

## SECTION TWO--GENERAL POLICIES AND PROCEDURES

Revised 6/2024

### Eligibility

Children aged six weeks through 12 years will be accepted. Children who have completed kindergarten through 12 years will be accepted during the summer months for our school-age Summer Day Camp program.

### Admission Requirements

Initial contact must be made with the Administrator or Administrative Assistant for an interview and to receive enrollment forms. Children enrolled will be accepted in the order of availability. All children ages 6 weeks through kindergarten entrance must obtain a physical examination from their physician. Prior to admission, an orientation to the center must be completed. This orientation is an important part in the transition to childcare at our center. In the orientation, we will cover numerous important areas regarding our agency.

The center requires an accurate and current record of telephone numbers: work, home & cell. We also require the telephone numbers of where parents can be reached during the day in case of emergency or illness of child. This record should also include a designated responsible party to notify if the parents cannot be reached. If your job should change or you should move during your time with us, please keep us informed of these changes.

The Center also requires a current listing of immunizations signed by the parent, unless waived for personal convictions or religious reasons.

The following forms must be completed prior to the first day of attendance unless otherwise specified:

- Membership Agreement
- Family Orientation
- Parent Handbook Acknowledgement Page
- Enrollment Form
- Health History & Emergency Medical Care Form
- Auto Withdraw for payment of fees (optional)
- USDA Food Program Enrollment Form
- USDA Household Size Income Statement
- Child Health Report (within 30 days following the first day of attendance)
- Immunization Record (within 30 days following the first day of attendance)
- Intake Study

These forms and other pertinent information related to the care of each child make up the child's file. This file can be made available to parents upon their request. Please inquire with the Administrator or Administrative Assistant if needed.

### Clothing and Supplies

We suggest the following items be kept daily at the center for each child. Please label all items clearly with your child's name. Each child will have a personal storage area for their things.

#### Infants

- Pacifier, if desired
- Diapers and wipes
- Clean bottles
- Changes of clothing

#### Toddlers & Children 2-5 years of age

- Complete change of clothes for the season: shirt, pants, underwear, socks
- Diapers & wipes until toilet training is mastered.
- Sturdy shoes for play and walking
- Proper weather clothing: Winter-coat, hat, mittens, snow pants, & boots  
Spring/Fall—light jacket or sweatshirt
- "Sleep Stuff"—sleeping bag or other padded fabric capable of being closed on 3 sides. Please provide a pillowcase to store the sleep stuff in. A 2-inch mat with blanket/pillow may also be used.

#### School Age Children

- Complete change of clothes
- Sturdy shoes for playing and walking
- Backpack

### Sleep/Rest Period Policy

Infants and young toddlers will be allowed to rest according to their schedules. Older children will have scheduled rest/quiet times. We request parents to provide a sleeping bag inserted into a pillowcase that is labelled with the child's name. "Sleep Stuff" will be taken home each week for laundering by parents and brought back for your child's next scheduled day of attendance.

### Visitation/Observation

The center is open to visits and observation by parents during hours of operation. We welcome your participation in our program. Please feel free to come and visit at any time.

### Arrival and Departure Policy

Children must be brought directly into the center accompanied by a parent/guardian or other authorized person. A staff person must be notified of the child's arrival and departure. A daily record of arrival and departure times will be maintained by the staff. Children will be released ONLY to those persons authorized on the enrollment form. We cannot deny any parent picking up their own child unless a copy of the court order is on file here at our center. It is the responsibility of the parents to keep the center staff updated on court-ordered documents. If a parent attempts to pick up in violation of a court order, Community Care staff will call the Beaver Dam Police Department--911. Should it become necessary for any other person to pick up your child, please notify the center. Some form of identification must accompany the

person picking up the child/children if unknown to staff.

If an authorized person's behavior appears irrational, slurred speech, etc. due to suspicion of drug or alcohol use upon pick-up of a child, Community Care staff will offer to call a ride for this person. If denied a ride, Community Care staff will call Beaver Dam Police Department—911 on departure.

Please contact the center as soon as possible if your child will not be attending on a scheduled day. If a child does not attend on a scheduled day and you have not notified the center, you will receive a call from center staff to verify your child's scheduled attendance day(s). State regulations require us to call if a child is scheduled to be here and has not arrived.

For District sponsored 4K students, arrival 10 minutes before and 10 minutes after the established program times is acceptable with no extra charges. Should arrival and departure be more than 10 minutes before or after the established program times, an hourly charge will apply. If you need care before or after 4K hours, please be certain to schedule this. See "Weekly Schedules" for further details on procedures for scheduling your child.

