

Celebrating Diversity and Teaching Peace



Madison College Early Learning Campus

(Formerly Child & Family Center)

Revised August 2021

Includes Covid-19 Specific Policies

Madison Area Technical College 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. In addition, the Child and Family Centers do not discriminate on the basis of family constituents, HIV status, or socio-economic status. This facility is operated in accordance with the U.S. Department of Agriculture Child & Adult Care Food Program.

MATC/Madison College is an equal opportunity employer.

1835 Wright St - Madison, WI

Center Phone: (608) 246-6766

Director: (608) 258-2423

Open: Mon-Fri, 7:15am-4:45pm*

***Temporary Hours effective 8/30/21 - Mon-Fri, 7:45am-4:45pm**

The Center follows the College schedule for closings and holidays.

- Welcome.....3
 - Purpose, Goals, and Center Responsibilities.....4
- Center Operating Procedures.....4
 - Licensing and Accreditation
 - Scheduled Days Closed/Emergency Closing
- Enrollment and Admission.....6
 - Enrollment Policies
 - Family Orientation
 - Notification of Absent Children **10:00am arrival!!**
 - 4K Attendance
 - Confidentiality
 - Photos of Children
 - Termination of Enrollment
- Drop Off/Pick Up Procedures.....10
 - Pick Up/Drop Off Safety
 - Early Drop Off / Late Pick Up
- Mandatory Child Abuse & Neglect Reporting.....11
- Family Engagement and Communication.....12
 - Open Door Policy
 - Custodial Concerns
 - Family Members and Meal Times **back by 12:45pm!**
 - Parent/Teacher Conferences
 - Concerns/Conflict Resolution
- Building Blocks of High Quality Early Childhood Programs.....15
 - Educational Philosophy
 - Diversity and Inclusion
 - Creative Curriculum
 - 4K Standards
 - Outdoor Play
 - Rest Times
- Appropriate Child Assessments.....20
- Appropriate Child Size and Ratios.....21
- Child Guidance.....21
 - Biting Policy
 - Other Disruptive/Aggressive Behaviors
- Dis-enrollment for Behavioral Issues.....23
- Tuition and Billing Fee Policies.....24
 - Late Fees
 - Schedule Changes
- Health and Wellness Policies.....27
 - Daily Health Check
 - When to Keep a Child Home
 - Communicable Diseases
 - Physical Exams/Immunizations
 - Medications
- Safety Information.....32
- Nutrition Policies.....37
 - Meal Times
 - Allergies
- Staff Professional Knowledge and Skill.....36
- Other General Information.....37
 - Birthday/Special Day Guidelines
 - Dressing for School
 - Toilet Training/Diapering

- Toys from Home
- Pets
- TV/Screen Time

USDA/Child & Adult Food Program Non-Discrimination Statement and Contact Info.....39
Parking Information.....40

Welcome!

Dear Families, Guardians, and Other Significant People in the Child's Life,

Welcome to the Madison College Early Learning Campus. Our Center mission has been to provide high quality care at a reasonable cost to student, staff, and faculty families since 1989. Every attempt is made to meet the ever-changing needs of the families that our center serves. We hope that our on-site childcare facility will help you to achieve your educational goals and be successful in your work.

This handbook was designed to give you some information about our program and its policies. The Center's policies are designed to ensure we are meeting all requirements of our Wisconsin Child Care Licensing regulations and City of Madison Accreditation Standards. We hope it will be of assistance in answering questions you may have about our program. Very important information is written in bold to help you find it quickly. If you cannot find the answers you are looking for, please do not hesitate to ask the lead teachers or myself!

This handbook also lays out changes as we re-open during this next phase from the COVID-19 pandemic. This situation is unprecedented and is constantly evolving, so all policies included in this handbook are subject to change as more information becomes available and/or changes are required by Centers for Disease Control, Public Health, or WI Child Care Licensing. New policies added in response to the Pandemic are added in the COVID-19 addendum; policy changes/suspensions are highlighted in yellow throughout this handbook.

Our team is committed to serving you and your child, and we hope to build many lasting relationships. We look forward to working with your family. THANK YOU for being part of our program and sharing your child(ren) with us!

HAVE A GREAT YEAR !!!

PURPOSE and GOALS of the EARLY LEARNING CAMPUS

To support the academic and employment success of Madison College student- and staff/faculty-parents, the Early Learning Campus provides high-quality, early care and education where children can develop and reach their highest potential while parents/guardians are learning or working on campus.

We believe in the value and uniqueness of each child we serve. We celebrate diversity, support and respect differences, and are actively striving to become a truly anti-racist early care & education center. We strive to continuously improve our services and provide the best practices for children. We work collaboratively with families, other College departments, and community resources to access services and enhance the education opportunities that benefit the children, their families, and staff in lifelong learning.

In pursuit of this mission, we value and work towards the following goals:

- To provide a developmentally appropriate, high-quality, play-based program that meets the educational, social and emotional needs of enrolled children, where each can be excited about exploring and learning.
- To support student-parents in achieving their educational goals by providing a safe, quality environment for their children while the parent/s attend classes.
- To strengthen and empower all enrolled families to learn together while bridging the gap between home and school
- To ensure the instructional staff are highly qualified and informed on the latest early education research-based strategies
- To collaborate with departments within Madison College to provide students with meaningful practicum experiences, observation and research opportunities, and related internships, particularly in the Early Childhood Education program.

- To collaborate with Madison Metro School District to provide a high-quality community Four-Year-Old Kindergarten for eligible children of students, staff, and faculty.
- To collaborate with community partners to increase positive outcome opportunities for children and families.
- To continuously improve programming and serve as a model program/training site for the larger community regarding quality care for children.

CENTER RESPONSIBILITIES – Who Does What?

Below, please find an abbreviated break down of responsibilities. This list should assist when there is a specific question about billing, scheduling, children’s records, etc...

<u>Director</u>	<u>Teachers</u>	<u>Administrative Specialist</u>
Scheduling of Children	Lesson Plans	Collecting Payments/Billing
Hiring of Staff	Fire/tornado Drills	Pick-up/Drop-off Sheets
Scheduling of Staff	Accident Report & Medical Log	Newsletters
Staff Development	Emergency Sheets	Nutrition Menus/Production Records
Licensing & Accreditation	Children’s Files	
Grants		

CENTER OPERATING PROCEDURES

LICENSING AND ACCREDITATION

Madison College Early Learning Campus is licensed by **Wisconsin Department of Children and Family** (Child Care Licensing) and accredited by **the City of Madison Office of Community Services**.

This Madison College Early Learning Campus Handbook outlines Center philosophies, policies, and procedures related to families and children. This handbook is also available in the entry area of our Center for reference purposes. The Wisconsin Administrative Code, DCF 251, Licensing Rules for Group Child Care Centers handbook is also available. Our state license, accreditation information, and the record of our last licensing visit are posted on the wall near the Center entrance. In addition, other notices may be posted in each classroom (see also the Family Engagement section)

HANDBOOK AND POLICIES NOTICE

Sometimes it may be necessary to refine, revise or clarify the policies and procedures outlined in this handbook. In such an event, all current families enrolled will be advised of the changes and provided the opportunity to drop center registration should they not be comfortable with the changes.

DAYS CLOSED AND PROCEDURE FOR EMERGENCY CLOSING

The Early Learning Campus program follows the Madison College Academic Year Calendar for the Fall and Spring semesters. The Center may close at 12:30pm on the last Friday of the spring semester to allow for staff planning and development opportunities.

The Center will be closed for the following holidays: Martin Luther King Jr’s Birthday Day, Labor Day, Thanksgiving Day and the day following. Families are not charged for these days.

During the College’s Winter Break and Spring Break the Center is closed. Families are not charged for these days.

When Madison College or the Early Learning Campus is officially closed due to inclement weather and/or other unforeseen reasons, tuition for scheduled children will be charged. Information on closings is on most local radio and television stations. The College also offers WolfPack Alerts, which allow text messages to be sent to a mobile device, the sign up can be found on the College’s website. Center specific notifications will be announced via email and/or the family communication app: BrightWheel. **Additional information on closure and tuition can be found in the CFC COVID-19 Family Acknowledgement form signed at the time of enrollment.**

It may also be necessary to close the Center if there is a building service loss including, but not limited to: inadequate heat, inadequate air conditioning, no water, no electricity, plumbing problems, no telephone, major construction repairs and any other situation that jeopardizes the health and safety of the children and staff.

If the Center was to lose service of electricity, heat/AC, or water before the center opens, parent/guardians or emergency contacts will be contacted around 6:00a.m. via email and the family communication BrightWheel app, 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 one hour.

Please review other information on Emergencies in Safety Information section.

Enrollment and Admission

ENROLLMENT POLICY

Madison College Early Learning Campus is licensed to serve children ages **6 weeks to 5 years old**.

Enrollment is restricted to the maximum WI Child Care Licensing capacity for each age group.

Priority for enrollment is based on the actual hours available, and the following factors:

- Returning children
- Siblings of currently enrolled children of student-families
- Full-time Madison College student-families
- Full-time Madison College staff/faculty families
- Part-time student-families
- Part-time staff/faculty families
- Community families
- *(note: MMSD 4K families may be enrolled as slots are available, regardless of College affiliation)*

Childcare scheduling options are available for either morning-only or full-day options. A minimum of 2 mornings enrollment is required. Enrollment in "4K Only" allows for a strictly 9:00am-12:00pm schedule.

A child is considered enrolled for a given month if he or she has a completed and approved current enrollment form on file and is in attendance at least one day in a given month.

Enrollment Process – How to Begin

The first step in the Enrollment Process is to complete an [Online Interest Form](#). After the Interest Form is submitted, office staff will review the age of child and requested schedule to determine availability of space. Please review the priority enrollments above. If there is not a childcare slot that matches the family's need at the time of the Interest Form submission, the child will be placed onto the waitlist for the classroom and schedule that matches the request.

Families submitting an online Interest Form will be offered a center tour (*virtual-only during the Covid-19 visitation restrictions*).

Submitting a completed Interest Form adds the family name to the program waitlist, but does not guarantee enrollment. The majority of families enrolled at the center are Madison College students, and currently enrolled families receive priority scheduling each semester. The Early Learning Campus enrolls from the waiting list after getting the schedules of current families and then filling in as space and age-group vacancies occur.

Once a family is notified of available space within the center for the child(ren), the parent/guardian will need to submit a completed scheduling form and a check or money order for the registration fee (non-refundable registration fee is required to hold the child's space. Pricing varies based on status: Madison College Students and 4K-only families: \$40/child; and Madison College Faculty/Staff: \$50/child).

Full or partial fee waivers may be requested. Waivers will be granted based on the Household Size Income Statement family income eligibility of free/reduced lunch or Tier 2 ELC tuition level.

Once the registration fee is received, the parent/guardian will then be sent an enrollment packet and the required enrollment forms.

