upcoming events and how they should take place.

- **Provide the blurb for the monthly newsletter:** Teachers will provide a report about their room for the monthly newsletter. You will be responsible for conveying what the teachers shared at the PSA meeting for the monthly newsletter.

- **Coordinate the Wish list:** During the winter, classrooms create a wish list. Ask the teachers for what they would like for their class and organize the parents to help accomplish as much as possible.

- **Facilitate information from parents to staff:** Other parents may have questions regarding the general working of the Krieger center. You may be able to answer them directly or pass them on to the PSA or administration. You can always refer concerns regarding the classroom or staff to teachers or administration. Remind parents that there is a suggestion box in the lobby.

- **Facilitate/coordinate miscellaneous projects:** Throughout the year teachers will need assistance with various jobs, such as library books, fundraising, field-trips, etc. Teachers may approach you to organize/collaborate on such projects.

We hope you welcome these responsibilities as a way to be involved and informed about the on-goings of your child’s classroom. We appreciate your support and dedication to our program.
C: Breast Milk Policy

**Labeling**
Milk should be provided by the mother in a bottle or packet designed for breast milk storage, ready for use. Small amounts – 2 ounce to 4 ounce sizes – are easiest for freezing and thawing and lead to less waste than milk frozen in larger amounts. The packet or bottle should be labeled with the child’s name, the date the milk was expressed and the amount of milk in the packet.

Example: Johnny Doe  
March 15, 2010  
3.5 oz

**Storage**
Freshly expressed milk may be kept up to 6 hours without refrigeration. However, milk brought to the center should be refrigerated or frozen immediately, if it is not intended to be used right away. Frozen milk may be kept up to 3 months in freezer.

After a child first drinks from a bottle, the bottle may be used for that feeding period only and kept no longer than one hour before discarding. It cannot be refrigerated, reheated, or served again.

Milk may be given only to the child for whom it was originally intended.

Milk may be kept for a day in the refrigerator and returned home with the child at the end of the day. Milk may be kept overnight in the freezer.

Milk that has been thawed may not be re-frozen.

**Defrosting and Warming**
Frozen and refrigerated milk should be gently warmed in a water bath or under warm running water. It should not be heated on the stove or in a microwave oven. Excessive heat will destroy some of the immunological properties of the milk. Never microwave breast milk. Microwaving can change the milk’s composition and may create hot spots in the milk that can burn the nursing baby’s mouth and throat.

**Hand Washing**
Staff members wash their hands thoroughly before handling or preparing any food.
D: TB Test Information

NOTE: Where there are two parents or guardians, both must have a TB test when their child is enrolled in child care. Most physicians and clinics perform TB tests Monday, Tuesday or Wednesday. The test is given, then the patient must return two days later to have the test read. This form must be signed by the health professional when the test is read. PARENT TB TEST INFORMATION MUST BE PROVIDED PRIOR TO THE CHILD’S FIRST DAY OF ATTENDANCE.

If you have had a TB test within the last year or an X-ray within the last three years, you do not need to repeat the test; please bring a copy of your test results to the Early Care and Education office.

If you have been immunized against tuberculosis, or have taken medication because of exposure to tuberculosis, do not take the TB test. Please bring a note from your health professional stating that you are free of tuberculosis. No other test or X-ray is needed.

Skin test
UCLA students: UCLA Arthur Ashe Student Health and Wellness Center (AACHWC) will give free TB tests. Please call for information and an appointment (310/825-4073) or the immunization section at (310/825-7930).

Others: Non-students cannot go to UCLA Student Health Services for a TB test. You may go to your own health professional or clinic for this test. Other resources: The Westside Women’s Health Center (1711 Ocean Park Blvd in Santa Monica) does TB tests for adults and children; the cost is $10.00. They also provide free immunizations for children (Polio, DTP, Hib, MMR, Hepatitis B). Please call 310/450-2191 for available hours. The Venice Family Clinic provides services to low-income families; please call 310/392-8636 for information. Please refer to the Immunization Clinic Referral List for additional information.

Chest X-ray
If your skin test is positive, you must have a chest X-ray. You will need to go to your own health professional or clinic. UCLA students may have this test done at UCLA Student Health Services. Call for information (see above). Low income families may also go to the Venice Family Clinic; or County Health Clinic please call 310/392-8636 for information.

TB Test Reading
Name: (Parent/Guardian): Child’s Name:

The person named above is the parent or guardian of a child enrolled at UCLA Early Care and Education.

TB skin test: _____ positive _____ negative
Chest X-ray: _____ positive _____ negative

Authorized signature (please sign clearly)      Date
### E: Krieger Center Emergency Preparedness Plan

The key to any emergency is preparedness. The more we plan, practice, and review the procedures the better prepared we will be. At Early Care and Education we reflect on our preparedness plans and take inventory twice a year when Daylight Savings changes. Each center has discussed and prepared for fire, earthquakes, and lockdowns. We regularly practice our plans. It is also important for parents to make their own plans in case of an emergency or disaster. Parents should know what the emergency plans are where they work and have alternate plans for picking up their child(ren).

