Serving children 6 weeks – 12 years . . . Open Year Around . . . 7:00 – 5:30
License Capacity: 180
1190 Priory Road, Eau Claire Wisconsin 54701
Phone: 715-836-2178
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PHILOSOPHY

At UW-Eau Claire Children’s Nature Academy, the connection between the indoors and out is one that flows naturally. Children are immersed in learning and discovery that is hands-on and utilizes the senses; listening to the birds, watching for the first leaf of spring, tasting garden produce nurtured by little hands, enjoying the smell after a fresh summer rain, and touching the cool water as it trickles in the stream. Life’s most wondrous adventures are enhanced as we explore the learning that our world has to offer.

MISSION STATEMENT

UWEC Children’s Nature Academy provides a unified early learning experience where nature meets child development to support the individual child. We welcome all individuals and strive to create an environment where everyone feels like part of an extended family.

GOALS:

We believe in . . .

- Supporting families by providing a high-quality program for children.
- Instilling a curiosity and love for knowledge that will give children a foundation for a lifetime of learning.
- Developing an understanding and appreciation of the natural world.
- Offering high-impact learning opportunities for adult learners.

PRINCIPLES:

GOALS: Our 2018 Staff and Family survey identified the following goals for program improvements.

1. Communication
2. Orientation
3. Expectations
4. Teamwork
5. Educational Opportunities
6. Inviting Families to Share

PROGRAM HISTORY

The UW-Eau Claire Children's Nature Academy began as the Children's Center in 1974 in a house near the UW-Eau Claire campus. The Children's Center moved to the Campus School in 1981. The program continued to expand, and in 2006 a local church was leased for the addition of infant and toddlers to the program. In 2012, the Children’s Center moved to the Priory three miles from campus and was renamed the Children's Nature Academy. The move made it possible to house all ages served by the facility at one location.

CULTURAL DIVERSITY

The Academy is fortunate to be affiliated with the University of Wisconsin whose diversity practices have been evaluated by many levels of educators. Embracing differences and similarities in cultures, sharing unique traditions, and eating multicultural foods are consciously integrated into the everyday experiences in the program. Resources such as the Department of Foreign Languages and the International Studies Program are available for special programs and cultural support. Every effort is made to hire employees of different backgrounds and cultures. The program incorporates a family's language whenever possible; utilizing the program resources and family input.

ADA STATEMENT

The program is committed to making all individuals active participants in the program, services, and activities through the compliance with the Americans with Disabilities Act. We will make every attempt to provide reasonable accommodations for inclusion in the program.

NON-DISCRIMINATION STATEMENT

No person will be discriminated against because of race, color, national origin, sex, age, income, or disability. To file a complaint of discrimination, write:

USDA, Director
Office of Civil Rights
1400 Independence Ave., SW
Washington, DC 20250-9410

Or call (800)795-3272 or (202)720-6382(TTY)

The UW-Eau Claire Children’s Nature is an equal opportunity provider and employer.

Addendum 1.1 complete non-discrimination statement per Wisconsin Department of Public Instruction.
COLLABORATING PARTNERS

**Eau Claire for Tomorrow**

The Program is a contracted Eau Claire for Tomorrow (EC4T) partner provider with the Eau Claire Area School District’s 4-year-old kindergarten program. Children enrolled must be 4 on or before September 1st. They must reside in the school district’s boundaries and meet minimum hour requirements to be eligible to participate. We continue to place priority on children of university students, faculty, and staff and then children from the community. The Academy registers those children who want 4K with extended care. The school district registers those children who want only 4K after the deadline date for priority enrollments. If a child resides in another Wisconsin school district that provides four-year-old kindergarten, families may apply for open enrollment before the February deadline of the preceding school year with their home school district. Please contact your home school district for their policy and procedures.

**Eclipse**

Eclipse, an AmeriCorps program, recruits UWEC students to work with some of the children in the Program. Eclipse’s goal is to meet the needs of young children by providing partner sites with enthusiastic and well-trained young adults to assist in our classrooms. They provide children with one on one attention to build on the development of language, literacy, and social skills. Each school year the UW-Eau Claire Children’s Nature Academy partners with UWEC Eclipse to serve children who qualify for the program.

Additional collaborations have been established within various departments at the university. Volunteers, university student observers, student teachers, and practicum students as well as personnel from the partnering agencies are seen at the Academy at various times throughout the year. Staff is always present when these visitors are with children. Exceptions occur to this only with signed and written permission from a parent or guardian for a specific activity.

