



**UCSB Early Care and Education
Children's Centers
Staff Handbook
Program**

Revised 4/07

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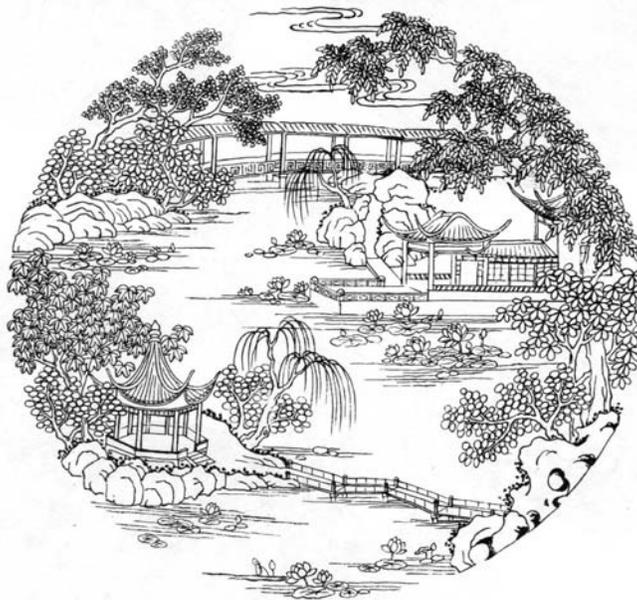


Welcome to the UCSB Early Care and Education Children's Centers

We are pleased to have you join our professional teaching staff. We strive to create a sense of community amongst ourselves as well as with the families we serve and hope you will soon find yourself comfortable among new friends and colleagues here at the Centers.

Please familiarize yourself with the information in this handbook. It should give you a clear understanding of our guiding philosophy while detailing policies and procedures that you will use on a daily basis. Feel free to ask lots of questions and, once again, WELCOME!

Leslie Voss, Director



History and Funding

The University Children's Center began in the fall of 1970, as a parent cooperative serving UCSB faculty, staff, student, and community families. The Center was renovated and expanded in 1991, to meet the growing need for childcare and now enrolls approximately 180 children daily. The Center has evolved from relatively little affiliation with the University, to its current status as an auxiliary program administered through the Office of the Vice Chancellor for Student Affairs. All personnel at the Center are University employees.



Funding for the Center comes primarily from parent tuition fees. With passage of the first Child Care Lock-In in 1989 and the second in 2005, sponsored by the Associated Students and the Graduate Student Association, additional funding is available to subsidize student parent tuition at the Center and to employ UCSB students as teacher assistants in every classroom.

In 2000, the University increased their support of the Center by approving a Rate Stabilization Plan that increased the University's financial commitment to the Center in order to minimize costs to families. Chancellor Henry Yang and Michael Young, Vice Chancellor for Student Affairs, who are committed to providing the campus community with a high quality child care program, contribute to the funding of this Plan.

A General Child Care Grant from the California Department of Education is available to subsidize tuition for income eligible student, staff and community families. The Center also maintains a Federal Food Program that provides lunches and snacks to children from income eligible families.

In December 2000, we were honored to receive a \$2 million dollar donation from Paul and Natalie Orfalea. The Center was re-named the Orfalea Family Children's Center (OFCC) and was dedicated in memory of Paul Orfalea's parents, Al and Virginia. The Orfalea family endowment will be an ongoing source of financial support to the Center and will ensure our ability to provide quality programming for many years to come.

In the summer of 2007, the University Infant Toddler Center (UITC) opened on the main campus at the Student Resource building near Isla Vista. This expansion added a second center with four classrooms, two infant and two toddler.



Center Programs

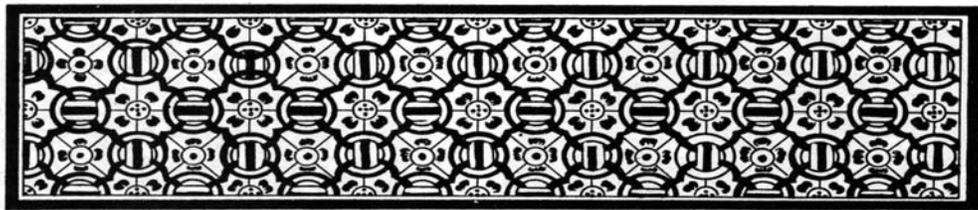
Infant and Toddler Programs:

The Infant/Toddler programs serves children three months to three years, grouped by developmental age, in eight full day classrooms with several part time spaces available (four classrooms at OFCC, four at UITC). The Infant Program philosophy (Resources for Infant Educators) emphasizes respect for the infant as an individual and encourages each infant to be an active participant in their interactions with other infants and caregivers in small primary care groups. In the Toddler classrooms children have many opportunities to receive individual attention from the caregivers in a positive and nurturing manner. Toddlers enjoy daily indoor and outdoor activities that include sensory play, art activities, music, small group times for stories and songs, manipulatives, and gross motor with tricycles, climbing structures, playhouse, wagons, and push toys.

Preschool Program:

The Center provides both full day and half day options for children three to five years at OFCC. This program provides a well-balanced curriculum with emphasis on children's social/ emotional skills and developing sense of autonomy. The multi-age groups encourage prosocial behavior and an enriched cognitive environment. This setting ensures that children's needs (intellectual, physical, emotional, social and creative) are appropriately met at a variety of levels.

The curriculum includes many activities: art and creative exploration, science and nature activities, gardening, sensory experiences, large muscle activities, language arts and early literacy activities, music and math awareness through hands-on manipulation of objects in the environment. There is a special focus on self-awareness and the appreciation of diversity within the classroom. Daily group times provide an opportunity for sharing, music, movement and stories.



Hours

Both Centers are open from 7:30 a.m. to 5:30 p.m., Monday through Friday. The full day placements are available between 7:30 and 5:30. The half-day placements begin at 7:30; the infant half-day ends promptly at 12:15, the preschool half-day ends promptly at 12:30. The afternoon infant classes begin at 12:45 to 5:30.

Enrollment Options:

Infant Classes: (3 months to 24 months)

Full Time M-F, M-W-F, T-Th

Part Time a.m. or p.m. M-F only

Toddler Classes: (24 months to 3 years)

Full Time M-F, M-W-F, T-Th

Preschool Classes: (3 years to 5 years)

Full Time M-F, M-W-F, T-Th

Part Time a.m. only M-F only

(Part time spots are limited)

Staff

The Centers are staffed with a Director, Program Coordinators, a Family Coordinator, Business Officer, Grant Coordinator, several Lead Teachers and Teachers, and many UCSB students as classroom assistants. All Lead Teachers must hold Master Teacher Permits issued through the State of California Commission on Teacher Credentialing. Teachers also hold permits and have strong educational backgrounds in early childhood education and child development. The staff has been carefully chosen for their outstanding training, ability and experience with children.

