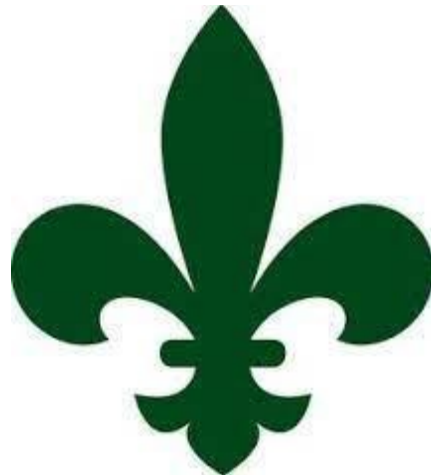


St. Norbert College
Children's Center
Family Handbook
Policies & Procedures Manual



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PHILOSOPHY

Children are special gifts. They need love, care, and guidance. Families are being challenged to adjust to differing expectations in meeting their child's needs. Cultural and economic changes are causing the home environment to change and increasing the demand for outside care for children. The Children's Center prides itself on providing quality care that helps families meet these needs.

Childcare at the Children's Center is not intended to replace parental care and interest but to enhance the child's life experience while separated from their families. The environment will provide experiences so each child can grow in inner discipline, independence, self-worth, and respect for others. Learning and exploring should be an enjoyable adventure within safe and caring bounds. The Children's Center provides that planned climate for adventure.

We believe in a "hands-on" and a "brains-on" approach to learning. Children and adults learn best in an environment that is set up to foster curiosity and provide challenges without fear of failure. There will be an emphasis on the total learning environment which includes various activities both inside and outside daily. The research and works of great child study specialists such as Piaget, Montessori, Erikson, Gardner, and Vygotsky inspire the St. Norbert College Children's Center program.

The focus is on teaching children how to learn, how to be inquisitive and find their answers with adult facilitation, and heavily on making sure they are emotionally safe which ensures a wonderful and successful experience. We meet each child where they are personally and take them where we think they can go versus working with the entire group with the same goals. We use peer mentoring, and every child gets a chance to mentor as they all have gifts to share.

The program was founded on the following beliefs about children and childhood:

- Parents are the most pervasive and influential teachers of their children.
- Curriculum is everything that a child experiences, from the time they get up in the morning until the time they go to bed in the evening.
- Each child's uniqueness must be respected and fostered.
- Children grow and develop at individual rates that are often unique and unrelated to their calendar age.
- Children need an individualized curriculum that begins with what they already know and moves slowly from the concrete to the abstract.
- Children learn best through direct involvement with the environment
- Play enables the learner to make sense of their environment and is the essential ingredient in the work and learning of young children. Licensing rule DCF 251.04 (2)(i)1

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POLICIES

ADMISSION

The St. Norbert College Children's Center is dedicated to providing equal admission opportunities to children from all backgrounds. Regardless of race, ethnicity, language, family structure, economic status, religious background, gender, disability, political beliefs, age, sexual orientation, or gender identity, all families are welcome to apply for admission. We aim to foster a diverse and inclusive environment for the children under our care. The Center offers a range of services to cater to the unique childcare needs of families and is licensed by the Department of Children and Families (DCF). A binder in the front entry vestibule contains copies of the DCF Licensing Rules, Center Policies, Tuition Schedule, Tuition and Payment Policies, Child Guidance policy, and a Yearly Calendar. Additionally, the License issued by DCF, and the most recent licensing inspection results are available in this area.

The Center is licensed for 53 children ages 30 months through 7 years of age (Kids Kamp- summer school-age program). Children can attend the Center on a full or part-time basis. The Children's Center offers a 4K program for children 4 and 5 years of age. The 4K program is available for children who turn 4 on or before September 1st. Special arrangements are sometimes made for children who turn 4 in October at the Director's discretion. All children must be fully toilet-trained before enrollment in 4K.

Tuition rates for all services are listed on the tuition schedule, which can be found on the Children's Center website at snc.edu/childrenscenter and in the binder mentioned above. Any changes in parent's work schedules throughout the year may be accommodated; however, this will be dependent on staffing and enrollment, and will be at the Director's discretion.

The Children's Center is dedicated to the total growth and development of each child and has a child-centered approach, designed to provide a nurturing atmosphere. Through competent teacher guidance, and carefully selected programs, children develop socially, cognitively, emotionally, and physically. There will be a trial adjustment period for all children. If the Children's Center is unable to fulfill the needs of your child services will be discontinued

Once you enroll your child, but before their first day, you are encouraged to visit the program several times to help transition your child to their new setting. Families are welcome for inside time, playground time, and lunch, and are also encouraged to come to view a naptime. These visits provide talking points for your family and ease the child's anxieties about a new school.

REGISTRATION & TUITION To enroll in childcare in the 3-year-old classroom a family must submit all of the required forms and pay a \$100 annual registration fee, which is non-refundable should you decide not to enroll.

To enroll in 4K families must submit the required forms, a \$200.00 deposit, and the \$100 registration fee. Failure to continue with enrollment or failure to complete the academic school year (Sept-May) will result in the forfeiture of this \$200.00 deposit and the annual \$100 registration fee. This \$200 deposit will be credited back to the May tuition bill. Once enrolled you will be given the remaining forms. All forms must be returned to the office before starting care to meet DCF requirements. The following is a list of the forms required by the Department of Children and Families (DCF) and St. Norbert.