**Community Outreach.** Community outreach is another primary goal of the advisory board. There are always many opportunities within the community to share our mission and many individuals within the program advocate for children and families throughout the state of Wisconsin.

**LICENSING**

The UW-Eau Claire Children’s Nature Academy is licensed by the Department of Health and Family Services. The Wisconsin Rules for Licensing Child Care Centers are available for review in the child care offices or can be found online at [http://dhfs.wisconsin.gov/rl_dcfs/CommManuals/GCC-CommManual.HTM](http://dhfs.wisconsin.gov/rl_dcfs/CommManuals/GCC-CommManual.HTM). Any violations of noncompliance are posted by the check-in computer and are accompanied by an action plan for correction.
ACCREDITATION

The Children’s Academy is one of the few centers in Eau Claire accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children. The extensive process of evaluation is based on 10 standards of quality. The program has attained NAEYC accreditation which involves a process of self-study and evaluation of the following standards:

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

NAEYC accreditation warrants a 5-star rating by the state of Wisconsin; indicative of the highest quality services offered to children and families.

ADMISSION / ENROLLMENT

Registration priority is given to children of university students, followed by UW-Eau Claire faculty/staff. Segregated fees from university students help to reduce tuition so that affordable care is available for students who are parents. The fee structure reflects this. Please contact the childcare office for a detailed fee statement.

Visiting the program is the first step in the admissions process. Please call the center and set up a time for a visit that is convenient for you and office administration. There are also scheduled times for viewing the facility posted online at the UW-Eau Claire Nature Academy homepage. We welcome any questions that you may have regarding our program and services. If you are interested in enrolling the "child enrollment form" is available online. Once completed, you will be contacted and details for enrollment will be made.

Registration Fee. A $25.00 nonrefundable fee will be added to your bill for each contract period (Fall, Spring, Summer).

Blugold Building Access Card Fee. Information about fees for additional cards, community cards, and lost cards is available in the administrative office.

Field Trip Fees. Field trip fees are determined prior to scheduling and will be included on permission slips.
**Registration/Schedules.** Registration forms are required at the time of enrollment for each child. The Academy makes every effort to provide flexible scheduling by offering multiple contracted sessions throughout the year. There are three registration periods within the year that correspond with the schedules indicated on your yearly calendar. It is very important to return your registration form as soon as possible to ensure that we have adequate staffing as schedules change. Failure to turn in registration forms by specified deadlines could result in losing your child’s slot at the Academy. If you would like to add extra days please notify program administration, by phone or email, to see if we have space. (See drop-in care) You will be charged accordingly. You are not allowed to exchange days during the week.

**Child Tracking.** Each classroom maintains an attendance sheet with arrival and departure times of all children. Identification will be checked if the caregiver in charge does not recognize the authorized pick up. Designated pick up information is located on your child’s enrollment form. Please make sure to update this information as necessary to avoid unnecessary confusion. Children will not be released to unauthorized individuals. All changes must be specified in writing. Parents/guardians will be notified by phone if an unauthorized individual attempt to pick up his/her child.

**Emergency Contact.** Parents / guardians must provide an emergency contact person who can be reached if the parent / guardian cannot be contacted. This person should be located within 5 minutes of the center and should be authorized to pick up the child if necessary.

Mandated reporting of emergencies will be done within 24 hours by the program director. If the director is unavailable, the individual in charge at the time of the incident will make the report.

**Forms Required by the Department of Health and Family Services:**

**Due prior to first day of attendance:** (all children)

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**Due prior to first day of attendance:** (infants/toddlers)

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<th>Academy Consent Form</th>
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**Developmental history**

(*updated every 3 months)

Each child under the age of two will have an Intake Form filled out by the parents prior to his/her first day of attendance. The form helps to inform the teacher of the child’s routines/schedule/tendencies/etc. The parents and teacher will also meet to discuss this information and get any questions answered.
Due within 30 days of start date:

| Health Report** | Immunization Record *see immunization schedule |

** updated every 6 months to age 2 - yearly after age 2

All forms, including assessments, are confidential. Teaching and administrative staff will have access to these forms so that they can provide optimal care for children, in a safe environment. Critical medical need, including allergies, are posted confidentiality in each classroom. A photo release form is also given to families. This gives the program permission to take and use photos for publicity or other purpose.

Other forms may be required by collaborative entities.

Cancellation Policy. A two-week written notice prior to your child’s last day is required. You will be charged for contracted time that does not meet these criteria. This rule also applies to enrollment prior to the start of a term.

Discharge Policy. The Academy reserves the right to terminate a child’s enrollment for any of the following reasons: Enrollment may be terminated by family or program administration. It may also be voluntary or involuntary. A written notice will be given.

