



Family Handbook

University of Wisconsin-Whitewater
Division of Student Affairs
FALL 2011

The University of Wisconsin-Whitewater is committed to equal opportunity in its educational programs, activities and employment policies regardless of race, color, gender, creed, religion, age, ancestry, national origin, disability, sexual orientation, pregnancy, political affiliation, parental status or Vietnam veteran era status, parental status and pregnancy. This facility is operated in accordance with the U.S. Department of Agriculture.

Dear Families,

Welcome to the University of Wisconsin Whitewater Children's Center!! Our center was established in 1973 with a specific commitment to providing high quality care at a reasonable cost to student parents. Additionally, childcare is provided as space allows to staff, faculty and the community parents. Every attempt is made to meet the ever-changing needs of the families that our center serves.

Our Children's Center mission is not only to provide care for children and families but also to serve as a model and learning lab school in early childhood education. We are a part of Student Affairs and collaborate in many ways with the School of Education and other academic departments on campus. These collaborative relationships allow our center to be abreast of current best practice in early childhood education through student teachers from the School of Education and to be an active vital part of the UWW community.

We believe that the child's family members are their first teachers and in order for our program to be successful, the school and family should work together as a team. If you ever have an idea, question, comment, complaint, concern or compliment I strongly encourage you to contact me.

I hope that this handbook is of assistance to you when questions arise about our program. If the answers you seek cannot be found here, please do not hesitate to ask these questions of the lead teachers or myself. Our handbook is a working document and as regulations change or we feel the need to update or clarify something, we will be sending you updates. If there is something in our handbook you would like to discuss further, please do not hesitate to bring it to my attention immediately. **Very important information is written in bold so that it will attract your attention.**

Our commitment to serving your family and child is one that is strongly felt at the center. We hope that throughout the year, we will be able to meet those needs and build many lasting relationships.

We look forward to working with your family and thanks for sharing your child(ren) with us!

Warmly,

Holly S. McFaul, M.A
262-472-1768 or 262-903-3210
mcfaulh@uww.edu

CHECKLIST FOR THE 1ST DAY OF SCHOOL

All Forms Are Completed.

1. Enrollment form (must be completed at least 24hrs before enrollment is verified)
2. Income Verification Form (must be completed by the first day of school-new form each year)
3. Immunization Form (must be completed by the first day of school and please keep us up to date)
4. Health History Form (must be completed by the first day of school)
5. Medical Form (must be completed within 10 days of enrollment)
6. Detailed Parent/Guardian Schedule* (must be completed by the first day of school each semester)
 - Two Extra Sets of Clothes - Please Label
 - Sheet, Blanket in a washable bag (not plastic or paper), or sleeping bag-Please Label. This is only for children who are at the Center during the afternoon block of time.
 - Pictures of Family, Friends, Pets (for children to keep in their cubby - little photo albums work well)
 - Favorite Toy or Stuffed for security if needed (non-violent)
 - Biking Helmet - Please Label
 - Appropriate items to wear in winter weather (we go outside daily) - Please Label
 - Diapers and wipes (if needed)
 - Kleenexes
 - Bottle of non-toxic washable school glue
 - Ziploc Bags One Gallon Box and One Quart/Sandwich Box
 - 2 packages Dixie Cups (5 oz.)

Helping Children Feel Comfortable at the Children's Center

Parents are encouraged to bring children to the Children's Center before the first day of enrollment, especially if the child(ren) has difficulty in separating. However, a parent or guardian must stay with the child at all times and the center does not accept responsibility for the care of the child until the day of enrollment. In other words, the parent/guardian cannot leave the child in the classroom to put money in the parking meters, use the bathroom, or make a phone call etc. The teachers help each child feel comfortable in their classroom and work with the child and parent. Again, all parents are encouraged to bring their child(ren) to the center before the first day of enrollment. Some children only need one visit to feel safe whereas other children may need numerous visits.

Please call the center before the beginning of the semester to setup an appointment with your child's lead teacher. Each fall we have an open house to meet the staff and see the center before the first day of attendance.

HOW TO SAY GOODBYE ON THE FIRST DAY

If your child is having trouble separating from you, we suggest that you calmly reassure him/her that you will return. It is sometimes helpful to give a time frame that a child can understand (i.e. "I will pick you up . . . while you are outside, right after lunch, during free choice," etc.) After letting your child know that you will return and although it is difficult, we suggest that you say goodbye and leave. Someone will comfort your child and also reassure them that you will return. When good-byes become very long, it usually turns into a power struggle and a very stressful situation for the child, parent, and other children in the classroom. Please feel free to call or stop in throughout the day to see how things are going. We suggest using the observation windows for the first few weeks of school. A parent coming into the classroom and then leaving again, can be too confusing to a young child, especially before they have become comfortable in this new setting. If you have any questions or concerns about separating and how to make the situation less stressful, please stop in and talk to one of the lead teachers or the director.

CENTER INFORMATION

PHONE NUMBERS AND LOCATION

The main office phone number for the Children's Center is (262) 472-1768 if off campus, and x1768 if on campus. Because of staff absences and/or emergencies, there are times when no one can answer the phone; however, the center has voicemail. Messages are retrieved from the voicemail periodically throughout the day.

Room	Telephone Number
Office	(262) 472-1768
Director	(262) 472-1767
Director's Cell Phone	(262) 903-3210
Fax Number	(262) 472- 1267 (attn: Children's Center)

The address of the Children's Center is: UW-Whitewater's Children's Center
Roseman Rm1006
800 West Main St.
Whitewater, WI 53190

THE TAX ID# FOR THE CHILDREN'S CENTER: is 39-6006461

Please keep this number for your tax records.

HOURS OF OPERATIONS

The Children's Center offers childcare for children ages from 12 months to 6 years from 7:30am to 5:30pm Monday through Friday throughout the calendar year. The Children's Center is license to serve 73 children at once.

Ages and Group Sizes:

Toddlers (12 months and up) Eight Children. One Teacher to Three Children Ratio

Young Preschoolers (24 months and up) Twelve Children. One Teacher to Four Children Ratio

Preschoolers (36 months and up) Eighteen Children. One Teacher to Eight Children Ratio Maximum. Average =Six Children to One Teacher Ratio,

Pre-Kindergarten (48 months and up) Twenty Children. One Teacher to Ten Children Ratio Maximum. Average One Teacher to Eight Children

Enrollment Options: Families must commit to a schedule for an entire semester.

Toddlers: Two Full Days up to Five Full Days Per Week

Young Preschool; Preschool; Pre-Kindergarten: A minimum of one half day per week. It is recommended to enroll a child for no less than two half days per week.

The Children's Center is open for Fall, Spring and Summer Semesters. Interim Care is offered during Winterim Term; Spring Break and two weeks prior to the beginning of Fall Semester. Interim Care is only held when eight or more families enroll prior to the deadline.

The office hours are Monday through Friday from 7:30am to 4:00pm throughout the calendar year.

STATE OF WISCONSIN LICENSE

The Child Center Family Handbook, outlining all Center philosophies, policies, and procedures and Wisconsin Administrative Code, HFS 46, Licensing Rules for Group Day Care Centers are available upon request. It is also available at our web page at <http://www.uww.edu/childrenscenter> for your review. Copies of each of these booklets are also available in the entry area of our building for reference purposes. Our state license, accreditation information, and the record of our last licensing visit are posted on the wall in the Children Center office entrance.

Each one of the above listed semesters or interim sessions requires a separate registration form. The first time a registration form is completed, it requires more information and is more time consuming than the forms that follow.

SUMMER SCHOOL CHILDCARE

Summer school is twelve weeks long (four, three week sessions) and families enroll children for entire three week sessions. Student staff are hired based on the number of children enrolled and we employ students for the entire three week session. Drop-in care will only be available for emergency situations.

WHAT IS AN ACCREDITED CENTER?

The Children's Center is a state licensed program that is also accredited by the National Academy of Early Childhood Programs.

Accreditation is a voluntary process which is designed to assist childcare centers in offering high quality care to the children and families they serve. The standards for accreditation are national standards that exceed the licensing rules and regulations put forward by the State. **National Association for the Education of Young Children (NAEYC)** has the highest standards for the early childhood education programs and the UW-Whitewater is currently the only NAEYC accredited center in Whitewater and Walworth County.

The Children Center has been NAEYC accredited since 1990 and will begin the reaccreditation process in 2011.

In 2006, NAEYC went through re-invention process and changed the accreditation system almost completely. We need to go through the process every 5 years now and there are 420+ criterions the Center will be evaluated on 10 different components.

1. Relationships
2. Curriculum
3. Teaching
4. Assessment of Child Progress
5. Health
6. Teachers
7. Families
8. Community Relationships
9. Physical Environment
10. Leadership and Management

Also there are 4 different steps to the accreditation :

1. Enrollment

2. Application
3. Candidacy
4. On-Site Visit

CORE STAFF

The core staff includes the Director, two lead teachers, substitute lead teachers and the Program Associate. Please consult the annual supplement for names and contact details for these staff members. **There is always at least one Core Staff member present when there are children present at the Center. Also there is always at least 2 staff members are present at the Center from opening to close.**

Lead teachers take one hour lunch each day and half an hour for preparation time; usually this occurs during rest time when many of the children are sleeping. During these times, another lead teacher, an intern, a student teacher or qualified teacher assistant leads the classroom. The preparation time is designed to allow the lead teachers time to make materials, retrieve materials from the storage room, write lesson plans, contact parents, etc. If a meeting with one of the lead teachers is necessary please work with the teacher to find a convenient time for all involved.

Supervision of Children Policy

Teaching staff supervise by positioning themselves to see as many children as possible. **Teachers need to be aware of children's whereabouts of all children at all times.**

Teaching staff supervise infants and toddlers/twos by sight and sound at all times.

Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as the teachers check frequently on children who are out of sight (e.g. those who can use the toilet independently, who are in a library area, or who are napping).

Children are never left alone. During rest time, there is at least 1 teacher/teacher assistant present at all times. Teachers, assistant teachers, or teacher aides are aware of, and positioned so they can hear and see, any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.

Children including school age children are never left alone, they need to be supervised by a teacher at all times.

WHO WILL BE WORKING WITH THE CHILDREN?

All classrooms are led by a teacher with a minimum of a bachelor's degree in early childhood education. The teachers expose themselves to current best practices in early childhood education through in service training, literature and attending conferences. Taking advantage of the graduate programs at the University is also encouraged. The lead teachers work five eight hour shifts an hour for lunch and half an hour of preparation

time. When the lead teachers are out of the room for lunch breaks or preparation time, an intern, student teacher or highly qualified teacher assistant will take over. When a student is put in charge, the student is experienced in early childhood education and has an excellent work history at our center.

The Children's Center employs a number of teacher assistants. These assistants are college students with a variety of interest areas **but most are majoring in education.** Before beginning work at the Children's Center, all assistants have an orientation training session by the director. During the training session the teacher assistants are taught basic first aid, examples of appropriate interactions with the children, our form of discipline, job expectations, and daily schedule. Most of the teacher assistants are students with work-study grants and work between 5-19 hours per week.

We are pleased to have many qualified teacher assistants at our center who come from diverse backgrounds and with a variety of physical abilities. In order to insure the safety of the children while still offering opportunities that are somewhat unique to our center, we require that children do not ride on the backs of wheelchairs. Children can sit on laps of those people in wheelchairs or sit in the chair if the person gets out. If the children want to ride the wheelchair alone, a teacher will be close by to act as a spotter. The wheelchairs are not made small enough for the children and may tip.

Because we are a center that is accredited by the National Academy of Early Childhood Programs and on the University Campus, we have student teachers/interns, observation and participation students, and students working on a variety of activities with the children to meet course requirements. Other students, at times, may request the opportunity to do an activity with the students in the classroom. During these times, the lead teacher and/or student teacher/intern is present, unless specific permission is granted by parents in the form of a written release. Paid students or volunteers who are scheduled each week have name tags that have the staff member's name on it.