- Finance Contracts (2) *
- DCF Enrollment
- Health History
- Health Report
- Immunizations
- Documentation Verification
- Emergency Card
- Photo
- Family Directory
- Positive Guidance Policy
- Parent Handbook Receipt
- Video/website permission

Please make sure you notify Center staff if there are any changes to your child's information, especially emergency contact phone numbers. It is critical for the safety of your child that important information is kept current.

*Finance contracts are turned in with the original St. Norbert Enrollment form and deposits.

TUITION PAYMENTS The Bursar prepares and emails invoices monthly, one month in advance of care, in 4-5-week cycles. Payment is required by the date due on the invoice. Any payment not made by this date is considered past due. A \$25.00 Late Pay Fee will be assessed. If tuition payments and all late fees are not made, childcare services will be discontinued. Payments must be made directly to the Bursar's Office. Please refer to your Tuition and Payment Contracts for further details. At no time will payments be accepted at the Children's Center.

HOURS OF OPERATION/HOLIDAYS The Children's Center operates from 7:15 AM to 5:30 PM. Please be sure to arrive early enough in the evening that you can leave the Center before 5:30 PM each day as this is the licensed closure time of the Center. Please refer to the annual calendar for holiday closings. Center closings besides those listed will be decided by the President of the College or the Director and could include days when the attendance drops due to illness, low enrollment, staff shortages, inclement weather, building and maintenance emergencies, etc. These days are considered regular tuition days. A tuition credit will be given for the week of Christmas when the college is closed.

VACATION/ILLNESS TUITION POLICY Vacation and sick day credits have already been figured into the price of tuition each year. Credits will not be given for absences due to illness (family or child), vacations, surgeries, etc. If a child is absent due to COVID isolation or quarantine in their family or close contact, full tuition will be charged. If the Children's Center must close due to COVID-19, credits will be given for the closure.

WITHDRAWAL/REFUNDS Families withdrawing a child from the program must give a two-week written notice. Families are responsible for payment of tuition for the entire time the child is enrolled including the required notice period. Because St. Norbert bills in advance of care for one month, if a credit beyond the two weeks exists, refunds will be paid through the Bursar's office, once approved by the Director. Refunds will only be given if all tuition and late fees have been paid over and beyond the two-week notice period required.

ORIENTATION Each family will have a brief orientation during a tour of the facility. On Open House night each family will receive an extended orientation to the Center and its policies. Once enrolled, a family will be continually familiarized with the Center's customs and traditions as well as its business practices. Families that enroll mid-year will receive a full orientation before their child's first day.

PETS The Children's Center does not have any pets in the Center. Please refrain from bringing pets into the Center without checking with the Director in advance.

DROP OFF/PICK UP Children are not to be dropped off in the cul de sac, at the entrance of the Center, nor are they allowed to enter the Center alone. An adult must drop off each child with a Center staff person. This allows a staff person to greet you and your child (ren) each morning and to conduct the daily pre-admission health check that is required by licensing. If your child appears ill, care will not be provided.

A child will only be released from the Center to the child's parent, guardian, or persons designated in writing by the parent or guardian. Children's Center staff shall refuse to release a child to any person, whether related or unrelated to the child, who has not been authorized, in writing, to pick up that child. Persons unknown to the staff are required to provide a current photo ID (issued by the Secretary of State) to establish their identity, before the release of the child. If a circumstance arises where a family needs to send someone new to pick up their child, an email will be requested before the child can leave. At no time will staff release a child to an adult who appears to be under the influence of drugs or alcohol. An authorized person from the child's Child Care Enrollment and Health History document will be called to pick up your child and/or the matter will be turned over to Campus Safety.

LATE PICK-UP Families should plan to arrive to pick up a child at least 15 minutes before the program closes at 5:30 PM, to have time to greet one another, touch base with the teacher, gather belongings, and be able to exit the building on time. Charges of \$1.00 per minute will be assessed to families that leave their children beyond their scheduled pick-up time. This applies to all types of care; full-time, part-time, and 4K. Please refer to your Tuition and Payment Policy for details. **When a child is repeatedly picked up late, families will receive a written notice that care could be discontinued.**

In the evening, teachers will begin calling alternate contacts for the child at 5:40 PM, if they have not heard from the parents regarding pickup. If there is no communication from a parent or alternate contact by 6:00 pm, the De Pere Police and Child Protective Services department will be notified.

REPORTING OF ABSENCES If your child is going to be absent, please notify the Center as soon as possible at 920-403-3013 or via email to your child's teacher. If your child is ill, you should notify us as to the nature of the illness. Some illnesses must be reported to DCF. The teachers also use this information in their classrooms to build a community of caring among the children.

CONFIDENTIALITY Children's Center staff shall respect the confidential nature of each child, the child's family, and their records. Information about admissions, progress, health/medications, or discharge of an individual child shall be limited to facility staff. If an outside agency or person requests information, a written request will be obtained, and the parent will be notified.

CHILD ABUSE The staff and student workers at the Children's Center are mandated reporters. This means that they must notify the state officials if they suspect that a child has been abused at the Center or outside of St. Norbert College Children's Center. All students and staff will make the Director aware of their suspicions before making a call.

