



MADISON COLLEGE

Early Learning Campus

FAMILY HANDBOOK

The Early Learning Campus inspires lifelong learning and growth of children, their families, and our teachers. We believe collaboration is essential to providing a diverse and inclusive environment where all individuals are celebrated and feel they belong. (Adopted Fall 2024)

Updated December 2025

Madison Area Technical College, including the Early Learning Campus, is committed to equal opportunity and affirmative action for its employees and participants. As such, the College and ELC are committed to providing equal opportunity regardless of age, ancestry, color, creed, disability, gender identity, genetic testing, marital status, military service, national origin, political affiliation, race, sex, or sexual orientation. In addition, the ELC is committed to equal opportunity and nondiscrimination regardless of religion or family structure. 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.

<p>ELC-Truax 1835 Wright St - Madison, WI Center Phone: (608) 246-6766 Open: Mon-Fri, 7:45am-4:45pm</p>	<p>ELC-South 825 W Badger Rd - Madison, WI Center Phone: (608) 616-1245 Open: Mon-Fri, 7:45am-4:45pm</p>
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Welcome!

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

Welcome to the Madison College Early Learning Campus. Our Center has been providing 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-campus childcare facility will help you to achieve your educational goals and be successful in your work.

This handbook was designed to give you 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, City of Madison Accreditation Standards, and National Early Childhood Program Accreditation (NECPA) 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!

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 VISION:

To support the academic and employment success of Madison College parenting students 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.

The Early Learning Campus inspires lifelong learning and growth of children, their families, and our teachers. We believe collaboration is essential to providing a diverse and inclusive environment where all individuals are celebrated and feel they belong.

We value and commit to the pursuit of this vision...

- By offering high-quality, accessible, and affordable early care and education for their children, we support student-families on their college journey, and allow all ELC families to focus on their work and studies.
- By recognizing *play* is the *work* of children, we provide meaningful and constructive learning experiences to promote critical thinking and nurture lifelong learning.
- By emphasizing the social and emotional development of children, we support the skills necessary for cooperative play, self-regulation, mutual respect, and *learning*.

- By acknowledging no detail is too small or unimportant, our classrooms, our activities, and our interactions have purpose grounded in best practice and current research.
- By celebrating both similarities and differences, we foster relationships with other adults to best serve each child, encouraging growth at his/her/their individual pace.
- By understanding that families know their children best, we embrace the opportunity to learn and grow alongside them.
- By dedicating ourselves to continuously developing our social justice awareness and practices, we best serve our diverse children, families, team, and community.
- By believing to best support children we must support each other. We consistently demonstrate our capacity for curiosity, generosity, imagination, resilience, and empathy with ourselves and others.
- By collaborating with community partners and school districts, we increase positive outcome opportunities for children & families.
- By working in partnership within the Madison College community, we provide observation opportunities, meaningful practicums, and flexible work experiences for college students, particularly in the Early Childhood Education academic program.

...by building an ELC community that nurtures, values, and inspires, so we all grow together!

CENTER RESPONSIBILITIES – Who Does What?

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

Campus ChildCare Administrator

Licensing & Accreditation
 Grants Administration
 Hiring of Admin Staff
 General Oversight

Site Director

Licensing Compliance
 Hire/Schedule Staff
 Staff Development
 Fire/tornado Drills

Asst Site Director

Supervise Student Staff
 Classroom Support
 Licensing/PD Assist

Teachers

Lesson Plans
 Children’s Files
 Accident Report &
 Medical Logs

Administrative Specialist

Child/Family Enrollments
 Child Master Files
 Collecting Payments/Billing
 CACFP
 Nutrition Menus/Production Record

Student Parent Support Coordinator

Family Outreach & Support (college-wide)
 Coordinate Baby Basic Needs Closet
 Newsletters

CENTER OPERATING PROCEDURES

LICENSING AND ACCREDITATION

Madison College Early Learning Campus is licensed by **Wisconsin Department of Children and Family** (Child Care Licensing), accredited by **the City of Madison Office of Community Services**, and ELC-Truax achieved national accreditation through **National Early Childhood Program Accreditation (NECPA)** in 2022.

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 via email or the family communication app: BrightWheel.

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 on other days to allow for staff planning and development opportunities. Families will be given at least 2 weeks notice.

The Center will be closed for the following holidays: Martin Luther King Jr's Birthday Day, Memorial Day, the 4th of July Holiday, July 3rd or 5th (depending on when the July 4th holiday falls), Labor Day, Thanksgiving Day and the day following. Families are not charged for these days.

The Center is closed for the 3 weeks following the end of Madison College's fall semester. Families are not charged for these days. During the fourth (4th) week of the semester break, the center will be open for limited enrollments of eligible families on a first come/first served basis.

Information on inclement weather closings for the College 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 for this can be found on the College's website. Center specific notifications will be announced via email and/or the family communication app: BrightWheel.