#### Communication

Communication between parents and teachers is a vital component to a successful relationship with our center. Each day at drop off sharing vital information with your child's teacher helps the day to go smoothly. For example, taking a moment to mention that last night's sleep was unusual or otherwise not the norm for the child may be a clue to why the child is reacting in a particular way. Infants & Toddlers have limited means of communication so information regarding their care is even more important.

Consequently, teachers must also communicate about the day's events with parents. Whether it be eating less than usual that day or a slight tummy ache that resolved following a visit to the bathroom or a sad day. Our main avenue for daily communication is Brightwheel, the parent communication app, that we use center wide. This app is free to all parents. Here you can input pertinent data about you and your child like contact information and emergency contacts. We will provide you a variety of information like photos, notes, and general information about eating, sleeping and bathroom time. Our app is also capable of sending messages regarding reminders/events occurring with the center.

The center produces a newsletter on a consistent basis that will provide general information and center wide happenings. This is generated via email.

#### Social Media

Facebook is used as a social platform for connection to our program. Like us and follow our activities for your enjoyment.

Families should never feel obligated to participate in social media activities with staff if they choose not to. Staff are educated on professional boundaries with use of social media.

Families are encouraged to report any unprofessional observations of social media use by staff to administration. It is the expectation of our program to use social media as a tool to educate, inform and entertain regarding the work of early education and those associated with our mission.

Through all these our goal is to communicate with families on a timely and consistent basis. If any of these technology-based communication methods is challenging, we will make accommodations for your circumstances. Please let us know how we can assist.

#### Technology in Early Education

Technology is everywhere. Our children are living in a digital world. Community Care understands there are positive usage for technology in our setting. All technology use will be limited in time and scope. It will have intentionality and purpose guided by trained professionals. Technology devices from home will be prohibited. Usage of technology devices by children under two is limited to listening to songs or other brief musical activity (i.e. singing and dancing to wheels on the bus as an interactive teaching moment)

#### Parent/Teacher Conferences

Another very useful communication tool is the Parent/Teacher Conference. Fall and Spring we offer formal opportunities for parents to sit down with teachers to review their child's developmental milestones. We prepare a focused portfolio for each child outlining their individual development with goals specifically for them. Twice yearly we offer a parent interactive-based screening tool called the Ages and Stages Questionnaire. The "ASQ" is an evidence-based developmental screening tool that can help parents and caregivers understand where a child is in their development. The tool can assist in understanding any unmet needs a child may have early, rather than later, in their development. Community Care teachers use this data to individualize teaching plans for children. We also use the data collectively to increase our service focus to children. We work in partnership with two foundations to track child development needs in the community. These partnerships with parents and community partners help guide our service to be intentional for the needs of the children we serve. Parents are children's first teachers. It is imperative to the success of our work that parents are involved.

#### Enrollment Policy

A child is considered enrolled upon completion of admission requirements, admission fee paid, and first week's schedule filled out. Enrollment status is continued until one of the following occurs:

- A letter of formal termination by the parent/guardian
- Mutual decision
- Center termination
- Holding fee paid

#### Termination of Enrollment

The following circumstances for termination of enrollment are:

- Parent Termination--Notification of a child's termination must be in writing two weeks in advance. Without this notice, a charge of 1 full week will be added to your balance. (If funded by other means, you are responsible for the 1-week charge.)
- Mutual Decision--Upon enrollment, a child will be on a five (5) week adjustment period, during which time the staff will observe the child's adjustment to the program. After consultation with the parent, the Administrator and parent agree that placement is

inappropriate currently.

- Center Termination--The Administrator reserves the right to terminate a child from the center if they feel the needs of the child cannot be served by the center or parents are uncooperative, such as, but not limited to:

1. Failure to pay fees
2. Failure to submit required child health forms
3. Failure to observe rules of the center relating to arrival and departure of child
4. More than two weeks of lack of communication with parent re: schedule will constitute forfeiture of enrollment.

#### Minimum Attendance Guidelines

All children will be accepted on a 3, 4, or 5 set days per week contract. Children not attending the minimum 3 days per week will be charged the equivalent. Exception is granted to children attending hourly before and/or after school.

If your childcare needs change, please contact the office to inquire about availability.

Community Care will not charge fees for the legal holidays or other PLANNED closures of the facility. The holidays are as follows: New Year's Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving and the Friday after, and Christmas Day. For example, a PLANNED closure of the facility with advance notice to parents might include Christmas Eve if there is not enough interest in care that day.