Licensing rules require that children cannot attend the center without the appropriate paperwork on file. **No exceptions will be made regarding the completion of the required forms. All forms must be kept up to date. Failure to complete these forms or keep these forms updated can be cause for termination of the child/ren's enrollment.**

Family Orientation

Families will receive Center information that will highlight program philosophy and curriculum, and procedures and explains the Center's tuition fees and payment policies. To compliment this information, families may schedule a tour with the Center's Director anytime before their child begins attending. A Center orientation and open house are held before the semester starts and all families are encouraged to attend. **(Orientations will be virtual in 2020!)**

The teachers help each child feel comfortable in their classroom and work with the child and parent/guardian.

Notification of Absent Children

Please remember, it is the **family's responsibility to notify the Center if the child is going to be more than 30 minutes late or absent for any reason.** If teachers do not hear from the family, Center staff will try to contact the parent/guardian and/or the child's emergency contact, as required by WI Child Care Licensing. It is very difficult to follow up on children who do not arrive at their scheduled time because it takes teachers away from the other children and activities of the classroom. Please understand that Center staff do this out of concern and thank families in advance for cooperation on this matter.

All children should arrive by their scheduled time, 10:00am at the latest. This is because children arriving late miss much of the classroom programming, and often children are distressed that they have missed part of their routine, sometimes acting out and disrupting other children's activities as well. Families who bring their children after 10:00am will be given one warning. After that, families may not leave their child if arriving after 10:00am without prior notice. If you cannot have your child there by 10:00am, please let the office know!

FOUR-YEAR-OLD KINDERGARTEN PROGRAM (4K)

The Early Learning Campus is contracted to serve as a community partner with the Madison Metropolitan School District (MMSD) for the 4-year-old kindergarten program, and has been since Fall 2011.

The 4K program will follow the Madison College Academic Year Calendar and 4K programming will be offered from 9:00 am to Noon, without any tuition cost to families. Funding will come through the MMSD. Wrap-around care, for a fee, may be available to the 4K families who need it.

Children are eligible to participate in the MMSD 4K program if he/she is 4yrs old on or before September 1st of that school year, and is a resident of the MMSD. Participation requires registration with both the Center and the MMSD. Out-of-district families may apply to the Department of Public Instruction for consideration, please talk with the director or administrative specialist for more information. Out-of-district 4 year olds may participate in the Center's 4K program, but will be charged tuition if they are not eligible for the MMSD reimbursement.

4K Program Attendance Policies

4-Year-Old Kindergarten program children are strongly encouraged to attend during 4K program hours from 9:00am to 12:00pm Monday through Friday to take full advantage of the program.

Keep Us Informed!

Information on the Child Information Forms and all other information in your child's file needs to be kept current to provide quality care for the child(ren) and the best service possible for families. It is the families' responsibility to inform the center of changes such as:

- Emergency contact information, including an accessible phone number during times the child is in care
- Email address
- Phone and address of parent(s)/guardians
- Name, address and phone number of child's physician.
- Person(s) authorized to pick up your child and their phone number.

CONFIDENTIALITY POLICY

Children's records: enrollment forms, health records, observation records, written parent-teacher conference reports and all other information about the child is confidential and will only be accessible to the parent/guardian, center personnel, and the person designated by the Department of Human Services to review Center records for licensing purposes. All records required by the Division of Children and Family Services through DCF251 are available to the Licensing representative. Note: Children enrolled in the MMSD 4K program will also have their attendance data, immunization record, 4K Progress Report/Report Card, and CACFP Income Statement (if applying for fee waiver) shared with the Madison Metro School District, as required by MMSD policy.

Children's files will be regularly reviewed for accuracy and required updating. Parents/guardians will be asked to periodically update and submit new copies of forms as needed. As required by Child Care Licensing, children/families files will be kept locked. This is also part of the Center's ongoing efforts to meet FERPA guidelines to maintain the confidentiality of student information at the College.

Written consent by the parent or guardian is required before information can be exchanged with agencies or individuals regarding the enrolled or previously enrolled child or family. As part of the enrollment paperwork process, families will be asked to sign a release to allow coordination and review of the Center's program by the City of Madison Accreditation reviewer.

The medical log is confidential. Parents or legal guardians may see entries regarding **their child(ren) only**.

Staff (including student teachers) may discuss families with the intent to focus on the well-being of the child and family. A child's specific health care needs will be discussed with the team to provide consistent care by all involved staff.

Access to Person Records

Parents/legal guardians may request access to any records held on their child and family following the procedure below:

1. Submit a written request to the ELC Director identifying what records are requested.
2. The Director will provide access within 14 days, at a mutually agreed upon time, within the ELC. Center file documentation will not be released outside the center, though a copy can be requested.
3. The Director may remove from viewing/copying any reference to third parties. "Third Parties" include all other family members who may be referred to in the records. These may also include workers from any other agency, including social services, without specific consent from that third party.
4. Legal advice may be sought before sharing a file, if the director believes it is in the best interest of the program.

Photos of Children

Pictures and video clips are an important way to document children's progress, help them take ownership of their belongings, and build classroom community. In addition, many children want to share their classroom experiences with their families. Permanent staff (not student teachers or student help) may take pictures/video in the classroom for child assessment purposes and classroom displays or activities. With parent permission, these may also be used for emails to families, newsletters, etc. With additional permission, pictures or video of a child may be used on the Centers' website, in media, and in community outreach to promote the Center and

Madison College. This permission is granted or revoked on the Intake/Emergency Form completed during enrollment.

All currently enrolled families will be invited to participate in BrightWheel, an online communication tool. This allows parents/guardians to easily contact the teachers with questions or messages, and for the center/teachers to periodically send updates and/or pictures to a family member phone or email. Participation in this communication tool is free and completely voluntary. **NOTE: During the pandemic, participation with this app may be required as the means for health screening and signing children in/out of the center. If this is a concern for your family, please discuss with admin staff so that accommodations can be made.**

In addition, the Center displays children's artwork in different College display boards or during the annual Art Show. Parents will be asked for permission to display their child's artwork in this way, using only the child's first name and age.

Parent Cell Phone Usage

The times you spend in the center dropping off and picking up your child are the primary windows of time we have to communicate with you about your child. In order to make the best use of these opportunities, as well as to be attentive to your child and other children, we ask that you NOT use your cell phone at any time while visiting the center. Please also help us ensure other children's confidentiality by not taking photos while in the center. **No photos showing children** other than your own **may be posted** on any social media or other online platform

Termination of Enrollment

Staff are committed to working with children and their families so that each child's experience is positive and rewarding. When circumstances prevent a child's needs or the expectations of the parent from being met at the center, or when a child's behavior is having a consistently negative effect on the well-being and development of other children, the child's enrollment may need to be terminated. (See Tuition/Billing and Child Guidance sections)

The Madison College Early Learning Campus reserves the right to cancel the enrollment of a child for any of the following reasons:

1. Non-payment of tuition/fees from family and/or lack of adherence to Center tuition payment policies;
2. A significant reduction of scheduled hours of care;
3. Failure to provide the required forms for enrollment;
4. Abusive behaviors and/or verbal threats by family members toward program staff, other parents and/or children;
5. Expressed parental dissatisfaction with the program;
6. Non-compliance with the Early Learning Campus' policies and procedures;
7. Lack of cooperation from family in adhering to policies/procedures relating to child's arrival and pick-up;
8. Consistent absenteeism;
9. The child has significant 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;
10. Family unwillingness to work with the center staff on issues relating to the child;
11. Behavior that causes harm to themselves, other children, staff or Madison College property

In the case of a Center termination, a one week, written, dated notice will be given to the parent/guardian – this notice may be emailed.

Families may appeal the decision of termination to the VP of Administration. The VP will make an appeal decision within three working days of the day of the parent/guardian appeal. The child or children are not to attend the Center during the appeal process.

Drop Off and Pick Up Procedures

It is essential that the center have proper staffing ratios at all times, so we ask that each family be on time when picking up and dropping off their children. Staffing ratios are created based on the schedules families provide:

(Note: During this time, all regular drop off/pick up procedures are replaced with those outlined in the COVID-19 Family Acknowledgement form signed as part of your enrollment agreement)

1. I will only bring my child if everyone in our home is healthy and symptom free, with no known exposure to COVID-19.
2. I understand I will NOT be permitted to enter the facility beyond the designated drop-off/pick-up area, and will ensure all alternate/emergency contact persons know these procedures.
3. I understand only one person is permitted with my child at drop off and at pick up. *(If this is a concern for your family, please let staff know so we can figure out a plan with you.)*
4. While dropping off/picking up my child, I will wear a mask and practice social distancing, in accordance with Madison College policy. *(We know this procedure will take additional time and appreciate your patience!)*
5. I will call ahead at pick up so my child can be ready, to reduce contact with other families/staff.
6. I will wait for my child to be screened for signs of illness daily, including temperature check, and understand my child must be free from COVID-19 symptoms to attend. If, during the day, any of the following symptoms appear, my child will be separated from the group and I, or another authorized person, will pick up my child within 45 minutes. Symptoms include:
 - Fever of 100°F or higher - Dry cough
 - Shortness of Breath - Chills
 - Loss of taste or smell - Sore throat
 - Muscle aches for undetermined reasonWhile we understand that many of these symptoms can also be related to non-COVID-19 related issues, we must be extra cautious during this public health emergency.
7. My child must be fever-free without the use of fever reducing medications for 72 hrs before returning. Fever reducers will not be given to my child on any day of center attendance, regardless of reason.
8. I will electronically sign my child in/out each day, using the center's procedures.
9. After completing the screening, my child will remove his/her home shoes, apply hand sanitizer and put on "school-only" shoes. A staff person will then escort my child to his/her classroom where my child will be assisted to wash his/her hands thoroughly before beginning to play. At pick-up, staff will remove my child's "school-only" shoes, and the child will be brought to the door where I will put on my child's home shoes prior to leaving the building. *(If having an extra pair of shoes is a concern for your family, please talk with staff so we can help create a plan)*
10. As required by PHMDC, if my child is 2 years of age she/he will wear a mask while at the center, except during meals, outside play, and nap times. The CFC has appropriate child-sized masks available. All masks will remain at the center and will be laundered daily. Children will be able to keep masks from home in his/her cubby to wear when transitioning to/from the center.
11. I will not bring any unnecessary items into the Center/program. This includes toys from home, blankets, etc.

Pick-Up/Drop-Off Safety

At the Early Learning Campus, there are designated parent pick-up/drop-off parking stalls. However, this parking lot is shared by College students, staff, and guests. If the vehicle is unattended, it must be shut off. Please do NOT leave any child unattended in a vehicle during pick-up/drop-off.

The center door is kept locked for your children's safety. Only authorized parents/guardians are allowed inside the Early Learning Campus. Please do NOT hold the interior locked door open for anyone else, even if you believe they are another parent. Even as other enrolled parents/guardians, you will not know if there is a custody or other legal concern regarding that adult.

Authorized people must be listed on the enrollment form as authorized to pick up. The authorized person must be at least 18 years of age. A parent may phone in to authorize someone to pick up their child. This person is then added to the enrollment form as someone authorized to pick up. If teachers do not know the person picking up, they will ask for photo identification.

Anyone picking up a child who appears under the influence of alcohol or drugs, or is physically or emotionally impaired in any way that may endanger the child, will be encouraged to call for a ride or use public transportation when they leave the Center. To prevent potential harm to your child, anyone leaving the CFC who is suspected of being under the influence or otherwise impaired may be reported to the authorities.