STAFFING/SNC STUDENTS All staff and student workers will fill out all paperwork required by DCF in addition to all paperwork required by St. Norbert College and state and federal agencies. Students will pass a fingerprint background check before starting work. Students using the Center for coursework will check in with the Director before working with children. The Director or the lead teachers will know each time students are working with children. **AT NO TIME ARE SNC STUDENTS ALLOWED TO LEAVE THE PREMISES WHEN WORKING WITH CHILDREN.**

BIRTHDAY CELEBRATIONS The Children's Center has a birthday gift program that helps add books and other materials to our library and classrooms. You may check the Wish Tree in the front entry vestibule or speak with your child's teacher at any time to find the current needs of the Center. We feel that this is a special way to celebrate birthdays, and children will enjoy knowing that they were able to contribute something to their classroom. **We ask that birthday 'parties' be reserved for family and friends at home.**

ITEMS FROM HOME Please do not allow the children to bring toys or stuffed animals from home. This generally ends up in tears when toys get broken or lost. If these items do enter the Center, the staff will remove them from lockers and place them in the Center office. The Center prides itself on the constant sanitation of toys and equipment owned and used by the Center. We also ask that backpacks not be brought to the Center as we do not have room in lockers for them and jackets/snowsuits, etc.

NAP TIME ITEMS Your child can bring one small blanket as well as a small travel-size pillow for napping. If they would like to have a soft toy to nap with, we ask that it be something that can remain on their cot versus something that goes home every day. Please be sure that these things can be washed and dried at high temperatures as they will be washed at the Center regularly.

FIELD TRIPS (4K and SUMMER KIDS KAMP ONLY) Field trips represent an integral part of the curriculum. 4K teachers will plan informative and educational field trips, which will be correlated with classroom studies. These social and cultural experiences are meant to enhance the academic program.

Parents will receive notification of all field trips as they coincide with a teacher's lesson plans. Included will be a permission slip and the cost, if any. Lamer's bus lines will provide contracts and transportation for all field trips, other than those for walking instead. Children will be counted before boarding buses and again once on the bus, both traveling to their destination and returning to the Center to avoid leaving children on the bus or at the field trip location. Emergency cards will be taken on all trips, both walking and on the bus, to contact families should an illness, injury, or emergency arise.

POSITIVE GUIDANCE POLICY **Classroom management is not about having the right rules, it is about having the right relationships.** Building a relationship with each child & and family from the first time a conversation takes place about enrollment, during a tour, at Open House, and throughout the year makes every individual child's success a priority.

Child guidance consists of the love of learning, sharing and caring, believing and trusting; and most of all understanding each child and what works with him/her as an individual. The key to successful guidance lies in establishing good relationships between the children and the staff and preventing problems rather than dealing with them after they occur. This is achieved by stressing, modeling, and praising desirable behavior. The staff praises in public and corrects in private to not embarrass or shame a child in front of peers.

"Guiding children's behavior is something done throughout the day, not just when a child acts in a way that is unsafe or unacceptable. Behavior is guided by establishing predictable routines, setting clear rules with children, and modeling kindness and respect. Teachers are also attentive and aware of what is going on in the classroom at all times. Together, these actions help children feel noticed, confident, and secure. "Children experience attention and guidance as a caring embrace holding everything together. They know teachers are on their team." (Dombro, Jablon, & Stetson 2011, 58)

If the Center uses time-out to deal with unacceptable behavior, time-out periods may not exceed 3 minutes. For purposes of this paragraph, a "time-out" is an interruption of unacceptable behavior by the removal of the child from the situation, not to isolate the child, but to allow the child an opportunity to pause, and with support from the provider reflect on behavior, gain self-control, and talk about better choices. **Use of time-out periods is prohibited for children under 3 years of age.**

At no time will staff use prohibited discipline techniques even if requested by a parent. These could be, but not limited to, standing/sitting in a corner, spanking, verbal abuse, or threats. If a child exhibits behavior that interferes with their learning or that of others, the staff will confer with families to work out strategies that will redirect and guide the child to more appropriate behaviors.

Each class has a basic set of ground rules concerning safety, personal dignity, and the use of materials. All of the children will be properly advised of these ground rules. Most important is the provision for redirection and the setting of clear-cut limits for children, and for developing self-control, self-esteem, and respect for the rights of others. Fussing and crying will be dealt with on an as needed and individual basis that ensures that each child's emotional needs are met. Please refer to the St. Norbert Children's Center Positive Guidance Policy included in your enrollment packet.

Some unacceptable behavior is within the normal learning process and will be handled with redirection for the child (ren) to learn that there are always consequences for their actions. Some behaviors need parental involvement and will be communicated as such. We will discuss inappropriate behavior with parents before it becomes a pattern. All significant incidents will be documented and reported to the parents. Behavior that disrupts the class environment, indicates a lack of parental cooperation, or poses a safety risk after verbal and/or written communication, will constitute grounds for dismissal from the Children's Center at the discretion of the Director.

Teachers will provide techniques for appropriate transitions to ensure that children are not left waiting in lines or large groups. They will guide student workers in these techniques as well, such as when waiting to go outside, using the restroom, or lining up for lunch.

TEACHING & LEARNING

CURRICULUM The curriculum is constructed to meet the developmentally appropriate needs of each child. The educational and instructional materials are selected to foster healthy physical, intellectual, social, and emotional development. Learning experiences are carefully chosen to stimulate imagination and foster creativity. Broad, interactive activities are provided for the children to enable them to form healthy attitudes toward themselves, others, and the world around them. While the Children's Center believes in an 'emergent' curriculum, which allows the children to help guide their learning, the Creative Curriculum is used as a framework. The curriculum is also aligned with the Wisconsin Early Learning Standards (WMELS). The following websites might be helpful.