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 as early as possible once the loss of service is known via 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 must be picked up within one hour.

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.

Please review other information on Emergencies in the 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
- Siblings of currently enrolled children of 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 full-day options. A minimum of 2 days enrollment is required. Enrollment in “4K Only” allows for a strictly 8:30am-3:00pm schedule, Mon-Thur.

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 [join our waitlist](#) by completing an interest form. After the waitlist Interest Form is submitted, office staff will review the age of child and the 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 may also register for a center tour.

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 parenting students. 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 as 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 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.

Slots are offered with the goal of classrooms being full at the start of the semester. *The Early Learning Campus is not able to hold a slot for a family. If, at the time a slot is offered, you wish to accept the slot but delay your child’s start date, tuition will be charged.* If a slot becomes available during the semester, the Early Learning Campus will fill the vacancy from the waitlist. The vacant slot can be held for up to 2 weeks after the slot becomes available to allow parents to give notice to their current child care provider. Full tuition will be charged for a slot held after the 2 week time frame.

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 suspension or termination of the child/ren’s enrollment.** In addition, any special requirements for your child (for a health condition, nutrition condition such as a food allergy, or any other special condition) must be clearly defined in writing before your child begins.

The required enrollment forms are:

- Intake/Emergency Form
- Health History & Emergency Care Plan
- Enrollment Agreement
- Tuition Express/Tuition Billing form
- Intake for Child Under 2 Years (infant/toddlers only)
- Family/Child Information Form

- Confidential Information Release Authorization
- Ages & Stages Questionnaire
- Child Health Report
- Immunization Record

Family Orientation

Families will receive Center information that will highlight program philosophy, curriculum, procedures and explains the Center's tuition fees and payment policies. To compliment this information, families may schedule a tour with the Site Director/Asst Site Director anytime before their child begins attending. A Center orientation and open house are held before the fall semester starts and all families are encouraged to attend. New families are also offered an Orientation and tour.

The teachers will help each child feel comfortable in their classroom and work with the child and parent/guardian to build smooth transitions.

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 at their scheduled time, 10:00 am 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 10:00 am will be given one warning. After that, families may not leave their child if arriving after 10:00 am without prior notice. If you cannot have your child there by 10:00am on a given day (ie: appointments), please let the office know in advance!

FOUR-YEAR-OLD KINDERGARTEN PROGRAM (4K)

The Early Learning Campus - Truax has been contracted to serve as a community partner with the Madison Metropolitan School District (MMSD) for the 4-year-old kindergarten program since Fall 2011. ELC-South is expected to begin an MMSD 4K contract in Fall 2026.

The 25-26 4K program will follow the Madison College Academic Year Calendar and 4K programming will be offered from 8:30am to 3:00pm, Monday-Thursday, without any tuition cost to MMSD enrolled 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 Administrative Specialist or Site Director 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 8:30am to 3:00pm Monday through Thursday 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 your 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 enrollment 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.

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.

Access to Center 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 Site Director identifying what records are requested.
2. The Site 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 Site 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.

Whether taking a photo from BrightWheel app or your own photo, **No photos showing children** other than your own **may be posted** on any social media or other online platform

Parent/Family 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, 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.

BrightWheel Communication App

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. *NOTE: Participation with this app is expected for 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.*

Termination/Suspension of Enrollment

The ELC is committed to working with children and their families so that each child's experience is positive and rewarding, in a safe and stimulating setting that is respectful of them, their parents/guardians, and ELC staff. Staff make every effort to work with families to address concerns that arise which may compromise their ability to successfully reach these goals. The ELC also complies with all relevant laws, including the Americans with Disabilities Act.

In the rare event that attempts to work with families to resolve concerns and issues fail, the ELC reserves the right to terminate care. When circumstances prevent a child's needs or the expectations of the family 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 end. (See also Tuition/Billing and Child Guidance sections)

The Madison College Early Learning Campus reserves the right to suspend or 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 that the Director has been unsuccessful in resolving;

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 needs which the Center cannot meet, including excessively disruptive behavior which requires a disproportionate amount of one-to-one attention or is putting the safety of themselves, other children, program staff, or ELC/College property in jeopardy.
10. Family inability or unwillingness to work with the center staff on issues relating to the child

In the case of a Center termination, a one week, written, dated notice will be given or emailed to the parent/guardian, unless the safety and welfare of parents, children, staff and/or the integrity and professional standing of the center is in immediate jeopardy.

Families may appeal the decision of termination to the Dean of Human & Protective Services. The Dean 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.

Daily Sign In/Out Procedure

The ELC uses the BrightWheel app for families to sign their child in/out of the center. Please scan the QR code and mark your child in/out every day. The QR code is posted in multiple locations, but families only need to scan one. If you are sending someone to drop off/pick up your child, please remind them to ask the teacher to sign your child in or out.