Early Arrival and Late Pick Up

Children should not arrive at the center prior to their scheduled time, unless prior arrangements have been made with the director or the child's teacher. (Completion of temporary schedule change form may be required and additional time may be billed). Early drop-offs may create staffing ratio difficulties; therefore, if a family arrives at the center before the scheduled time, please remain with the child until the scheduled starting time for the child.

Families who pick up their children after their scheduled departure time will be given one warning, unless prior arrangements have been made with the director or child's teacher. (Completion of temporary schedule change form may be required and additional time may be billed). **After one warning, a late fee of \$1.00 per minute will be charged.** Continuous late pick up may be cause for termination of enrollment.

Early arrival and late pick up may result in the center being over licensing ratio, staff missing breaks, or staff being late for their own appointments etc... Please make arrangements for the child to arrive and depart on time each day.

MANDATED CHILD ABUSE AND NEGLECT REPORTING

The State of Wisconsin (Wisconsin Rule DCF 251.04(8)) requires that all licensed child care centers report any suspected cases of child abuse or neglect. Any employee or volunteer at the Center who knows or has reasonable cause to suspect that a child has been abused (physical, emotional, or sexual) or neglected as defined in ss.48.02(1) and 48.981(1), Stats., shall immediately report the concern to Dane County Child Protective Services or Law Enforcement, if it is an emergency situation. The phone number for reporting is available on every phone in the centers. All staff will have biennial training in child abuse and neglect identification and reporting.

Suspicious of child abuse and neglect will also be recorded in the medical log. While it is often advantageous to get input from others on site, individual staff, volunteers, or student teachers may report suspicions regardless of input from others. No employee may prevent another from reporting suspicions of abuse or neglect.

In accordance with current recommendations from Child Protective Services (CPS), reports should be made to CPS prior to notifying parents/guardians of the concern. Based on that report, CPS intake staff may determine that center staff either are or are not to inform the parent/guardian of the report; center staff will follow that guidance.

Policies to prevent abuse at the centers

The Early Learning Campus has the following operating procedures and policies in effect to prevent the likelihood of abuse/neglect occurring at the center:

- Reference/Background checks are done on all staff and volunteers annually
- All center staff are trained in abuse/neglect prevention and reporting
- An open door policy is allowed at any time: The Center maintains an open door policy which states that parents are welcome to visit the Center at any time and without notice, as outlined in the Open Door

Policy in this handbook. *(NOTE: during this COVID-19 health emergency, parent access has been suspended. However, if you have any concerns, please contact the Center administration team immediately so that we might be able to better answer your questions/concerns.)*

- Staff the Center with more than one adult present in the center for most of the day. Field trips must include more than one staff member.

FAMILY ENGAGEMENT AND COMMUNICATION

Families are very important part of our program. The teachers want to build relationships with families as well as children. If you have any questions, comments or concerns, please let us know!

(Please note: though we are unable to have family members visit during this phase of the COVID-19 Health Emergency, we are missing you! ALL CLASSROOM & PLAYGROUND VISITATION AND PARTICIPATION BY FAMILY MEMBERS IS CURRENTLY SUSPENDED. When this status has been lifted by Madison College and/or public health guidance, families will immediately be notified!)

Positive family-program connections have been linked to greater academic motivation, grade promotion, and social-emotional skills in young children, including those from diverse ethnic and socioeconomic backgrounds. The Early Learning Campus promotes acceptance of all families by incorporating family members as role models, by celebrating the cultures of enrolled families, and by intentionally planning for diverse, anti-racist classroom materials and resources. There are family events scheduled every semester.

Family involvement is a very important aspect of the program. There are varieties of ways for families to be involved, including open houses, family events, center meetings, parent-teacher conferences, classroom participation, and daily communication with staff. Children enjoy having parents join the class for lunch, snack, special days, and field trips. Families are encouraged to share a hobby or interest with children and an open invitation is there to read a book during story time or participate in other classroom activities. The Center asks that all participants respect the daily routines of the center, to ensure the best possible learning environment for the children.

Parent Workshops

Opportunities for parents/guardians to reflect on and share about their child's unique development are scheduled on a regular basis. To meet the varying needs of student families, these events are structured as a drop-in experience monthly and center on specific developmental or programming topics.

Open Door Policy

The 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.**

Please keep in mind that when visiting the center, the parent/guardian will be in charge of their child(ren) during any visiting periods. Parents will be expected to set appropriate limits and follow the classroom's expectations for routines, behavior, and discipline.

(Please note: ALL CLASSROOM & PLAYGROUND VISITATION AND PARTICIPATION BY FAMILY MEMBERS IS CURRENTLY SUSPENDED. When this status has been lifted by Madison College and/or public health guidance, families will immediately be notified!)

Custody Concerns

Children of parents who are divorced/separated/never married must legally be released to the non-custodial parents by Wisconsin statutes. This also includes releasing information to the non-custodial parent. A signed court document (i.e.: custody agreement, restraining order, etc.) in the child's file indicating any restrictions regarding the non-custodial parent's contact. If there are any problems or questions, please talk with the director.

Children with More Than One Residence

Please let the office know if more than one copy of center information (handbooks, newsletters, billing invoices, etc.) is needed or if information needs to be sent to more than one address. The Early Learning Campus is happy to send multiple copies of information to all parents and/or legal guardians of enrolled children.

Helping Children Feel Comfortable at the Early Learning Campus

Parents/guardians are encouraged to bring children to the Center before the first day of enrollment, especially if the child(ren) has difficulty in separating. The teachers help each child feel comfortable in their classroom and work with the child and parent/guardian. All families are invited to bring their child(ren) to the center before the first day of enrollment, especially to attend the orientation and open house before the semester starts.

(Note: During this time, please contact the Center Admin team or teacher and we will assist in planning a virtual tour/initial visit with your child to ease the transition.)

Transition between Classrooms

Children are transitioned to the next program based on age, developmental readiness, state licensing requirements, and space availability. During the transition, current and future teachers will meet with the parent/guardian to plan a transition into the new classroom.

Community and Elementary Transitions

The child's transition to 5K should be a positive and exciting learning adventure. Teachers will work with families and children to ensure the smoothest possible transition occurs as new routines and people are introduced.

Transition activities such as encouraging families to take a field trip to a local elementary school, creating a mural of special friends and special times at the center will all be part of children's education at the center. Program staff will provide information on local schools, what to expect, and ideas on how to talk to the child about going to elementary school.

Family Members and Meal Times

(Note: Unfortunately, at this time, we are not able to have families join the child at a meal time and/or have the child leave for a meal and then return.)

A parent/guardian is welcome to join his/her child at meal time. If possible, please let the Center know prior to joining your child – we purchase and prepare enough food for the children and assigned staff members. If they have eaten and there is enough food, you are welcome to eat with the children.

If you are picking your child up for **lunch outside the Center, please have him/her transitioned back into the classroom by 12:45 at the latest!** The transition from lunch to bathrooming to nap is a busy, difficult transition. Having all children back in the room prior to some children beginning to rest allows for minimal distractions and better success in ensuring children get to sleep.

Parent/Teacher Conferences & Communications

Conferences are an excellent time to share with the teacher your child's interests, fears, and skills to help the teacher know your child better. Conferences are also the time the teacher will share your child's developmental progress and what he/she is noticing about your child. *You know your child best!* So even though the teacher has information to share, it is important for you to offer your insight about, knowledge of, and dreams for, your child. Even if you know there are no concerns, attending parent/teacher conferences shows your child that you want to stay involved in their school life too.

Every family is offered parent-teacher conferences each school year. These conferences are typically scheduled immediately before the start of programming in August and January, and in May before the school year ends. However, these are not the only times conferences can be held. If you, or the teacher, have concerns, requesting a time to meet is best. It is difficult for teachers to give you their full attention when they are still responsible for the other children in the group.

Getting ready for conferences:

- Complete and return the Ages & Stages Questionnaire (ASQ) before the first conference date
- Write down any questions or topics you'd like the conference to cover
- Write down a few special things about your child you want the teacher to better understand
- Conferences are usually scheduled back-to-back, please be on time!

Of course, if any concerns arise with your child, don't wait for the next conference to be scheduled! Please feel free to contact your child's teacher or the director right away.

In addition to conferences, teachers and parents may set up other ways of communication, including phone calls, emails, newsletters, home/school notebooks, possibly smart phone communication Apps, or other methods that the teacher and family agree would facilitate the communication. Remember, we all have the same goal, to help your child succeed in the child care/school setting!

Comprehensive Program Assessments

Exemplary early childhood programs assess quality in terms of both structure and classroom interactions. The Early Learning Campus assesses our program internally, as well as through external systems such as family feedback evaluations, the City of Madison Accreditation Specialist reviews and YoungStar program assessments. We welcome your feedback!

Community Outreach

Madison College Early Learning Campus sees the community as an extension of our programming and work to invite community speakers to engage with children or families on topics of expertise. Classrooms take field trips into the community to learn first hand about the world around them. Additionally, the Center, as part of Madison College takes part in many outreach events on campus.

Concern/Conflict Resolution

Just as we expect children to talk about problems and work out solutions, we ask that adults do the same. Should a family member have a problem or concern, they should speak directly with the individual related to that problem or concern.

If the parent/guardian is uncomfortable with speaking directly with the individual related to the problem or concern, or the concern is still unresolved, they should speak to the individual above that person according to the following:

- Child and Family Center Director, Donna Jost 246-6766
- VP of Administration, Sylvia Ramirez 243-4587

Building Blocks of High Quality Early Childhood Education Programs

Research consistently demonstrates that when it comes to early childhood programs, quality is critical (Wechsler, Melnick, Maier, Bishop 2015*). There are quality indicators usually reviewed in research. This section of the Family Handbook is organized around these indicators to both introduce you to the programs, and to define how the Madison College Early Learning Center is meeting these indicators:

comprehensive learning standards and curricula
 appropriate class size and teacher-child ratio
 professional knowledge and skill
 comprehensive program assessments

appropriate child assessments
 family engagement
 support for diverse learners

**The Building Blocks of High-Quality Early Childhood Education Programs; Wechsler, Melnick, Maier, Bishop; Learning Policy Institute/California Policy Brief; 2015*

Comprehensive Early Learning Standards and Curricula - EDUCATIONAL PHILOSOPHY

The Early Learning Campus provides an enriched environment for the 6 weeks-5 year old children of students, staff, and faculty of the College, which benefits children's social, emotional, physical and

cognitive development. We offer a developmentally appropriate, play-based program; inclusive of culture, race, social class, gender, languages, and family structure. We believe that each family brings to the program their values, language, diversity, and traditional customs. Therefore, we recognize the importance of forming a partnership with the important adults in a child's life to create a positive experience for all children. (see also *Family Engagement section*)

We believe children learn best by “doing”, by being active primarily through their own experiences. To promote optimal development and learning, our classrooms are intentionally planned, where teachers teach in ways to match the way young children develop and learn. Within our daily routine, we have many hands on activities and projects designed to be stimulating and fun for your child. We provide opportunities for learning and growing in all areas: social, emotional, cognitive, physical, language, and early literacy. We follow the lead of the children's interests and provide project-based learning experiences and activities that integrate math, reading, writing, social studies, problem solving, creative expression and cooperative learning. Social skills, problem-solving and creativity are valued over rote learning, work sheets, or standardized end products.