**Parent Responsibilities:**
- Complete the Emergency Preparedness Kit Information Form
- Provide the Emergency Preparedness Kit
- Review your own emergency plans, at work, in your car, in your home

**UCLA Emergency Information**

<table>
<thead>
<tr>
<th>Phone</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-800-900-UCLA</td>
<td>Recorded emergency information for campus</td>
</tr>
<tr>
<td>or 825-1234</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.ucla.edu">www.ucla.edu</a></td>
<td>UCLA website</td>
</tr>
<tr>
<td>AM 810</td>
<td>On-campus emergency radio broadcast</td>
</tr>
<tr>
<td>UCLA Channel 3</td>
<td>On-campus television</td>
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</tbody>
</table>

**Photo Identification:** During any evacuation or lockdown photo ID will be required. No exceptions.

**Emergency Evacuation:** The following explains the procedures we will use in case of a major disaster or evacuation. The scene will be assessed. Our evacuation location is Sunset Canyon Recreation Center. However, in most cases, it will be better to stay where we are. Thus our procedures reflect this. The director and the fire department will make this decision about needing to leave our site.

The teachers and office staff have taken on specific responsibilities such as caring for children, preparing food and water, providing first aid, setting up shelter, providing information and reuniting children with parents or designated adult. We have extra food, water and other supplies on hand. At the first sign of a disaster or other emergency, we will follow the procedures outlined. Children will be kept in one central area and cared for until a parent or responsible adult can come to pick them up.

**Reuniting:** Look on the map for the Information and Reunion location. Parents will not be allowed to come in and out as they please. After the parent or designated adult shows proper ID, the child(ren) will be brought to the Reunion Location. The person who comes for a child must be on that child’s list, have photo ID, and sign the child out. **It is each parent’s responsibility to choose a meeting place with the designated adult.** Staff will be released as the numbers of children go down. Some staff will stay until all children have been picked up.
Center Responsibilities:

**Fire Drill:** The center director coordinates with the campus fire department to conduct monthly fire drills. When the alarm is activated teachers in Krieger North lead the children to the top of the hill in the yard. Teachers in Krieger South lead children to Lot 10. Office staff will assist in the evacuation by helping in infant groups, making sure the administration building has been evacuated, and assisting the preschool age children. The evacuation cribs in the infant groups enable us to get all of the infants and young toddlers out at the same time. Teachers take an emergency backpack and the sign in/out chart. They take attendance to make sure that children and staff are accounted for. If parents or visitors are present during a fire drill, they are required to practice with us.

**Earthquake Drill:** Each group practices earthquake drills in their classrooms on a monthly basis. Our signal is the phrase, “Rabbit in the hole!”

```
Rabbit in the Hole
(Created your own actions and/or felt figures)

There once was a bunny
  With ears so funny,
  And here is his hole in the ground.
  He hears a noise
  And perks up his ears
  And jumps in the hole underground.
```

After teaching the children the rhyme, *Rabbit in the Hole*, the children are taught that when rabbits sense danger they go into their holes and protect their bodies. They are given a very simple explanation about earthquakes and how to protect their bodies just like the rabbit. The children are taught to curl up in the fetal position and to cover their head, neck and face with their arms. The teachers in the infant room are to protect themselves and the infants as best as they can. The preschool-age children are taught additional safety procedures to use during and after an earthquake. A center earthquake drill is conducted quarterly.

**Lockdown:** There may be a situation when we want to get all of the children inside and secure the buildings. The teachers have chosen a code word, which is the cue to get inside, lock the doors, windows, and close the blinds. The administrators will inform the teachers about next steps.

**Disaster Emergency List:** In case of an actual disaster, we must have an alternate plan for releasing children. You will be asked to complete a Disaster Emergency List. You are to list names of adults who could get to the center in case you are delayed. (This list will supersede the traditional Emergency form and will only be used in case of a real disaster.) You are encouraged to include work colleagues and/or center parents on your list. No contact information will be needed because the telephone will be for emergency services only.

**Information and Reunion Gate:** (located on the back side of the hill between the toddler and the preschool yard.)

- Parents or other designated adults come to this gate to request their child(ren).
- We verify that their name is on the child’s Disaster Emergency Form
- The parent or other adult shows photo ID.
- A runner will go and get the child and bring the child to the Reunion Gate.
- The parent or designated adult will sign and print their name on the checkout list and then take the child from the school.

If we evacuate to Sunset Recreation Center we will use the same sign out procedure.

**Note:** Do not call the center after a major disaster. We understand your concern but these lines must be kept for emergency use only.
Evacuation Map
My signature below verifies that I have accessed the UCLA Early Care & Education Parent Handbook.

I understand that I will be responsible for knowing its contents.

Name (please print)

Signature                                      Date

Child/ren’s names (please print)