Philosophy

Goals and Objectives

The quality of the Orfaea Family Children's Center and the University Infant Toddler Center programs and staff can best be defined by the mutual values which bind us together. Foremost among these is an abiding respect for each individual child in our care. We strive for consistency in our program, be it in the style of interaction, richness and breadth of activities offered, or the reflection in our daily program of the diversity of families we serve. Our shared philosophy, goals and objectives provide a guiding framework from which teachers expand using their own experience and creativity. As a nationally accredited program, we also follow 'Developmentally Appropriate Practice' guidelines and the NAEYC 'Code of Ethical Conduct & Statement of Commitment'. The Center is licensed through the Department of Social Services, Title XXII and V (which can be found on line at: http://www.dss.cahwnet.gov/ord/CCRTITLE22_715.htm). In addition, our infant and toddler program is influenced by the RIE (Resources for Infant Educators) philosophy. Please check the staff library or see the Program Coordinators for written resources.

Philosophy

The UCSB Early Care and Education Children's Centers provide quality child care programs for student, staff and faculty families within the University community. Our hope is to be a significant source of support for each family while providing a caring learning environment for each child. The goals of the program strongly reflect an abiding sense of respect for children, their unique cultures and individual development.

With infants and toddlers, we work to provide an environment as home like as possible – warm and welcoming, cozy spaces, photos of family, and so on. In their classrooms, infants develop intimate relationships with a stable caregiver. Caregiving activities such as feeding and diapering are warm, consistent and individualized. These routines are viewed as opportunities for children to receive undivided adult attention and to promote language, self awareness and social skills. The infants' pre-existing patterns for feeding and sleeping are respected and incorporated into the child's routine at the Center. Consistency in routines and schedules allow children to anticipate what is coming next, thus transitions are predictable.

The preschool classrooms are composed of children 3 years to 5 years of age. These multi-age groupings exemplify the Center's commitment to provide experiences that enhance the development of each child's whole self: creative, intellectual, physical, social and emotional. As each of these facets develops at different rates, the children seek activities and experiences that meet their individual needs. In addition, children with different knowledge and abilities stimulate one another's thinking and encourage prosocial behaviors amongst themselves. But, perhaps most importantly, this enables families, children and teachers the chance to build strong and consistent relationships with one another.

All of the Center classroom environments offer a rich variety of spaces, material and activities organized to promote children's active exploration and mastery. Although classrooms often appear informal, they are the result of careful planning and structuring to ensure that the needs of each child are met in a supportive and nurturing way. Our teachers encourage curiosity and enthusiasm for learning, promote cooperative social interactions, support individual creativity and diversity and provide opportunities for children to use their growing bodies to develop a sense of autonomy and self worth. Children spend the majority of their day involved in a variety of activities: art, block building, dramatic play, music, sorting and matching games, listening to stories, movement activities, science activities and large motor play.

Because we wish the Center to be an extension of a child's family life, we offer a variety of ways for parents to become involved in children's classroom experience and in Center concerns. Conferences are scheduled at least twice a year, or more frequently at parent or teacher request. Parents are invited to share in their child's daily activities, to volunteer for field trips, special events or to just come in for a visit. The Center plans several social events, parent meetings and work parties each year. In addition, all parents are members of the Parent Advisory Council that meets monthly.

Children's Center Goals and Objectives

These goals were developed collaboratively by the teaching and administrative program staff of OFCC (formerly the University Children's Center of UCSB) in 1990. They have been reviewed and periodically revised since that time by subsequent teachers and administrators in order to reconfirm our values and practices and to promote our continued commitment to these goals for the children and families we serve. In conjunction with our Mission and Values, they provide an important part of the framework for day to day decision making in program and curriculum planning.

GOAL: PROVIDE AN ENVIRONMENT WHERE ALL CHILDREN FEEL FREE TO EXPLORE THEIR OWN SENSE OF WONDER AND CURIOSITY.

OBJECTIVES:

~Children's sense of safety and security in the environment is fostered by respectful interactions with consistent caregivers and predictability in routines, room and material arrangement as well as in personal expectation.

~Adults use a non-judgmental, inquiring style of interaction. Children are not given solutions but are encouraged to, and facilitated in, problem solving for themselves. Exploration and trial and error are regarded as valuable learning tools of discovery.

~A varied array of developmentally appropriate materials and experiences are available to each age group. Curriculum activities may emerge from interests or backgrounds of the children in the group.

~Children are allowed to choose activities that interest them as appropriate developmentally and within the group setting. These choices are supported by adults.

~Recognizing that all areas of development are interrelated (social, emotional, cognitive, creative and physical), activities are presented in a variety of mediums. And all interactions (child/activity, child/child, child/adult) are valued as learning opportunities.

GOAL: SUPPORT ALL CHILDREN IN THEIR DEVELOPING SENSE OF SELF; FACILITATE THE DEVELOPMENT OF A POSITIVE SELF IMAGE AND GROWING SENSE OF AUTONOMY.

OBJECTIVES

~Children are provided with activities that balance mastery and challenge, learning to trust in and expand their own abilities.

~Children are encouraged to share their feelings, needs and ideas in age appropriate ways and are listened to with respect by adults. Peers are also encouraged to value the input of one another.

~Materials and activities (books, pictures, cooking projects, play props...) reflect the diversity of the children in the class.

~Teachers are sensitive to the varied lifestyles and cultural backgrounds of children in their class.

~Children are encouraged to take initiative in meeting and/or expressing their personal needs.

~Children are helped to see the effect of their actions on the environment and people around them. Children are considered responsible for their actions and allowed to experience, (as is appropriate), the natural consequences of their actions.

GOAL: RESPECT THE PRIMARY ROLE OF THE FAMILY IN ALL CHILDREN'S LIVES. WORK EFFECTIVELY WITH THE FAMILIES TO CREATE A SITUATION WHICH FOSTERS THE BEST INTERESTS OF EACH FAMILY AND CHILD

OBJECTIVES:

~Establish and maintain relationships with each family expressing a sensitivity to individual needs and concerns.

~Create effective methods of communication both written and verbal in order to keep families informed of current Center and class information as well as to share information specific to their child.

~Share information with families about developmentally appropriate early childhood education, child development issues, parenting issues and topics of interest to the families.

~Acknowledge and use each family as the primary source of information for their own child.

~Respect the diversity of child-rearing methods exhibited by individual families.

~Foster a strong link between home and school through opportunities for parent involvement at many different levels.

GOAL: PROMOTE AN AWARENESS OF THE WORLD IN WHICH THE CHILD LIVES. ENCOURAGE ACCEPTANCE AND/OR RESPECT FOR THE RIGHTS OF OTHERS AND THE ENVIRONMENT.

OBJECTIVES:

~Children are exposed to different aspects of their world as is developmentally appropriate. Younger children's focus remains on their family and individual group while older children explore the surrounding community and turn to other interests outside their realm of personal experience.