To intentionally plan for active play, our teachers think about:

- Typical child development and how children learn
- Individual strengths, needs, and interests of each child
- Our families' and communities' cultures

Intentional efforts are made to support children's brain development, motor development, and social/emotional development through movement activities and sensory play and materials. Activities, expectations, and planning promote self-esteem, social interaction, communication, creative expression, and early literacy/math/other cognitive skills. Teachers have written weekly lesson plans posted on the family board in each classroom.

Assigning each child a **primary caregiver/teacher** promotes the caring one-on-one relationships that help young children thrive. A child develops trust as the primary caregiver learns to respond appropriately to his/her unique temperament, needs and interests. The child's security deepens as the primary caregiver develops a positive relationship with the family and comes to know their values and wishes for their child. This holistic relationship provides the security and trust children need to explore and flourish. Teachers in each classroom will have specific children that are assigned to their primary care group.

Comprehensive Early Learning Standards and Curricula – *DIVERSITY AND INCLUSION*

As a program of Madison College, and a participating center in the USDA Child & Adult Care Food Program, the Early Learning Campus has very clear non-discrimination statements and practices (see also *cover of this handbook*). Our teachers, through the classroom environment and interactions, work to intentionally create a 'community of learners' in each classroom, with shared rights and responsibilities. This helps to create a positive, nurturing sense of community, with clear guidelines and strategies for success.

The Early Learning Campus is committed to providing child-centered, inclusive classrooms, where each individual is regarded as unique and as having a valuable contribution to make. Primary components of this commitment include:

- Individualizing the experience for each child
- Engaging children in active learning
- Providing children with opportunities for making good choices that encourage further learning
- Reminding children that they are more alike than different, regardless of their ability, language, race, or culture
- Recognizing that children are part of families and communities
- Forming relationships with families and encourage their direct involvement in their child's education

Our programs will highlight a variety of food, music, dance, art and celebrations, and children's birthdays will be recognized. The Center will not design activities specific to traditional holidays without involvement from

families. Under no circumstances will holiday-related activities be allowed that prohibit a child from participating in the center due to his/her family beliefs. Holiday references that children bring up spontaneously will be acknowledged.

Teachers will also actively acknowledge children's differences as a cause for celebration – language, race, culture, disabilities and other differences are not invisible to young children, and teachers will recognize these differences and immediately intervene in situations where children are targeting or excluding others because of these differences.

Center teachers and administration are interested in family backgrounds and cultures, and encourage families to share these with us! Teachers are expected to learn the proper pronunciation of children's names, and ask that families correct us if we have been saying them incorrectly. Teachers' lesson planning includes careful consideration of how people or concepts are represented in children's books, displayed in the classroom, and recognized in other activities. Children are introduced to other cultures and backgrounds in developmentally appropriate ways for the child's age. All children are allowed to participate in all activities and areas of the classroom, regardless of background, gender or ability. **Teachers (except temporarily for behavior redirection) will not prohibit children from dress-up, block building, sand/sensory play, or other classroom activities.** The center staff recognize there may be specific family concerns regarding this expectation and encourage families to communicate with the teachers or director, so we can ensure a positive experience for the child in this group setting.

Program staff will also be sensitive to children's home languages – families should continue to speak and read to their child in their preferred language at home, and teach program staff important words in the child's language so that we can also connect with and support that child's language. Unfortunately, we do not have staff who can speak all the languages of the many families we serve, but we welcome your input to continually improve our cultural competence.

Comprehensive Early Learning Standards and Curricula – **CREATIVE CURRICULUM**

Our classrooms utilize some of the best practices in the field of Early Childhood Education. The research-based *Creative Curriculum, Ages & Stages Questionnaire, Preschool GOLD Assessment System, and Infant/toddler Hawaii Early Learning Profile (see Section on Assessment)* we have adopted align with the Wisconsin Model Early Learning Standards (WMELS) and City of Madison accreditation criteria for quality.

The Creative Curriculum® is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. The curriculum helps teachers create a high-quality learning environment and build a thorough understanding of best practices. Through the curriculum, teachers build children's confidence, creativity and critical thinking skills and promote positive outcomes.

The Creative Curriculum® supports the development of inclusive classrooms for children, including English-language learners, advanced learners, and those with disabilities and developmental delays. By providing various teaching, learning, and assessment methods, teachers offer children multiple ways of acquiring knowledge and of showing what they know.

LANGUAGE DEVELOPMENT:

The Creative Curriculum®, in alignment with Wisconsin Model Early Learning Standards (WMELS), understands that language development is reflected in children's progress toward acquiring skills in the areas of:

- listening and understanding
- speaking and communicating
- early literacy (preschool)

We believe that language development occurs in the context of relationships, encompasses all forms of communication, both verbal and nonverbal, and moves children along the continuum of early literacy. Teachers support children in increasing their language and communication skills by expressing their ideas and feelings, and by listening and understanding others while engaging in meaningful experiences with adults and peers.

We believe children learn to communicate in a variety of ways, such as using symbols; combining their oral language, pictures, print, and play; and creating and communicating meaning through both nonverbal and verbal language. Teachers provide the environment, context, and opportunities for children to develop these skills over time. Regular and active interactions with print, in books and in the environment, allow our children to consolidate this information into patterns, essential for later development in reading and writing.

Children whose home language is not English may demonstrate literacy skills in their primary language before they do so in English. The Center will provide the environment and opportunities for children to develop their abilities to listen, understand, communicate and speak at their own pace.

Comprehensive Early Learning Standards and Curricula – 4K STANDARDS

4K Standards for Development & Learning are standards all 4K programs in the MMSD follow. They provide a common language and guidance to understand developmental expectations of typically developing children upon the *completion* of 4K. The 4K Standards are not presented in a sequential order, but rather as a target of skills or behaviors to accomplish prior to entering 5-year-old kindergarten.

Areas of development the 4K classroom is working on include: Social/Emotional Development; Health & Physical Development; Approaches to learning; Language & Communication; Cognition & General Knowledge; Early Literacy & Math; English Language Acquisition.

If you would like to see the full document, please ask either your child’s 4K teacher or the director.

Parent/teacher conferences are scheduled to discuss your child’s progress. 4K families will also receive a “4K Progress Report” at this time, which is based on the 4K Standards.

Comprehensive Early Learning Standards and Curricula – CLASSROOM ENVIRONMENT

Skills and concepts are introduced to the children through the use of learning centers. These centers are carefully planned with a wide range of skill ability levels to encourage children to expand on the knowledge they possess. Teachers in the classroom individualize the instruction each child receives. Learning centers focus on the basic developmental skills appropriate to the child’s developmental level. Emergent literacy is strongly emphasized throughout the curriculum.

The classroom environment is the foundation of our curriculum. The classroom is divided into learning centers or areas that include:

dramatic and pretend play	blocks and large motor
creative art and music	math and manipulatives
discovery/science	language and literacy
sensory	writing center

Equipment in each area is housed on low shelves and arranged to be accessible and generally self-explanatory to children. Appropriately sized tables and chairs along with area rugs provide spaces for children to spread out and use the materials. New and intriguing materials and activities are regularly rotated into the learning centers, depending on planned activities and children’s interests. Each material on the shelf is labeled with a picture and word. This incorporates literacy and helps children know where to put the material after use. The materials selected for children are appropriate to their development level and safe for children’s use.

Comprehensive Early Learning Standards and Curricula – DAILY SCHEDULE

Our schedule allows for a balance of active and quiet play, child initiated and teacher initiated activities and small and large group experiences. Daily schedules are planned to include the following elements:

- **Work Time or Free Choice:** Each child is actively involved in learning centers within the room.
- **Clean up Time:** Children put back materials they have been using and cooperate with others cleaning up the room. This is an excellent time to enhance classification and sorting skills.
- **Small Group Time:** A teacher presents an activity to a small group of children. Children then work with the materials presented.
- **Circle Time:** All children gather with their teacher/s for songs, stories, movement and games.
- **Meal Time:** All children are invited to the table for meals during his/her scheduled times. Adults eat with the children, focusing on self-help and social skills.
- **Rest Time:** This is an opportunity for children to nap or rest. Children have individual cots and places to rest. Children who do not sleep after 30 minutes or children who awaken will be offered quiet activities.
- **Outdoor Play Time:** Children go out to the playground each day, except as identified in the next section. Please dress your child accordingly.

PHYSICAL ACTIVITY AND OUTDOOR PLAY

The Early Learning Campus is committed to your child/ren's health. We recognize the importance of staff as positive role models for children as they learn to live healthy lives. Therefore, we will:

- role-model positive behaviors by being physically active with the children, both indoors and outdoors
- encourage all children to try new physical activities and respond positively when they do
- share our own positive experiences with physical activity and facilitate conversations with the children about their experiences
- provide fun, engaging physical activity daily in our lesson plans
- make safe equipment accessible for increased physical activity

Children 1yr and Older:

Daily outdoor activity is very important for young children and we strive to provide outdoor play twice each day, for a minimum of 60 minutes total, for children over 12months of age.. **A child who is well enough to be in the center, is well enough to play outdoors.** Outside time provides the fresh air and movement needed daily for your child's general well-being and healthy development. You can help your child enjoy outdoor activities by making sure that he/she is properly dressed for the weather. In winter, this includes boots, warm coat, sweater, snow pants, mittens and hat. At all times of year, please provide your child with appropriately supportive footwear for running and climbing, and unrestrictive clothing for freedom of movement. Remember to label all pieces of clothing and footwear, please.

Children 6 weeks-12months:

Following the American Academy of Pediatrics recommendations and to encourage optimal motor development, this program will plan engaging activities for Tummy Time with all infants at least 2-3 times per day while the child is awake. Our staff will respond promptly to cues for frustration, boredom or fatigue.

To promote lifelong physical activity, this program will provide planned daily physical activity that is safe, engaging and appropriate for each child to safely support their physical development and health.

To support infant development, swings, bouncy chairs and other confining equipment (except high chairs and strollers) will not be used in the infant classrooms at any time.

Child Care Licensing has set requirements that all children go outdoors unless there is inclement weather. The State defines "inclement weather" such as when the temperature is above 90 °F (with the heat index) or below 0 °F (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.

TELEVISION AND SCREEN TIME

Television viewing and computer use is not a part of our regular program and is not offered as typical choices during child-initiated play. On rare occasions, teachers may use media to expand on a concept being explored in the classroom. In these instances, the media will be screened by teachers ahead of time, viewing time will be limited and children will be offered alternatives to the viewing.

FIELDTRIPS

(Note: during the pandemic health emergency, children will not be walking through the campus buildings for fieldtrips or using the Redsten gym. Children will continue to play outside and may walk to the barn or take other outdoor walking fieldtrips on College grounds.)