#### Child Guidance Based on Pyramid Model Practices

Community Care Preschool and Child Care uses a positive and proactive approach to helping all children develop social and emotional skills. We implement a program-wide approach, the Pyramid Model, to ensure that all teachers and staff use effective and culturally responsive teaching practices that promote the social and emotional competence of all children, provide more individualized interventions to children who need additional instruction or behavior support, and include family input to ensure that interventions are appropriate and relevant within their culture and values. Our program-wide approach is guided by a leadership team that uses data for decision-making, provides training and support to teachers, and fosters partnerships with families.

In our program, we have established the following program-wide expectations for all children and adults:

#### **Be Kind- Be Safe- Take Care of Your School**

All staff members teach all children about these expectations and link classroom rules to these core values. The expectation can also be taught at home and link rules that you might have for your child at home and in the community. We find that when we are all on the same page with our expectations, children are more able to understand and meet those expectations.

Our staff members use positive methods of child guidance including natural and logical consequences, redirection, anticipation and reduction of potential problems, and the encouragement of cooperative behavior. Staff members are prohibited from using corporal punishment or humiliating, threatening, frightening, or shame-based disciplinary techniques. Examples of prohibited actions include but are not limited to: spanking, humiliating tone, rough handling, biting, punishments associated with naps, toileting or food; shaking, rejecting, or use of harsh, profane or abusive language. All staff members receive training in developmentally appropriate child guidance procedures, practical strategies to support the equity of response across all children and are monitored on their implementation of those practices.

If children have behavior challenges that are a concern, we will contact the family so that we can work together to develop and implement a plan for teaching the child social emotional skills and reduce the behavior challenges. We also encourage families to ask us their questions about appropriate child guidance techniques and seek our assistance if they have concerns about the child's social, emotional, or behavioral development.

If children engage in behavior that is harmful to themselves or others, staff might remove the child from the activity or the room until the child is calm and able to safely return to the classroom. Children will always be supported, even in removal of the classroom space, by a trained staff person within sight and sound. The removal option can give children time to compose themselves with coaching support that is more dignified for them. Learning to manage big emotions or challenging social circumstances can at times be difficult for young children. Honoring their place in their unique development is important. "Taking a break" from environment can be an effective tool to help children learn how to manage difficult situations. It should not be confused with out of date/favor practice of "time out". Supporting children through their challenge in a dignified, safe manner is paramount.

If the behavior incident is dangerous or might be physically harmful, we will seek to conference with the family as soon as possible with the goal of developing an effective approach to support the child. For some children, an evaluation, consultation with professionals outside the program, or additional services might be needed to ensure the child can be successfully supported in the program.

#### Community Care Preschool and Child Care Safety Net Procedures

The following procedures should be used when a child's challenging behavior is harmful to others or could be harmful to himself. In these situations, program staff should remain calm, refrain from being confrontational with the child and place a priority on making children safe versus controlling the behavior.

1. The staff member should alert support staff of the need for assistance to the classroom or area. When help arrives, they will assist in guiding the rest of the class and/or provide back-up support to the staff member.
2. The staff members should try to use de-escalation procedures that might include verbal redirection and calming strategies, environmental rearrangement, and physical

redirection if necessary. Staff shall verbally validate the child's emotional distress (e.g., "I see that you are frustrated"). Staff must not increase, or re-assert demands on child (e.g., "you need to pick all of these up.") until the child has de-escalated.

- a.) Verbal—Provide child with direction about what to do (e.g., "Put the sand in the sand box."), direction about appropriate behavior (e.g., "Ask for a turn."), direction to de-escalate ("Take a deep breath.") or validate emotion ("It looks like you are angry.").
  - b.) Physical—Redirect the child's movement towards safe, calm areas away from danger. Interrupt aggressive action with physical guidance (e.g., take block out of hand of child threatening to throw). Guide child to correct action.
  - c.) Environmental—Remove materials from area. Remove children from proximity of the child having challenging behavior. Put a barrier between child and others.
3. If the de-escalation procedures are not effective, staff may prevent child from hurting self or others by:
    - a. Removing the other children but keeping all children within visual range.
    - b. Verbally redirecting the child to quiet space in the room.
    - c. Demonstrating and encouraging a child's use of Tucker Turtle strategy.
    - d. Physically placing yourself between child and other children (only if so, doing does not put you in danger);
    - e. Blocking child aggressions or property destruction.
  4. If necessary, the person providing classroom assistance will either remove the child (if safe to guide child to leave) from the area or ask the teacher to remove other children.
  5. After child fully de-escalates and is visibly calm, an adult will debrief with child using developmentally appropriate process and support the child back to the group (e.g., "Let's talk about what happened." "What can you do if this happens again?"). This should include restatement of program-wide expectations.
  6. A Behavior Incident Report shall be completed.
  7. The director or stand-in will contact the family and inform them about the incident that occurred.
  8. A debriefing with the staff person/teacher will be scheduled for a time soon after when adults can confer about the incident. If a behavior support plan had not been developed and/or is needed, the process shall be initiated. If a behavior support plan is in place, it will be reviewed.