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 ELC Intake/Emergency 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 Intake/Emergency form as someone authorized to pick up. If staff do not know the person picking up, they will ask for photo identification.

Right to Refuse Release

To protect your child, staff will not release children to anyone not listed on the child's Intake/Emergency form without specific written authorization from the parent/guardian. If the person picking up a child who appears under the influence of alcohol or drugs, or are 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. ELC staff may refuse to release child/ren to alternative pick-up adults if staff have reasonable cause to suspect the individual may be impaired in a way that may endanger the child.

To prevent potential harm to your child, anyone leaving the ELC who is suspected of being under the influence or otherwise physically or emotionally impaired may be reported to the police. Recurring instances may result in the release of your child from the program.

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 Assistant Director. (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 Assistant Director. (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.

Missing Child Procedure

Children will be closely supervised at all times. Following established tracking procedures, teachers will minimize the likelihood of a lost or missing child. The following precautions shall take place on an ongoing basis:

Children should not open the classroom door, playground door or playground gates.

Children needing to use the toilet while outside the classroom shall be accompanied by an approved staff member.

Teachers are to ensure compliance with approved Tracking Procedures. This includes ensuring that children have been signed in/out of the classroom.

Should a child be missing, teachers will notify the Director/Assistant Director immediately. The Assistant Director/Director or designee will oversee the situation and will delegate responsibilities.

If not located within two minutes, Public Safety must be notified (x2222). Public Safety shall make the determination of when 911 is called and when to use the public address system. NOTE: If the child is missing while on an off-campus trip, staff will contact 911 if the child is not located within 2 minutes.

In all situations, parent/s of the missing child will be told of the situation. An incident report will be written and documented in the medical log.

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 center. All staff will have initial and biennial training in child abuse and neglect identification and reporting. Information on reporting requirements is also discussed in the Family Orientation.

Suspicions 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:

- 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.
- More than one staff member is at the Center when children are present. Field trips must include more than one staff member.

Suspected abuse/maltreatment of staff, volunteers, or parents/guardians will be handled in accordance with Madison College policies and procedures.

FAMILY ENGAGEMENT AND COMMUNICATION

Families are a very important part of our program. Ongoing family involvement opportunities help foster family, teacher, and community partnerships and enhance the quality of our program. **We want to build relationships with families as well as children.** We offer opportunities for families to get to know each other, both in individual classrooms and program-wide. Families can be great support systems for each other and ELC staff are happy to help facilitate families getting to know each other. The Early Learning Campus promotes acceptance of all families by incorporating family members as role models, by acknowledging the cultures of enrolled families, and by intentionally planning for diverse, anti-racist classroom materials and resources. There are family events scheduled every semester.

If you have any questions, comments or concerns, please let us know!

Family/Center Communication

Open communication among parents/guardians, teachers and administrators is essential in building trusting relationships and to provide for the needs of each child. ELC families, teachers, and administrators share a commitment to create an educational, nurturing and supportive environment where children and families can grow and develop. Please communicate directly with the teaching staff if you have a question regarding the classroom or your child. If you would like extra support in communication, please loop the Associate Director into your discussion.

It is the parent/guardian's responsibility to review all written communications from the teaching staff and the ELC administration, including posted signs, newsletters, emails, BrightWheel posts, and personal communications, and to respond when necessary. The following paragraphs detail our forms of communication. Additionally, families should notify the ELC, in writing, of any important changes or information regarding their child's health, attendance, schedule, etc.

Adult Conduct Policy

It is important that everyone in the Early Learning Campus has a safe environment where they are protected and know they will be treated with respect and consideration. Due to the number of small children here, we have a low threshold for adults who do not respect others' boundaries. While in the ELC Children's Center, please conduct yourself in ways that help all children and adults feel safe.

Please do *not* ...

- Use, or threaten to use, any form of corporal punishment at the ELC or anywhere on the property.
- Smoke or vape at the ELC or anywhere on the property
- Come to the ELC under the influence of alcohol or drugs.

Please *do* ...

- Speak in a friendly, calm voice.
- Be respectful when speaking with your child, teachers and staff, or other people's children and their families.
- Guide your child to walk in the hallways by holding their hand or encouraging them to walk so their heels touch the ground (children run on their toes).
- If you see a child other than your own being hurtful or unsafe, inform the teacher and allow the teachers to intervene.
- Wear shoes in the ELC at all times, except inside the infant rooms.

Family Involvement

Family Involvement is a very important aspect of our 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 **consider sharing a hobby, interest or special celebration** 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.