A benefit of being connected to Madison College is that our children have many opportunities to see fascinating activities in/around the campus. Permission to go on walking fieldtrips around the local campus and neighborhood is included on the Enrollment Agreement and does not have an additional permission slip. However, notices will be posted on the classroom door, parent board, and/or family communication app.

Other field trips can be a valuable opportunity for children to visit new places and meet new people. Teachers will plan trips in advance and post field trip information in the Family Information Area. The information will state the destination, purpose, date, times and type of transportation to be used.

- It is very important that you sign the required permission slip for your child to participate. This individual permission slip will be available for parent's signature a week prior to the field trip; the permission slip must be returned to the Center and on file 24 hours prior to the trip.
- Only children regularly scheduled for school on the day of a field trip may attend. Children attending on the day of the field trip need to be healthy enough to fully participate in the field trip activities.
- Please have your child to the Center on time for a scheduled trip. Late children will not be provided care until after the class returns to the Center.

REST TIMES

The Early Learning Campus preschool classrooms have a rest period each day starting at approximately 12:45pm. All children present at that time will participate in a rest period in the following ways:

- by having a cot provided *or*
- by having an alternative resting place provided (for children who may be going home before 1:30, or is over 5 years of age and will be in care less than 4 hours). The alternative resting place may include floor pillows, a child size rocking chair, an upholstered adult chair or a designated area at a table.

Children who do not sleep after 30 minutes and children who awaken shall be permitted to have a quiet time through the use of equipment or activities which will not disturb other children.

The Early Learning Campus provides and is responsible for a sheet and blanket for each child resting with a cot. Families may provide a nap comfort item, if desired (please label all items with child's first name). **During the public health emergency, This item should remain at the center!** Center staff will wash the blankets and sheets at least weekly, or prior to further use if wet or soiled. Please note all **nap items will be washed weekly** – including nap comfort items (stuffed animals) – so be sure to **only send durable items**.

Infant Safe Sleep

Infants sleep according to their own schedule and are put to sleep on their backs, unless otherwise specified in writing by the child's physician. The child shall be allowed to resume the position most comfortable to him or her when able to roll over unassisted.

Infants will be placed on a firm mattress, with a fitted crib sheet, in a crib that meets the Consumer Product Safety Commission safety standards. No toys, mobiles, soft objects, stuffed animals, pillows, bumper pads, blankets, swaddling, positioning devices or extra bedding will be in the crib or draped over the side of the crib.

An infant who arrives asleep in a car seat will be moved to a crib

Caregivers/teachers directly observe infants by sight and sound at all times. Sleeping areas will be at a temperature that is comfortable for a lightly clothed adult. Infants will not be dressed in more than one extra layer than an adult.

All staff members at the Center, no matter what age group they work with, are trained in the prevention of Sudden Infant Death Syndrome and prevention of Abusive Head Trauma as part of the orientation process, before they start work with children.

Appropriate Child Assessments

The first five years of life are very important developmentally for your child; it is important to ensure that every child is supported during this critical time of development. The Ages & Stages Questionnaire (ASQ) has been used for over 15 years and has been researched and proven to be a highly reliable screening tool. We will send you the ASQ one to four times/year, depending on the age of your child. The answers you provide will help us best plan for your child!

Authentic, ongoing assessment of children is the **key to planning** appropriate early childhood learning experiences and helping all children succeed. Preschool classroom teachers are using Teaching Strategies GOLD: Child Assessment Portfolio as our assessment system. GOLD is a highly researched, observation-based, comprehensive assessment system, focusing on thirty eight learning objectives for children. Infant/toddler teachers are using the Hawaii Early Learning Profile. HELP 0-3 is widely recognized as a comprehensive, on-going, family centered curriculum-based assessment process for infants and toddlers and their families.

These tools were selected because they are predictive of children’s school success, and are aligned with the Wisconsin Model Early Learning Standards (WMELS) and the Common Core State Standards. The objectives cover all areas of development and learning, including Social Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Self-Help Skills, and English Language Acquisition.

4K children will also be screened using the Phonological Awareness Literacy Screener (PALS), as required by DPI and MMSD. This is an individual assessment, led by the 4K teacher or director, in the fall and spring. This assessment focuses on key indicators of later literacy success, including: name writing; upper/lower case letter recognition; letter sounds; print/word awareness; beginning sounds; and rhyming.

For more information on GOLD, HELP, ASQ, or PALS, please talk with the teacher or director.

Appropriate Class Size and Teacher-Child Ratio

Having fewer children in a classroom and more staff facilitates high-quality interactions between teachers and children. In addition to the permanent teachers identified in the chart below, each class also has student/practicum teachers from the College’s Early Childhood Education Degree Program. Each classroom may also have work-study students and/or student help assisting and supporting children’s learning.

ROOM	MAX # CHILDREN	MINIMUM # TEACHERS	TEACHER/CHILD RATIO
DragonFly (4yr olds)	18	2	1:9
FireFly (2-3yr olds)	12-15	2	1:6, 1:8
LadyBug (6wk-2yr olds)	8	2	1:4
BumbleBee (6wk-2yr olds)	8	2	1:4

CHILD GUIDANCE POLICY

The Madison College Early Learning Campus views discipline as part of the teaching and learning process. We understand that children go through many different developmental stages and respect the struggles that may occur during each stage. Our guidance strategies are based on the awareness of children's individual needs and strengths, along with the knowledge of child development.

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 waiting periods or standing in lines, whenever possible, 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 licensed centers, The 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.

Each preschool classroom has a "get-it-together" area, with soft toys, blankets, fidgets, and other social-emotional resources. If it is necessary for the child to be removed from a situation completely, the child may be offered time here 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. If teachers do have to help the child to this area, the child may only stay there for a length of time equaling his/her age (one minute/year) and never more than five minutes.

Children have many reasons they may be crying, fussing, or distraught. When the child first begins this behavior, a teacher will attempt to comfort the child and determine what is wrong (preferably, the assigned primary care teacher, if possible). If the teacher is unable to calm the child, determine what is wrong or redirect the child, the preschool child may be offered the "get-it-together" area as an option and/or the teacher may sit one-on-one with the child. Teachers may consider whether the child is not feeling well and whether the parent/guardian should be called. A preschool child who continues to be crying or distraught but does not want teacher support, will continue to be frequently checked on and comfort offered every 1-2 minutes.

Any child under the age of 3 years will be redirected from the situation he/she was having a hard time with, but teachers will not use a 'time-out' with a child this young.

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>

The Early Learning Campus will not use guidance actions that are humiliating or frightening to a child. Parents/Guardians will be informed that such guidance techniques will not be used, even at their request. Parents/Guardians using the actions listed below while at the Center shall be told that they are unacceptable. Examples of humiliating, frightening, and other **prohibited actions** include:

- Spanking, hitting, pinching, shaking or inflicting any other form of corporal punishment
- Verbal abuse, threats or derogatory remarks about the child or the child's family
- Binding or tying to restrict movement
- Enclosing in a confined space such as a closet, locked room, box, or similar cubicle
- Withholding or forcing meals, snacks or naps.

Center staff work hard to understand the widely held expectations for children at various levels of development, as well as the differences between individual children. However, Early Learning Campus staff are not special education teachers or behavioral specialists. For children with these needs, teachers work collaboratively with the child's Birth-to-3 Specialist, and/or the school district Speech Therapist or Early Childhood Teacher for the benefit of the child. This coordination and collaboration will require signed parent permission.

Communication between family and the Center is the key to the effectiveness of any discipline problem-solving approach. Refusal of the parent/guardian to work with the teachers and director on problem-solving, including refusal to sign authorization for other community professionals to observe and provide suggestions to improve the child's experience in the Center may result in dis-enrollment of the child. See "*Guidelines for the Dis-Enrollment of Children on Behavioral Issues*" section.

Biting Policy

Biting is of particular concern for families and staff working with 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, and/or over- stimulated.

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

- 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/s 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.

Other Disruptive or Aggressive 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. However, after reasonable efforts by the child's teachers and family, the behavior continues to be disruptive to the classroom in ways which require a disproportionate amount of one-on-one attention, parents may 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.**

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

If disrupting or atypical aggression is displayed and staff has implemented traditional methods of defusing the situations with little or no success, 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 results 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. In addition, the family will be asked

to allow us to share an overview of the situation with the other family that was concerned about the behavior. With respect to confidentiality, just enough information so that the other family would know that assistance is being provided and the behavior is not being ignored or condoned.

After the observation period and anecdotal documentation, the teaching staff will work with the Director to determine who would be best to observe the child and consult with staff. Teachers and the Director will meet with the parents to describe the proposed observations and/or consultation and to get family permission. 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. If the family does not agree to working with an outside professional, care for the child will be terminated with a one-week notice.

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 one 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 by the end of the semester. If this is not the case, the enrollment will be ended at the end of the semester.

Madison College Early Learning Campus 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.

Tuition and Billing

Sliding Fee Scale

Madison College Early Learning Campus tuition rates are based on a sliding fee scale. This sliding fee scale uses family size and gross annual income to determine specific tuition rates. A Household Size Income Statement must be completed annually to verify the eligibility of a lower tier level. If this is not submitted, the full tuition rates will be charged. Specific tuition rate sheets are available and are subject to change each academic year.

Fee Policies

Tuition will be charged on a monthly basis based on the child's scheduled care plus any additional pre-approved hours and/or any additional fees incurred. Tuition is based on full semester enrollment. Tuition is due on a predetermined date that is communicated at the beginning of each semester. Payments are due/processed on a monthly or biweekly basis as indicated by the parent/guardian on the Enrollment Agreement form.

Monthly Billing Statements

Billing statements are emailed to all families, at least one week prior to each processing date. Families are billed one month ahead and are responsible for updating the office of any changes or anticipated concerns regarding the collection of payments.

Collection of Child Care Fees

The Early Learning Campus offers the convenience of electronic payments through Tuition Express. Cash payments will not be accepted. Approved Methods of Payment:

- Valid Checking or Savings Account
- Credit or Debit Card (Visa, MasterCard and Discover)
- Check
- Money Order

Families will be responsible for updating the Center when there is a change in account information (i.e. closed checking account or credit card expiration date changes, etc.). Families will also be responsible for any returned checks or transaction fees. All late payment fees will apply (please refer to the Fees section).

FEES, SCHEDULE CHANGES, WITHDRAWAL & NONPAYMENT Summary

Summary of Child and Family Center Fees	Student	Faculty/Staff
Enrollment Continuation Fee	10.00	15.00
Late Fee	1.00/minute	1.00/minute
Schedule Change after first 2 weeks of semester	20.00	20.00
Processing additional charges using Tuition Express	5.00	5.00
Child Care Termination Fee (after week 8 of the semester)	100.00	100.00
Late Payment Fee	25.00/day	25.00/day
Non-Sufficient Funds, Returned Items	25.00	25.00
Non-Sufficient Funds, Returned Items: after 2 times	50.00	50.00

Self-Paying Family

A self-paying family is a parent/guardian who is paying for all childcare tuition out of pocket or who is receiving partial assistance but still has a portion (co-payment/parent share) due out of pocket.

Agency Funded Family (Funding outside of Madison College)

An agency-funded family is a parent/guardian who is receiving funding from an agency outside of Madison College. Funding may cover a portion or all of the childcare tuition.