~Adults treat each child with respect, honoring feelings and ideas. Adults serve as models for socially just behavior by expressing empathy for, and encouraging empathy in each child.

~An appreciation is fostered for both the common and unique qualities amongst all people.

~Diversity is recognized as a vital aspect of each child's and family's individual character, serving as a source for strengthening community and one another. Materials, activities, visitors and trips reflect the diversity found in the immediate environment and also serve to expose children and adults to individuals or ways of life with which they are not familiar. Teachers are proactive in countering bias.

~Children's awareness of their impact on their physical surroundings is facilitated. Caring for the environment (materials, classroom space, outdoors and beyond) is encouraged in order to promote an awareness of one's own effect on others through individual actions.

~Children are encouraged to and facilitated in using their language to express their needs to one another. Children are encouraged to and facilitated in listening to one another.

~Cooperation is fostered in the class and in play. Competition is discouraged.



Korhogo, Sunufo: from Ivory Coast

MISSION

We are committed to striving for the highest possible standards in early care and education programs and, in so doing, supporting the children, families, students and ECE professionals of UCSB. University affiliation motivates us to be leaders in early care and education through direct service to families enrolled and as a valuable resource for the greater UCSB and surrounding community.

VISION

The Center strives to be a dynamic, professional force dedicated to improving the lives of young children through providing: consummate care and early education for children, support systems and resources for families, model training, and development opportunities for early childhood educators.



VALUES & GUIDING PRINCIPLES

We strive to integrate our values at all levels in the overall organization so that they govern our interactions and decisions with not only the children and families we serve, but with one another and the greater early childhood education and University communities as well.

- ~ *Respect* all individuals, honoring their competencies while offering support and resources for growth~
- ~ *Embrace* the diversity in our world, creating a welcoming, safe and inclusive environment that encourages all to thrive~
- ~ *Promote* a safe, supportive and caring community~
- ~ *Foster* and create environments and dispositions that instill the desire and ability to be a life-long learner~
- ~ *Form* and nurture a well-educated, experienced and caring staff of early education professionals~
- ~ *Have fun* and find joy in what we do~

Job Descriptions

The Children's Center staff values a *collaborative* effort to best meet the needs of the families we serve. Our roles may be different but they are *interdependent* and all play an integral part in fulfilling the goals of the program. *Giving and receiving support* from one another is a vital component for the well being of our entire staff. Always feel free to *ask for help* when you need it. It will never be far away.

Generally, your Program Coordinator is available to help you with any questions/issues regarding classroom program, individual children and families, behavior issues, scheduling, supervision, etc. She/he can also guide you to further information when necessary. The Lead Teacher may refer families with personal home related issues to the Family Coordinator. Families with programmatic concerns should be referred to the program coordinators. The roles of the Director, Family Coordinator, Infant/Toddler and Preschool Program Coordinators, Business Officer and the Administrative Assistants are briefly reviewed below. Familiarity with each of these positions will help you determine who can best answer your particular questions as they arise.

Infant/Toddler Program Coordinators and the ***Preschool Program Coordinator*** are responsible for the daily staffing of the classrooms, staff development, and staff evaluations, as well as supervising teachers, student interns and volunteers. They maintain quality programming in the infant, toddler and preschool classrooms using the RIE, NAEYC accreditation guidelines and the State Department of Education, Desired Results program.

Family Coordinator plans parent activities and works with families and staff when children have special needs. She plans our family education program, coordinates our inclusion program, works closely with the OFCC Parent Council, and is available to confer with parents who need support for special situations affecting families. She is the OFCC Health and Safety coordinator as well.

OFCC Director is responsible for the oversight of the entire ECE Children's Center department. This involves working closely with the Program and Family Coordinators to insure the operation of a high quality child care center for the University community and managing the Center's financial resources. She continues to pursue additional funding for the Center and to advocate for child care issues within the campus and the community.

Business Officer oversees financial, administrative, and personnel functions. The business officer also acts as staffing coordinator for all UCSB student assistants and ensures that classrooms are fully staffed.

Administrative Assistants complete office responsibilities ranging from the processing of grant paperwork to maintaining an accurate wait list and enrollment of families into the program. They are invaluable in the day to day operation of the Center.

Please carefully review teacher and lead teacher job descriptions to know your responsibilities and those of your co-teachers and assistants so to meaningfully support one another

Staff Development

Staff development is an integral part of the program There are many opportunities for personal growth and professional development. Staff development begins with orientation for new staff members: meeting with the program coordinator, review of this handbook, tour of the facility and classroom observation time. Lead teachers participate in biweekly staff meetings with the director, program and family coordinators. Teacher meetings are also bi-weekly. This time is used to discuss program issues and to develop professional growth. Teachers are surveyed yearly for topics and needs to be addressed. Meetings vary between business, open agenda and professional development. Teachers are encouraged to share their strengths, experiences, opinions and questions with one another. Evening staff development meetings occur quarterly and are frequently combined with parent education meetings. If attendance is required outside regular work hours, staff is compensated for their time. Additionally, the Center participates in a two day in-service every summer.

Individual and program goals are set by staff members as an ongoing part of their professional growth and development. Personal goals are shared with the program coordinator and are integral to the evaluation process. In addition, the staff, as a group, sets classroom and program goals for each academic year following their annual review and evaluation of the program. The center uses the Desired Results tools through the California Department of Education.

Many other opportunities for professional development are offered. These vary from year to year but may include several of the following: paid time to observe other programs, conference fee reimbursement, SBAEYC and Child Care Consortium workshops, all-day in-service, involvement in local ECE advocacy groups, periodic First Aid/CPR training. Subsequent to participation in off-site training, teachers share their reflections and new information at staff meetings. In addition, many informal opportunities exist for forging strong and supportive relationships with one another through celebrations and casual gatherings.

Evaluations

Teacher assistants: New TAs complete a self-evaluation and are evaluated by the Teacher mid-quarter. Problems should be addressed with TAs as they arise, not put off until the formal evaluation. If an assistant has some areas which need improvement and you've tried to address them but see no results, discuss it with the program coordinator (see forms).

Teachers: are evaluated by the Lead Teacher and complete a self evaluation annually, usually during the summer. Teachers meet with the Lead Teacher, then the Program Coordinator to review the evaluation, reflect on completion of last year's professional development and set new goals (see forms).

Lead Teachers: are evaluated by the program coordinator and complete self-evaluations. Professional growth plans are reviewed and new goals set (see forms).

Supervision and Training of Staff / Volunteers / Interns

Training of teacher assistants, volunteers and interns is primarily 'on the job'. However, prior to working in the classroom, all assistants will be given a Teacher Assistant Handbook and will review it with a program coordinator. Volunteers and interns are also given this handbook, along with volunteer guidelines, and will review them with the coordinator. Your training of staff will be mainly through modeling with explanations and feedback as necessary. Find a private moment to review any situations that you feel should have been handled differently. Share articles with your staff that you feel will give them a better understanding for the age group with which they are working and for the style of interaction which is required. Please familiarize yourself with the Teacher Assistant Handbook so that you may refer to it when training your assistants and discussing issues as they arise.