There are many different ways to participate. Here are some ways to get involved:

- Attend family meetings (generally held twice a semester)- this is a great way to have input on program growth and improvement! Topics throughout the year may include: curriculum feedback, menu feedback, input on policies, college resources for student families, etc. Most recent years have also included a lot of input on the expansion design of the Truax center and future Goodman South center!
- Participate on a field trip
- Contribute to newsletters
- Volunteer in a classroom
- Attend parent workshops
- Help teachers plan classroom experiences
- Take on a leadership role in developing, planning and running center-wide events
- Share an interest or skill or family custom/celebration (as age-appropriate)
- Volunteer to be a room parent
- Help with Center/Playground repairs

Family Workshops

Opportunities for parents/guardians to learn, 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 focus on specific developmental or programming topics. Every effort is made to ensure these sessions are culturally sensitive and inclusive of the ELC families.

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/guardians will be expected to set appropriate limits and follow the classroom's expectations for routines, behavior, and discipline. Teachers/Staff may step in if a child needs additional support.

Family Input Opportunities

Your input is important!! In addition to the feedback opportunities in the Family Meetings, parents/guardians will be invited to complete anonymous feedback surveys 1-2x/year. Typically, these are sent via SurveyMonkey, and paper versions are also available. We use your input to determine strengths and areas the center can continue to grow.

Also, the Site Director and Assistant Site Director are always open to conversations with families - feel free to stop by the office for a quick chat or to schedule a time to meet.

Helping Children Feel Comfortable at the ELC

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. Families are invited to bring their child(ren) to attend the orientation and open house before the fall semester starts. The teachers help each child feel comfortable in their classroom and work with the child and parent/guardian to develop 'goodbye' transitions or routines. It is hard for both children and their grown-ups to say goodbye in a new place! But the ELC teachers are skilled at making sure your child will transition into the room and will send you a message or photo to show you your child has become engaged. Teachers may ask for a photo of your family that the child can keep at school to help comfort them. If your child has a particular comfort item, please talk with the teachers about whether that might be helpful in the classroom.

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.

Custody Concerns

Children of parents who are divorced/separated/never married must legally be released to the non-custodial parents according to 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 is needed. If there are any problems or questions, please talk with the director.

Family Members and Meal Times

A parent/guardian is welcome to join his/her/their 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//them 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.

Informal Daily Chats

Check in with your child's teacher every morning at drop off time and pick-up time at the end of the day to briefly connect with the teacher. It is important for us to be aware of any information that may affect your child's day at school. Please feel free to call us or send a BrightWheel message at any time to check on your child. If you would like to talk with the teacher for more than a brief moment, please ask to schedule a time to talk other than pick-up/drop-off times, as these are busy times for teachers.

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 and any observations you have made at home. 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, the Brightwheel app, 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!

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 to plan a transition into the new classroom. Teachers will create this plan with the family.

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.

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 works to invite community speakers to engage with children or families on topics of expertise. The Center, as part of Madison College, takes part in many outreach events on campus. The ELC will also regularly notify families of optional community activities, campus family activities, health care or basic needs resources, emergency funding resources, research opportunities, or other resources or activities potentially of interest to families. This information will be shared via newsletters, Student Parent FaceBook page, or the BrightWheel app.

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 supervising individual according to the following:

- ELC-Truax Site Director, Crystal Ranson 608-246-6766
- ELC-South Site Director, Kristina Ellis 608-616-1245
- Campus Child Care Administrator, Donna Jost 608-246-6766
- Dean of School of Human & Protective Services, Jessica Cioci jcioci@madisoncollege.edu

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 child assessments |
| appropriate class size and teacher-child ratio | family engagement |
| professional knowledge and skill | support for diverse learners |
| comprehensive program assessments | |

**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 parenting students, staff, and faculty of the College. This early care and education environment 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 projects.

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, and on the front board.

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.

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, family makeup, 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, and art, 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.

Children with diagnosed special needs are welcome in the ELC! Our facility is ADA accessible, as is each classroom and playground. Children with special needs are included in all aspects of the classroom's programming, with accommodations as needed. Depending on the child's disability or special health condition, **families will be expected to work with the classroom team to best meet the child's needs.** Individual therapists/specialists are welcome in the classroom, with signed parent permission. Families will also be asked to provide a copy of the signed Individual Family Support Plan (IFSP) or Individual Education Plan (IEP) or a health care plan signed by the medical provider.

While the agency/school/provider who created the plan may not always understand to invite the child's ELC teacher, families CAN invite the teacher. Every effort will be made to ensure the child's primary teacher can participate in ongoing meetings and progress assessment of the child with special needs.

The ELC believes children with special needs should be in the classroom with peers of the same age.. Occasionally, a child's behavior is too aggressive to keep other children safe as well. Families and teachers/administration will work together to implement safety plans and, if those fail to keep everyone safe, will work together to determine next steps for the child, up to and including possibly removing the child from the center. (see also: *GUIDELINES FOR THE DIS-ENROLLMENT OF CHILDREN ON BEHAVIORAL ISSUES*)

CREATIVE CURRICULUM

Our classrooms utilize some of the best practices in the field of Early Childhood Education. We have adopted the research-based *Creative Curriculum, Ages & Stages Questionnaire, Preschool GOLD Assessment System, and Infant/toddler Hawaii Early Learning Profile* (see *Section on Assessment*), all of which 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 hands-on exploration and discovery as the 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 through various activities and opportunities.