The Early Learning Campus accepts funding from many outside sources including (but not limited to):

- Wisconsin Shares (county assistance)
- City of Madison Tuition Assistance Program
- UW CCTAP GRANT

All copays, and/or additional fees incurred are the responsibility of the families. Parents expecting to receive assistance from an outside agency, who do not have an approved authorization on file with the Center, will be required to sign a written agreement, prior to the start of the semester. All payment policies and procedures will apply and will be strictly enforced (please refer to the Fees section).

The center must have an approved authorization on file from an outside agency within 2 weeks of the first day of attendance. If an authorization is not on file, the family will be responsible for all costs incurred.

Financial Aid (Madison College Students Only)

Families anticipating receiving Financial Aid to pay their childcare tuition will be required to sign a written agreement. It is the responsibility of the family to make payment to the Center. If Financial Aid is not received, the family is responsible for full fees incurred.

Enrollment Continuation Fee (Activity Fee)

An enrollment continuation fee is based on status; Madison College Students: \$10/child and Madison College Faculty/Staff and Community Families: \$15/child. This will be billed at the beginning of each semester.

Late Pick Up Fees

After one warning, a late fee of \$1.00 per minute will be charged for pick-up of children past their scheduled time. Parents will sign a late form at pickup and the late fee will be applied to their tuition.

Late Payment Fee

Any tuition or fees not paid to the Center, by the due date, will incur a \$25.00 per day (Monday-Friday) fee after 5 business days. The parent/guardian is still responsible for payment of all outstanding balances, including any additional fees incurred.

Non-Sufficient Funds & Returned Items Fee

If a payment is returned or declined, families will be charged \$25 for the insufficient fund charge. If, after 2 times, payments have not been collected, a \$50 insufficient fund charge will apply. This is non-negotiable. Families may also be subject to the late payment fee if appropriate action is not taken within the timeframe outlined above.

Additional Processing Fee (Using Tuition Express)

We encourage our families to follow the payment schedule, making payments every two weeks or monthly. If exceptions need to be made and additional payments are requested using Tuition Express, there will be a \$5.00 processing charge for each additional payment. (To reprocess a previous NSF item, reprocessing fees will not apply).

Non-payment of Tuition and/or Fees

After non-payment of fees, the child may not attend the Center. 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 does not follow the payment plan, the child(ren) is (are) no longer considered enrolled and their place will be filled by a child on the waiting list. The child may then be re-enrolled based on availability and only once full payment of past due fees is received.

Non-payment of fees will also result in the parent/guardian's student account being placed on "hold" at Madison College. Once a hold is in place, students will not be able to receive grades, register for classes, or get transcripts. This "hold" status will be removed after receipt of past due fees. In some instances, Collection agencies may be involved in the collection of past due fees.

Schedule Changes

Additional hours may be requested; this must be requested in writing and approved by the Director in advance. Teaching staff may approve requests in some situations depending on enrollment and staffing patterns. If a parent/guardian needs to make a permanent schedule change, these forms can be found in the main office. **If the change happens to occur after the first 2 weeks of each semester, a processing fee of \$20 will be billed to your childcare account for each request.** There will be no processing fee for adding days or extending hours. Your request will be effective two weeks after the office staff approves the change.

Holidays and Center Closings

The Early Learning Campus program follows the Madison College Academic Year Calendar for the Fall and Spring semesters.

The Center will be closed for the following holidays: Martin Luther King Jr's Day, Labor Day, Thanksgiving Day, and the day after Thanksgiving. Families are not charged for these days.

The Center will be closed for Winter Break and Spring Break, following the College's academic calendar. Families are not charged for these days.

When Madison College is officially closed due to inclement weather and/or unforeseen campus closures, full fees will be charged. See also Closing Policies earlier in this handbook.

Absences

Full fees will be charged for children's absences from the Center on scheduled days, including absences related to illness.

Withdrawal

Children may be withdrawn from the Center with two weeks written notice to the Director. Fees will continue to be charged for two weeks after the written notice of withdrawal is received. A \$100 termination fee may apply if it is after week 8 of the semester.

Billing Errors, Questions, or Concerns

Although every effort is made to ensure that no errors occur during the billing process, if there is ever an instance that this happens, please bring this to the attention of the office staff prior to the processing date. Every effort will be made to remedy any error on the part of the Early Learning Campus.

Health and Wellness Policies

MAINTAINING A HEALTHY ENVIRONMENT

Young children deserve a healthy environment in which to play and learn. Procedures for standard precautions are used and include the following:

- Children requiring diapers/pull-up changes are changed on either the assigned changing table or changing mat. The table/mat is cleaned and disinfected before and after each child's use. Some older children may prefer to be changed standing on the bathroom floor; staff will place disposable changing paper on the floor prior to assisting a standing child with soiled or wet pants.
- Staff assisting children with toileting/diaper changing will wash his/her hands prior to putting on disposable gloves. When finished, staff will safely remove and dispose of these gloves and wash hands thoroughly before assisting the next child and/or resuming other activities.
- When spills of body fluids occur, staff clean these up immediately with detergent-water mix, followed by a disinfecting solution, which is allowed to air dry.
- Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and then requesting rug shampooing from the custodial staff.
- Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

Toys and surfaces in the classrooms are cleaned regularly with a disinfecting solution. Toys that are mouthed by children or that are otherwise contaminated by body secretion or excretion is either to be (a) washed using water and detergent, then rinsed, sanitized, and air dried or (b) washed and sanitized in the commercial dishwasher before it can be used by another child.

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.

Because infants and toddlers spend so much time on the floor, we allow only slippers (with traction) or "inside shoes" (shoes left at the site only for classroom use) in our classrooms. Please remove your street shoes before entering the infant toddler classrooms. There are also disposable booties available to use over your shoes.

All teaching staff will have a physical and a negative TB screening upon hire, in accordance with state licensing.

Staff receive training in, and are expected to follow, Universal Precautions. This includes the use of gloves when handling body fluids, proper disposal of any contaminated items, and proper disinfecting methods.

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. All hand washing for both children and adults shall occur with warm running water and soap. Hand sanitation shall be an ongoing event with both children and adults.

Children and adults wash their hands

- on arrival for the day;
- after diapering or 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 meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- after playing in water that is shared by two or more people;
- after handling pets and other animals or any materials such as dirt, or surfaces that might be contaminated by contact with animals;
- after returning from outside play;
- when moving from one classroom to another (e.g., visiting) and;
- at any point during the day when you cannot remember the last time you washed your hands!!!

Adults also wash their hands:

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

Staff should wear gloves when dealing with any bodily fluid. After removing gloves, staff are to remove/dispose these gloves and wash hands in accordance with universal precautions.

At no time will a substitution for water and soap be used for sanitation. Liquid hand sanitizer does not meet licensing requirements for hand washing. *Note: During the health emergency, children will use hand sanitizer upon arrival until they can get to the classroom for handwashing. Children and staff will also use hand sanitizer on the playground for situations identified above when handwashing is not available, and then thoroughly wash when returning to the classrooms.)*

UNIVERSAL PRECAUTIONS

Madison College Early Learning Campus staff will adopt universal precautions when exposed to blood and blood-containing body fluids and injury discharges of all children. All persons exposed to blood or blood-containing body fluids and tissue discharges shall wash their hands immediately with soap and warm running water. Single use disposable gloves will be worn if there is contact with blood-containing body fluids or tissue discharges. Hands shall be washed with soap and water after removal of gloves. Gloves will be discarded in plastic bags. For spills of vomit, urine, feces, blood or other body fluids, center staff shall clean and disinfect the floors, walls, bathrooms, tabletops, toys, kitchen countertops and/or diaper changing areas in the area/s where the bodily fluid was discharged.

For health and safety reasons, children need to wear shoes or hard-soled slippers while in our program. Cups, eating utensils, toothbrushes, combs and towels may not be shared and shall be kept in a sanitary condition.

Wet clothing shall be changed promptly from an available supply of clean clothing.

SANITATION

All furnishings, cots, and other equipment shall be washed or cleaned when they become soiled. Toys that children mouth or sneeze on shall be removed and sanitized through dishwashing procedures. Eating surfaces shall be washed and sanitized with a steramine solution before and after eating. *In addition, sanitizing of children's toys and play shelves/storage will be performed 3x daily.*

WATER PLAY

Group water play in the sensory table is currently suspended. Children may have individual tubs of water or other sensory materials.

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 at least daily, and as needed.

DAILY HEALTH CHECK

At our center, as children arrive for the day staff will observe them for signs of illness. Parents are asked to honestly inform the staff how their child is feeling. We ask for the cooperation of all families in trying to maintain a healthy environment. Please tell the staff if your child has been experiencing any of the following symptoms, if your child has visited a health care provider within the past 72 hours, or has been given medications such as Tylenol, cough syrup, etc.

During our increased COVID protocols, each parent/guardian will complete a daily health survey on the BrightWheel communication app for their child upon arrival. Children will also have their temperature checked prior to the parent/guardian leaving the child.

WHEN TO KEEP A CHILD AT HOME

In accordance with the CDC and Public Health guidance, and as outlined on the COVID-19 Family Acknowledgement signed as part of the enrollment agreement:

If, during the day, any of the following symptoms appear, my child will be separated from the group and I, or another authorized person, will pick up my child within 45 minutes. Symptoms include:

- Fever of 100°F or higher - Dry cough - Shortness of Breath – Chills - Loss of taste or smell - Sore throat
- Muscle aches for undetermined reason

While we understand that many of these symptoms can also be related to non-COVID-19 related issues, we must be extra cautious during this public health emergency.

Child must be fever-free without the use of fever reducing medications for 72 hrs before returning. Fever reducers will not be given to the child on any day of center attendance, regardless of reason

Childhood illnesses are frequent occurrences among children. Every child's health and well-being is of major importance to us. Exclusion of a child may be necessary when it can prevent spreading of an illness, or if a child is so uncomfortable that they require constant one-on-one attention. We fully understand the problems parents face when a child cannot come to the center due to illness, but also know that parents do not want their children exposed to another child who has come to the center ill. Therefore, we ask for the support of each parent in the following guidelines to limit children's exposure to infectious diseases.

Below is a list of symptoms that indicate a health concern. If your child is displaying any of these symptoms, they are 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.

Fever	Children with a temperature over 100 degrees or higher will be sent home (measured by touchless forehead thermometer or ear thermometer)
Respiratory Symptoms	Difficult/rapid breathing, severe coughing, high-pitched croupy or whooping sound after coughing
Diarrhea or Vomiting	Two or more times in the same day. 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 (viral).

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 (possible hepatitis)

Children must be symptom-free or on prescribed medication for 24 hours prior to coming back to school to avoid possible exposure to other children. 72hrs fever-free without the use of fever reducing medications. 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 come to the center and take the ill child home.

WHEN CHILDREN BECOME SICK AT THE CENTER

If your child becomes ill while in our care, we will contact you right away via BrightWheel and/or phone call. If the parent/guardian cannot be reached, we will call your emergency contact. Please make sure that we have emergency numbers on file with the location, phone numbers of the closest 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 an hour. Please be sure that your emergency contact people are aware of this.