Quarterly Teacher Assistant Orientation -is done quarterly during the fall, winter and spring. These mandatory evening meetings start as a large group, then teachers meet with classroom assistants to review specific responsibilities, discipline, expectations, etc. The substitute and floater TAs, volunteers, and interns meet with the classroom teaching assistants to learn more about a specific group of children. Additional meeting and trainings may be held throughout the year.



Resources

The UCSB ECE Children's Centers provide many resources to support your classroom program. These include a variety of supplemental supplies and materials, as well as a rich selection of educational articles for staff and parents. Sister classrooms share many materials (including: building blocks, large animals, a wealth of manipulatives, musical instruments, play houses, etc.) Each yard has a storage shed for outside materials such as tricycles, sensory materials, gardening supplies and wood-working tools. Please refer to the list below for location of additional resources available to all teachers.

Infant/Toddler Resource Room (in Gray Door, OFCC): art supplies: paints, starch, glue, painting tools, manipulatives, puzzles, paper, etc.

Preschool Resource Room (near Purple Door OFCC): art supplies: butcher paper, paint, food coloring, starch, screens, paint cans, collage materials (pine cones, cards, ribbons) and recycled materials (egg cartons, straw-berry baskets, misc. boxes, tubes)

Science Shed (in front courtyard, OFCC): pet supplies, bones, rocks, shells and other science items, large motor props, extra housekeeping, furniture, prop boxes (i.e. office, space, beach)

Staff Room (UITC): includes professional resources, children's library, family resources, information on upcoming professional development opportunities, etc.

Parent Meeting Room (OFCC) - Curriculum materials that may be checked out to classrooms on a rotating basis. These include puzzles, games, small and large manipulatives. The Center's professional library is also here and includes Young Children and other periodicals, topic and curriculum planning books

Family Coordinator's Office (OFCC)
-parenting books
-books and articles on 'tender topics'

- Resources continued -

Front Office, File Drawer (both centers)
Classroom program and staff forms and notices including... field trip maps, mileage, medicine permission slips, accident reports, petty cash requests, contagious illness notices, time off requests, parent conference reports, assessments, etc.

Program Coordinators' Office (OFCC)
-children's books
-picture file
-ECE and child development articles and videos

Please keep these areas clean and organized. A great deal of effort goes into maintaining them. Return books and items to designated spaces. Sign out materials as needed.

Petty Cash

A monthly petty cash allotment of \$40.00 (\$45.00 if you have a classroom pet) is available to each classroom for expenditures at the teachers discretion (cooking supplies, film and developing, art supplies, toys, etc.) *The money must be spent and reimbursement requested on a monthly basis. The deadline* for completed petty cash reports is the end of the first week of each month [accompanied by signed, itemized receipts with store name and date imprinted on them - credit card charge slips are only accepted when combined with register receipt] (see forms). In cases of extreme financial hardship, petty cash can be submitted and reimbursed immediately. In addition, mileage can be reimbursed for local trips to purchase classroom supplies *during prep time only*. One mileage claim may be made per classroom per week. Please submit mileage claims on a *monthly* basis with your petty cash (see forms).

Additionally, the Parent Council provides \$75.00 per quarter for each classroom. Each class may elect to submit for payment to Parent Council on a monthly, quarterly or annual basis. This decision must be made at the beginning of each quarter and is in effect for the duration of that quarter. If you elect to receive payment monthly you **MUST** submit claims by the 10th of each month for all 3 months of the quarter. Year end claims are due by June 10th. The same receipt guidelines apply as with OFCC petty cash.

Program Policies and Procedures

The following information runs the gamut from where to park your car to what to do when a child gets sick! This is the nitty-gritty of our daily life here at the Centers.

Please also closely review the attached policies (Biting, Creating Center Policy, Discipline, Food, Steps for Supporting Children/Staff, When More is Needed, Toilet Learning, Toys from Home, When It's Time to Move, etc.) These have been created by the staff over time, based on the center philosophy and with input from the Parent Council. These policies are instrumental in establishing a consistent environment for all children.

For a complete list of UCSB Personnel Policies, check the Human Relations website at <http://hr.ucsb.edu/>.

General Business

Dress appropriately. The Centers are places of exploration and we encourage the children and adults to dress comfortably in clothes that can get messy. At the same time the staff strive to keep a professional appearance. Sturdy shoes will protect your feet and make it easy to move quickly in an emergency.

Keys A key to the building will be checked out to each teacher and must be returned upon completion of employment. Please carry your key at all times to insure you can exit the building / yards quickly during a fire drill or emergency.

Mailboxes Mailboxes for all staff members are located in the front offices. Please check your box upon arrival and periodically during the day. This is one of the primary methods of communication between staff.

Parking Staff who park their cars at the University are required to obtain parking permits; permits can be purchased at the Parking Services office of the Main Campus. Talk with the Business Officer for specific information before going to campus. At OFCC, staff should use the lot located directly on West Campus Lane (near Yard 2), the lot adjacent to the Infant/Toddler yard, or the lot behind the Clubhouse. The main parking lot is reserved for parents and visitors for short term parking. Teaching assistants should be encouraged to walk, bike or take the bus as they do not qualify for staff permits.

After hours baby-sitting Teachers may only care for children who are *not* currently enrolled in their classroom. Quarterly, the Center updates a babysitting list of interested teaching assistants for families. Please send interested families to the front office for a copy of the list.

Classroom Policies and Procedures

Opening/Closing

Office and/or administrative staff will be available from 7:30 a.m. to 5:30 p.m. each day. They will be responsible for opening and closing the main entrances, receiving phone calls, finding last minute substitutes, etc. Each classroom shall be opened and closed by a teacher. Morning sister classes are combined from 7:30 – 8:30 for Early Birds.

The Early Bird teacher (s):

1. Unlocks both sister class doors, turns on the lights and heaters, if necessary.
2. Is in the classroom ready to greet children and families by 7:30.
3. Creates a welcoming environment with available activities for the early arrivals. There may be additional early morning cleaning or set up depending on the classroom / age group.
4. Evaluates each child's health and accepts *or not* according to Center and licensing guidelines. The Program Coordinator is available for 'consultation'(see Health and Safety).

The closing teacher (s):

1. Leaves classroom clean – tables and chairs wiped, materials put away and chairs placed on tables.
2. Closes and locks all classroom doors and windows, *including bathroom*.
3. Turns off lights and turns heater down.
4. Diaper trash is taken to dumpster, if applicable.
5. At OFCC, locks gate when leaving. Exit through courtyard if the electric fence has been connected.
6. At UITC, exit though the main entrance, insuring the door is locked.