The Creative Curriculum® focuses on the whole-child, addressing social/emotional, physical, cognitive, and language/literacy development. It supports 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.

Key Components of the Creative Curriculum:

Developmentally Appropriate Goals and Objectives:

The curriculum defines specific goals and objectives for children's development in four key areas: social/emotional, physical, cognitive, and language/literacy.

Intentional Teaching:

Teachers use their knowledge of child development to create a supportive and engaging environment and learning plans, responding to individual needs and interests.

Family Engagement:

YOU are your child's first teacher! We recognize the importance of your role and need your observations and input, especially in planning based on your child's development.

Assessment:

The Preschool GOLD assessment and Hawaii Early Learning Profile is used to document children's progress and support individualized instruction.

In our ELC classrooms, teachers:

Create a Supportive Environment:

Teachers create inviting classroom spaces that encourage exploration and learning in various interest areas like blocks, dramatic play, art, and discovery.

Facilitate Play:

Teachers encourage and support children's play, recognizing its importance in learning and development.

Observe and Respond:

Teachers closely observe children's actions and interactions to understand their needs and interests, providing individualized support and guidance.

Use Technology for documentation, planning, and learning:

The Creative Curriculum incorporates technology in meaningful ways, such as using digital resources and tools to support learning.

Adapt for Diversity:

The curriculum is designed to be inclusive and adaptable, supporting children from diverse backgrounds and with varying needs, including multilingual learners.

Creative Curriculum is more than just a set of activities; it's a comprehensive approach that empowers teachers to create a dynamic and engaging learning experience for every child. If you have questions, please talk with your child's teacher or the admin team - we would be happy to answer any questions you may have about our curriculum.

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.

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.

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
- creative art and music
- discovery/science
- sensory
- blocks and large motor
- math and manipulatives
- language and literacy
- 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.

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 each day, for a minimum of 45 minutes, for children over 12 months of age. **A child who is well enough to be in care at 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. If

Children 6 weeks-12 months:

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 teachers respond promptly to cues of frustration, boredom or fatigue.

To promote lifelong physical activity, the teachers will provide planned daily physical activity that is safe, engaging and appropriate for each child to safely support their physical development and health. Babies will also go outside daily, weather permitting.

To support infant physical 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. Children under 2yrs of age will not go outside if the temperature is at 20°F (with the wind chill factor). To know what the temperature will be please check your local television news station, radio, or www.weather.com on the Internet. The weather service we use in the center is Channel3000.

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.

FIELD TRIPS

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 field trips 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 for 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 the child's first name). 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 bibs, strings or attachments to pacifiers, loose necklaces, 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. To minimize the risk of Sudden Infant Death Syndrome, teachers will not use wedges/positioning devices or swaddling without written direction for the child's medical provider.

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

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 in all his/her/their areas 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 on the ASQ will help us best plan for your child. The ASQ responses can also help us connect you with more comprehensive screening and assessment to address your concerns regarding your child’s vision, hearing, speech/language, and development.

Authentic, ongoing assessment of children’s development is the **key to planning** appropriate early childhood learning experiences and helping all children succeed. Preschool (2yr-5yr) 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). 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 AimsWeb Literacy Screener, 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.

Progress on children’s development in the classroom will be shared during parent/teacher conferences, minimally in the winter and spring. However, families are encouraged to share their at-home observations at any time, in addition to providing these updates on the ASQ screeners. Families know their child/ren best and are welcome to request a meeting at any time to review their child/ren’s progress!

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

Working together with the College Nursing programs, and the Madison Metropolitan School District, children may be screened for vision and/or hearing concerns. Center staff will work with parents to ensure follow-up of identified concerns.

Should *any of these screeners identify possible concerns*, teachers or other center staff will discuss these screening results with parents/guardians and support you in accessing appropriate follow-up through Birth-to-3, your local school district, or medical providers.

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
4-5yr olds Rooms	18	2	1:9
3-yr olds Rooms	16	2	1:8
2-yr olds Rooms	12	2	1:6
Infant/Toddler 6wks-2yr	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.
- Any form of emotional abuse, including teasing, humiliating, ignoring, isolating, bullying or harassing.

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, and/or mental/behavioral health consultation. 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 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).

CCAMPIS: Child Care Access Means Parents in School funding

CCAMPIS Eligible student-families have additional participation requirements and eligibility standards for this funding, in accordance with the CCAMPIS agreement page.