The Children's Center submits the names of all persons in contact with the children to the **State of Wisconsin's Department of Justice for Criminal History Records and runs a criminal background screen annually on all staff members, student teachers and volunteers using a Background Information Disclosure form.** In the past, state law required only that persons working with children were to submit a notarized, self-disclosing Background Character Verification. The requirement of the Criminal History Record became effective in January 1996, for all childcare centers in Wisconsin. The people whose names we submit to the Department of Justice are the core staff at the center, teacher assistants, student teachers, interns, and scheduled volunteers. Parents will be able to know that the persons working with their children do not have criminal histories that include the following (this is a general list, please see the Director if you would like a specific list):

Chapter 161 Uniform Controlled Substances Act
Chapter 939 Crimes Generally
Chapter 940 Crimes Against Life and Bodily Security
Chapter 944 Crimes Against Sexual Morality
Chapter 948 Crimes Against Children

All staff members, volunteers, student teachers, and interns complete a Code of Confidentiality, NAEYC Statement of Commitment, have a physical exam (which includes a TB skin test), and most have their picture posted in the room. The picture helps to connect the names of the teachers that the children talk about with a face.

Because of other obligations both on and off campus, the director and lead teachers may need to be absent from the center at times. If the director is absent from the center, one of the lead teachers carries out all of the responsibilities of the director. If one of the lead teachers is sick, on vacation, at a meeting, etc., the third lead teacher takes over as the lead teacher in the classroom. We try diligently never to use substitutes as lead teachers (unless we have a highly qualified teacher assistant who meets the requirements in the state of Wisconsin for a lead teacher). We feel strongly that the children should have consistent care from people they are used to seeing at the center and with whom they have built a trusting relationship.

Observers: As part of a university setting, students from a variety of disciplines ask to observe in our classrooms or conduct a small project, such as reading a book to a small group of children. These students are supervised by UW-Whitewater Children Center personnel at all times, never left alone with children and they are not counted in the ratios.

Orientation of Staff/Volunteers

All staff is required to go through an extensive orientation before they start working in the classrooms. The orientation must be completed before any staff member is left alone with a child. In the orientation, the following areas will be covered:

- Center Policies
- Licensing Rules
- NAEYC Regulations
- Confidentiality
- Child abuse and neglect recognition and reporting
- Staff orientation, time frame and items covered
- Health observation and precautions, medication, universal precautions, infectious disease control, and communicable disease recognition.
- Recognizing Illnesses

- Center contingency plans including fire and tornado evacuation plans and the operation of fire extinguishers.
- Procedure for sharing information related to a child's special health care needs including any physical, emotional, social or cognitive disabilities
- Information on any special needs a child enrolled in the center may have and the plan for how those needs will be met
- Procedure to contact a parent if a child is absent from the Center without prior notification from the parent
- Emergency training including pediatric first aid, and CPR/AED
- Working with Families with diverse backgrounds
- Job Responsibilities/Duties as they relate to job descriptions
- Schedule of Activities of center
- Child management techniques used at the Center
- Knowing children's whereabouts at all times
- Hand washing Procedures

As a part of orientation and ongoing staff development, new and existing program staff develops skills and knowledge to work effectively with diverse families.

Every year, the Children Center's Staff is also required to take part in recertification and review sessions of the following:

- **Pediatric First Aid**
- **CPR /AED**
- **Blood Borne Pathogens**
- **Fire Safety & Fire Extinguisher Use**
- **Shaken Baby Syndrome / SIDS**
- **Child Abuse and Neglect**
- **Medical Log Entry Directions**
- How to administer medication
- How to use an Epipen

WHAT ARE RATIOS?

On this page, please find a copy of the ratio standards set forth by the State of Wisconsin and those ratio standards published by National Academy of Early Childhood Programs (a division of the National Association for the Education of Young Children, N.A.E.Y.C.). The first number, which is always "1" represents the teacher and numbers following represent the number of children.

Wisconsin Department of Children and Families Health & Social Table 46.05 D

(State Regulations)

AGES	STAFF TO CHILDREN	MAX. # OF CHILDREN
Birth to 2yrs	1:4	8
2yrs to 2 $\frac{1}{2}$ yrs	1:6	12
2 $\frac{1}{2}$ yrs to 3yrs	1:8	16
3yrs to 4yrs	1:10	20
4yrs to 5yrs	1:13	24
5yrs to 6yrs	1:17	32
6yrs and over	1:18	32

UWW Children's Center Teacher to Child Ratios (based on NAEYC Criterion 10.B.12)

AGES	STAFF TO CHILDREN	MAX. # OF CHILDREN
Birth to 2yrs	1:3	8
2yrs to 2 $\frac{1}{2}$ yrs	1:4	12
2 $\frac{1}{2}$ yrs up to 4 yrs	1:8	16
4yrs to 6 yrs	1:10	20

Because we are an accredited center, we meet the N.A.E.Y.C. standards at all times. When calculating ratios, we do not count students who are observing or student teaching. We count lead teachers, teacher assistants, interns, and scheduled volunteers (who are qualified as teacher assistants) when calculating the ratios.

THE PROGRAM

THE CURRICULUM & PHILOSOPHY OF THE CHILDREN'S CENTER

In Fall 2009 the Children's Center underwent a transition in curriculum from a thematic curriculum to a child centered Emergent Curriculum. The reason for the transition was to allow the children's interests and individual developmental goals to become the focus of our curriculum. We believe the children's families are their first teacher and that children learn best when the learning is meaningful to their everyday world and based on what they are interested in doing. We also believe that the child a community lives in plays a huge part in their learning environment. Being on a campus allows us resources not otherwise available to a standalone early learning facility. By involving our campus and community in our learning process, we believe the children will have a better understanding of their community and the community will have a greater investment in our work.

We know our brains retain knowledge and learn best when the content is meaningful to us and we have a relationship with our teacher and the subject. An inspiration for our journey came from the infant toddler schools in Reggio Emilia, Italy. Below is an article about those schools and their philosophy. While we are not in Italy and may not be able to adopt this entire concept at the Children's Center, there are so many parts to this article that speak to our current staff and families:

*Introduction to the Fundamental Values
of the Education of Young Children in Reggio Emilia **

© Lella Gandini (revision October 2008)

Young children, their care and their education have long been a public concern at various levels of Italian society. What families have obtained was not easy to achieve; it came from a great deal of effort and political involvement. Workers, educators, and especially women were active and effective advocates of the legislation that established public preschools in 1968 and infant-toddler centers in 1971. The results of the effort by all these determined people are publicly-funded municipal as well as national programs for young children that combine the concept of social services with education. Both education and care are considered necessary to provide high quality, full-day experiences for young children.

In Italy now, preschools, whether municipal, national or private, serve about 95% of the children between 3 and 6. Infant-toddler programs have developed much less in quantity but the quality of these services in those municipalities that have invested seriously in them has been generally outstanding.

What, then, is so special about Reggio Emilia, a city of 160,000 inhabitants in northern Italy?

First of all, the city-run educational system for young children originated there in schools started by parents; literally groups of parents built them with their own hands at the end of World War II. The first school was built with proceeds from the sale of a tank, some trucks, and a few horses left behind by the retreating German army. Such participation by parents has all along remained an essential part of the way of working on education in that city.

Secondly, right from the start Loris Malaguzzi, then a young teacher, guided and directed the energies of those parents, later preparing teachers and becoming an educational leader not just in his hometown but also on the national scene.

Thirdly, the tradition of cooperative work is firmly rooted in the Emilia Romagna region and is based on a sense of community and of solidarity. Through a strong sense of solidarity, people there are accustomed to construct and maintain the connections with the community. They typically respond to immediate, usually material needs, by forming cooperatives. Yet the spirit of cooperation that they engendered in such endeavors tends to transcend those needs to leave enduring marks upon the culture of their region.

What are the distinguishing features of the education of young children with regard to theory and practice that have made the Reggio Emilia approach so notable?

An examination of the features of this philosophy soon reveals that the educators have been serious readers of John Dewey, Jean Piaget, Lev Vygotsky, David Hawkins, Jerome Bruner, Howard Gardner and other world renowned scientists and philosophers. In fact, Reggio Emilia educators have continued to keep abreast of the latest research in child development and education in other countries. At the same time, though, they continue to formulate new interpretations and new hypotheses and ideas about learning and teaching through their daily observations and practice of learning along with the children.

The image of the child. All children have preparedness, potential, curiosity; they have interest in relationship, in constructing their own learning, and in negotiating with everything the environment brings to them. Children should be considered as active citizens with rights, as contributing members, with their families, of their local community. Children with special rights (rather than using the term special needs) have precedence in becoming part of an infant/toddler center or a preschool.

Children's relationships and interactions within a system. Education has to focus on each child, not considered in isolation, but seen in relation with the family, with other children, with the teachers, with the environment of the school, with the community, and with the wider society. Each school is viewed as a system in which all these relationships, which are all interconnected and reciprocal, are activated and supported.

The role of parents. (families) Parents are an essential component of the program; a competent and active part of their children's learning experience. They are not considered consumers but co-responsible partners. Their right to participation is expected and supported; it takes many forms, and can help ensure the welfare of all children in the program.

The role of space: amiable schools. The infant-toddler centers and preschools convey many messages, of which the most immediate is: this is a place where adults have thought about the quality and the instructive power of space. The lay-out of physical space fosters encounters, communication, and relationships. Children learn a great deal in exchanges and negotiations with their peers; therefore teachers organize spaces that support the engagement of small groups.

Teachers and children as partners in learning. A strong image of the child has to correspond to a strong image of the teacher. Teachers are not considered protective baby-sitters, teaching basic skills to children but rather they are seen as learners along with the children. They are supported, valued for their experience and their ideas, and seen as researchers. Cooperation at all levels in the schools is the powerful mode of working that makes possible the achievement of the complex goals that Reggio educators have set for themselves

Not a pre-set curriculum but a process of inviting and sustaining learning. Once teachers have prepared an environment rich in materials and possibilities, they observe and listen to the children in order to know how to proceed with their work. Teachers use the understanding they gain thereby to act as a resource for them. They ask questions and thus discover the children's ideas, hypotheses, and theories. They see learning not as a linear process but as a spiral progression and consider themselves to be partners in this process of learning.

After observing children in action, they compare, discuss, and interpret together with other teachers their observations, recorded in different ways, to leave traces of what has been observed. They use their interpretations and discussions to make choices that they share with the children.

The power of documentation. *Transcriptions of children's remarks and discussions, photographs of their activity, and representations of their thinking and learning are traces that are carefully studied. These documents have several functions. The most important among them is to be tools for making hypotheses (to project) about the direction in which the work and experiences with the children will go. Once these documents are organized and displayed they help to make parents aware of their children's experience and maintain their involvement. They make it possible for teachers to understand the children better and to evaluate the teachers' own work, thus promoting their professional growth; they make children aware that their effort is valued; and furthermore, they create an archive that traces the history of the school.*

The many languages of children. *Atelierista and atelier. A teacher who is usually prepared in the visual arts (but also in other expressive arts) works closely with the other teachers and the children in every preprimary school and visits the infant-toddler centers. This teacher, who works in a special workshop or studio known as an "atelier", is called an "atelierista". The atelier contains a great variety of tools and resource materials, along with records of past projects and experiences. What is done with materials and media is not regarded as art per se, because in the view of Reggio educators the children's use of many media is not a separate part of the curriculum but an inseparable, integral part of the whole cognitive/symbolic expression involved in the process of learning. Through time the materials and work of the "atelier" has entered into all the classrooms through the setting up of "mini-ateliers" and through the learning on the part of teachers and atelierista to work in very connected ways.*

Projects. *Projects provide the narrative and structure to the children's and teachers' learning experiences. They are based on the strong conviction that learning by doing is of great importance and that to discuss in groups and to revisit ideas and experiences is essential to gain better understanding and to learn. Projects may start either from a chance event, an idea or a problem posed by one or more children, or an experience initiated directly by teachers. They can last from a few days to several months.*

Educators in Reggio Emilia have no intention of suggesting that their program should be looked at as a model to be copied in other countries; rather, they consider their work as an educational experience that consists of reflection on theory, practice, and further careful reflection in a program that is continuously renewed and re-adjusted. Considering the enormous interest that educators show in the work done in the Reggio schools, they suggest that teachers and parents in each school, any school, anywhere, could in their own context reflect on these ideas, keeping in focus always the relationships and learning that are in process locally to examine needs and strengths, thus finding possible ways to construct change.