1. Failure to pay fees.
2. Failure to submit required forms.
3. Failure to observe rules of the program.
4. Child’s behavior is hazardous to self or others.
5. Repeated child behaviors that are disruptive to the classroom and not resolved through positive behavior strategies.
6. Disruptive parent behaviors that may be threatening to children and staff of the program including but not limited to the use of profanity and/or threats, abusive behaviors, or noncompliant behaviors. If program staff feel behavior warrants concern for the physical and/or emotional safety of individuals on the property, University police will be notified.

**Refer to policies on health and wellness and/or behavior guidance for specific details.

Orientation.

Family orientation is an important part of transitioning into the program. Upon registration, the program coordinator sends out paperwork and the parent handbook for review. Parents are then asked to schedule an individual orientation.

Orientation Checklist:

- Meet the Teacher
- Turn in paperwork
- Meet program administration
PROGRAM OVERVIEW

Open Door Policy: We value our families and believe children benefit when schools and families build strong relationships. We welcome families to visit the center and spend time with their child whenever they wish. We encourage families to share traditions, be guest readers, help with art projects, etc. Teachers are always looking for ways to connect with families so that they feel welcome. If you have any cultural information to share with us, please do so at any time. We want to be inclusive in every way possible!

Educational Opportunities. See calendar and newsletters. Every effort is made to consider multiple viewpoint in these trainings. Please see the administration if you require adaptations or translation.

Parent / Teacher Communication. The Children’s Academy is a learning environment in which families and teachers are partners in caring for and educating each child. The following communication tools are used throughout the program:

- Verbal or Written Daily Personal Communication
- Website: [http://www.uwec.edu/children](http://www.uwec.edu/children)
- Conferences – offered 3 times each year
- Parent Bulletin Boards located outside each classroom
- Phone Calls Newsletters Emails
- Family Fun Nights Annual Evaluation Forms

There are several bulletin boards around the center; front entry, by the check in computer and by the front office. Please check these spaces weekly for updates and general information. The program has an open-door visitation policy. Please visit any time.

Evening Care. If a family needs evening care, please speak with the Coordinator.

Summer and School-Out School-Age Program. During the summer and days when the elementary school programs are closed, the Academy offers a school-age program for children kindergarten through twelve years of age. School age curriculum will be based around the DNR curriculum: Project Learning, Project Wild and Project Wet. Summer nature and language camps work in collaboration with the UWEC Language Department and Eau Claire Area School District for curriculum guidance.

Families must register for school out days at least one week in advance. Summer programming requires a signed registration form.
Drop-in Care. The Children’s Nature Academy understands that our families sometimes need care above and beyond their contracted hours. Please adhere to the following guidelines:

- Drop-in care is provided on a first come first serve basis.
- If a family would like to schedule drop-in care, they should do so by calling the front office to speak with the director or assistant director. The director or assistant director must approve all drop-in care.
- All scheduled drop-in care should be done by the Friday prior to the week that care is needed. However, we understand that emergencies and last-minute changes can arise. Feel free to call as needed.
- There will be a $2.00 charge for all drop-in requests.
- There will be a $5.00 charge for cancelations done 24 business hours prior to the requested date. No-shows or cancelations after the 24-hour time period will result in full charges.
- All drop-in care is subject to staffing and enrollment ratios. No additional staff will be added for drop-in care needs.
- If a family does not have a current contract with the Academy all fees and charges are due on the day of care. Paperwork must be completed prior to leaving the child at the facility.
- School-age school out and other drop-in care can be scheduled and contracted each semester. Enrollment is limited.
- Drop-in care for weather related school out days will be decided on a case-by-case basis so that we can ensure proper staffing. Please call the academy to receive prior approval before coming.

CURRICULUM

Creative Curriculum. The Creative Curriculum is the foundational curriculum used by all classrooms in the program. This research-based curriculum provides the structure for teachers to enhance child-learning experiences through purposeful activities and creates a cohesive flow throughout the program. Utilizing the best practices of this approach, teachers observe children to determine next steps in learning and build on individual strengths. The Creative Curriculum is a part of a larger entity, "Teaching Strategies Gold."

Curriculum. The UWEC Children’s Nature Academy believes learning should occur naturally, based on the needs and interests of the child. This curriculum supports child development through intentional engagement and play. Unit studies, based on the interests of the children, are carefully planned to capture the excitement of learning. These unit studies are facilitated by qualified teachers trained in child development. As the unit study evolves over time, the child can make choices and direct the flow of learning. Relationships provide a foundation of security and the cycle of assessment helps define the learning goals for each individual child. Whenever possible the teachers work with the families to create learning goals, implement interests and family culture, gather ideas for learning and enriching experiences through family resources. Lesson plans are posted outside each classroom and are emailed to families.
so that they can be reviewed collaboratively. The curriculum is reviewed annually by program stakeholders so that it can be adapted if necessary.