Note: if classes have been combined or a substitute was covering in the sister classroom, please double check other room, as well.

Pick-up procedure – All teachers must be aware of the specific adults allowed to pick up each child. If you have never met an adult picking up a child, introduce yourself, explain our policy and check for the adult's name on the children emergency information sheet. ***Ask for photo identification.*** Send for the program coordinator at once if an unauthorized person visits and/or asks to leave with the child. Be sure to alert substitutes to special family situations/restrictions. Subs should be reminded to always ask for identification if they do not personally know the adult picking up the child. A family may give the office and teacher written notice for a pick-up person not regularly noted on their emergency form. The dates effective must be specified. Be sure the office has been notified if a parent makes contact with you first.

Late children – Children who have not been picked up by 5:28 must be brought to the front office. The administrators will remain with the child until a parent arrives. ***Please bring with the child: All belongings which need to go home and fill out a late notice*** with the child's name, date and classroom.

Classroom Responsibilities

(refer to job description for complete list of specific duties)

Activities / Environment

All aspects of classroom planning are designed to meet the needs of children individually and age appropriately. The job description explains the necessary components of the daily schedule as well as the basic elements, which must be incorporated into every classroom.

We value comfortable, inviting, rich environments which welcome children to explore, create or relax as they need. Classrooms should be kept clean, attractive and well organized so that children can actively participate in choosing their own activities as well as maintaining the environment. Each classroom (within developmentally appropriate guidelines) shall have the following components always present:

- Cozy, soft elements throughout the room with a *specific area designed for comfortable 'quiet' resting/play*. Generally this is combined with a book area. Books should be rotated on a regular basis and include picture books, non fiction (i.e.science, nature, family, community), wordless books, books with rhymes, alphabet books, and books in the children's home languages.
- Private area for one or two children to play undisturbed
- Self-help writing / art center, as age appropriate
- Interactive science 'table' activity. Cooking and science once / week
- A living critter or two!
- Routine care areas set up to facilitate adult child connections
- Sensory tub/activity
- Dramatic play area
- Art activity
- Music and instruments
- Small and large manipulatives including a block area with a variety of props – dolls, animals, cars, furniture, puzzles.
- Reflection of diversity and anti biased curriculum, as age appropriate. Parents should be heartily encouraged to share foods, traditions, projects, songs, interests, photos or other items.

Supplemental activities - field trips, visitors, joint class projects are incorporated into the regular tapestry of each class as well. This may range from an infant accompanying his/her teacher to the office, to sister preschool classes harvesting their garden vegetables and creating a Stone Soup feast. Your fellow teachers are the *best* resources for brainstorming ideas and building on old favorites. [refer to Field Trip Policy in the Appendix]

Preparation time of forty-five minutes per day is paid for each classroom as staffing allows; it is generally given in conjunction with the lunch hour. Teachers are allocated prep time on an individual basis.

Unforeseen staffing shortages may affect available prep time on a day to day basis.

A Few Uses for Prep Time

Lead Teachers

plan curriculum
gather/prepare materials
meet with teacher/tas/pc
classroom/yard maintenance
staff meetings
assessments/record observations
staff evaluations
parent phone calls and conferences
document parent conferences
classroom newsletter
update parent board

Teacher

plan curriculum
gather/prepare materials
meet with lead t./tas/pc
classroom/yard maintenance
staff meetings
maintain portfolio box
assessments
classroom newsletter

Activity Sheets – Weekly activity plans should be posted by Monday morning on your classroom parent board. These should note specific plans including art, sensory, music, cooking projects, special stories read, field trips, outside activities, etc. for that day. Activity plans need to include at least one “foundation” and one “extention” in each of the following areas:

Children are personally and socially competent (❤️ - heart)
Children show physical and motor competence (👋 - hand)
Children are effective learners (⭐ - star)
Children are safe and healthy (🌸 - flower)

The Teacher is responsible to give completed lesson plans to the program coordinator at the end of each month (see forms).

Daily Schedules – A daily schedule (general routine: group, nap, outside etc.) must be posted in each toddler and preschool classroom on the parent board and a copy given to the program coordinator when updated.

Style of Interaction / Guidance - Interactions between teachers and children are the fundamental basis for nurturing care and positive learning experiences. Respect and concern for the well-being of children in our care is shown through our actions as well as our speech. The UCSB ECE Children’s Centers consider the quality of teacher/child interaction to be one of the most important aspects in caring for children. In order to maintain safety and proper supervision, teachers should always position themselves and direct teaching assistants to insure that all of the children can be seen *and heard* at all times. The following articles and guidelines [see Appendix] should be carefully read and practiced in your daily interactions with the children: ‘Diapering Procedures’, ‘Bottle-Feeding Guidelines’, ‘Discipline Policy’, ‘Guidelines to Speech and Action’, ‘Keys to Effective Discipline’ ‘OFCC Goals and Objectives and ‘Comments about Art’. In addition, your fellow teachers and the coordinators are always willing to support you (brainstorm, lend an ear, provide support) when an issue arises with a particular child.

Written Assessments of Children – Cumulative portfolio assessments of each child’s development are compiled throughout their time at OFCC and will follow the child from class to class (see Handbook#2). All children must have an initial written assessment (Desired Results Developmental Profile-revised) completed within sixty days of their enrollment, then all children are assessed twice a year (spring and fall). This information is then shared with the parents and families at the fall and spring parent conferences. Please show completed assessments to your program coordinator upon completion.

Each classroom has a file box provided for the children’s portfolios. Please review the portfolios within the first week of employment, then update regularly. Along with the formal assessments, the portfolio should include quarterly samples of art work, writing and language samples, photos and anecdotal records reflecting developmental progress. In addition, each child’s file should contain: parent conference records, special concerns, special needs information, personal information sheets, injury reports, old medication permission slips, etc. kept in chronological order.

When More is Needed – Developmental/special needs issues should be brought to the attention of the Family and Program Coordinators. The Family Coordinator will support the classroom staff as she/he guides the child and family through the referral process and is available to meet with parents and staff on an ongoing basis regarding the issues of these children. A ‘*Child’s Special Needs Record*’ must be completed by the families and lead teacher at the beginning of this process (see children’s forms).

A process also exists to support teachers as they work with a challenging child who requires more than the typical discipline techniques (see When More is Needed). This may include meeting with the parents, observations and meetings with a Program Coordinator and designing interventions specific to the child and situation.

Parent/Teacher Communication and Relationships

It is imperative to develop a good working relationship with the families of each child in your class. This begins with the child’s enrollment and is fostered through many avenues of regular contact. Always aim for *daily* verbal interaction (such as sharing a developmental milestone, observation or reporting on the child’s general mood) with each parent. Written reports are given to every infant parent and can also be given in toddler and preschool classes occasionally or if a specific need arises. A smiling greeting or warm good-bye is a simple yet caring acknowledgment. It is important that families know they are always welcome and may stay as long as they wish.