**Earlier versions of this article appeared in L.Gandini (1993), Fundamentals of the Reggio Emilia Approach to Early Childhood Education, Young Children, 49(1), 4-8, and L.Gandini(1997), The Story and Foundations of the Reggio Emilia Approach in Teaching and Learning: Collaborative Exploration of the Reggio Emilia Approach, edited by V.R.Fu, A.J.Stremmel and L. T.Hill.(Upper Saddle River, New Jersey. Merrill/Prentice Hall)*

Two areas we have already adopted within this philosophy are the use of Project Approach (Lilian Katz & Sylvia Chard) and Documentation Panels. Teachers will decide on topics or "Projects" of study by observing the children's play; listening to the families' feedback on their children and seeing what is going on in the community around them. Each Project will

begin with a question or inquiry and be followed by investigation using all of our learning domains and then a culminating activity. Projects will last as long as the children hold an interest and the Teachers can extend invitations and provocations to learning about the topic to the children. Teachers are challenged with documenting the ongoing learning within their classrooms by creating at least one Documentation Panel per month. This panel will not only have samples and photographs of the children's work, it will also explain what the children are learning through the process. In other words, "Make the Learning Visible!"

RESOURCES ON OUR CURRICULUM AND PHILOSOPHY

The Project Approach:

Illinois Early Learning Project and the Project Approach

<http://illinoisearlylearning.org/project-approach.htm>

Project Approach Website

<http://projectapproach.org/>

Helm, J.H. and Katz, L. (2000) *Young investigators: The project approach in the early years*. New York. Teachers College Press.

Katz, L.G., & S.C. Chard. (2000) *Engaging children's minds: The project approach*. 2nd ed. Stamford, CT: Ablex.

Emergent Curriculum:

Jones, E., & J. Nimmo. (1994) *Emergent curriculum*. Washington, DC: NAEYC.

Reggio Emilia, Italy:

Reggio Children

<http://zerosei.comune.re.it/inter/reggiochildren.htm>

North American Reggio Emilia Alliance

<http://www.reggioalliance.org/index.php>

Clearing Hours of Early Education and Parenting Reggio Resource Page

<http://ceep.crc.uiuc.edu/poptopics/reggio.html>

Edwards, C., Ed. (1993). *The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education*. Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648

"Making Learning Visible" or Documentation Panels:

Giudici, C., Rinaldi, C., Krechevsky, M., Barchi, P., Gardner, H., Filippini, T., et al. (2001). *Making learning visible: Children as individual and group learners*. Cambridge, MA: Project Zero, Harvard Graduate School of Education.

Making Learning Visible: Understanding, Documenting and Supporting Group Learning
<http://www.pz.harvard.edu/mlv/>

Multiple Intelligences Theory:

Howard Gardner

<http://www.howardgardner.com/MI/mi.html>

Project Zero

<http://www.pz.harvard.edu/>

DISCIPLINE & GUIDANCE POLICY

Discipline comes from the root word "Disciple" which means to teach. Everything we do within our day and how we organize our classroom settings is a form of discipline. We believe a child must feel physically and emotionally safe and secure in their environment in order to learn. Many children act out in new environments or when there has been a change in their environment to make sure they are safe. Children crave clear boundaries and expectations.

It is important to maintain a safe and enriching environment for children to grow. We use methods of guidance that will not hinder the development of confidence, feelings of self worth, and relationships between both children and teachers and among children. We want to enhance children's values and self control. Transition techniques are used to ensure that children are active at all times, eliminating the waiting period when switching between activities. Children will be expected to follow classroom rules, which are set by the teachers that reflect age appropriateness and opportunities to learn.

In accordance with rules for licensing centers, The Children's Center will provide positive guidance, redirection and set clear-cut limits. We will give each child skills to develop self-control, self-esteem and respect for the rights of others. Our center uses a combination of prevention techniques, activity planning, room layout, limited choices, logical consequences, gentle reminders, and redirection to handle most discipline situations. Actions which are humiliating or frightening to a child are prohibited. A child will not be punished for lapses in toilet training. These actions are not to be used at the request of parents.

If it is necessary for the child to be removed from the situation completely, the child may receive time to collect her or himself and regain their composure. The child will then be reintroduced into the activity or play. This will be looked at as a positive experience, one to step back and calm down, not as a punishment.

For more information on guidance and discipline, please visit the Center for Social and Emotional Foundations to Early Learning at Vanderbilt University.

<http://www.vanderbilt.edu/csefel/>

BITING POLICY

Biting is of particular concern for families and staff working with infants, toddlers and young preschoolers. Biting, although considered a more aggressive act, is not an unusual behavior for young children; it is actually developmentally appropriate. Young children bite for different reasons such as; teething, sensory exploration, autonomy and control, peer interaction, imitation, frustration, anxiety and curiosity etc. It occurs most frequently when a child is tired, frustrated, or over-stimulated.

When children have particular behavior problems such as biting, staff's first objective is to identify the followings:

- What is happening with the child exhibiting the behavior both at school and at home?
- When and where did the bite occur?
- Who was bitten?
- How was it dealt with?
- What was the child's response to the consequence?

We then "track" this information and child (by "shadowing" them) to see if there is a pattern that helps us identify why this particular child is biting.

The family of the child who has bitten are told about the incident or incidents and events and offered resources and support, so that together staff and parents can work with the child to help eliminate the behavior. Should the family wish or the staff feel it is necessary, a conference is held with the family, Lead Teacher and the Director to share information from school and home that may be helpful in our working together on this problem. If the biting continues the Center, along with the family's assistance, will seek outside resources to help the child stop the behavior.

DISRUPTIVE BEHAVIOR

Children experience varying difficulties at different stages of their development. While this is quite typical, it is also important that problematic behaviors not be shrugged off as being "just a stage," as this approach prolongs and reinforces behaviors that, if left unchecked, can create major difficulties for the child, the child's behavioral difficulties become manageable. However, after reasonable efforts by the child's behavior continues to be disruptive to the classroom in ways which require a disproportionate amount of one-to-one attention, parents will be counseled to find an alternative child care arrangement

that may be able to better meet their child's needs. **In these situations we need to ensure the safety of other children and teachers in the program.**

Communication between home and the Center is the key to the effectiveness of any discipline approach.

GUIDELINES FOR THE DIS-ENROLLMENT OF CHILDREN ON BEHAVIORAL ISSUES ARE AS FOLLOWS:

If disrupting or atypical aggression is displayed and staff with little or no success has implemented traditional methods of defusing the situations, the family will be consulted and the behaviors will be documented for a period up to two weeks.

During the time of observation and documentation, the family will be updated on a daily basis. If the behaviors of this child result in an accident report for another child, the report will be shared with the parents of the child whose actions have caused the incident. The name of the child causing the injury will of course be withheld from the other family and will not be indicated on the accident report form.

After the observation period and anecdotal documentation, the teaching staff will with the Children Center Director to determine who would be best to observe the child and consult with staff.

Teachers and the Director will meet the parents to describe the proposed observations and/or consultation and to get family permission. In addition, the family will be asked to allow us to share an overview of the situation with other family with are concerned about the behavior with respect to confidentiality, but just enough so that the other family would know that assistance is being provided and the behavior is not being ignored or condoned.

If the family does not agree to working with an outside professional, care for the child will be terminated with a one-week notice.

Teachers will continue to document behavior while implementing the strategies recommended by the outside professional. Progress toward changed behavior must be noted within a month of initiating the early childhood specialist's recommendations.

At the end of this month period of time, a meeting will again be held between the teachers and the family. If no progress has been made the enrollment will be ended with a week notice.

Factors to be considered in this decision will include:

- Impact of problematic behavior in the classroom
- Demand on staff time.
- Availability of resources to the center.
- Impact on the basic nature of the program and the finances of the center of the accommodations that would be required to meet the child's special needs.

- Possibility of danger to the child or others in the class ability of staff to meet the child's needs.
- Willingness of the family to work with the teaching staff and/or to get outside help.

Significant progress must be noted for the child to continue in the program past the end of the semester. If this is not the case, the enrollment will be ended at the end of the semester.

UW-Whitewater Children's Center reserves the right to dis-enroll at any point in time, without regard to the above procedures, in a situation that is determined to be extremely detrimental to the child concerned, other children and/or staff in the program.

TERMINATION OF ENROLLMENT

We reserve the right to cancel the enrollment of a child for any of the following reasons:

1. Non-payment from parents and/or lack of adherence to Center tuition payment policies;
2. The child has special needs which the Center cannot meet, including disruptive behavior which requires a disproportionate amount of one-to-one attention or is putting the safety of themselves, other children, or teachers in jeopardy;
3. Failure to provide the required forms for enrollment;
4. Abusive behaviors and/or verbal threats by the family toward program staff, other families and/or children;
5. Non-compliance with the Children Center's policies and procedures;
6. Lack of cooperation from the family in adhering to policies and procedures relating to child's arrival and pick-up;
7. Unwillingness to work with the center staff on issues relating to the child.

In the case of a Center termination, a one week, written, dated notice will be given to the parent/guardian. All terminations may be appealed in writing to the Office of Student Affairs (200 Hyer Hall).

DIAPERING, TOILETING AND CLOTHING CHANGING POLICIES

The families of children who wear diapers are responsible for having an adequate supply of diapers and wipes at the Center. Diapers should be clearly labeled with your child's name to avoid mix-ups. If your child wears cloth diapers, we ask that you send enough diaper wraps so a fresh one can be used each time your child is changed, and the diaper can be changed as a single unit. Plastic pants do not meet health and safety standards for group care. Cloth diapers can not be rinsed by staff, as state health codes prohibit rinsing diapers in public toilets. They will be placed in a plastic bag and hang it up on your child's hook. Please take these on a daily basis.

All children are changed as needed and checked once every 1 ½ - 2 hours. The changing area is located in the cozy area separated by a wall from the learning centers. Staff will follow the changing procedures posted in the diaper changing area, and the changing table will be cleaned and sanitized after each child's use. Soiled diapers will be put into the foot operated, lidded container next to the changing table. The container kept closed and contents are not accessible to the children.

If you want staff to apply ointment, please label the ointment with your child's full name and fill out the medication form. If you are out of diapers and the room uses one from an emergency supply please be sure to return one to them.

TOILET TRAINING

Learning to use the toilet is an important self-help skill for young children. It's a process that requires much encouragement and patience. The best possible toilet training experience for young children (and the adults helping) happens when the child shows some signs of being ready for this training. In an effort to keep the family fully informed on what we can and can't do at the center, we have written materials to share before beginning the toilet training process. Sharing these materials will also help us cooperate with each other so that the toilet training routine is consistent between the Center and home. When the time comes to begin this process at home and here, please speak with your child's teacher.