#### Parents and Teachers: Partners in Child Guidance

Parents and teachers can make great impact working together in guiding children's behavior. Teachers request support from parents in helping children follow limits and rules posted in classrooms. Teachers will seek input from parents on home disciplinary methods as needed. Parents should be aware that certain types of discipline will not ever be used, even if parents request. Corporal punishment techniques such as spanking will not be used. Food will never be used as a reward or punishment. Any form of discipline that is abusive verbally, physically, or emotionally will not be used. Teachers welcome input from parents on child guidance that falls within these guidelines.

Deleted: ¶

### Biting Policy

Biting can be a normal experience in a toddler's world who is learning how to manage frustration or anger. We strive to instruct children, even at a very young age, that biting is not an acceptable way to handle frustration. We manage biting with a firm approach that incorporates close monitoring and interventions to decrease biting. This team approach helps to find the triggers to biting. Parents will be called if skin is broken. The teacher will do daily charting on the biter answering why and when biting occurs. The teacher will find strengths of the child and handle discipline with love and respect.

### Child Abuse

Community Care Preschool & Child Care, Inc. is mandated by State Law Statute 48.981 to report any suspected or known cases of child abuse or neglect to Dodge County's Department of Family Services or to local law enforcement.

All employees of Community Care receive training in child abuse and neglect laws, indicators of abuse and neglect, and the process of reporting suspected cases of abuse or neglect.

All staff are instructed on possible signs indicating abuse and/or neglect. The presence of these indicators is sufficient to warrant a staff member to be suspicious of abuse and/or neglect. Reporting the suspicion of abuse is recommended whether proof or investigation procedures have been undertaken.

Not all injuries indicate abuse; however, a pattern of injuries can be cause for concern and may lead staff to suspect that injuries could be related to abusive treatment. For the protection of the children and the center, staff will record in the medical log any injuries present when a child arrives at the center. Entries will follow the medical log procedures.

Staff are encouraged to discuss their concerns with the administrator. Any staff member with a "reasonable suspicion" is legally obligated to report. Passing on information to other staff or to the administrator does not relieve the staff members of their obligation to report. The center will support staff members in making the decision and affirm that a report made in good faith will in no way jeopardize the person's position with Community Care.

The center may consult with outside agencies as needed. Outside consultation will be done with the expectation that the family's right to confidentiality will be always maintained. Discussions that identify a child or family will be limited to center employees and staff of reporting agencies as required by law.

### Pets at the Center

Pets, such as cats, dogs, guinea pigs, hamster, etc. will not reside at Community Care. Any change in this statement will go through the Board of Directors, and parents will be notified well in advance of any change.

### Complaint Procedure

We welcome your feedback regarding our performance. Should there be any part of our services that is found to be unsatisfactory, we want to know. Please speak to any staff



member regarding questions or concerns you may have. Our Administrator welcomes calls, e-mails, and face-to-face visits to help address any questions or concerns. Each year we also publish a survey to help improve our services. We welcome your participation in this survey as it helps us to identify and improve areas of our service to families and children.

#### Anti-Idling

Children are exposed to outside air contamination at higher rates than adults because they spend more time outdoors. Air contamination comes from cars, buses especially when facilities are located within 500 feet of a roadway. To limit exposure to toxic fumes from cars, Community Care asks families to turn off their cars while dropping off/picking up children. Unattended running vehicles also pose a safety risk to our children and families who are moving through the parking areas. For more information about ways to improve air quality for children, <https://drive.google.com/file/d/1w5zcP7CXptyy7XOAqlc5ZzMj5eaqpQYt/view>. Information presented for information purposes from Children's Environment Health Network, [www.cehn.org/ehcc](http://www.cehn.org/ehcc)

#### Prohibition of Drugs, Smoking, Alcohol and Firearms

Community Care prohibits usage and possession of illicit drugs, smoking products (smoke and smokeless), alcohol and firearms. We kindly ask families, staff and visitors to refrain from use of any of the afore named.