Vygotsky https://www.youtube.com/watch?v=7Im_GrCgrVA hy

Creative Curriculum <https://teachingstrategies.com/product/the-creative-curriculum-for-preschool/>

WMELS https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf

RELIGIOUS TRAINING While St. Norbert is a Catholic institution; the Children's Center does not provide religious education. We do, however, discuss the birth of Jesus at Christmas and His resurrection in the Spring. At the same time, we also celebrate the secular traditions of Santa Claus and the Easter Bunny. We are respectful of each family's beliefs and do not discourage the developmentally appropriate discourse between the children when the subject of God arises. We will also celebrate the traditions of each family as the need arises, such as Hanukkah.

DAILY SCHEDULE Children's activities and programs will be consistent throughout the week, while still allowing for a certain amount of flexibility. A specific daily schedule for activities such as meals, snacks, outdoor periods, etc. will be posted in each classroom.

SPECIAL NEEDS/IEP POLICY If a child has any type of special need(s), or an individualized education plan (IEP) the Center Director should be notified and provided with all necessary information, in writing, regarding the special need(s) before enrollment starts. Upon acceptance into the program, the staff will develop an individual program plan for the child based on this information. Families have opportunities to provide input regarding procedures for meeting a child's individualized plan, provided the staff has been given the necessary documentation i.e., IEPs, evaluations, medical documents, reports, etc. from outside agencies. If paraprofessionals are required to work with your child a face-to-face meeting will take place between the Director, teachers, family members, and the staff from the organization providing services before the paraprofessionals can assist the child in the Center. All work with the children will follow the educational guidelines of the Center. At no time will paraprofessionals be alone with children. Should developmental or behavioral concerns arise, families may be asked to get a developmental assessment by a specialist. The Center staff are not able to diagnose developmental issues that may arise with your child. In the case where a child's behavior is having a consistent negative effect on the well-being, learning, and development of the other children and requires a disproportionate amount of one-on-one attention, and if after multiple attempts to work with a family to address concerns over their child's needs, and the family's unwillingness to pursue additional help/support, the families will be counseled to find alternative childcare arrangements. The safety and well-being of other children and teachers in the program take priority in all cases.

LEARNING EXAMPLES *

SELF-DIRECTED ACTIVITIES

"Self-direction is one of the most powerful skills anyone can develop. Learning to identify what intrigues us, digging deep, and coming out on the other end with more knowledge than we had going in is essential to a meaningful human experience." *Jenni Mahnaz*

Brief article on the importance of self-directed play and why it is disappearing
<https://drive.google.com/file/d/0B5XV5LH0u14sNG95WU5EWmZRRm8/view>

LARGE MUSCLE- coordination, strength, and kinesthetic awareness of self

- Running, climbing, skipping, throwing, rolling, jumping

SMALL MUSCLE- hand-eye coordination, pincer strength, and dexterity

- Writing, tracing, cutting, tearing, coloring, use of small manipulatives

SENSORIAL- experiences in texture, weight, and volume

- Pouring, kneading, squishing, measuring, estimation, scientific thinking

ART EXPERIENCES- promotes creativity and self-expression, while giving an appreciation for beauty

- Coloring, painting, sculpting, molding

NATURE- promotes an appreciation for the natural world, a sense of wonder, and living things,

- Observation, insect hunts, plant collections, studies in liquid, solid, & and gas, nature walks

BLOCKS AND CONNECTING TOYS- promotes engineering, small-motor skills, geometry/algebra.

- Units' blocks, Legos, Magnatiles, puzzles, table-top manipulatives

SEMI-DIRECTED DEVELOPMENTAL ACTIVITIES

WRITING CENTER- develops an appreciation for the alphabet, dictation, and the written word

- One-to-one correspondence, letter recognition, spatial awareness, hand control

STORY TIME- empathy, understanding of culture, imagination, sentence structure, listening

- Reading, group writing, singing, round-robin stories, "What if" discussions, short educational videos

GROUP TIME- promotes social-centered learning, respect for others' opinions

- Conversation, out-of-the-box thinking, leading/teaching peers, listening, accepting others' ideas

SCIENCE/ENGINEERING- an extension of their everyday world, reasoning, curiosity, and exploration.

- Science experiences, engineering activities, child-initiated observations, questioning

MUSIC- fosters all areas of child development

- Singing, movement, appreciation of music around the world, memorization, learning about rhythm/beat

*4K uses a science-based curriculum in addition to having a nature component

FAMILY INVOLVEMENT

St. Norbert Children's Center staff recognize parents as the child's first and most influential teacher. The staff believes that the needs of young children can best be met when the parents participate in the ongoing experiences of their children in the Center. You are always welcome to share and participate (except restraining orders or access denied by court order). All of you have interests, hobbies, and expertise that could enrich the Children's Center programming. Please consider visiting your child's classroom as time allows. It is a Center policy to welcome and utilize the talents of parents, grandparents, and significant others in as many areas of the Center program as possible. You are welcome to contribute or visit at any time. We love having you in the classroom, even just for brief visits.

There will be times throughout the year when classroom events are held, and parents, grandparents, and younger siblings are always welcome. These include Trick-or-Treating, classroom parties on Halloween, Christmas, and Valentine's Day, and field trips. There may also be events scheduled in the evening that include families. Unfortunately, we cannot accommodate young neighbors, friends, and cousins of the enrolled children at these special events.