1. A copy of the curriculum is available for review at the fall orientation night.
2. At family conferences feedback is solicited from families.
3. The curriculum is included in the annual review and adapted with a curriculum committee.

The program follows the Wisconsin Model Early Learning Standards. These standards provide a framework for development and learning for children from ages birth through first grade. The programs assessment tool, The Portage Guide, originated in Wisconsin and aligns with the Wisconsin Model Early Learning Standards. More information about the Portage Guide can be found in the assessment portion of this document.

Nature Curriculum Components. Nature-inspired learning is implemented throughout the program. Core learning concepts are centered around the many natural resources on the property, in Eau Claire, and throughout Wisconsin. The Wisconsin DNR and Beaver Creek Nature reserve play a pivotal role in accessing information for learning. Project Learning Tree is one of the guides that teachers use to structure learning. We are proud to have a bluebird trail on the property that the children monitor for twelve weeks during the spring and summer months. Children, "citizen scientists," and other supportive adults collect data to be shared with the Cornell Lab of Ornithology. The property has been recognized by the National Wildlife Federation as a bird habitat.

Each classroom has a daily schedule that supports the developmental needs of the children in the classroom. The schedule allows for flexibility as children’s needs change on a day by day basis. The schedule also allows for the flexibility to revisit topics, support a range of abilities, adapt for special learning needs and balance active and quiet play.

The Learning Environment. Classrooms are organized according to the best environmental practices of ITERS, ECERS, and SACERS. These environmental guidelines promote high elements of self-selection and independence in organized environments and centers that may include: dramatic play, science and nature, sensory, blocks, manipulatives, math, literacy, music, and movement. You will notice that as the children get older the classroom environment becomes more structured and centers become more defined. The outdoor environment also supports learning in all domains and offers many opportunities for developmental growth. Wisconsin Early Learning Standards are incorporated into outdoor programming, so skills are supported both indoors and outdoors. We have included living plants in our environments as they can have positive health benefits. However, all plants must be labeled and those that are potentially toxic must be inaccessible to children.

Assessment. The Portage Guide aligns with Wisconsin Model Early Learning Standards. The assessment guide supports teachers and challenges to look at the whole child; the family,
environment, development, and interactions. The assessment encourages collaboration with the family and stresses interactions. In addition to the Portage Guide Assessment tool, Ages and Stages Screeners are used. The Ages and Stages (SE) is given to families with enrollment paperwork. Results are used to make vision and hearing referrals. The Ages and Stages (basic) is provided in the fall at Staff Development Days.

Information from assessment, screeners, documentation and behavioral documentation is used to make referrals to various agencies. The Academy works with many agencies to seek help for children who may be at risk for developmental delays. The selection of the portage assessment tool was based on two important factors; the first, the assessment tool aligns with the Wisconsin Model Early Learning Standards and secondly, that the assessment encourages input from families. Families are encouraged to provide observations and input about their child’s development. Families are given opportunities to meet with teachers and to share goals and aspirations for their child’s learning.

1. Eau Claire Area School District (and other school districts where children reside)
2. Birth to Three
3. UWEC Communication Disorders
4. UWEC Special Education Department
5. Early Autism Program
6. Family Pediatricians and Mental Health Professionals
7. Local Autism Programs, Spots House, Head Start Agencies
8. Other health care consultants as needed.

Objectives for learning incorporate the following learning domains:

- Social-emotional Development
- Physical Development
- Language
- Early Literacy
- Early Mathematics
- Science
- Technology
- Creative Expression and Art Appreciation
- Health and Safety
- Social Studies: including culture

**Language and Early Literacy.** During the preschool years, language development is emerging rapidly.

Early literacy research states that:
• Language, reading, and writing skills develop at the same time and are intimately linked.

• Early literacy development is a continuous developmental process that begins in the first years of life.

• Early literacy skills develop in real life settings through positive interactions with literacy materials and other people.” (Zero – Three, 2003)

Resources

1. Early Literacy From www.zerotothree.org/BrainWonders
3. PLANNING FOR EARLY LITERACY SUCCESS (Wisconsin Model Early Learning Standards)

Social / Emotional Development. Social / Emotional Development is also a critical component of the classroom curriculum. This starts with creating a warm and secure environment that supports the needs of individual age groups. It also involves teaching skills and reinforcing desirable behaviors. Each semester the program recruits interns that work with children throughout the program, supporting them within the classroom environment. Classrooms use the Pyramid Model as a foundation for this portion of our curriculum. http://csefel.vanderbilt.edu/ is the major resource for the program’s social/emotional curriculum component.