When you and your child are ready for potty training please let us know. A cooperative effort between home and the Center is most effective. For the first couple of weeks, continue to send diapers in addition to extra underpants and clothes. Staff will wash hands before and after assisting children with toileting. Staff assist children in learning and carrying out habits of personal hygiene. Independence and the development of self-help skills are encouraged. As with diapers, rinsing soiled underwear is not possible (per state codes). They will be placed in a plastic bag and put in your child's cubby. Please take the underwear home on a daily basis.

Children learning to use the toilet at the Center are taken to the bathroom more frequently. Potty learning can be a difficult time for children and is handled sensitively,

with patience, praise, and positive reinforcement. Any suggestions that you can give us in regard to your child's individual needs are much appreciated.

When changing diapers, using the bathrooms or changing soiled clothing we change children in the bathrooms. We do not separate children by gender when changing their clothing, toileting or changing diapers. During our summer programming and days over 80 degrees in Early Fall and Late Spring we may participate in Sprinkler play. For the safety of children, we do not allow more than one child in a bathroom at a time without an adult present. If a child is in a bathroom alone there is always an adult who can either visually or auditory supervise a child over three years of age. Under three years of age there is always an adult present in the bathroom. When changing children in and out of swim clothing we do not separate children by gender in our toddler, young preschool, preschool or pre-kindergarten programs.

The Center believes in developing positive attitudes about our bodies. In keeping with our educational goals for the development of positive self-concept, teachers help supply children with the correct anatomical names for all body parts. In response to children's curiosity about their bodies, questions are answered in an age-appropriate and matter-of-fact way. In a group setting, it is important for staff to have consistent approach in this area.

Termination of Staff

Any staff member will be immediately dismissed for including, but not limited to:

- Verbal or physical abuse of a child or another staff member. Examples of abuse that are not tolerated are hitting, shaking, pinching, screaming, threatening, psychological abuse etc.
- Any form of physical punishment, including restraining or other corporal punishment;
- Any form of emotional punishment, including embarrassment, derogatory or frightening remarks;
- Withholding of food.

Even if a family requests such "punishment" it is illegal and strictly against our philosophy.

CHILD ABUSE AND NEGLECT

Child care providers are mandated by the State of Wisconsin to report any suspected or known instances of child abuse or neglect to the Department of Social Services office.

Providers are also expected to cooperate fully to protect the health and safety of children. Children Center's staff receives in-service in recognizing the signs of abuse and neglect, and reporting procedures annually. If you would like further information on child abuse and neglect, contact the Director of the Children's Center.

If the staff member is accused of abuse or neglect of a child in the program the university insurance will cover the rights of the accused staff person as well as protect the children in the program. The Children Center will follow the university policy and procedures and notify the State Licensing Department, as soon as possible but no later than next business day when: the employee has been convicted of a crime; has been or is being investigated by a government agency; has a substantiated governmental finding; or has a professional license denied, revoked, restricted or otherwise limited

EXAMPLE OF DAILY SCHEDULES FOR CLASSROOMS (SUBJECT TO CHANGE)

7:30 - 8:45Arrival/Free Choice/ Centers
8:45 - 9:00Morning Meeting
9:00 - 9:25Breakfast
9:25 - 10:25Small Groups/Diapering/Bathroom
10:25 - 10:30Clean-up
10:30 - 10:35Transition to Outside/Large Motor
10:35 - 11:45Outside/Large Motor
11:45 - 12:00Transition to Inside/Story Before Lunch (Children will be going outside and coming inside in small groups when wearing layers of winter clothing)
12:00 - 12:30Lunch
12:30 - 1:00Story time/Quiet Time/Diapering/Bathroom
1:00 - 1:30Everyone Rests
1:15 - 2:45Sleepers Sleep/Awake Children Go Outside, Gym, or Quiet Free choice
2:45 - 3:00Children who are still sleeping will be woken gradually and helped to the book room (diapering/bathroom)
3:00 - 3:15Snack
3:15 - 3:30Group Time
3:30 - 4:30Small Groups/Diapering/Bathroom
4:30 - 5:30Depending on Children...Large Motor/Outside/Gym

Children are allowed to use the bathroom as needed. Children wearing diapers or pull-ups are checked/changed every two hours, or as needed, whichever time period is shorter. Pull Ups and Diapers that have been worn by a child cannot be put back on after one use. Please inform lead teacher of special requests in this area of development.

If there are any questions about activities, please do not hesitate to ask a staff member.

Summer school schedules vary from summer to summer. Please check the posted schedule of daily activities in the classroom. Please be aware that fieldtrips and other special events may change the schedule. Families need to look on the doors of each classroom to see if there are notes about schedule changes each day.

During Interim Sessions there is usually only one classroom. Please see notes on the doors of the classrooms during Interim Sessions as to which room is being used.

SCHEDULES/NEED FOR CONSISTENCY

Children need consistency in their daily schedule to feel safe and secure in their environment. We would like to encourage families to bring children at the same time each day (or as close as possible). We realize that there are appointments that will sometimes interfere with drop-off times. However, we can not emphasize the difference in a child's day when they are consistently brought to the center at the same time each day. We do request that families enrolled in morning or full day programs drop their child off no later than 9:30am each morning. If your child will be later than 9:30am we ask that families call us to let us know.

ANTI BIAS CURRICULUM

The Children's Center does not celebrate holidays with the children; we celebrate traditions brought to us by our currently enrolled families and on our University Campus. We invite and encourage families to come into the classroom to celebrate their family traditions and culture.

BIRTHDAY OR OTHER SPECIAL DAYS

An excellent idea for a birthday celebration or other special day is the donation of a board game or a book to the center in the child's name. Several families have done this and the celebration lasts longer than a treat, because the child is able to share their special gift with many of the children over a longer period of time.

Edible treats that are healthy are allowed. Since we strive to keep our foods healthy for the children, we ask that when bringing in a special treat that it is healthy. Examples are, low-sugar muffins, granola bars, frozen juice on a stick, yogurt, etc. Please do not bring foods that contain chocolate, high fructose corn syrup or are high in sugar. Only food that adheres to these guidelines will be served to children. **The foods supplied must be prepackaged. Homemade treats are not allowed as part of the Child and Adult Care Food Program Guidelines we must follow.** There is more information about Birthday Parties in the Miscellaneous Section.

FAMILY SERVICES

The Children's Center is a place to not only know that the children are being cared for but is also a place to meet other families, learn of upcoming University and community events, find information about parenting, relationships, child development, etc., and a place that offers support when needed. Upcoming events that may be of interest to parents are posted on the classroom doors, in the children's cubby or on their clipboard. Our **Monthly Newsletter** addresses the events at the center and noteworthy news. Your classroom teacher and the Director are also here as a form of support for your family. Should you need resources on a particular topic or have child development questions, do not hesitate to let us know how we can be of assistance to help your family.

We invite families to take advantage of the **Adult Resource Center**, which is located in the University Center. The ARC is a great place to take a break, read a magazine, enjoy lively discussions, have a cup of coffee, etc. Although it is a center for all students, it is mainly intended for adult or returning students. The ARC offers a variety of programs, many of which are scheduled during the lunch hour. So take a break, enjoy the programming opportunities at the ARC and meet other returning adult students.

Please let us know if you can help us plan family events at the Center. Also please let us know when you would be the best time to schedule those events. Each semester there will be a Family Time and Talent Survey in your enrollment packets.

Last year, the Children's Center started a Family Advisory Committee. Families who are interested in joining can get more information from the Director. The Family Advisory meets every four to six weeks during the Fall and Spring Semester with the Director to discuss center policies, upcoming events and to provide feedback to the Director on the overall program. Families are welcome to come to any of the meetings regardless of their membership on the committee. Meeting minutes will be sent out to all enrolled families. Each year the Director asks for a family member from each classroom to act as the Classroom Family. This person will act as a point of contact for other families not able to attend the meetings. The Family Advisory Committee also assists the Director and Teachers in organizing Family events and Children's Center Fundraisers.

There will be special programs and the Open House for parents to attend each fall. We will let families know in advance when and where these will be held. Please let us know of any interest in offering a special celebration to other families.

The Director is in charge of staff development. Please let the director know if there is an area of development that you feel the student staff should have more training in and we will make effort to facilitate such training.

ARRIVAL AND DEPARTURE FROM THE CHILDREN CENTER:

Anyone dropping a child off the Center must bring the child in to the child's classroom and sign in the child. Please DO NOT leave children unattended out in the hallway.

SIGN IN AND OUT

The family member must sign the attendance sheet when child is brought into the classroom. The family member must be sure that the staff is aware of the child's presence.

The family member must sign the child out of the program at the end of the day. The family member should check the child's cubby and the mailbox each day to pick up announcements or communications that may be sent from the Director or the teachers.

UNRESOLVED PROBLEMS

The Children's Center prides itself on being an open environment where families, and staff openly discuss concerns that arise. However, there can be times when it may be difficult to resolve a concern. Below is the chart of staff and who supervises each staff member. It is our hope that when there is a problem that the people involved directly can work it out. If that is not possible, please see the chart below to see who to contact:

Teacher Assistants are supervised by the Lead Teachers

Volunteers are supervised by the Lead Teachers

Student Teachers are supervised by the Lead Teachers

The Lead Teachers are supervised by the Director

The Program Associate is supervised by the Director

The Director is supervised by the Assistant Vice Chancellor for Student Affairs

Assistant Vice Chancellor for Student Affairs is supervised by The Vice Chancellor for Student Affairs

The Vice Chancellor for Student Affairs is supervised by the Chancellor.

NOTIFICATION OF ABSENT CHILDREN

Please remember that it is the family's responsibility to notify the Center if your child is going to be late or absent for any reason. If a child is going to be absent, you must call the center at least an hour before the scheduled time that your child is supposed to arrive. If a parent/guardian doesn't notify the center about their child's absence and the Children Center Staff needs to call, the family will be charged a \$25.00 fine.

Please understand that we do this out of concern and thank you in advance for your cooperation on this matter.

SMOKE FREE ENVIRONMENT:

The Roseman building and outdoor play areas are entirely smoke free. No smoking permitted in the presence of children.

FAMILY ACCESS TO CHILD'S RECORDS

All staff at the Children's Center are committed to maintaining confidentiality and lending support to help families achieve their goals. Children's records are accessible to the parents of the child at all times and Center policies are governed by parental/legal guardian's needs. The children's records are accessible to only the director, lead teachers, program assistant, to the parent/legal guardian of the child unless access denied by court order, **and the state licensor and NAEYC assessor.**

CONFIDENTIALITY STATEMENT

All staff having access to the children's records will not discuss or disclose any personal information regarding the children or their family unless authorized by the parent/legal guardian. All of the Children Center staff sign a confidentiality agreement before they start working with children and families.

OPEN DOOR POLICY

The Children's Center has an open door policy for families to visit and or observe at any time during the center's hours of operation, **unless access is prohibited or restricted by court order.**

Families are welcome to come into the center and visit at any time. Parents are welcome to participate in our program in several ways. We enjoy having families join us for lunch, snack, special days, and field trips. Parents are encouraged to share a hobby or interest with our children and an invitation always stands for you to read a book during story time. The center welcomes family members to help out in the classroom as much as they would like. Our center is open to family involvement and communication.

ASSESSMENT OF CHILDREN

What's assessment and why do it? When we assess children it simply means that we take a good, solid look at and gather information about what your child is doing and how he/she is progressing in relation to developmental milestones and our program goals. We use a variety of tools to do this. We ask you many questions about your child when you first enroll in our program. You know your child best and the information that you give us is incredibly helpful as we start to become acquainted with your child. While your child is involved in ordinary, everyday work and play in our center, we collect evidence. Evidence may be art or writing sample;, notes of words or conversations your child has said; photographs; voice samples, or observations of your child at work and play. The information we gather has developmental and educational significance. This evidence is collected continually so that we can compare what we've seen or recorded today with what we've seen in the past. This allows us to gain a good understanding of your child and to look for growth over time.