If a child who is sick is not picked up 45 minutes of notifying the parents or emergency contact, there will be a fine of \$10.00 (families will be given one warning). This is necessary because a child who is sick requires a one to one ratio (teacher to child) during isolation, which will be in the director's office.

The teacher (after talking with our Director, or person highest in chain of command) will make the decision to send a child home if any of the following conditions exist:

Children over 4 months of age:

Fever: A temperature of **100 degrees F**, either forehead or ear. Staff will take your child's temperature twice to verify the fever before calling you.

Diarrhea: Infants & toddlers: two or more large stools that cannot be contained in a snug fitting diaper.

- Toilet Trained Children: two or more large, watery stools in 8 hours, or one loose uncontrolled stool for which the child is unable to make it to the toilet in time.

Lice: Presence of lice or nits (lice eggs). Children will be sent home when they have either lice or nits (lice eggs)

Purulent Conjunctivitis: (pink eye) Red eyes with white or colored drainage.

Rashes: Any rash with fever or a rash that affects behavior such as severe itching.

Projectile Vomiting or Forceful vomiting consistent with symptoms of illness

Infants less than 4 months of age:

Infants under 4 months of age are especially vulnerable so there are guidelines that are more stringent when assessing the younger infant, and criteria for sending these babies home is different. The following conditions are reasons to seek an evaluation by a medical professional:

Fever: **99.0 degree F** temperature

Vomiting: Two or more times in 24 hours or projectile vomiting (with force—not just “spitting up.”)

Diarrhea: two uncontained diapers

We may also need to send your child home if they have other symptoms of illness affecting their behavior or participation.

COMMUNICABLE DISEASES

Some illnesses are very contagious. If a child has a communicable disease, please **notify the center immediately** so we can communicate the information to the other families and report the illness to public health if required. Families will be notified via email and a posting in the center, if their child may have been exposed to a reportable contagious disease.

Parents/guardians will immediately notify CFC administration if the child, the parent/guardian, someone in the household or anyone the child has spent time with, exhibits any of the identified COVID symptoms; or is advised to self-isolate/quarantine; has tested positive, or is presumed positive for COVID-19.

PHYSICALS

As required by WI Child Care Licensing, each child under 2yrs of age shall have an initial health examination not more than 6months prior to nor more than 3 months after being admitted to the center, and a follow-up examination at least once every 6 months thereafter.

Each child who is at least 2 years of age shall have a physical exam within 12 months prior to admission to the center, or no later than 3 months after admission. Each child 2 years and older will have a subsequent physical examination at least once every 2 years thereafter.

The health examination report shall be on a form provided by the center and shall be signed and dated by a physician, physician assistant or Health Check provider.

The health examination requirement does not apply if the parent of a child requests in writing that the department grant an exemption based upon the parent's adherence to religious belief in exclusive use of prayer or spiritual means for healing in accordance with the teachings of a bona fide religious sect or denomination.

Noncompliance with completing the health examination could lead to termination of enrollment.

IMMUNIZATIONS

State law requires all children to present evidence of immunization against certain diseases within 30 days of admission. These requirements can be waived only if a properly signed health, religious or personal conviction waiver is filed with the Center.

The Early Learning Campus shall maintain a record of immunizations for each child to document compliance with State of Wisconsin Statutes s. 252.04, Stats., and ch. DHS 144.. (These immunizations are specified on the Department of Health Services Form F-44192, Child Care Immunization Record).

Non-compliance with providing information to complete the Immunization Record could lead to termination of enrollment.

MEDICATIONS

Administering medications is a very serious responsibility. Whenever possible, parents/guardians 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 medication (such as Children's Tylenol, cough syrups, sunscreen, diaper rash ointment, chap stick, lotion, etc.) can be administered by your child's lead teacher, director or admin specialist 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.

Blanket authorizations that exceed the length of time specified on the label are prohibited by state regulations, except for emergency medications like Epi-Pens, Inhalers, etc.

Sunscreen and/or insect repellents provided by the family may only be applied upon written authorization of the parent/guardian. The container must be labelled with the child's name and the authorization must include the ingredient strength (i.e. SPF50, 10%DEET, etc). Authorizations will be updated every 6 months.

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 immediately after administration. (Lip Balm, Sunscreen, Insect Repellent, Diaper Ointment, etc will not need to be recorded in the medical log).

Please do not put medication in backpacks or coats. The medications will be kept in locked container at the 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.

Safety Information

ACCIDENTS AND INJURIES

Written permission from the parent to call a child's physician or refer the child for medical care in case of injury shall be on file at the center (this is on the emergency form). The Center shall contact the parent as soon as possible after an emergency has occurred or, if the injury is minor, when the parent picks up the child.

An Accident/Incident report is to be completed by staff and reviewed by the parent for all injuries requiring medical attention or first aid. The Accident/Incident Report shall be reviewed with the parent (include parent signature) at the time of pick-up of the child. A copy of the report goes to the child's file and to the parent. An additional copy will be sent to the Madison College Safety Specialist, if medical treatment is needed.

The Center's State Licensing Specialist (266-2900) shall be contacted within 48 hours with information regarding any accident resulting in the death of a child while in the care of the Center or a serious injury requiring professional medical treatment such as, but not limited to, a broken bone, a concussion, a wound requiring stitches, or the ingestion of poison while the child is in the care of the Center.

Injuries not requiring medical care

Superficial wounds shall be cleaned with soap and water only, and protected with a Band-Aid or bandage. Universal precautions shall be followed for all injuries involving blood or body fluids.

Any bump to the head shall be noted on an accident report and in the medical log. The family of the child with the head bump will be contacted; if the parent/guardian does not answer the staff will leave a voicemail or message via the family communication app.

Injuries requiring medical care

First aid procedures shall be followed for injuries. Universal precautions shall be followed for all injuries involving blood or body fluids.

In case of a medical emergency, the staff will contact parents/ guardians immediately.

One staff member shall treat the injury while another staff member calms the remaining children. If necessary, staff will notify the child's physician and/or arrange transportation to the designated medical facility.

A staff member will accompany the child if the parent or emergency contact person is not available. Staff shall take with them the signed enrollment form consenting to emergency medical treatment.

In the event of an emergency requiring medical attention, 911 will be called.

Ground transported emergencies will use:	Medflight emergencies will use:
Meriter Hospital 202 South Park Street Madison, Wisconsin	UW Hospitals and Clinic 600 Highland Avenue Madison, Wisconsin

Suspected poisoning

Suspected poisoning shall be treated only after consultation with the poison control center (800-222-1222).

Injuries Off-site

Injuries off site will be handled in the same way as injuries are handled at the Center. Before taking children off site (off campus) the following need to be taken along off campus:

- Copies of the child's enrollment form (listing emergency contacts and signed medical release).
- First aid supplies
- More than one adult needed to be on off campus trip

Medical and Medication Log

The Early Learning Campus shall maintain a Medical Log Book for each classroom. One part of the book is for recording accidents, injuries, and for notation of items related to possible abuse or neglect. The other part of the book is for the recording of medication administered at the Center.

Any injury to a child or evidence of unusual bruises, contusions, lacerations or burns received by a child in or out of the center shall be recorded in the Medical Log Book and reported immediately to the director.

EMERGENCIES AND NATURAL DISASTERS

Safety is a regular theme of the curriculum. Our center is fully equipped with safety equipment including: evacuation cribs, first aid backpacks, fire extinguishers and alarms & lights, etc.

Evacuation plans are posted near the door in each classroom. Fire drills are practiced monthly and tornado drills are practiced monthly from April through October. Attendance sheets will be taken on these drills and evacuations to ensure that all children have been evacuated safely.

The Early Learning Campus has worked with Public Safety to be as prepared as possible in the case of an emergency. A few reminders:

- The emergency contact sheets, filled out by families at enrollment, are used for child information and emergency contacts.
- Child(ren) may be released to individuals listed as emergency contacts only when identified. A child will not be released in an emergency or post emergency situation to adults NOT listed. Emergency sheets must be kept up-to-date.
- Emergency sheets should have most current phone numbers. If families change phone number or job location, please contact the center to update this information.

- When picking up child(ren) after an emergency situation, adults MUST have a photo ID. Children will not be released by emergency officials without a photo ID.
- Early Learning Campus main off-site emergency reunification location is the Truax Main Campus.

EVACUATION -- HOLD -- SHELTER -- LOCKDOWN

Evacuation: Staff will quickly determine the most reasonable way to protect children. If there is a safe, accessible escape path, they will evacuate the premises. (Examples: fire, bomb threat, gas leak, etc) In the event that children need to evacuate away from the building (fire or other threat to building) children will be taken to the Truax Main Building. The Truax Main Building is located at 1835 Wright St, Madison.

Whenever it is determined that it is safer outside than inside the building, the Center will enact the evacuation policy.

Teachers will instruct/assist children to evacuate the building, using designated routes, and report to their designated area. If the exit route is blocked, they will follow an alternate exit route. Assigned staff will check the bathrooms, hallways, and common areas for visitors, staff, and children while exiting.

Teachers/staff will take attendance in the new location and note any children who are not present and the reason. Teachers will immediately report any missing children or staff to the Director and/or Designee.

If circumstances require the relocation of children and staff to a remote site, the Director and/or Designee will decide if it is safe for the children/staff to walk to the relocation area. At the designated area, teachers and children will stay in place until further instructions are given by the Director and/or Designee. **Children will not be released from the center to a parent/guardian during an evacuation drill or emergency evacuation until an all clear is given.**

The Director and/or Designee will communicate with parents via the BrightWheel family communication app.

Hold: Children and staff are being held inside the center due to a possible crisis outside the center in the immediate vicinity. Activities continue as normal inside the center. Children are not allowed outside until given the all clear. *Only emergency personnel* are permitted inside the building. **Children will not be released from the center to a parent/guardian during an evacuation drill or emergency evacuation until an all clear is given.**

Shelter: Typically for severe weather or contamination situations. Children and staff are sheltered-in-place. *Only emergency personnel* are permitted inside the building. In the case of severe weather, a hazardous material release outdoors, or other safety concern, the Center will provide a refuge for children, staff, and volunteers inside the building.

Severe Weather/Shelter-in-Place is used when evacuation would place people at risk. Shelter location within the center may change depending on the emergency.

The Director and/or Designee will announce the enactment of the Shelter in Place policy. For children and staff outside, use of a 2-way radio, telephone, or runners will gather all inside.

All windows and doors will be shut. Teachers will move children into the designated areas in accordance with the emergency.

All persons will remain in shelter until notified by the "All Clear." If a parent/guardian is present to pick up a student, they will be encouraged to shelter in the school. **Children will not be released from the center to a parent/guardian during an evacuation drill or emergency evacuation until an all clear is given.**

Lockdown: Lockdowns are called for when a crisis occurs and an evacuation would be dangerous. Children and staff stay locked in their classrooms, or in center lockdown rooms. *Only emergency personnel* are permitted inside the building. **Children will not be released from the center to a parent/guardian during an evacuation drill or emergency evacuation until an all clear is given.**

Lock-down

This policy will be enacted when there is a threat of violence or serious incident that could jeopardize the safety of children/staff (i.e. intruder, shooting, hostage incident, civil disturbance, etc.).