Orienting New Families

Every effort is made to ensure a smooth transition as a child enters a classroom, whether they are new to the program or currently enrolled. Repeated visits to the new room, written and verbal communication with the

parents, 'personal information sheets', Infant and Toddler Family Information Needs and Services Plans and intake interviews are all designed to take away some of the unknown elements in this change and help the child and family become familiar with their new class. Remember, oftentimes parents need as much, if not more, reassurance than the child throughout this process.

Visiting the new classroom – All families are strongly encouraged to visit their new class prior to the child's first day of enrollment. If children move within the Center, their current teachers will take the child for a visit or two to their new class; parents also accompany their child on visits to the new class. These visits should take place in the two weeks prior to the move. The child may choose a new cubby during one of these visits. Visiting parents are asked to save questions for the program coordinator and for their intake conference rather than trying to talk to the teachers during visitations.

Intake conference – Prior to meeting with the parents, please *review the child's file (if continuing from within the Center) and read the Personal Information Sheet or Needs and Service Plan. Please ask parents to complete a new Personal Information Sheet whenever changing classes.* Ask parents to bring extra clothes, diapers, and bedding to this meeting. Use the time to briefly explain the classroom (schedule, general activities, goals for children) and answer parents' questions. To learn about their child and family goals for the center, work with families to complete Intake Conference document. Ask, "what should I know about your child and family so that I can better meet your child's needs?" Express your willingness to work *with* the parent in the best interest of their child and invite parent to visit as frequently as they would like. Use the Parent Handbook to familiarize the parents with necessary forms including medicine permission, late notice, accident reports, infant daily reports, special health care needs plan and policies, etc. (see children's forms)

Parent Handbooks are given to each family when they enroll or move from the Infant/Toddler to Preschool program. Please familiarize yourself with your copy of the parent handbook. It is helpful to refer to this handbook when you need to discuss a policy issue with a family and to answer family questions.

Parent Council – All families are welcome to be active members of the Children's Center Parent Council when their child enters school. This group meets monthly and is an integral part of the operation of the Center. The Parent Council is involved in the decision making process, including: reviewing policies and procedures, sponsoring fundraisers, social gatherings, parent education meetings. Council sub-committees are created each year for fundraising, social events, facility maintenance, children's library and emergency preparedness. This lively, creative, and energetic group represents a major resource and support system for our Center. Your support for the Council is vital, so that we may provide an outstanding program for the children and families we serve.

Parent Communication

Parent Board – Maintain a neat, attractive parent board with posted daily schedule, weekly activity sheet, notices of upcoming center events and classroom and center newsletter.

Classroom Newsletter – Lead Teachers (3 per year) and Teachers (1 per year) write classroom newsletters which are to be distributed quarterly. *They must be typewritten and include a curriculum focus which helps bridge the gap between the what and the why of what goes on in your class!* Other items may include calendar reminders, short family ‘bios’, intro of staff, policy reminders (toys from home, healthy lunch, health policy), thank yous, and articles or resources on topics that have come up in the classroom. Old newsletters are available in the staff library for inspiration and ideas. Please make enough copies for each family in your class as well as for each teacher and administrator’s mailbox and the newsletter binder. The administrative assistants can help you with the copy machine if you have questions.

Parent conferences – After the intake conference, two parent conferences are held each year. In the fall, lead teachers meet with parents during regular hours; eight hours of teacher assistant sub time is given so that most conferences can be conducted during classtime with the remainder scheduled during prep time. The spring conferences are held on an all-school closure day during Spring Break. Generally this is your opportunity to share some of the special qualities you enjoy in each child, review the child’s developmental assessment, encourage the parents to share any concerns or questions they may have and to help you gain an insight into their home life (bedtime routines, discipline, relationships). Any serious issues should be addressed in meetings with the parents *as the issue arises* and are not ‘saved’ for regular conference times. See ‘Steps for Supporting Children/Staff When More Is Needed’ and ‘OFCC Discipline Policy’. A parent teacher conference record is completed by the classroom lead teacher within one week of the conference (see forms). The original is given to the program coordinator and will be reviewed then returned for the child’s portfolio. The program coordinator is always happy to meet with you about any problem that arises with a child.

Work parties – Plan to attend one Saturday work party each school year (this is paid / comp time). Teachers need to help prioritize projects for these parties. In addition, please create some take home projects for your class so that all parents can participate (sewing up dramatic play items, fixing books, cutting out projects). These take home projects can be available to parents throughout the year to encourage their involvement and give real help to you!

Events – There are many informal social gatherings that allow children, parents and teachers to enjoy one another’s company in different settings. Some of these events include ‘Pumpkin Carving Parties’, Family Potlucks and Silent Auction and Year End Potluck.

Health and Safety

We work hard to not share communicable disease between the children or staff. Please take all precautions and follow all guidelines to ensure a healthy school environment.

Health Evaluation – State regulations require that each child’s health be evaluated by a teacher when the child arrives at school. Ask the parent how the child is, feel their forehead, observe coloring, temperament and look in their eyes. If you observe anything out of the ordinary which may suggest illness, ask the parent about it before they leave. **Do not allow sick or possibly ill children to be accepted into the classroom in the morning.** If the parent resists or questions your assessment, ask them to speak to the program coordinator and refer them to the policy in the parent handbook.

Sneezles and Snuffles Chart

Children should not be allowed to remain at school if they exhibit the following symptoms:

Sore throat	Stomach ache
Sneezing and runny nose	Unidentified Rash
Cough	Fever
Nausea /vomiting	Diarrhea
On antibiotics for less than 24 hours	Earache
Anything requiring a child to take a fever reducer / pain medication	

Sick children – If a child becomes ill while at school:

1. Isolate the child by bringing him/her to the office where a cot will be provided. Collect and bring the child’s take-home items as well as a nap blanket. If staffing allows, infants can stay in the nap room or nursing room (OFCC).

2. Call an adult on the emergency list to come as soon as possible to pick the child up. Office staff and program coordinators can help make these calls for you.

Any child who has a fever, diarrhea or has vomited must be kept home for 24 hours after all symptoms have subsided. *A child taking antibiotics must have been on the medication for over 24 hours before they will be allowed to return to the Center. A child who has had a fever reducer before school should not be accepted.*

Communicable disease – If present in your classroom, provide each family with written information about the illness including symptoms and number of days the child should remain at home. Some examples of common communicable diseases are chicken pox, pink eye and lice. Please inform the office staff and sister classrooms of communicable illnesses.

Medication – If a child is well enough to be in school but requires medication, the parent must complete the “*School Medication Permission Form*”^(see forms).