Why do it? Assessment is really the driving force behind everything we do. It helps us, as teachers, to plan, design and establish our curriculum and environment. When the evidence shows us that our children find a certain topic appealing, we can address this by designing the curriculum and environment to meet this interest. Children learn and gain so much more when they are focused and fascinated. When we are able to integrate necessary concepts and skills into an interesting theme, we support their growth and learning. When the evidence indicates that our children may be lacking a skill that is viewed as typically developing for a particular age, we can integrate this need into the curriculum or environment. When we have a question or concern about a child's growth and development, the evidence gathered helps us provide a focus to address the concern. It is also very rewarding to share with parents our observations of their child's growth over time.

What's your role in this? As stated previously, you know your child best. We know the developmental milestones of young children and we know your child in this setting. Building partnerships between school and families is one of the strongest foundations for success in learning for your child. The sharing of information between us - what you know and what we know - builds this strong foundation. When you enroll your child in our program we will discuss and agree upon assessment methods that best meet the needs of your child. We look forward to sharing information and observations with you through conferences, email messages, notes, phone calls and informal conversations.

All information that is gathered concerning your child's growth and development is kept in an area accessible only to center teaching and administrative staff. All children's records are kept confidential. Access to this information by anyone other than a parent or guardian is done only with the parent/guardian's written approval.

AGES AND STAGES QUESTIONNAIRE

All families will receive an Ages and Stages Questionnaire upon initial enrollment and at the beginning of every new school year (typically Fall Semester). We ask families to

complete this questionnaire with their child. The questionnaire helps us to know where your child is at in their development and how to plan activities based on the information you provide. If we can be of any help to you in completing the questionnaire or you have any concerns, please let the center director know as soon as possible. We are happy to provide you with any resources or literature on the process. Once we have received your completed questionnaire we will review the information and work with you to develop goals for your child for their upcoming school year.

INTAKE FOR CHILDREN UNDER TWO & PRE-CONFERENCE MEETINGS

Families of children two years and under will also be asked to complete an intake form to give us more information about your child's sleeping and eating preferences and their daily routine. Your child's teacher will arrange for a pre-conference with you to go over this form and to answer any questions you may have prior to their first day.

BEGINNING OF THE SCHOOL YEAR

Families new to the Children's Center are asked to arrange a pre-conference meeting with their child's teacher to answer any questions they may have and for the classroom teacher to share information about the daily routine, center educational philosophy, curriculum and assessment process. This is also a time for the classroom teacher to ask questions about the child, family and how we can make the family a part of our program.

DOCUMENTATION OF ASSESSMENT

The Children Center use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children. The Children Center staff share an understanding of the purposes values, and uses of assessment in the program. The trainings are offered twice a year about the assessment tools and techniques used at the Center.

As a part of our accreditation and program planning, teachers in the classrooms use variety of methods such as observations, checklists, creative curriculum and high/scope rating scales etc. to record and gather information on each child and the group of children that are in their care. Families fill out an family input form for the conferences.

Assessment information is shared at least twice (once during each semester) a year with individual families.

It is used for:

- Setting up goals for individual children's learning,
- Curriculum planning,
- Setting up learning environments,
- Planning for small and large group activities,
- Meeting children's needs and interests,
- Documentation of children's work and assessment for future planning.

Every child at the Center has a file and a portfolio. Teachers record and gather information (anecdotal records) about each of the children's interests, activities that they participate in, children that they play with, and developmental abilities that are demonstrated while they are at the Center.

Teachers interact with children to assess the child's strengths and needs. The information is gathered on a regular basis and is also discussed at the classroom staff meetings so all teachers who work in the classroom are knowledgeable about children in the room and teaching can be individualized to the child's learning style.

As part of the child's portfolio, teachers may take photos of children during their play in order to record the child's interests and learning and save some of the children's art/work samples in order to demonstrate the stage of drawing that they are exhibiting at that time. Staff also record written notes and gather information about each of the child's interests, activities that they participate, children that they play with, and developmental abilities that are demonstrated while they are at the Center. The copy of daily charts sent home everyday also kept at school as a written document in the Little Hands Room.

Documentation of observations and efforts to respond to children with challenging behaviors and notes from meetings with family also kept in children's files when it is applicable.

Individualized care plans for children with special health care needs, food allergies or special nutritional needs are also kept in child's file when it is applicable.

Families fill out the "All About Me and My Family Questionnaires" when they enroll their children at the Center. The information collected from All About Me and My Family Questionnaire, (family practices, celebrations, culture, language) used incorporate into the child's day and also involving families in the program.

Every year, a speech and Language screening (October-November) and hearing screening offered to families of children. These screenings are free and are conducted by UW-Whitewater Speech and Language Clinic.

All staff having access to the children's records will not discuss or disclose any personal information regarding the children or their family unless authorized by the parent/legal guardian. All of the Children Center staff sign a confidentiality agreement before they start working with children and families.

All staff at the Children's Center is committed to maintaining confidentiality and lending support to help families achieve their goals. Children's records are accessible to the parents of the child at all times and Center policies are governed by parental needs. The children's records are accessible to only the director, lead teachers, program assistant, to the parents of the child unless access denied by court order, and the state licenser and NAEYC assessor.

If the program staff suspects that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive supportive and confidential manner and is provided with documentation and explanation for the concern next steps, and information about resources for assessment.

FAMILY/TEACHER CONFERENCES

If you would like a conference with your child's lead teacher, there are two family/teacher conferences scheduled one during the Fall and the other one during the Spring Semester. Teachers post schedules for family/teacher conferences during the semesters. However, we would like to encourage families to set up meetings with the teachers whenever there is a concern about activities in the classroom, discipline, or questions about child development etc. Director and Lead Teachers might request having a conference with families as well. Conferences are an excellent time to work together with the teachers to offer the best possible services to each child and family.

We also provide monthly and weekly newsletters for families, and fill out daily charts for 2 to 5 old children to send home on a daily basis. **Family notices, events, reminders etc. are sent out through e-mail.** Please remember to check your e-mail boxes on a regular basis! If you do not have e-mail, please let your classroom teacher and Director know so we can provide paper copies of ongoing events and information.

FEES AND BILLING PROCEDURES

(Also see ENROLLMENT CONTRACT ATTACHMENT)

ENROLLMENT

The Children's Center is licensed for children from twelve months through twelve years old. During the Fall and Spring semesters, we have a toddler, young preschool, preschool and pre-kindergarten classroom. Children must be at least twelve months of age at time of enrollment. Children may be moved up during the school year if space is available and we feel the child would benefit developmentally in an older environment. We cannot move children into a classroom unless they are at or older than the age of the classroom. We do not move children into the pre-kindergarten classroom unless they have turned four years of age on or prior to September 1 of the current school year. Our license is extended to twelve years old for our school-age program during the summer and in case of emergencies throughout the school year.

Priority in enrollment is given to those children who are currently enrolled if re-enrollment forms are completed by the deadline (see calendar at the end of this Handbook). After the currently enrolled children are guaranteed a space, then new children are enrolled. First, children of students are enrolled, and then children of faculty/staff, and then the children of community members are enrolled. Applications are accepted throughout the school year. If a classroom is full at any one time, children are put on a waiting list. Taking into consideration the above mentioned priorities, we then enroll the children signed up for full day blocks first, half-day blocks. The Children's Center tries to accommodate every

registration request, but must insure high quality class sizes and ratios for each hour of the school day.

Enrollment is only verified after the required forms are turned in for each child and the registration fee is paid. These forms include the enrollment form, the immunization form, the health history form and the income verification form. **After completion of the enrollment forms, a child can begin attending the Children's Center, if a space is available, in forty eight hours (a child cannot attend the center the same day that a parent/legal guardian brings in the enrollment forms).** Upon enrollment, the center must also have on file a health form, immunization records and emergency contact information for each child. **Enrollment Forms will be received and dated when the registration fee is paid. Registration fees cannot be added onto student bills.** All forms can be filled out by the parent/legal guardian, except for the health form which needs to be completed and signed by a physician, a physician's assistant or a health check provider (see Health and Safety section of Handbook.)

There is an initial registration fee (a student rate and a non-student rate) on a per child basis for the first semester that the child is enrolled. For each continuing semester, the registration fee is reduced (see supplement for rates). The registration fee is non-refundable (unless we are unable to enroll the child/ren because of limited space and the child remains on the waiting list for the entire semester). If a parent/legal guardian chooses not to have their child (ren) attend the center after enrolling them, the registration fee will not be returned to the parent.

An Enrollment Contract and Non-Refundable Tuition Deposit are due by a scheduled due date the semester before. The deposit will count toward the first installment for the following semester. If you terminate your child's enrollment after it is confirmed, the center will keep the deposit, a two-week notice is required and you are responsible for paying for those two weeks.

CANCELLATION OR REDUCTION OF CHILDCARE HOURS

It is very important for families to **inform the center as soon as possible of reduced need for childcare hours.** Waiting lists are long and families are disappointed if they are required to make other arrangements as the beginning of the session approaches. The most unfortunate situation occurs when child care slots remain open because someone has reduced hours--not only are families not served but this seriously affects the Children's Center budget which relies on full enrollment.

Because most of the children enrolled are children of University students, we offer part-time and part-week schedules to accommodate the needs of the parents. If a parent needs to make a permanent schedule change, these forms can be found in the main office.

Beginning two weeks prior to the beginning of a semester and throughout the semester, **each time a day is dropped there will be a \$15 charge for each half day and a \$30 charge for each full day. A two-week notice is also required and you are responsible for paying for the original enrollment schedule during those two weeks.**

Although we realize that many students have semester schedules that necessitate needing care for only certain parts of the semester, we only offer scheduled care for the entire semester. In other words, we will not hold slots open (without payment) during the eight weeks of Observation and Participation for students who do not require our services.

For accurate billing to occur addition, cancellation or reduction of children's enrollment must be presented in writing. All requests, if granted, become effective two weeks after following the request, after family pays the cancellation fees and the remaining balance.

If a parent decides not to bring their child after enrolling the child, and does not inform the center in writing, the child is still considered enrolled and the parent/legal guardian is responsible for payment. The center notifies the parent only if there is a child on the waiting list for the space. Otherwise the parent is billed for all days that the child is not present until proper notification is received.

EXTRA CARE

Extra days and $\frac{1}{2}$ days can be purchased as needed and need to be purchased at least one day in advance (unless there is an emergency). These additions are scheduled on a pre-approved, prepaid basis. These additions are also required in writing. Extra days/1/2 day forms can be obtained from the Center Office. Once the request has been confirmed by the office, the family will be required to pay tuition regardless of the child's attendance.

After receiving approval from the lead teacher for the given day, the parent brings the request to the office, **along with payment.** Payment of the extra hours should be given to the director or the program associate. In the case that neither is available the payment should be given to the lead teacher. If a child(ren) is/are registered for a half-day slot, and a full-day slot is needed on a given day an additional half-day slot will need to be purchased, not the difference between a half day and whole day. **Payment is required when the request is submitted to the office and it is nonrefundable.**

CHILDCARE RATES

An application needs to be completed each semester a child (ren) attends the Children's Center. On this application a space is provided for the scheduled hours. These hours determine the semester bill. Because the Children's Center offers flexible scheduling and guaranteed space for each child when enrolled, we cannot refund hours (if any) that

child(ren) is/are absent from their regularly-scheduled hours. The Children's Center does not allow for families to exchange hours without payment for the additional hours. The current rates are listed in the annual supplement. Rates for the second child in a family are discounted 15%, except during interim care. **The child with more scheduled childcare hours and/or higher tuition fees, is considered the first child and is charged the full rate.**

TUITION DISCOUNTS

2% Discount is applied to all tuition bills paid in full for the entire semester, no later than the due date of the first semester installment payment. This does not apply to tuition paid through Student Accounting or in the Financial Services office.