Teachers will clear the hallway and bathrooms near classrooms and move everyone into a classroom. They will lock classroom doors, and turn off lights. Children and staff will stay away from doors and windows and be seated near an interior wall.

If a life-threatening situation exists (i.e. active shooter is in the room), they will exit immediately to a place of safety and will take any steps necessary to protect those within their care.

All bells and alarms will be ignored unless otherwise instructed.

Teachers will take attendance and be prepared to report missing students or additional children, staff, or guests sheltered in the classroom. **Children will not be released from the center to a parent/guardian during an evacuation drill or emergency evacuation until an all clear is given.**

The Director, in consultation with law enforcement officials, will determine when the Center can resume normal activities, and communicate the information to families and the public.

Emergency Considerations for Children Under 2yrs, or with Disabilities or Medical Needs

Infants and toddlers will be placed in designated evacuation cribs by teachers and moved to the designated emergency evacuation areas via cribs. Children over the age of two that have difficulty walking will be assigned one adult to assist them in getting to the designated evacuation area.

Staff will transport all emergency medications, including inhalers, EpiPens, allergy medications etc. via a backpack when at all possible to the evacuation spot.

Emergency to-go containers are prepped and accessible in the office and evacuation areas containing items necessary for long-term sheltering like:

- Pre-packaged food and water and including items specific to children with food allergies
- Diapers, wipes, gloves and disposable bags
- First aid kits
- Books, puzzles and other items to engage children during stressful times.

INSURANCE

Parents are expected to provide ample medical coverage for accidents and injuries or be financially responsible for coverage. Madison College liability does not include medical coverage for Early Learning Campus participants.

NUTRITION

MEAL TIMES

The Center recognizes it is easier for children to learn and behave when they are not hungry! Meal times and nutrition-based activities are important learning, and social, times for children. Children will be encouraged to

sit at the table and eat with their peers and teachers; however, no child will be forced to eat. A light, nutritious breakfast, lunch, and afternoon snack are provided at the Center.

As part of our effort to ensure children's nutritional needs are met, the Center participates in the Child & Adult Care Food Program (CACFP). This ensures our menus are nutritiously balanced and staff are trained in basic food safety. Weekly breakfast/snack menus are posted on the Parent Information Board and in the kitchen. Any changes in the menu will be noted on the posted menus. (see also Section: OTHER for more details on the USDA CACFP)

PEANUT-FREE/NUT-FREE POLICY

The following policy has been put into place to in order to prevent a serious allergic reaction within the Center.

The Madison College Early Learning Campus recognizes that peanut/nut allergies represent a health and safety hazard, which can have serious consequences for those who have such an allergy and the safety of the Center. In order to protect those students, staff, employees, visitors and guests of the Early Learning Campus from an environment that may be harmful to them because of such an allergy, and because of possible harm to personal well- being, the Director hereby limits the use, serving, or selling of peanuts, peanut butter or any product containing peanuts or peanut oil by students, staff members, employees, visitors, or guests in the Child and Family Center classrooms at our facility. For purposes of this policy, "Peanuts" will mean all nuts and peanuts including products that use or contain nuts and peanuts, or use peanut oils.

Food Allergies & Sensitivities

If your child has a food allergy, you must notify us in writing so that we can make appropriate substitutions. The written notification should list appropriate food substitutions and must be updated at least annually.

Food allergies can be life threatening and each child with a food allergy should have an action plan for emergency care completed by the family physician.

Food sensitivities can also be serious, and families must provide the Center with adequate information on the forms provided on foods to be avoided, and steps to take if a food to which the child is sensitive is ingested.

Cook, teaching staff, volunteers, student teachers, and substitutes will be continuously informed about food allergies of specific children via staff meetings, communication logs and updates made the Center's allergy list. A food allergy/sensitivity list is located in each classroom and the kitchen.

Although the Early Learning Campus works to minimize risks and provide a safe educational environment for food-allergic children, the Center cannot guarantee an allergy free environment.

Each child with a food allergy should have a written care plan that includes:

- a) Instructions regarding the food(s) to which the child is allergic and steps to be taken to avoid that food;
- b) A detailed treatment plan to be implemented in the event of an allergic reaction, including the names, doses, and methods of prompt administration of any medications. The plan should include specific symptoms that would indicate the need to administer one or more medications.

Based on the child's care plan and prior to caring for the child, caregivers/teachers should receive training for, demonstrate competence in, and implement measures for:

- a) Preventing exposure to the specific food(s) to which the child is allergic;
- b) Recognizing the symptoms of an allergic reaction;
- c) Treating allergic reactions.

The written child care plan, a mobile phone, and the proper medications for appropriate treatment if the child develops an acute allergic reaction should be routinely carried on field trips or transport out of the early care and education setting.

We notify the parents/guardians immediately of any suspected allergic reactions, as well as the ingestion of or contact with the problem food even if a reaction did not occur. We will contact the emergency medical services system immediately whenever epinephrine has been administered.

Each child's food allergies should be posted prominently in the classroom and/or wherever food is served with permission of the parent/guardian.

Breastfeeding Support

Sensitivity will be shown to breastfeeding mothers and their children. The Center is committed to providing ongoing support to breastfeeding mothers, including providing an opportunity to breastfeed their child in the morning and evening, and holding off giving a bottle, if possible, when mom is due to arrive.

Breastfeeding mothers, including employees, can use the private and sanitary Mother's Room to breastfeed their babies or express milk. This area provides an electrical outlet, comfortable chair, and running water. Mothers may also choose to breastfeed their enrolled infants/toddlers in the child's classroom.

A refrigerator is available for storage of expressed breast milk. Mothers should provide their own containers, clearly labeled with name and date. The Center will follow guidelines from the American Academy of Pediatrics and Centers for Disease Control in ensuring that breastmilk is properly treated to avoid waste.

All center staff will be trained in the proper storage and handling of human milk, as well as ways to support breastfeeding mothers.

Staff Professional Knowledge and Skill

Each of the Early Learning Campus staff members have been carefully selected based on their knowledge of and experience in child development, educational background, and their desire to provide quality child care. All staff meet/most exceed the WI Child Care Regulations. The staff includes teachers with Master's degrees, Bachelor's degrees, Associate Degrees in Early Childhood, or related fields, and students who are currently enrolled in the ECE Program or courses.

Staff Training

Trained, skilled teachers are the hallmark of a quality center. Our staff regularly attend ongoing education and training by attending conferences, workshops, and in-services to stay current on such topics as: Curriculum & Assessment; Cognitive/Language Development; Social/Development Behavior Management; Safety/CPR/1st Aid; Diversity; etc.

Other General Information

BIRTHDAY OR OTHER SPECIAL DAY GUIDELINES

Birthdays can be celebrated at school if a parent/guardian chooses to bring in a treat. The celebration will be small and held in a low key manner. We ask that nutrition is kept in mind. If you want your child to have a more elaborate party, you can plan for it outside of the center. If you wish to have invitations for an outside party given out at school, all children in the child's class should receive one.

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. **The foods supplied must be prepackaged. Homemade treats are not allowed.**

DRESSING FOR SCHOOL

Children should wear comfortable clothes that allow him or her to move freely. 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.

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. For safety and sanitary reasons, shoes must be worn at all times in the preschool classrooms. If you would prefer, you may provide a variety of shoes – some for indoors, others for outdoors. Outdoor shoes should be suitable for running and climbing.

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 parents 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 these items home on a daily basis. Children learning to use the toilet at the Center are taken to the bathroom more frequently. Potty training 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.

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 be consistent in this area.

Our teachers will work with you and your child to be consistent in the learning process between school and home. We encourage open communication between teachers and parents in methods used for toileting. For health and sanitation reasons, we do not use potty chairs. Our teachers will help your child feel comfortable on the toilet. The following guidelines will be followed:

No training will be attempted until a coordinated training plan is discussed between parents and teachers.

- Children who are learning toileting will be toileted at regular intervals and at their own asking.
- Children who have mastered toileting may go to the bathroom when they need to go.
- Children may be requested to "try" before and after meals, naps and outside play times.

DIAPERING

The family must supply disposable diapers/pull-ups to be kept at the center. If a child is regularly out of family-supplied diapers, a \$2.00 charge may be made for center-provided diapers.

- Wet and soiled diapers and clothing will be changed promptly on a sanitized changing surface.
- No powder or ointment will be used without parental permission. Signed permission is required.
- The changing surface shall be easily cleanable and will be washed with soap and water and a disinfectant BioEsque solution prior to and after each use.
- If the diapering surface is above floor level, staff will use the belt restraint to prevent falling. A child may not be left unattended on the diapering surface.
- Soiled diapers will be removed from containers as needed but at least daily for disposal. Containers shall be washed and disinfected daily.
- Cots soiled during rest time will have a clean sheet and blanket replaced *after* the cots have been cleaned and sprayed with a sanitizing solution.

Teachers follow the proper diapering procedure recommended by NAEYC at the Center when they change children's diapers at the Centers. (The full NAEYC procedure is available upon request)

TOYS FROM HOME

The Early Learning Campus 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: The Center is not responsible for any lost or broken toys brought from home.**

TRANSPORTATION POLICY

The Early Learning Campus will not provide transportation as part of the program. Staff will not transport enrolled children in their own vehicles during work hours. Madison College vehicles will not be used to transport children. Field trip transportation shall be via Madison Metro or by walking.

PETS

The Early Learning Campus may have pets. In accordance with WI Child Care Licensing rules, parents/guardians will be asked to sign a permission form that it is OK for their child to be around a pet in the classroom. If family permissions result in a child not given permission, the pet will not be allowed in the classroom.

Pets shall be kept and handled in a manner that protects the well-being of both children and pets. It will be the teacher's responsibility to provide the pets with food, water, and a clean living environment. The teachers will also be responsible to arrange for care of the pets during breaks and shut down periods of the Centers. The director reserves the right to determine if a pet is not appropriate for the Center. Reasons for removal of pets include the cleanliness of the pet and its cage, safety issues related to the pet, the cost of maintaining a pet. No dogs or cats shall be classroom pets. No pets shall be in food preparation areas or within six feet of tables where food is consumed.

USDA CHILD/ADULT CARE FOOD PROGRAM

As part of our effort to ensure children's nutritional needs are met, the Center participates in the Child & Adult Care Food Program (CACFP). This ensures our menus are nutritiously balanced and staff are trained in basic food safety. Weekly breakfast/snack menus are posted on the Parent Information Board and in the kitchen. Any changes in the menu will be noted on the posted menus. (see also Section: 1 for more details on Meal Times)

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

PARKING INFORMATION

Parking while dropping off and picking up your child can be a challenge.

There is limited parking in the marked stalls in front of the Early Learning Campus. You can be issued a permit that will allow you to park near the Center for drop off and pick up only, please contact the center office staff to obtain an updated permit. You will need to move your vehicle to the student or staff parking areas after you drop off your child.

As stated earlier in the handbook, for everyone's safety, no child is to be left unattended in a vehicle. Vehicles parked for pick up/drop off may not be left running and are to be shut off.

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 Madison College Early Learning Campus 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.