FEES, SCHEDULE CHANGES, WITHDRAWAL & NONPAYMENT Summary

Summary of Early Learning Campus Fees	Student	Faculty/Staff
Enrollment Continuation Fee	10.00	15.00
Late Fee	1.00/minute	1.00/minute
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
Additional Processing Fee for Tuition Express	5.00	5.00
Diaper fee (for center-provided diapers after warnings)	2.00	2.00
Sick child late pick-up fee (after 45 min from calling/texting parent)	10.00	10.00

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 be notified at pickup and the late fee will be applied to their tuition. The Late Pick Up Fee form will restart at the beginning of each semester. Chronic late pickups may result in termination of enrollment.

Late Payment Fee

Any tuition and/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/Assistant Director in advance.

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 only after the office staff approves the change & can arrange staffing, if needed.

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, Memorial Day, July 4th, July 3rd or 5th (depending on where the 4th falls), Labor Day, Thanksgiving Day, and the day after Thanksgiving. Families are not charged for these days.

The Center will be closed for Winter 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

Since center staffing and budgeting is based on children's schedules, 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, prior to cleaning table 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.

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 of 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.

UNIVERSAL PRECAUTIONS

Early Learning Campus staff receive training in, and are expected to follow, Universal Precautions when managing any bodily fluid. This includes the use of gloves when handling body fluids, proper disposal of any contaminated items, and proper disinfecting methods.

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 potential contact with blood-containing body fluids or tissue discharges. Hands shall be washed with soap and water after removal of gloves. 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, 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 disinfectant solution before and after eating.

WATER PLAY

Water table is available to the children on a regular basis at the Center. Water play is closely supervised by teachers, so children don't drink the water. Children with sores on their hands are not permitted to participate in 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. Families 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 symptoms listed below, 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.

WHEN TO KEEP A CHILD AT HOME

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

Below is a list of symptoms that may 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 to minimize the exposure of the other children to the illness.

Fever	Children with a temperature over 100.4* degrees or higher will be sent home
Respiratory Symptoms	Difficult/rapid breathing, severe coughing, high-pitched croupy or whooping sound after coughing
Diarrhea	Two or more uncontained diapers - or - 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.
Vomiting	Vomiting. Also 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 of unknown origin, 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 24 hrs fever-free without the use of fever reducing medications before returning. For other illnesses, children must be symptom-free for one full school day or on prescribed medication for 24 hours prior to coming back to school to avoid possible exposure to other children. “24hrs” means one full school day after the fever is resolved without medication, or after the last diarrhea episode. We are required by WI Child Care Licensing 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 family or someone on the child’s emergency list come to the center within 45 minutes to 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 45minutes. Please be sure that your emergency contact people are aware of this. **If a child who is sick is not picked up within 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 administration office for preschool classrooms and isolated within the classroom for infant/toddler rooms.

The teacher (after talking with our Director/Assistant Director or designee) 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 **100.4*** Staff will take your child’s temperature twice to verify the fever before calling you.

Diarrhea: Infants & toddlers: two or more large, watery stools that cannot be contained in the diaper.

- Toilet Trained Children: two or more large, watery stools 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 for 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, or any rash that is spreading (of unknown origin)

Projectile/forceful Vomiting or 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* 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. Please note, we are not able to keep your child indoors when the other children are outside. If your child is not well-enough to participate in center activities, including going outside, they are not well enough to be at school.

Children must be 24 hrs fever-free without the use of fever reducing medications before returning. For other illnesses, children must be symptom-free for one full school day (or on prescribed medication for 24 hours) prior to coming back to school to avoid possible exposure to other children.

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.

ELC Strategies to minimize communicable disease:

1. Encourage up to date immunizations

Immunizations/Vaccines help protect children and adults from viruses and severe illness. Vaccines against COVID-19, influenza and RSV are now available for children 6 months - 5 years of age! The ELC strongly encourages but will *not* require respiratory illness vaccines – All families will sign a vaccination and/or waiver form for their child to attend the center. Decisions on preventing the spread of respiratory illnesses and potential quarantines will be made based on overall percentages of fully vaccinated children in the classroom, and input from the Public Health Dept of Madison & Dane County. Visit the [CDC website](#) or talk with your doctor about which immunizations are recommended for you and your child/ren.

2. Hand Hygiene & Respiratory Etiquette

Adults: Please use hand sanitizer each day when entering the front door to minimize the spread of germs within the center. Wash your hands if you are staying in a classroom. All children will wash their hands upon entering the classroom. Cover your mouth & nose with a tissue or your elbow when you cough or sneeze. If you are coughing/sneezing or feeling sick PUT ON A MASK while in the center. Masks are a great tool to reduce the spread of respiratory viruses. When worn by a person who's sick, masks reduce the spread of the virus to others. Masks are available at the front entrance. At home, please teach children to cough/sneeze into their elbow or a tissue. Help children after toileting/diapering and frequently throughout the day wash their hands with soap and running water for 20 seconds (sing ABC song).