FAMILY COMMUNICATION The majority of the communications will happen via email. Each classroom also has a Google Drive for lesson plans, classroom activities photos, etc. In addition, you will also find important documents such as school calendars, billing cycles, financial contracts, the positive guidance policy, medication permission forms, etc. Center staff will also be available at drop-off and pick-up daily. The staff and families will work together to make sure that email addresses are kept current. Family Directories and Email directories are also in Google Drive so that families can communicate with each other. Lunch menus are emailed weekly.

FAMILY CONFERENCES Conferences and report cards will be made available twice a year in the fall and again in the spring. In addition, parents are welcome to request meetings with their child's teacher or the Director at any time to ensure all expectations are being met by both parties. Teachers are trained in the use of the Children's Center assessment tools upon their hire and can provide useful information should questions or concerns come up.

CUSTODY ISSUES/COURT RECORD In cases of divorce and/or separation, the Children's Center staff will remain neutral at all times. The divorce and/or separation will not be discussed while at the Center and all information regarding a case will be kept confidential. The Center will not provide information about a child's attendance unless ordered by the courts in writing to do so. Any requests to deny visitation with certain family members must be supported in writing by the families' attorneys. These requests must be within the court guidelines. Children Center staff will work with a guardian ad litem if one should be appointed by the court.

HEALTH & WELLNESS

ILLNESS/HEALTH/EMERGENCY MEDICAL CARE By DCF licensing rules, each child must provide a current immunization record and a physical examination report within 30 days of admission. **Please notify the Director each time your child receives immunizations.** The health exam and immunizations do not apply to a parent of a child who requests, in writing, that the department grant an exemption based upon a parent's adherence to religious belief in the exclusive use of prayer or spiritual means for healing by the teachings of a bona fide religious sect or denomination.

Licensing rule states that any child who is suspected of having a communicable disease, or who develops a fever or symptoms of illness, shall be isolated from the other children and the condition reported to the parents. **The child must be removed from the facility within the hour either by the parent or another person listed on emergency contacts.** Failure to pick up your child or failure to return phone calls will result in dismissal. Children removed due to illness shall not return to the Center until all signs and symptoms are gone. **In the case of fever, diarrhea, or vomiting the child cannot return for 24 hours after the fever, diarrhea, and/or vomiting have ceased.** Antibiotics must be administered for a full twenty-four hours, for illnesses calling for them, before returning to the Center. The Director reserves the right to request a physician's release.

A child cannot attend the Center with a fever of 101 degrees, diarrhea (3 or more bowel movements that cannot be contained), harsh cough, discharge from ears, eyes (continuous clear or yellow/green), or nose, lethargy, or an unidentified rash. **A child who is too ill to participate in outdoor activity should remain at home until able to participate in the Center program.** Please notify the Center if your child becomes ill with a communicable illness, for this condition will need to be reported to DCF as well as the Health Department and posted at the Center so that other parents can watch their child (ren) for symptoms.

If your child sustains a minor superficial injury (i.e., scrape, bump, or cut) while at the Center, the staff will administer first aid. This will consist of ice, soap and water, and a band-aid. An accident form will be filed. At times the family may be contacted to choose to seek further medical care. In cases of head and dental injuries, a parent will always be contacted.

In case of a serious accident, medical emergency assistance will be secured immediately. The child will be transported by ambulance to your family's choice of hospital, and you will be contacted. **The paramedics will be given your child's health records so that doctors can be sure of allergies, etc. Please make sure to get the records back from the hospital. Your child's records must be kept up to date.** If you cannot be reached, the alternate persons listed on the enrollment form will be called. The same procedure will be followed on all field trips. All medical emergencies will be reported to DCF at the earliest possible opportunity.

LICE The Children's Center has a no-nit policy when lice have been found on a child. This means that all lice **AND** eggs must be gone before a child will be readmitted. The director should be notified immediately if any person in your family has had lice. The other families using the Center will be notified and total confidentiality will be ensured. The staff will then do morning head checks. Please allow time in your schedules for these checks.

MEDICATIONS The lead teachers, as directed by a licensed physician or dentist, will administer prescription medication that has the original prescription attached. Written permission must be secured from the child's parent or legal guardian for medication to be given. Medication will be kept in a locked area out of reach of children. **Please do not put any medication in a child's locker.** A written release from a parent/guardian is also required for all OTC medications, Motrin, cough syrup, ChapStick, lotions, etc. If your child needs over the counter (OTC) drugs and the label reads, "Under age 3 or 4, consult a physician", then a release from your physician will be needed before the OTC meds can be administered. **At no time will student workers be allowed to administer medications.** All administered prescriptions and OTC meds will be entered into a logbook as required by DCF.

SUNSCREEN Banana Boat Sport SPF 50 sunscreen is provided by the Center for a fee of \$5 per child per year. This product provides both UVA and UVB protection. An authorization form will need to be completed before it can be applied. Families are asked to apply sunscreen at home before dropping off at St. Norbert. Center staff will apply sunscreen in the afternoon before outside time.

UNIVERSAL PRECAUTIONS Staff and student workers are trained in the use of Universal Precautions. Children who have a bleeding injury, including a bloody nose, will be cared for by a staff member. Gloves will be worn, and waste will be triple-bagged. In the case of vomiting, housekeeping will be called to do all the cleaning and sanitizing so that a staff member can attend to and calm the child. Another staff person will contact the family.