Medication must be in the original container with drug name, manufacturer’s name and dosage listed clearly on the label. If the label does not specify dosage for the age of your child, or the requested dosage differs from that on the label, a doctor’s prescription with recommended dosage must be attached. **Prescription medications must be in the original container with the pharmacy label attached.** Only teachers or lead teachers may administer medication, documenting date, time and dosage on the “School Medication Permission Form”. If a medication is needed for more than one week, please have the family fill out a new blur sheet every Monday. All medicines must be removed from the Centers when not in use and/or always by Friday of each week. Staff **do not** administer medication that may mask a fever (i.e. Tylenol, Motrin, aspirin) and these medications should not be given to a child prior to coming to school. **Do not** accept a child who has been given fever reducing medications before their arrival.

Accident Reports – need to be completed for any accident which requires first aid attention (ice, disinfect, band aid) and any accident in which blood is present. Accident reports may be completed for any incident which you would like to report to the parent especially if the child was upset about it regardless of an actual injury. Only lead teachers and teachers may complete accident reports (see forms).

First Aid and Exposure to Blood Borne Pathogens –Review and be familiar with the information in these important handouts found in the ‘*UCSB ECE Children’s Centers Injury and Illness Prevention Program*’ packet.

First aid kits – At OFCC, first aid kits are located in the bathroom cupboard of each toddler and preschool classroom and in the diapering areas of infant classrooms. At UITC, the first aid kits are kept in the kitchens. At both centers, additional kits are in each classroom’s emergency backback and on an outside shelf in each playground. Emergency back packs should accompany the class on all walks and field trips. At OFCC, there are also first aid supplies in the cupboard of the bathroom off the Parent Meeting Room. Please check your supplies regularly and replenish as necessary. Precautions for Blood Exposure are posted in each bathroom.

Emergency Plan – The Centers have prepared an extensive plan to be followed in the case of major emergencies. At the time of hire, each staff person is given a copy of the emergency plan. Familiarize yourself with the evacuation procedures (posted by the fire exits) and your role in an actual emergency. In addition, a copy of the emergency plan is in each emergency back pack. The lead teacher is responsible to maintain this emergency backpack with a current class list, medical consent and release forms and name tags for each child. The back pack should be taken on all walks, fieldtrips, and evacuation drills. Additional emergency supplies are stored in the shed on the front patio at OFCC and in the Knaack on the west side of SRB at UITC. Per divisional policy, all staff must maintain an emergency kit (food, water, emergency supplies) in their car / classroom.

Fire Drills – are held on a monthly basis. These are surprise drills and the day and time varies. Teachers should take their emergency backpack with them and close all doors as they leave the classroom. Administrators will visually check each class and deliver sign-in sheets so the teacher(s) can take attendance at the evacuation points. Evacuation cribs should be used to assist in transporting infants, in the event we need to evacuate the playgrounds, as well.

Suspected Child Abuse – It is mandated by the State of California that all suspicions of child abuse be reported to Child Protective Services. If you have concerns about a child in your classroom, inform the Program Coordinator immediately. Either the Director or Program Coordinator will place the appropriate calls, including one to the parents or guardian of the child. Throughout the process, the Director and/or Coordinator will be directly involved as a support to staff and as a facilitator for all parties involved. As with any sensitive or personal family issue, confidentiality must be maintained.

Procedures for Accusations of Child Abuse by a Staff Member

The quality of the program depends on the relationships between Center staff, parents and children. Accusations of any kind can be damaging to these relationships, creating a sense of vulnerability for Center staff, as well as parents. The Center is committed to supporting our staff community, as well as parent and child community, to address fears, re-establish trust and strengthen relationships and support systems within a framework of confidentiality and respect for the privacy of those involved. Assistance from outside sources (such as UCSB's Academic and Staff Assistance Program program or a local colleague in the ECE field) may be used to facilitate this process. In the event that an employee is accused of child abuse in the course of their employment, the following will occur:

- The parent(s)/guardian(s) of the child in question will be notified of the accusation by the Center.
- A report will be made to the Department of Social Services, Community Care Licensing division in accordance with State licensing regulations. Licensing must also be notified of any "unusual incident that threatens the physical or emotional health or safety of a child". This may also necessitate a report to CPS depending on the alleged incident.
- It is the policy of the program to place any employee accused of abuse or neglect on administrative leave pending the investigation. Such action is not intended to constitute a belief that such abuse did occur. It is a standard action to protect the employee and child during the investigative period.
- If, after an investigation of the allegation(s), disciplinary action appears warranted, applicable UCSB personnel policies will be followed.

Daily Grounds Check – are conducted by the opening coordinator. In addition, each class should do a brief check before allowing children to play outside. Teachers should scan for hazards and contaminants. If anything is found (garbage, animal droppings, etc.), use gloves, double bag, remove surrounding dirt, spray area with diluted bleach solution. In addition, a program coordinator should be informed of the hazard and its location.

Back to Sleep - Infants, under the age of one, will be placed on their back to sleep and when placed on the floor or in the play pen, then allowed to turn as he/she wishes. If an infant is over the age of one and is not consistently turning over, the infant should continue to be put down on his/her back. Please ensure all crib rails are in the locked position before leaving the infant.

- The mattress will be firm and one that is manufactured for sale as infant sleeping equipment and meets the standards of the Consumer Product Safety Commission.
- Toys, stuffed animals, comforters or fluffy blankets should not be placed in the crib.
- If a blanket is used, it should be a thin blanket that is tucked securely around the crib mattress, reaching only as far as the infant's chest.
- An infant's face and head should remain uncovered while sleeping.
- Classrooms should be kept at a temperature that is comfortable for the caregiver in a short-sleeve shirt or smock.
- The use of a pacifier has been linked to a reduction in the risk for SIDS. Encourage your families to speak to their doctor about the use of a pacifier.
- If a parent feels that there is a medical reason the infant should not be placed on his/her back, a note from the doctor is required.
- If a parent has a question regarding this procedure, please have them speak to the Infant/Toddler Coordinator and or refer them to their Parent Handbook for more information.

Personal Health and Safety - It is just as important that you keep your own self as healthy as possible, including your emotional well-being. Pay special attention to frequent and proper handwashing (see appendix), regular classroom cleaning with a bleach solution and making time for *fun* (the prescription for perfect health.) If you are feeling ill, have a fever or are otherwise too sick to be at work, please stay home and take good care of yourself. We don't want to share our own illnesses with each other and the children. The same '24 hour rule' applies for adults as for children.

Carefully review the '*UCSB ECE Children's Center Injury and Illness Prevention Program*' packet. If you did not receive one at the time of your orientation, please ask the program coordinator for your copy. For further health and safety information, please check the website at <http://www.ehs.ucsb.edu/>.