3. Staying home when sick

Many respiratory illnesses, like COVID-19, flu, RSV, and colds, spread the same ways and have similar symptoms. Child/ren may only attend if free from symptoms of respiratory illness (see below). Families will immediately notify ELC if

the enrolled child/someone in the household has tested positive or is presumed positive for COVID-19, RSV, or the flu (influenza). Child/ren must be free from respiratory illness symptoms to attend. If, during the day, any of the following symptoms appear, the parent, or an authorized person, will pick up the child w/in 45 min.

- Fever at/above 100.4°
 - Shortness of breath/difficulty breathing
 - new loss of taste/smell
 - Diarrhea or vomiting
 - Cough that is deep, frequent, or combined with another symptom
- Or any 2 of these:
- Chills Congestion/runny nose
 - Sore throat
 - Headache
 - Fatigue
 - Muscle or body aches
 - Unwillingness to participate (different than usual)

Child/ren must be fever-free without the use of fever reducing medications for 24 hours before returning to the center. “24 hours” means one full school day after the fever ends.

4. Isolation/Exclusion

Specific isolation/exclusion criteria are no longer required by CDC for adults. However, children have greater risk of severe illness from respiratory diseases, and the ELC will take extra precautions for their safety.

Since children in the infant/toddler classrooms (BumbleBee and LadyBug) cannot wear masks, the exclusion for these children will be different than those in the other rooms.

PreSchool Rooms (2yrs-5yrs)	Infant/Toddler Rooms (6wks-2yrs)
<p><u>Child Tests Positive for COVID-19, flu, RSV:</u></p> <ul style="list-style-type: none"> - Excluded from ELC - Can return when fever-free for at least 24hrs, <u>AND</u> symptoms are significantly improving - Must wear a well-fitting mask for 5 days 	<p><u>Child Tests Positive for COVID-19, flu, RSV:</u></p> <ul style="list-style-type: none"> - Excluded from ELC - Can return when fever-free for at least 24hrs, <u>AND</u> child is <i>symptom-free</i>
<p><u>Household Positive Exposure to COVID-19, flu, RSV::</u></p> <ul style="list-style-type: none"> - Any symptoms (#3 above) within 10day window will require a negative test to return 	<p><u>Household Positive Exposure to COVID-19, flu, RSV::</u></p> <ul style="list-style-type: none"> - Any symptoms (#3 above) within 10day window will require a negative test to return
<p><u>Classroom Positive Exposure to COVID-19, flu, RSV::</u></p> <ul style="list-style-type: none"> - New symptoms (#3 above) within 10day window will require a negative test to return 	<p><u>Classroom Positive Exposure to COVID-19, flu, RSV::</u></p> <ul style="list-style-type: none"> - Possible exclusion from ELC for 24hrs, if deep cleaning is needed and to monitor for symptoms - New symptoms (#3 above) within 10day window will require a negative test to return

5. Other ELC respiratory disease policies:

1. As required by WI Child Care Licensing, ELC administration will contact PHMDC, City Accreditation, and Child Care Licensing within the same day of being notified of a confirmed exposure of COVID-19, RSV, or flu in the center. The ELC will use their guidance to determine whether the classroom and/or center needs to temporarily close.
2. In alignment with the ELC Communicable Disease Policy, and with guidance from PHMDC, families will be notified if children were potentially exposed to COVID-19, flu, or RSV while at the Center.
3. If a child needs to be excluded for illness or exposure, the family will still be charged and responsible to pay childcare tuition. If the classroom/center is required to *close*, full tuition will be charged for up to 5 days. If the classroom/center must be closed longer for a communicable disease outbreak, 50% tuition will be charged for up to 5 additional days. If the classroom/center must be closed for longer than 10 days, additional tuition will be waived until the center/classroom can re-open.
5. While the College cannot guarantee the Center is free of infectious disease, with everyone working together we can reduce the risk of transmission of these diseases within our school community. The Early Learning Campus is implementing these rules for the health and safety of all enrolled children, staff, and families. Failure to follow these safety guidelines may result in termination of care for child/ren.

Full links to articles:

<https://healthychildren.org/English/tips-tools/ask-the-pediatrician/Pages/what-should-parents-know-about-the-covid-vaccine-for-kids-under-5.aspx>

<https://healthychildren.org/English/health-issues/conditions/COVID-19/Pages/The-Science-Behind-the-COVID-19-Vaccine-Parent-FAQs.aspx>

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.

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). This form includes the schedule of immunizations based on children's age.

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

COVID-19 Vaccinations for children are not required for enrollment in the ELC. However, children who have completed the vaccine series will not need to be excluded for the full 10days for COVID exposure. Documentation of any received COVID-19 vaccines is encouraged

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, chapstick, 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, 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 labeled 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 a 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 in 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 (608-266-2900) shall be contacted within 24 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 or dental care

First aid procedures shall be followed for all 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:
UW Hospitals and Clinics	UW Hospitals and Clinic
4602 Eastpark Blvd	600 Highland Avenue
Madison, Wisconsin	Madison, Wisconsin

In the case of a dental injury the child’s parent/guardian will be contacted to take the child to their dentist.