HANDWASHING The Children's Center staff require children to wash their hands before/after all snacks/meals, and after diapering (single-use gloves are used when diapering a child) and bathroom use. A full training of this procedure will be done at the beginning of each year and whenever new children enroll. Reminders are continuous! Children will be taught how to wash hands for a full 20 seconds. Children will also be asked to wash before/after certain classroom activities. If your child has eaten breakfast in the car, please ask them to wash their hands in this same manner upon entering the Center. The same procedure is required by staff and students while diapering and assisting in the bathroom.

REST TIME State licensing specifies that all children under 5 years of age who are in care for more than 4 hours must have a rest time. Children who rest/nap are under the supervision of a staff person at all times. Children that rest quietly, but do not sleep after 30 minutes will be allowed to participate in quiet activities. At no time will this rest/nap not be observed, even at a parent's request.

OUTDOOR PLAY The daily schedule provides a minimum of two outdoor playtimes each day, for 30-60 minutes each. Children who are well enough to attend the Center must be well enough to participate in all activities, including outdoor play. Please ensure that your child has appropriate clothing to allow for this type of physical play.

Children will go outside when the weather permits. Each child should bring snow pants, gloves, hats, and boots for winter play. Children will be taken outside when winter temperatures are above 0° 'wind chill' and a 'real feel' of 90° in the summer.

FOOD AND NUTRITION The Center does not provide breakfast. All children will be given a morning snack in their respective classrooms.

Lunch menus will be emailed every week and are also posted on the refrigerator for each week in advance. A variety of nutritious foods will be catered and served from the professional kitchen at St. Norbert College, giving your child a balanced meal each day. **Lunch times are from 11:30 am to 12:00 pm and parents are welcome to join with a one-day advance notice. Parents will be notified of all allergies that the children may have and will be asked not to pack foods in their lunch that could cause a problem. Parents can also eat Center food if quantities permit. A dietician plans the meals according to USDA guidelines.**

Special meals due to religious beliefs, vegetarian or vegan meals, gluten-free meals, etc., will be the responsibility of the parent. This could mean entire meals or additions to the food provided by the Center. Non-dairy milk such as almond, soy, coconut, or organic can also be provided by the parent.

If a special diet is needed for medical reasons, a physician's written statement describing the reasons for the diet and its duration will be requested. The parent must provide all food for short-term special diets due to illness, etc. All food restrictions and allergies should be brought to the Director's attention at the time of enrollment. The Director reserves the right to request written explanations about nutrition or health concerns, from the child's physician, at any time.

All families that provide special dietary meals are given the Child and Adult Care Food Program (CACFP) guidelines. These can also be found in the [CACFP Guidelines](#)

Parents are urged to bring snacks on occasion. This promotes sharing, which is an important part of learning. All food brought into the Center must be purchased commercially. Cupcakes, cakes, cake pops, Oreos, and messy or heavily frosted foods are prohibited. Please check with your child's teacher if you have questions about what is appropriate. **Homemade snacks are not allowed.**

Please do not allow your child (ren) to enter the Center while eating. This can cause a problem with other children and can cause unsanitary conditions at the Center. This will ensure that children with allergies will not be affected by unknown food brought into the Center. When children have major allergies such as those associated with tree nuts all families will be made aware of the situation. Teachers will use these opportunities to teach the children about being safe while ensuring their friend's safety as well.

PERSONAL PROPERTY/CLOTHING

All personal property brought to the Center should be properly labeled with the child's name. The Center will not be held responsible for lost or damaged items. A lost-and-found area for articles of clothing or items brought to the Center will be maintained. Articles not claimed within one month will be cleaned and donated to a charitable organization.

Please ensure that your child is dressed for play. The staff provides a variety of experiences and some of these can be messy. It is difficult for young children to fully engage themselves when they are worried about soiling their clothing. The dress is expected to be casual and appropriate for daily plans. Parents will also need to furnish a labeled change of clothing, including socks, to remain at the Center. **Dress shoes without non-skid bottoms are not safe for Center use. Please provide shoes that are safe for running and climbing.** Sandals, clogs, Crocs, cowboy or rain boots, and other non-fitting boots, are not allowed.

TOILET TRAINING Staff will work with families when it comes to toilet training, but please know that a method that requires a trip to the bathroom every 10/15 minutes is impossible. Leaving the classroom this often does not allow for proper staffing. While training, children must wear underwear at all times. Simply wearing pants will not be allowed. Families must also use pull-ups with Velcro closures to ensure the ease and efficiency of removal of soiled pull-ups. Overalls and hard-to-open belts are discouraged when children are in the toilet training stage. Children who are toilet training should have several changes of clothing including socks.

Both the Centers for Disease Control and the American Academy of Pediatrics recommend that soiled training pants not be rinsed. The fecal contents may be placed in the toilet, but underwear/training pants should not be rinsed in the toilet or sink. WISCONSIN ADMINISTRATIVE CODE 250

SAFETY & EMERGENCY

FIRE, WEATHER, LOCKDOWN & AND CONTINGENCY PLANS Fire drills are practiced every month and St. Norbert also does regular testing of all fire systems. Fire evacuation routes are posted throughout the building. In the event of an actual fire in the Children's Center or Sensenbrenner Hall, the children will be taken to the Campus Center until families can arrive for pickup. If the children are unable to return to the Center for a length of time, days, or weeks, a contingency plan will be decided upon by St. Norbert College, by the earliest possible date, following the fire. Information will be posted on the Children's Center website at www.snc.edu/childrenscenter.