5% Discount is applied to all tuition bills of children enrolled for five days per week for the entire semester.

15% discount is applied to the second and third siblings when enrolling for an entire semester. The discount is always applied to the lower of the tuition rates charged.

SIBLINGS OF ENROLLED CHILDREN AND/OR CENTER ALUMNI

Quite often, the center receives requests for siblings of currently enrolled children or Children's Center alumni to attend the center on a drop-in basis. Whenever space allows, the center grants these requests. **The center needs to have a medical and immunization form on file for each child (even if they only attend one day), and phone numbers of whom to contact in the case of an emergency.** The rates for this drop-in care are listed in the annual supplement. **There is not a discount for more than one child in a family.**

LATE PICK-UP/EARLY DROP-OFF FEE

If families think they will be late in picking up their child (ren) we ask that they contact us as soon as possible. There is a late pick-up/early drop-off fee for all families who pick-up their child(ren) after their scheduled pick up time or drop-off before their scheduled drop-off time (this holds true throughout the day, not just at opening and closing). **The fee is \$1.00 per minute per child. All families will receive a onetime written warning and then the fees will be applied at the next occurrence.** The wall clocks in the classroom are used to determine the extent of lateness and the amount of the fee. We do, of course understand that emergencies occur and are perfectly willing to take that into consideration.

BILLING OF SCHEDULED CHILDCARE

For parents/legal guardians, who are students, the total bill for the entire semester is sent to the home address along with enrollment verification. Student families have a chance to review the bill and discuss any errors with the office. Once the bill is verified,

the total amount is put on the student account through the University Billing. This is done before the beginning of the semester.

Non-student families are billed in three equal installments. **The first installment is due before the beginning of the semester.** Payments should be given to the director or program assistant or lead teacher (if working in the office on a given day). A receipt is made for all payments made to the Center and is given directly to the parent or put on the child's clipboard. Please see the calendar at the end of this Handbook for due dates for each installment.

LATE PAYMENT FEE

Any childcare bill or installment not paid by the end of the enrolled semester is assessed a fine of \$25.00 per day (Monday-Friday). If payment is not received within 10 business days, the Center will arrange a meeting with the family to come up with a payment plan. If the family doesn't follow the payment plan child (ren) is no longer considered enrolled and their place will be filled by a child on the waiting list. **The parent is still responsible for payment of all outstanding bills.**

FAMILIES NEEDING FINANCIAL ASSISTANCE

The Financial Aid Counselors at the Financial Aid Office may be of assistance to student parents./legal guardians. Be sure to take copies of childcare bills to meetings with Financial Aid Counselors, as these may be needed.

Please be aware that the University has an installment plan for students. However, you must sign up for this service at the Student Billing Office in Hyer Hall.

The Children's Center does not offer financial assistance to parents to offset the cost of childcare; however, surrounding counties have programs to assist families in paying for childcare. Contact the county Human Services Office (listed below) to determine eligibility. **If eligible, the Children's Center office needs to have a contract from the county to verify the number of hours the county will pay. This contract needs to be sent to the Children's Center at least two weeks prior to the semester beginning.**

County	Address	Phone
Jefferson	N3995 Annex Rd. Jefferson, WI 53549	(262)674-3105
Kenosha	714 52nd. St. Kenosha, WI 53140	(262)656- 6582/6500

Milwaukee	1220 W. Vilet Milwaukee, WI 53205	(262)289- 6444/6200
Racine	425 Main St. Racine, WI 53404	(262)636-3671
Rock	P.O. Box 1649 Janesville, WI 53547-1649	(608)756-5255
Walworth	County Rd. NN, Box 1006 Elkhorn, WI 53121	(262)741-3200
Waukesha	500 Riverview Dr. Waukesha, WI 53186	(262)548-7212

ERRORS, QUESTION, OR CONCERNS

Although every effort is made to insure that no errors are on bills, sometimes mistakes do occur. If this happens, please bring the bill to the office at the Children's Center to remedy the problem.

SIBLINGS/FRIENDS/RELATIVES OF CURRENT ENROLLED CHILDREN

Often, when families drop-off or pick-up a child there are other children who are along but are not enrolled in the Center. It is essential that those children stay with the adult at all times. It is fine to come into the classroom and play with the child who is not enrolled while you wait for the enrolled child to finish an activity. We also ask that you help the children you bring into the Center adhere to our policies: children use walking feet, inside voices, people and materials are handled with care. **The Children's Center does not accept responsibility for their care or safety if the children are not currently enrolled.**

STUDENT STATUS AND CHANGE OF STATUS FROM STUDENT TO NON-STUDENT

In order to qualify for student rates, students must be enrolled full time. If a parent graduates or decides to reduce credits or no longer attend school, their billing status is changed from student status to non-student status. Upon graduating, the parent then becomes a non-student parent and is billed at non-student rate. If a student decides to drop of school for whatever reason within the semester but wishes to keep their child(ren) at the center, a revised bill will be generated. The new bill will reflect the change in status and the date of that change will be verified by the Registrar's office.

HEALTH AND SAFETY

The Children Center wishes to maintain a healthy and safe child care facility. Every staff member of the Children Center is trained in recognizing childhood diseases. Symptoms of a sick child may include: fever, rashes, sweating, lethargic behavior, etc. If symptoms become apparent while the child is at school a call home is made and the child is given the opportunity to lie down in the office to be made as comfortable as possible.

PHYSICAL EXAM AND IMMUNIZATION RECORDS

Every child who is enrolled at the Children's Center needs to have a physical exam on file and a record of immunizations. Both of these forms can be obtained from the office. The physical exam form must be completed within **ten days of enrollment**. However, if a child has had a physical exam in the past six months, a doctor or a licensed health care provider can sign the form. Every child needs to have a physical exam every two years.

The immunization form can be completed by a parent and needs to be **turned into the office by the first day of enrollment**. Families who do not have their children immunized for personal reasons still need to complete this form. There is a section that addresses personal beliefs. The following are the immunization requirements:

<i>AGE/GRADE</i>	<i>NUMBER OF DOSES</i>					
<i>5mos through 15mos</i>	<i>2DTP/DTaP/DT</i>	<i>2 Polio</i>	<i>2 PCV</i>	<i>2 Hep B</i>	<i>2 Hib</i>	
<i>16mos through 23mos</i>	<i>3DTP/DTaP/DT</i>	<i>2 Polio</i>	<i>1 MMR</i>	<i>2 Hep B</i>	<i>3 Hib</i>	<i>3PCV 1 MMR</i>
<i>2yrs through 4yrs</i>	<i>4DTP/DTaP/DT</i>	<i>3 Polio</i>	<i>1 MMR</i>	<i>3 Hep B</i>	<i>3 Hib 3PCV</i>	<i>1 Varicela*</i>
<i>Kindergarten Entrance</i>	<i>4DTP/DTaP/DT</i>	<i>4 Polio</i>	<i>2 MMR</i>	<i>3 Hep B</i>	<i>2 Varicela*</i>	

**Unless child has reliable history of chickenpox disease*

Dental Examination

It is not required but recommended to children 3 years old and older.

WHEN TO KEEP A CHILD AT HOME

UWW Children's Center Illness Policy

Below is a list of symptoms that indicate a health concern because of which the child is not well enough to be at the center. If a child displays **any** of these symptoms during the day, the parent/guardian is contacted to take the child home so as not to expose the other children to the illness. Please note, this is not an all inclusive list.

Fever..... **Oral temperature of 100 degrees or higher.
Axillary / Under Arm Temp of 99 degrees or higher.**

Respiratory Symptoms.... Difficult/rapid breathing, severe coughing, high-pitched croupy or whooping sound after coughing

Diarrhea or Vomiting..... **One or more times during the day without a medical explanation from a doctor.**
Observe for other symptoms like fever or abdominal pain

Eye/Nose Drainage..... Yellow or green thick mucus or pus draining from nose or eyes.
Constant clear drainage from the eye.

Skin/Rash Problems..... Rashes, open sore - crusty, yellow green drainage which cannot be covered, Lice, Ringworm.

Unusual Symptoms..... Eyes or skin is yellow (jaundice), Stool is gray or white, urine is dark colored (hepatitis).
Lethargic/unable to participate in regular activities.

Children have to be symptom-free or on prescribed medication for 24 hours prior to coming back or, [have a doctor's note permitting them to return to school prior to 24 hours](#), to avoid possible exposure to other children. We are required to ask for a doctor's release in the case of certain illnesses.

In the event that a child is brought to school with any of these symptoms or we observe any of these symptoms, we are required to have the parents or someone on the child's emergency list to come to the center and take the ill child home. Parents need to make sure that we have emergency numbers on file with the location, phone numbers of the closet office and times of classes. **If a child becomes ill while at school and the parent or emergency person is contacted, that person will need to pick up the child within one hour.** Please be sure that your emergency contact people are aware of this.

If a child who is sick is not picked up within an hour of notifying the parents or emergency contact, there will be a fine of \$10.00. This is necessary because a child who is sick requires a one to one ratio (teacher to child) during isolation. The isolation area for a child who is sick is in the director's office. If a parent feels that their child is too sick to go outside then the child is too sick to be at the center. **All of the children who are at the center go outside, weather permitting.**

If a child has a communicable disease, it is necessary for the parent to notify the center immediately so we can communicate the information to the other families and report the illness to public health if required, and licensing. The names of the children (and families) that have communicable disease are held confidential but it is required by licensing that other parents are aware that a child in the center has a contagious disease. Notifications will be placed on the Family Board inside each classroom and outside the main office doors.

TOOTHBRUSHES AND TOOTHPASTE

The children's health is important to us and so is dental health. We like to see each child bring a toothbrush and toothpaste so they can brush after eating. The teachers help with this process and encourage it. The toothbrush is maintained in a hygienic manner (hung on a hook or in a holder), but still accessible. This is not a requirement but strongly suggested. Be sure to label the toothpaste and toothbrush with the child's name.

MEDICATIONS

Administering medications is a very serious responsibility. Whenever possible, parents should schedule the times that their child receives medications in such a way that they, the parent(s)/legal guardian(s), are giving the medication.

Only in cases where it is impossible for a parent/legal guardian to give medications because of their schedule **prescription or non -prescription** (such as Children's Tylenol, cough syrups, sunscreen, diaper rash ointment, chap stick, lotion, etc.) medication can be administered by your child's lead teacher, director or program assistant:

- If the required medication form (The Authorization to Administer Medication Forms can be found in the office) is completed,
- The medication is in the original container and labeled with the child's first and last name,
- The date that either the prescription was filled or the recommendation was obtained from the child's doctor(licensed health care provider),
- Name of the licensed health care provider, and the expiration date of the medication or the period of use of the medication and,
- The manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.

- *Please Note Over the Counter medications, such as Tylenol or Benadryl, will only be given with the signed dosing instructions from the child's doctor. In the case of life threatening allergies or other medical conditions that require over the counter medications, we request the parent(s)/legal guardian(s) of the child update the form with the doctor's signature annually and check the medication for expiration every three to six months.*

Blanket authorization is prohibited by state regulations and sunscreen/insect repellent authorizations will be reviewed every 6 months and updated as necessary.

A written record, including type of medication given, dosage, time, date and the name of the person administering the medication, will be made in the center's medical log on immediately after the medication is administered.

Medication is kept in a locked medication box in the classroom GO bag unless it requires refrigeration.

Please do not put medication in lunches or backpacks. The medications will be kept in locked container at the Children's Center. Please remember to take the medication home at the end of the day; teachers would be happy to assist you getting the medication out of the locked medication box.

The Children Center Core Staff has a specific training and a written performance evaluation updated annually by a health care professional on the practice of the five right practices of medication administration:

1. verifying that the right child receives
2. the right medication
3. in the right dose
4. at the right time
5. by the right method with documentation of each right each time medication is given

to meet the NAEYC requirements to administer medication.

Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.

USE OF SUNSCREEN, HAND LOTION & BUG SPRAY

Children wear clothing that is dry and layered for warmth in cold weather. Children play in the shade under the canopy. When in the sun, children wear sun- protective clothing, and

applied skin protection. The Children Center provides sunscreen with UVB and UVA protection of SPF 45 (Water Babies 45) and insect repellent (Off skintastic) which contains DEET are used. Staff apply insect repellent no more than once a day and only with written parent permission.

WATER PLAY

Water table is available to the children on a daily basis at the Center. Water play is closely supervised by teachers, so children don't drink the water and children with sores on their hands are not permitted to participate at the water play. Children wash their hands before and after playing at the water table. Water is changed and the water table is sanitized daily and as needed.

BEDDING AND NAP POLICIES

The center has a nap policy that is the same for all classrooms with children under age six. Children are offered a forty five minute rest period. We require children to rest for at least forty-five minutes if they are under 5 years of age in care for more than 4 hours in our center. It is not required they sleep but they do need to lie down and rest. Children who do not fall asleep after their forty-five minutes are allowed to engage in quiet activities

All children who are at the center after lunch, have a rest time or nap. Each child is **required** to bring a small bed sheet, blanket or a pillow and a sleeping bag. **All of the napping materials need to fit in and be brought to school in a bag.** The bag needs to be labeled and washable (canvas or nylon is preferred, large pillow cases work well, please do not send plastic bags - too loud during rest time). All napping materials should be clearly labeled. **The sheet and blanket need to be washed weekly (as mandated by state and NAEYC).** The children in the younger children's classroom use a cot that is bleached after every use. In the older children's classroom, the children use a mat that is bleached after every use.

HELMETS

We require that the children wear helmets while riding trikes, riding in wagons, and other vehicles at the Children's Center. Although the trikes do not go extremely fast, we think that it is an excellent practice for the wearing of helmets to become a habit. This way when the children start riding a bike, it will not seem strange to wear a helmet. It is essential that the helmets fit snugly and that on only one child use each helmet. We

require that each child have their own helmet that is to be supplied by the family. **Please put the child's name on the top of the helmet (on the outside).**

DROP-OFF AND PICK UP OF CHILDREN

ALL children need to be brought into their classroom. Please DO NOT leave children unattended out in the hallway. The center does not accept responsibility for children until they are in the classroom and signed in. If a child is brought to the center on a school bus, it is the family's responsibility to insure each child arrives safely in the classroom. An adult must bring the child into the Center and sign the child in (children can not be brought by Taxi or be left on their own to walk from the school bus). Children are only allowed to leave the classroom when authorized people arrive at the center for pick-up (i.e., children can not walk to the bus by themselves, get in a taxi by themselves, or walk home). This pertains to all children, even those who are school-age and walk home from their grade schools by themselves.

Both classrooms have a sign-in and sign-out sheet. The sheet contains each child's name, authorized pick-up and drop-off people, and a place for a parent/guardian to sign in and sign out. This process is necessary in the case of a fire or other emergency so that we can have an accurate tabulation of the children present. Children will not be released to an undesigned with out prior notification of by the parent/legal guardian and the person will be required to show identification.

An additional requirement for licensing is each child's date of birth on the sign-in and sign-out sheets. This is necessary in multi-age classrooms so that at any time the state licensing representative can come in and make sure the ratios and group size are in compliance with the state standards, based on the ages of the children. Our ratios and group size meet the accreditation standards of the National Association for the Education of Young Children, which are more stringent than the state standards.

In order for a person to be placed on the Authorized Pick-Up List, the person must:

Be 18 years old

Bring picture I.D. if the staff has not met this person

Children are never released to a parent/legal guardian or other authorized pick-up person if the staff is concerned about the safety of the child. Examples of when the child would not be released are:

-parent/legal guardian/pick-up person appears too ill to drive

-parent/pick-up person has been drinking alcoholic beverages

-parent/pick-up person appears under the influence of any type of drugs

If any of the above situations occur, another authorized pick-up person is contacted. Although, we understand that these could be embarrassing situations, our main concern is the safety of all of the children and families at the center.

FIRST AID

If a child has a minor injury at the Children's Center, the staff wash the injury with soap and water, apply bandages and ice packs as necessary and a copy of what is written in the medical log will be put on the child's clipboard to explain the details of the incident. Soap and water are the only first aid applications that the State allows our staff to use unless we have a signed medical authorization. We can not apply antibacterial cream, peroxide, etc. If the injury is more involved than we can handle, 911 will be called and parents will be notified immediately (this has only happened once in the past decade). Any injury that requires doctor visits will be documented on an accident and medical log.

Every classroom and the office are equipped with a first aid kit.

At least one staff member in each classroom has successfully completed a Pediatric First Aid course (that included managing a blocked airway and rescue breathing for infants/children) and core staff members and Teacher Assistants are CPR certified within 6 months after begin work with children.

MISCELLANEOUS HEALTH INFORMATION

The Children's Center adheres to the University's HIV Policy which can be found in its entirety in the University Student Handbook. As can be seen from the complete policy, the Children's Center does not discriminate against children or staff based on HIV status. All staff are taught the universal precautions of working with bodily fluids. However, for the complete policy, please refer to the University Student Handbook.

Each classroom has a medical log in which we record any injuries sustained by a child while at the center and when medicine is distributed. These logs are available to parents to review entries about their child (ren). Please speak with one of the lead teachers or the director about reviewing the medical log.

ALLERGIES & CHRONIC ILLNESSES

In the event your child has an allergy requiring an Epi-Pen or has a Chronic Illness (such as Diabetes or Asthma) requiring regular monitoring or treatment while the child is at school, we request that the family and the child's doctor complete an Allergy Action Plan. The Center can provide the family with this form or use one the doctor has provided. Once this form is complete the Director, the Teacher and the Child's family will meet to discuss

the details of the plan. Training will then be provided to all staff to ensure the child's good health and safety while at school. Because of the number of student teachers and volunteers in our program, we request that this Action Plan be posted in all classrooms the child visits and the child's photo is on this Action Plan. We require this plan to be updated at least annually and the child's family notifies us immediately to any changes in the plan.

EMERGENCY PLANS AND PROCEDURES

Upon request the Children's Center will provide any parent/legal guardian with a copy of the Emergency Procedures Guide for the University and for the Children's Center. This detailed plan goes over what the center will do in the case of an Evacuation, Tornado or Shelter In Place and other emergency situations that might be encountered on campus. This plan was developed with the Director, Children's Center Staff and the UWW Police Department and is on file with the City of Whitewater. ALL staff are trained on these policies and procedures during orientation. Retraining takes place annually.

EVACUATION, TORNADO & SHELTER IN PLACE DRILLS

Evacuation Drills are practiced monthly without prior notice to children or teaching staff. Tornado/Shelter In Place Drills are held twice a semester. Teachers review procedures for both drills at the beginning of each semester. A drill log is kept in the Center Office.

ACCIDENT POLICY AND PROCEDURE

Each child must have a signed Emergency Consent (for accidents requiring emergency medical treatment) on file before the first day of attendance.

Any serious or life threatening injury that requires immediate attention, and the parent or guardian cannot be reached, will required the injured child to be transported by the rescue squad to the hospital noted on the emergency information card or Fort Atkinson Memorial Hospital Emergency room for treatment if a hospital is not designated.

If an accident or injury occurs, an Accident/Injury Report must be filled out with the following information:

- Date
- Time
- Child's name
- Description of the incident

- Action taken by staff and name of the staff member reporting the injury

A parent will receive a copy of the report and a copy will remain in the children's file.

Procedure for Accident that are Serious or Life Threatening

1. One staff member will stay with child providing them with comfort and reassurance.
2. Another staff member will dial 9-911 (UW Police and Security monitor this line of calls coming from the UW campus. They will also send an officer for assistance).
3. The parent(s) will be notified by the assisting staff member.
4. The child will be transported to the medical facility listed on the emergency information card. A staff member will accompany the child if transported

Minor Injuries

If a child is injured with a scrape, small cut, or bump staff are limited to doing the following:

- Wash the injured area with soap and water and apply a bandage
- Supply ice.

State Licensing will not allow antiseptics, iodine, peroxide or other bacterial medications.

If a child has an injury that was not witnessed by staff member, file an Accident/Injury Report and notify the parent by attaching a copy to the child's cubby.

Staff will fill out an accident report and record the same information in the medical log. In cases of life-threatening accidents State Licensing may require additional reports to be filed. Check with the Director of the Children's Center for the proper forms if necessary.

Previous Injuries

If the children come to the Center with an injury

Injuries that are either out of the ordinary or repetitive in nature will be documented in the medical logbook on arrival.

DRESSING FOR SCHOOL

Children should wear comfortable clothes that allow him or her to move freely. We require children to wear shoes at all times. We ask for children to wear sturdy closed toe shoes that permit climbing, running and jumping. If a child wears Crocs or other water

shoes, we ask that they not fall off the child's feet. We suggest that children not dress in anything that would upset the child or family if it were stained or soiled. **Playing is a child's form of work and we want to be able to allow the children to participate in messy, fun work without worrying about their clothing.** Smocks are provided by the center but do not fully cover the child's clothing.

We ask that each child bring at least two additional sets of labeled clothing. Please check the clothing occasionally to make sure it still fits and is seasonal. For children who are beginning to use the toilet, we suggest several changes of underwear and bottoms. Whenever we need to change a child at school, please be sure to bring extra clothes for the following day. If your child goes home with borrowed school clothes, please wash and return as soon as possible.

In winter, child(ren) need: boots, snow suit or snow pants, jacket, mittens, hat, and extra socks (all labeled). All outside clothing is kept in the hall during the day and needs to be taken home daily. The cubbies in the classroom are used for extra clothes, artwork and lunches (when applicable).

Please label your child's clothing and belongings with the child's name so that we can make sure your child's items are not misplaced.

HAND WASHING PROCEDURES FOR STAFF AND CHILDREN

Washing hands is the single most important thing a person can do to decrease the possibility of acquiring communicable diseases.

Children and adults wash their hands

- on arrival for the day;
- before and after diapering and after using the toilet;
- after handling body fluids (e.g. blowing or wiping a nose, coughing on a hand, or touching any mucus, blood or vomit)
- before and after meals and snacks, before and after preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- before and after playing in water that is shared by two or more people;
- before and after handling pets and other animals or any materials such as dirt, or surfaces that might be contaminated by contact with animals;
- when moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos and;

at any point during the day when you can not remember the last time you washed your hands!!!

Adults also wash their hands:

- before and after feeding a child,
- before and after administering medication,
- after assisting a child with toileting, and
- after handling garbage or cleaning.

HAND WASHING PROCEDURES

- Using liquid soap and running water;
- Rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails;
- rinsing well;
- drying hands with a paper towel and avoiding touching the faucet with just-washed hands by using the paper towel to turn off water.

Staff wear gloves when contamination with blood occur and are encouraged to wear gloves when changing diapers and dealing with bodily fluids if possible. Staff also wear gloves when handling and preparing food for the children. After they take off gloves they follow the proper hand washing procedures listed above at the adult bathroom sink.

MAINTAINING A HEALTHYFUL ENVIRONMENT

The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Classroom and Custodian's Cleaning and Sanitation Frequency Tables.

Procedures for standard precautions are used and include the following:

- Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.
- Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious disease.
- When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.
- After cleaning, the Custodian sanitizes nonporous surfaces with bleach and water solution.
- Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
- Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

A toy that a child has placed in his/her mouth or that is otherwise contaminated by body secretion or excretion is either to be (a) washed by and using water and detergent, then rinsed, sanitized, and air dried or (b) washed and dried in a mechanical dishwasher before it can be used by another child.