Emergency / Accident Procedures - In the event that a child is hurt and requires emergency medical assistance from a physician, the following steps should be taken to ensure the safety of the child:

- ❖ Get assistance from another teacher and notify a PC or administrative person
- ❖ Tell someone to call 9-1-1 (9-9-1-1 from Center telephones) and notify the parent. If asked, we will let parents know the closest hospital is Goleta Valley.
- ❖ Remain with child, assisting with first aid, until emergency personnel arrive
- ❖ Wear protective gloves and follow universal precautions
- ❖ When emergency personnel arrive, ask where the child will be taken and notify the front office and parents
- ❖ A staff person will follow in car to be with child until parent arrives
- ❖ Upon return, complete an "Accident report" and notify your PC to ensure that follow up steps are taken (including "Unusual Accident Report")
- ❖ Follow up with family as needed regarding outcome.

When a child does not require emergency medical assistance, but the accident is one in which parents should be notified (head injuries, excessive bleeding, open wound), the following steps should be taken to ensure the safety of the child:

- Get assistance, when needed, and apply first aid

- Wear protective gloves and follow universal precautions
- Notify your PC/administrative person of the situation and treatment
- Contact the parent
- Follow up with the parent and the PC
- Complete an accident report (parent, child's file and office file)

Please note: Children's emergency contact information and permission to treat are located in each classroom's emergency pack back and in the children's front office file.

Emergency Procedures for Staff/Adults In the event that a staff person or other adult is hurt and requires emergency medical assistance from a physician, the following steps should be taken to ensure the safety of the child:

- ❖ If needed, get assistance from another staff member and notify an administrative person
- ❖ Call 9-1-1 (9-9-1-1 from Center telephones) and notify the person's emergency contact person (found in personnel file). Advise front office of hospital location when emergency personnel arrive to notify family.
- ❖ Someone should remain with the person, assisting with first aid until emergency personnel arrive
- ❖ Wear protective gloves and follow universal precautions if blood exposure is possible
- ❖ A staff person will follow in car to be with person until family or emergency contact person arrives
- ❖ Complete an "Incident Report" (busserv.ucsb.edu) and notify Business Services-Worker's Compensation that a staff person has been injured at work (ext. 4169). Fax report to Business Services
- ❖ Follow up with all persons involved as needed

Toy washing instructions for all ages - toys mouthed or otherwise contaminated by children are placed in "toys to be washed" container immediately after child is finished with the toy. Toys will be washed daily. Toys that can be placed in a bleach and water solution are washed in the sink / plastic tub (please soak for 2 minutes, do not rinse); toys which do not fit should be sprayed with bleach solution (1 quart water to 1 TBSPN bleach) until glistening and allowed to air dry on paper towels. Please remember to mix fresh solution each day.

Younger Infant Room (3-12 months)

- All toys are washed at least once a day (more frequently if mouthed)
- Soft climbing structures are sprayed with bleach and water solution daily. Soft toys, furniture covers, etc. are washed in the machine daily

Older Infant Room (1-2 years) and Toddler (2-3 years old)

- All toys are washed at least twice a week (more frequently if mouthed)
- Toys that require bleach and water solution spray are cleaned weekly
- Soft climbing structures and all other climbing surfaces are sprayed with bleach and water solution, weekly, or more often if needed

Preschool Classrooms (3-5 years of age)

- Toys, not mouthed or otherwise contaminated by children, are washed on a rotating basis, monthly

Personnel Policies and Procedures

UCSB policy and Collective Bargaining Units govern personnel policies. All policies are available on the Web at <http://hr.ucsb.edu/policies/>. If you have any questions or problems accessing the information please see your program coordinator.

Below are a few general procedural guidelines.

Work Attendance:

A "Time Off Request" (file drawer in the office) must be completed and approved by the Program Coordinator before any time off may be taken. Please make requests as far in advance as possible as it helps with the planning process. Vacation leave is granted based staff vacation accruals, on the needs of the University and operational needs of the Center. While we try to accommodate all requests, program needs may limit our ability to do so. Requests are not routinely granted during exam, break weeks or the first week of each quarter (see forms).

When a teacher chooses / needs to take time off, and the absence will be three days or less, ***the teacher may be responsible***, in conjunction with the staffing and program coordinator, for making sure that the class is covered at all times throughout their shift in accordance with Title 22 and 5 licensing regulations and Center policy. A list of available substitutes will posted quarterly. Please ask the Program / Staffing Coordinator for additional suggestions if you are having problems finding adequate coverage. The Coordinator may be able to arrange the coverage for you, but, it remains your responsibility to check in a timely manner and be sure that arrangements have been made. When arranging substitutes, a teacher should replace her/his self with a teacher assistant for the hours in which another teacher is regularly present in the classroom. ***There may be no time that a teacher assistant is scheduled to be alone with a group of children.***

Please inform the Program Coordinator as soon as possible if you need to be absent due to illness. At OFCC, please call (805)893-4994 (staffing coordinator) and (805)893-4904 (program coordinator) to report absence due to illness. At UITC, please call (805) 893-7030.

Timekeeping- All staff fill out a *Daily Attendance Record*, or time card, indicating hours worked and all absences with or without pay. Please use ink on both the front and back. Whenever possible, corrections must be made by the employee and initialed by the employee and program coordinator. Time worked and overtime is reported according to the nearest one-quarter of an hour. Please see your program coordinator if you need assistance or you have any questions about completing your timecard. ***Timecards must be completed on a daily basis and signed by the last workday of the month and turned in to program coordinators. Please keep timecards in the front office.***

Overtime:

Compensatory time is given for *required* hours beyond your regular schedule. You can opt to have comp time paid out or earned. Evening staff development meetings, parent education and social functions, "Back-to-School" night, Teacher Assistant orientations, or covering for an absent teacher are all ways to earn comp time. All comp time must be approved by the Director or Program Coordinators prior to the time worked.

Upon hire and once a year, an employee will complete a form with the front office to indicate a preference for either compensatory time off or pay. Comp time is considered "straight" if the total number of hours worked in one week is 40 or less. After 40 hours of paid work time, the comp becomes "premium" and is multiplied by 1.5. Paid premium overtime must be approved in advance and in writing by the Director. Please see a program coordinator or office staff member for forms or assistance.

Insurance and other Benefits- An Administrative Assistant will explain your benefit options to you at the time of hire. Twice a month there is a scheduled orientation in the Benefits Office for all new UCSB employees. Please interface with your Program Coordinator to schedule classroom coverage to attend a Benefits Orientation at your time of hire.

Questions should be referred to the Benefits Office for more detailed enrollment and eligibility information at (805) 893-3166. Information is also accessible on the Human Resources web site at <http://hr.ucsb.edu/>



Code of Ethical Conduct

The Orfalea Family Children's Center at UCSB is accredited by the National Association for the Education.

At OFCC, all staff follow the Code of Ethical Conduct & Statement of Commitment, a position statement of NAEYC (attached).

A complete list of all 2006 NAEYC Accreditation criteria can be found at:
<http://www.naeyc.org/academy/standards/>

Attach NAEYC Code of Ethical Conduct here