In the same manner, tornado and severe weather drills take place monthly from April to October. Children will be taken into the main hallway of the lower-level Sensenbrenner, along with activities for them. St. Norbert College handles all inclement weather via its emergency information system. All staff at the Center are kept informed via text, phone, email, and the campus alert system as the situation changes. Please know during these times we will not be answering the doorbell so please have your swipe cards with you to gain access to the building.

St. Norbert College does have an emergency broadcast plan in place so that staff, faculty, and students are kept informed of emergencies on campus that would include but not be limited to natural disasters, loss of power or other campus services, medical emergencies, or lockdown. This again is done through the use of campus phone, email, and employee cell phone and text. If a lockdown occurs families should not come to campus until told to do so as this would hamper the efforts of those handling the situation and do more harm than good. Children's records will be taken in all emergencies.

MISSING CHILD This is the hardest policy to ever have to write but abiding by DCF rules it must be included in the Parent Handbook. Please know in over 52 years the Children's Center has been open, a child has never gone missing! If this were to happen, we would immediately get all available staff to search. Campus safety as well as the De Pere police would also be called. The parents would also be notified.

SAFETY/INSURANCE COVERAGE The personal safety of each child is one of the most important considerations at the Children's Center. Staff members are required to evaluate and improve safety conditions regularly. Children are closely supervised at all times, indoors and outdoors, to ensure the safe fulfillment of their need for physical and mental growth. Parents are encouraged to report to staff members any conditions or situations they consider unsafe. The Children's Center is covered under the insurance program of St. Norbert College for liability only. Families are required to carry medical insurance for their children.

SECURITY ENTRY CARDS All parents are required to enter the building using their security swipe card. While there is a doorbell available there may not always be someone to answer it if they cannot leave the children while teaching or if staff are in the part of the building where the bell cannot be heard. Swipe cards are programmed to allow access during the hours of 7:15 am-5:30 pm. Before or after these times cards will not allow entry into the building. **If a card is lost and a new one is requested a \$10 cost will be incurred. Once payment is made, a new card will be issued.** Please notify the Center immediately if a card is lost including the card number so that it can be deactivated. This prevents strangers from getting into the buildings on campus.

CELL PHONE POLICY There is a no-cell phone policy at the Children's Center. Please do not enter or leave the building while on the phone. Communication is key between families and caregivers. This is to include all classrooms, restrooms, and on or just outside the playground. Please be respectful and allow voicemails to pick up your calls while at the Center.

Wisconsin Model Early Learning Standards (WMELS)

1. Health and Physical Development

• **A. Physical Health and Development**

- o 1.A.1a: Demonstrates behaviors to meet self-help and physical needs - Sleep
- o 1.A.1b: Demonstrates behaviors to meet self-help and physical needs - Dressing
- o 1.A.1c: Demonstrates behaviors to meet self-help and physical needs - Toileting
- o 1.A.1d: Demonstrates behaviors to meet self-help and physical needs - Eating
- o 1.A.2: Demonstrates behaviors to meet safety needs
- o 1.A.3: Demonstrates a healthy lifestyle

• **B. Motor Development**

- o 1.B.1a: Moves with strength, control, balance, coordination, locomotion, and endurance - Purpose and Coordination
- o 1.B.1b: Moves with strength, control, balance, coordination, locomotion, and endurance - Balance and Strength
- o 1.B.2: Exhibits eye-hand coordination, strength, control, and object manipulation

• **C. Sensory Organization**

- o 1.C.1: Uses senses to take in, experience, integrate, and regulate responses to the environment

2. Social and Emotional Development

• **A. Emotional Development**

- o 2.A.1: Expresses a wide range of emotions
- o 2.A.2: Understands and responds to others' emotions

• **B. Self-Concept**

- o 2.B.1: Develops positive self-esteem
- o 2.B.2: Demonstrates self-awareness

• **C. Social Competence**

- o 2.C.1: Demonstrates attachment, trust, and autonomy
- o 2.C.2: Engages in social interaction and plays with others
- o 2.C.3: Demonstrates understanding of rules and social expectations
- o 2.C.4: Engages in social problem-solving behavior and learns to resolve conflict

3. Language Development and Communication

• A. Listening and Understanding

- o 3.A.1: Derives meaning through listening to communications of others and sounds in the environment
- o 3.A.2: Listens and responds to communications with others
- o 3.A.3: Follows directions of increasing complexity

• B. Speaking and Communicating

- o 3.B.1: Uses gestures and movements (non-verbal) to communicate
- o 3.B.2a: Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure)
- o 3.B.2b: Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination)
- o 3.B.2c: Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context)

• C. Early Literacy

- o 3.C.1: Shows an appreciation of books and understands how print works
- o 3.C.2: Develops alphabetic awareness
- o 3.C.3a: Develops phonological awareness
- o 3.C.3b: Develops phonemic awareness
- o 3.C.4: Demonstrates the use of strategies to read words
- o 3.C.5: Uses writing to represent thoughts or ideas

4. Approaches to Learning

• A. Curiosity, Engagement, and Persistence

- o 4.A.1: Displays curiosity, risk-taking, and willingness to engage in new experiences
- o 4.A.2: Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities
- o 4.A.3: Exhibits persistence and flexibility