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, alarms, lights, etc.

Evacuation plans are posted near the door in each classroom. Fire drills are practiced monthly. 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. an 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/Guardians 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 in order to prevent a serious allergic reaction within the Center.

The Early Learning Campus recognizes that peanut/nut allergies represent a health and safety hazard that can have serious consequences for those who have such an allergy. In order to protect children, staff, and visitors/guests from an environment that may be harmful because of such an allergy, no person in the ELC may use, consume, serve, or sell tree nuts or peanuts, peanut- or other nut-butter, or any product containing peanuts/tree nuts or peanut/nut oil while in the center.

Food Allergies & Sensitivities

If your child has a **food allergy**, please notify us prior to your child's enrollment 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.

Although the Early Learning Campus works to minimize risks and provide a safe environment, 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 allergy care plan and prior to caring for the child, caregivers/teachers 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 allergy 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 center.

We will 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.

Food sensitivities can also be complicated. Families must provide the Center with adequate information on the foods to be avoided, and steps to take if a food to which the child is sensitive is ingested. This information will be recorded on the child's Health History & Emergency Care Plan. The administrative team may request additional information to determine if or how the Center can provide a substitution.

Food preferences may be able to be accommodated, if approved. Families are able to provide substitutions to the regular menu for food preferences, after reviewing the plan with the administrative team. Note, the center does not typically have enough staff to warm separate foods/meals. Please consider this as you are choosing which foods to send as a substitute for your child. Also, as a WI licensed group childcare, substituted foods should be healthy choices. As identified above, no foods containing nuts or nut oils can be served in the center. If you have questions, please reach out!

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

Breastfeeding Support

The ELC tries to be a Breastfeeding Friendly Center:

- 1. Respect will be shown to all families regardless of their infant feeding decision.** We will work with each family to develop an infant feeding plan that meets their needs. We will provide breastfeeding information to all families and will support families who choose to provide human milk for as long as they wish to do so.
- 2. The program and staff will strive to use inclusive language and images to support all lactating families.** We recognize that not all lactating people use female-gendered pronouns or the term "breastfeeding." We will use the language preferred by each individual family. We will also ensure that program materials, written information, displayed images, and other communications reflect the families we serve.

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

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

A refrigerator is available for storage of expressed breast milk. The parent 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 parents.

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, and the parent/guardian may choose to bring in a treat (see below on treats). The classroom celebration will be small and held in a low key manner. If you want your child to have a more elaborate party, please plan for it outside of the center time. If you wish to have invitations for an outside party given out at school, please plan to invite all children in the child's class.

Edible treats that are healthy are preferred. Since we try to keep our foods healthy for the children, we ask that when bringing in a special treat that it limits frosting & sugars. Examples are: small, low-sugar muffins, granola bars, frozen juice on a stick, yogurt, string cheese, etc. Full-size muffins or cupcakes will be cut in half prior to serving to children. All treats must be nut-free. Please check with your child's teachers for other possible allergies in the classroom. **The foods supplied must be prepackaged. Homemade treats are not allowed.**

Another 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. Some families have done this and the celebration lasts longer than a treat, because the child is able to share their special gift with many children over a longer period of time. Still other ideas are stickers or other small items (in the prek rooms). Another idea is to come into the classroom to play an instrument or some other hobby!

For children in the **infant/toddler classrooms, please understand we will **not** serve special treats since some children will not be able to be served, due to dietary or age restrictions/limitations - please consider bringing a favorite book for the teachers to read with the children, or talk with the teachers for other activity ideas.

DRESSING FOR SCHOOL

Children should wear comfortable clothes that allow them 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 weather appropriate. 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 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.
- If you prefer to provide cloth diapers for your child please know we are not able to rinse them. Soiled cloth diapers will be put into a plastic bag or bag provided by the family and sent home each day. Cloth diapers must have an absorbent liner and a waterproof outer cover.

Teachers follow the proper diapering procedure recommended by NECPA at the Center when they change children's diapers at the Centers. (The full NECPA 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.

TOBACCO USE

Madison Area Technical College, including the ELC, is 100% tobacco-free. Smoking, vaping, e-cigarettes, and use of any tobacco products and other prohibited substances on campus, including buildings, grounds, and parking lots, is prohibited.

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 menus are posted on the Parent Information Board, in classrooms, and in the kitchen. Any changes in the menu will be noted on the posted menus. (see also Nutrition Section for more details on Meal Times)

USDA Non-Discrimination Statement 05/2022

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity & sexual orientation), disability, age, or reprisal/retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted 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; or

2. fax:

(833) 256-1665 or (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 busy and challenging time. Please drive slowly and watch for children and families in the lot!

There is limited pick-up/drop-off parking in the marked stalls in front of the Early Learning Campus, facing the building. 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, 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 to ensure everyone's safety.

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.