The Center uses a quaternary solution called Lysol Antibacterial All Purpose Cleaner that both cleans and sanitizes for food and diapering surfaces. As part of our licensing requirement surfaces are sprayed and wiped twice with this solution.

Staff maintain areas used by staff or children who have allergies or any other special environmental health needs according to the recommendations of health professionals.

NUTRITION AND MEAL SERVICE

OUR CENTER'S NUTRITION POLICY

Our center is dedicated to supporting children's growth and development in all possible ways. The teachers at the center **DO NOT** force the children to eat breakfast, snack, or lunches. The teachers model examples of healthy eating habits at the center. Children are never punished for not eating and food is never used as a form of punishment or reward.

The Children Center participates and follows Child and Adult Care Food Program(CACFP) guidelines.

Liquids and foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach.

Meal times are as follows:

- Breakfast at 9:00 a.m.
- Lunch at 12:00 p.m.
- Snack at 3:00 p.m.

Staff do not offer children younger than four years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

BREAKFAST, LUNCH, AND SNACKS

Meal times are meant to be a time for tasting new and possibly unfamiliar foods, nourishing our body, and socializing with friends. Throughout the year the center provides a nutritional breakfast and afternoon snack daily at no extra charge to parents. Breakfast and snack are usually simple enough so that the children can occasionally help in the preparation but with enough variety so the children and staff do not become bored.

A **typical breakfast** includes milk, a grain product (toast, cereal, muffins, bagels, etc.) and a fruit (either a canned fruit, fresh fruit or 100% fruit juice) and milk. **Snacks** include, but are not limited to: crackers with different spreads, fresh fruits, fresh vegetables, bagels, macaroni and cheese, salads, muffins, breads, trail mix, cheese, applesauce, etc.

and milk. Please let us know if your child has food allergies or is on a special diet. We may be able to serve alternatives that you provide under certain circumstances (please see the director).

During the Spring and Fall semesters (including finals weeks) **lunch** will be provided by CHARTWELLS (the food service provider for the campus) and meets the requirements of the State Food Program. **Four week rotating menu for each academic year and menu for the summer and interim sessions are posted on the bulletin boards for families. The beginning of the each semester families get a copy of the menu and it is always posted on the Children Center web-page.**

Lunch is not provided during interim care sessions or summer school because of lower enrollment. When lunch is not provided, parents need to supply lunches. **Lunches must have a grain product, protein, two fruits or two vegetables (or one of each) and the center provides the milk. Milk is served with all meals, sometimes 100% juice is served along with milk to give children choices.**

Parents are invited to join us or take their child out for breakfast, lunch or afternoon snack. If parents would like to be involved in the planning of the menus for each semester, let one of the core staff members know. The assistance would be greatly appreciated.

The center is able to serve these meals and snacks (there is no additional charge to the parents) and we are able to do this only if all parents complete the Income Verification Form required by the USDA nutrition reimbursement program. This form is used to determine the amount of reimbursement we receive from the state. The form is confidential and is kept in a file separate from your child's file in the director's office.

If your child requires a special diet, please consult the director so that all daycare licensing requirements can be met.

How Food is Served:

Children will be provided with meals and snacks in a family-style environment for a relaxed social experience. Teachers will sit down and eat with children and encourage children to utilize self-help skills to gain independence, encouraged to try all foods. Staff model correct mealtime manners and habits for the children. The children will serve themselves and they can have as many servings they want. There is always more than enough variety of food available for children and staff at the Children's Center. Children will never be required to eat foods that they are not comfortable eating. Food is never used as a reward or punishment.

A student hired for each semester to divide out food for different classrooms. The student goes through an orientation before she starts working at the Center.

Feeding Children:

During family style dining, children will learn appropriate table manners, expand on language and social skills with adults and peers, develop fine motor skills, and learn healthy eating habits. Children will be fed throughout the day according to a schedule. Written feeding instructions should be given to us by the family, if their child has a certain feeding schedule we should follow. Food is offered to children, and we do not force them to eat it. They are encouraged to at least try the food they took.

Food Allergies (it has to be a note from a doctor)

If your child has an allergy to certain foods, please let us know in writing, our center provides substitute meals or drinks for your child. Allergies are posted in each room so that every staff member is aware of the allergy.

"Special Diets"

If there are religious, cultural, or other reasons why you wish your child to not eat certain foods put in writing what your child may not eat. Our center gladly substitutes food and drinks. This information is also posted in the classroom to ensure all staff members are aware of substitutions. All meals are posted in advance for parental review. Look for menus and any changes to be posted on the parent board located in each classroom.

BIRTHDAY OR OTHER SPECIAL DAYS

An excellent idea for a birthday celebration or other special day is the donation of a board game or a book to the center in the child's name. Several parents have done this and the celebration lasts longer than a treat, because the child is able to share their special gift with many of the children over a longer period of time.

Edible treats that are healthy are allowed. Since we strive to keep our foods healthy for the children, we ask that when bringing in a special treat that it is healthy. Examples are, low-sugar muffins, granola bars, frozen juice on a stick, yogurt, etc. Please do not bring foods that contain high fructose corn syrup; are high in sugar or processed meats. Only food that adheres to these guidelines will be served to children. **The foods supplied must be prepackaged. Homemade treats are not allowed.** There is more information about Birthday Parties in the Miscellaneous Section.

The Children's Center will accept children two (2) through twelve (12) years regardless of race, gender, creed, religion, and disability provided that the facility can reasonably accommodate.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.

To file a complaint of discrimination write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

"This Institution is an equal opportunity provider."

MISCELLANEOUS INFORMATION

CUSTODY CONCERNS

Children of parents/legal guardians who are divorced/separated must legally be released to the non-custodial parents by Wisconsin statutes. This also includes releasing information to the non-custodial parent. The only way we can not do so is if we have a signed court document in the child's file stating otherwise. If there are any problems or questions please see the office. In cases where a child has parents/legal guardians that were not married, we still ask for a copy of any custody arrangements to be kept in the child's file.

CHILDREN WITH MORE THAN ONE RESIDENCE

Please let us know if more than one copy of center information (handbooks, newsletters, etc.) is needed or if information needs to be sent to more than one address. The Children's Center is happy to send multiple copies of information to all parents and/or guardians of enrolled children.

WHO IS IN CHARGE AT DROP-OFF/PICK-UP TIME?

One of the most hectic times at the Center is drop-off and pick-up time. Usually it is a time when the staff and parents connect and share information about the day and this is an essential activity. It also tends to be the time, and usually the only time during the day, that many of the children behave in ways that are inappropriate for the time and place. We believe that one of the reasons this happens is because children are confused about who is in charge - their parent or the teacher? Our policy is that while the parent is in the classroom, they are responsible for their child and this will be verbalized to children if there appears to be confusion. For parents who are new to the Center, this may seem like an odd policy to have, however, for parents who have had hectic pick-up/drop-off times this policy will probably make more sense.

WHERE TO PARK FOR DROPPING-OFF AND PICKING-UP OF CHILDREN

The Children's Center has four reserved stalls in the Winther/Upham/Roseman Parking Lot (#14). The stalls are in the corner closest to the Roseman Building. These stalls are **only** for picking up and dropping off children and cars are ticketed after fifteen minutes. Attached to the handbook supplement are two parking permits (simply remove from the handbook and cut into two permits). Additional permits can be picked up in the office. Please do not use these stalls at any other time (except the weekend).

Parking Services patrols the Center's parking spots and will ticket those who abuse these policies.

INSURANCE

Parents/Legal Guardians are expected to provide ample medical coverage for accidents and injuries or be financially responsible for coverage. University liability does not include medical coverage for Children's Center participants.

TOYS FROM HOME

Children's Center has a large variety of toys and requests that children not bring toys from home, as these may be lost, broken, or cause difficulty in sharing. However, we also understand that children enjoy bringing special items. Items that we encourage children to bring include books that are culturally diverse or reflect anti-bias or social learning experiences, and nap-time cuddle toys (soft toys or stuffed animals).

If any problems occur in relation to a toy brought from home, the item will be placed in the child's cubby and returned when the child is picked up.

Please note: Children's Center is not responsible for any lost or broken toys brought from home.

PETS:

Due to licensing and accreditation standards, we do not keep pets at the Center. No animals are to be brought into the Center for visits unless they are service animals. If we are studying a certain animal and the opportunity arises to bring an animal to school, we will send home notices to families prior to this happening to ask your permission.

TRANSPORTATION:

The Children's Center doesn't provide transportation for children.

PHOTOGRAPHS:

From time to time, pictures are taken of children in our program by our staff, UW-Whitewater Exponent staff, or Whitewater Journal photographers. Newspaper photos are used primarily to accompany feature stories on the Children's Center or to publicize childcare in general. Before this occurs we will send home a permission slip allowing you to

choose whether or not you want your child's photograph taken and/or their name used in a newspaper/web based article. In the event the image is being taken for a class project or research, you will also be asked permission. The only photos we will share with your permission at enrollment are photos that are sent out in electronic classroom newsletters or used in classroom documentation. If you do not wish your child to be photographed at all, the director should be notified at the time of registration. Please check "NO" on the registration form.

MEDIA IN THE CLASSROOM:

The use of media, such as television, films and videotapes, is not permitted in any way as part of the Children's Center curriculum without prior approval of the Director. The Children's Center follows the guidelines of the American Academy of Pediatrics and believes that children should not be exposed to any media prior to the age of two and a half years.

YEARLY PROGRAM EVALUATIONS

Once a year you will have the opportunity to formally evaluate our Center. This evaluation will occur in April and you will receive written feedback concerning the results of the evaluation in May. In May, we will hold a staff/family meeting to discuss the results of the evaluation and set program goals for the upcoming year. If you have a concern or a compliment, you **do not** need to wait until April. Please feel free to state a concern at any time.

OUTDOOR PLAY

Children at the Children's Center participate in daily outdoor activities, weather permitting. There may be occasions when teachers feel that the weather is not appropriate for outdoor play, such as when the temperature is above 90 °F/32 °C (with the heat index) or below 10 °F/-12 °C (with the wind chill factor), and on days with heavy rain. To know what the temperature will be please check your local television news station, radio, or www.weather.com on the Internet.

INSIDE TEMPERATURE

At the Children's Center the inside temperature may not be less than 67 F degrees, if the inside temperature exceeds 80 F degrees, or whenever children/staff uncomfortable the air conditioners will be turned on.

CENTER CLOSURES

It may be necessary to close the Children's Center if the following takes places:

Building service loss including , but not limited to: no heat, no air conditioning, no water, no electricity, plumbing problems, no telephone, major construction repairs and any other situation it jeopardizes the health and safety of the children and staff.

If Building Blocks were to loose service of electricity, heat, or water before the center opens, parent/guardians or emergency contacts will be called around 600a.m. or as soon as the Director has knowledge, so that children are not brought to the center that day.

In the event that children are at the center when building services are lost, parent/guardian or emergency contacts will be notified and children should be picked up within 1 hour.

Notification of Sexual Offenders in the Community

Due to state law sexual offenders must be registered. Families can check the website <http://www.familywatchdog.us> to see where sexual offenders are located in their community. This website informs of where they live, their offense, and how far away they live from public places children frequently visit: schools, libraries, parks, etc.

THANK YOU

In closing, we want to thank each of you for sharing your children with us. We like to think that we are a fun group of people, but that in no way diminishes how serious we are about offering the highest quality of care for each child at our center. We never take for granted the special gift you share with us . . . your children.

We hope that you will be pleased with the care your child receives at the center, but it is also our wish that you will let us know if you have concerns or questions. The Children's Center is a service and we realize that we are in business only as long as we meet the needs of the families that we serve.

Best of luck this year and please let us know how we can assist you and your family.

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