• B. Creativity and Imagination

- o 4.B.1: Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment
- o 4.B.2: Expresses self creatively through music, movement, and art
- o 4.B.3: Uses complex scenarios in pretend play
- o 4.B.4: Explores movement, music, and a variety of artistic media

• C. Diversity in Learning

- o 4.C.1: Experiences a variety of routines, practices, and languages
- o 4.C.2: Learns within the context of his/her family and culture
- o 4.C.3: Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal

5. Cognitive and General Knowledge

• A. Exploration, Discovery, and Problem-solving

- o 5.A.1: Uses multi-sensory abilities to process information
- o 5.A.2: Understands new meanings as memory increases
- o 5.A.3: Applies problem-solving skills

• B. Mathematical Thinking

- o 5.B.1: Demonstrates an understanding of numbers and counting
- o 5.B.2: *Understand* number operations and relationships
- o 5.B.3: Explores, recognizes, and describes shapes and spatial relationships
- o 5.B.4: Uses the attributes of objects for comparison and patterning
- o 5.B.5: *Understand* the concept of measurement
- o 5.B.6: Collects, describes and records information using all senses

• C. Scientific Thinking

- o 5.C.1: Uses observation to gather information
- o 5.C.2: Use tools to gather information, compare observed objects, and seek answers to questions through active investigation
- o 5.C.3: Hypothesizes and makes predictions
- o 5.C.4: Forms explanations based on trial and error, observations, and explorations

Wisconsin Model Early Learning Outcomes (WMELS)

<i>Outcomes</i>		
Positive Social Relationships	Knowledge and Skills	Action to Meet Needs
<p>II A. Emotional Development A.EL.1 Expresses a wide range of emotions A.EL.2 Understands and responds to others' emotions</p> <p>II B. Self-Concept B.EL.1 Develops positive self esteem B.EL.2 Demonstrates self awareness</p> <p>II C. Social Competence C.EL.1 Demonstrates attachment, trust, and autonomy C.EL.2 Engages in social interaction and play with others C.EL.3 Demonstrates understanding of rules and social expectations C.EL.4 Engages in social problem solving, and learns to resolve conflict</p>	<p>III A. Listening and Understanding A.EL.1 Derives meaning through listening to communications of others and sounds in the environment A.EL.2 Listens and responds to communications with others A.EL.3 Follows directions of increasing complexity</p> <p>III B. Speaking and Communicating B.EL.1 Uses non-verbal gestures and movements to communicate B.EL.2 Uses vocalizations and spoken language to communicate</p> <p>III C. Early Literacy C.EL.1 Shows an appreciation of books and understands how print works C.EL.2 Develops alphabetic awareness (syntax, semantic pragmatics) C.EL.3 Develops phonological and phonemic awareness C.EL.4 Demonstrates the use of strategies to derive meaning from text C.EL.5 Uses writing to represent thoughts or ideas</p> <p>IV A. Curiosity, Engagement, and Persistence A.EL.2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities</p> <p>IV B. Creativity and Imagination B.EL.3 Uses complex scenarios in pretend play B.EL.4 Explores movement, music, and a variety of artistic media</p> <p>IV C. Diversity in Learning C.EL.1 Experiences a variety of routines, practices, and languages C.EL.2 Learns within the context of their family and culture C.EL.3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal</p> <p>V A. Exploration, Discovery, and Problem Solving A.EL.1 Uses multi-sensory abilities to process information A.EL.2 Understands new meanings as memory increases A.EL.3 Applies problem solving skills</p> <p>V B. Mathematical Thinking B.EL.1 Demonstrates an understanding of numbers and counting B.EL.2 Understands number operations and relationships B.EL.3 Explores, recognizes, and describes shapes and spatial relationships B.EL.4 Uses the attributes of objects for comparison and patterning B.EL.5 Understands the concept of measurement B.EL.6 Collects, describes, and records information using all senses</p> <p>V C. Scientific Thinking C.EL.1 Uses observation to gather information C.EL.2 Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation C.EL.3 Hypothesizes and makes predictions C.EL.4 Forms explanations based on trial and error, observations, and explorations</p>	<p>I A. Physical Health and Development A.EL.1a-d Demonstrates behaviors to meet self-help and physical needs including sleep habits, dressing, toileting, and eating A.EL.2 Demonstrates behaviors to meet safety needs A.EL.3 Demonstrates a healthy lifestyle</p> <p>I B. Motor Development B.EL.1a Moves with strength, control, balance, coordination, locomotion, and endurance (Purpose and Coordination) B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance (Balance and Strength) B.EL.2 Exhibits eye-hand coordination, strength, control, and object manipulation B.EL.3 Uses senses to take in, experience, integrate, and regulate responses to environment</p> <p>I C. Sensory Organization C.EL.1 Uses senses to take in, experience, integrate, and regulate responses to the environment</p> <p>II B. Speaking and Communicating B.EL.1 Uses non-verbal gestures and movements to communicate B.EL.2 Uses vocalizations and spoken language to communicate</p> <p>II C. Social Competence C.EL.3 Demonstrates understanding of rules and social expectations C.EL.4 Engages in social problem solving and learns to resolve conflicts</p> <p>IV A. Curiosity, Engagement, and Persistence A.EL.1 Displays curiosity, risk-taking and willingness to engage in new experiences A.EL.2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities A.EL.3 Exhibits persistence and flexibility</p> <p>IV B. Creativity and Imagination B.EL.1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment B.EL.2 Expresses self creatively through music, movement, and art</p>