Creative Expression

Children are encouraged to imagine, create and express themselves through music, art dance and other activities. All art supplies are non-toxic and used under adult supervision to make
sure that they are being used safely. Children and adults are not allowed to eat or drink while they are using art supplies. Art supplies are used in well ventilated areas. Caution must be used when using items like permanent markers around children so that fumes are not diffused into the environment.

**Adult Learning and Involvement**

There are many opportunities for family learning and involvement.

1. A family resource library is available in the lobby of the facility. Please feel free to check out books for your education or for your family. The library highlights PBIS books that help families support children’s behaviors and teach social / emotional development. Family conversation kits help families facilitate all important conversations about diversity and inclusion.
2. Each month the newsletter highlights learning opportunities and resources in the community.
3. Seasonal education opportunities are provided at the center about various topics of interest.
4. During the winter months a family support class meets for 6 weeks. This class is designed to support families and to provide opportunities for developing relationships with other individuals in the program.
5. An advisory board, made up of parents / guardians, students, and other program stakeholders, meets monthly to evaluate the needs of the program. This board serves as a liaison between families, the program, and camps, and works to create a greater understanding. The board also provides feedback about the budget, fees and services. Community outreach is another primary goal of the advisory board. There are always many opportunities within the community to share our mission and many individuals within the program advocate for children and families throughout the state of Wisconsin.
6. A green team, made up of parents and service learning students, supports environmental issues of the program.

The program will utilize resources from UWEC to help families whose primary language is not English. This may include translation of materials, or other supports.

**Screening.** Within three months of a child’s first day of attendance, the teacher will do an ASQ (Ages and Stages Questionnaire) screener. The ASQ is a developmental and social-emotional screener. The information is shared with the parents and is helpful for both the teacher and the parents in planning developmentally appropriate activities to challenge and enhance the child’s development. The center has a Family Night in September during which time the ASQ is presented and discussed with parents.

Teachers also perform informal observations of each child at drop off, assessing their general, overall health.
Infant, Toddlers, and Two’s

**Child Drop-Off.** Upon arrival, if a child is asleep and still in his/her car seat, it is the center’s policy that the parent should remove the child and place him/her in his/her crib.

**Infant Daily Schedule.** Infant schedules are based solely on the needs of each individual child. The teachers will work with the parents to ensure a seamless transition between home and the center.

**Toddlers & Two’s Schedule.** While still meeting the needs of each individual child, the toddlers and two’s have a daily class schedule that is followed. These schedules:

- Are flexible and adaptable to meet individual needs.
- Are unhurried and allow for routines, play, and transitions.
- Are balanced between activities and rest time.
- Allow time for individual and/or group play.
- Include time for outdoor play twice a day.

The infants, toddlers, and two’s teachers work with each child to:

- Meet children’s basic needs
- Foster social–emotional development
- Develop relationships
- Support cognitive and brain development

These four foundations are met through various activities planned by a qualified teacher.

**Cloth diapers**

Some families choose to use cloth diapers instead of disposable diapers. We welcome this option. Parents must provide the diapers, liners (water proof outer covering,) a bag for the dirty diapers and anything else needed for the process. Bags with dirty diapers must be taken home each day. Staff follow procedures to ensure the process is completed appropriately.

*** Cloth diapers that are soiled should be placed immediately in a labeled container with a tight filling lid or stored in a sealed plastic bag, provided by the family. Families must take all soiled diapers home daily. Soiled diapers must be stored out of the reach of children.

**Preschool and 4-Year-Old Kindergarten**

**Daily Schedule.** Developmentally appropriate activities are planned throughout the curriculum. A schedule of routine classroom activities is maintained and posted for each classroom. Each schedule reflects a balance of the following:

- Active and quiet areas
- Indoor and outdoor activities (weather permitting)
- Free selection of individual activities for children
- Large and small group activities
• Meal and snacks
• Quiet time for rest

The start and end times of the staff is staggered. For example, one of the teachers in the toddler room may be scheduled at 7:00am, then next at 8:00am and a third at 8:30am. The toddlers all start together in one room then head to their respective classrooms as the teacher arrives. The afternoon works in the same manner. As children are leaving for the day, classrooms will combine and “close” in a designated room, allowing staff to stagger their end times (allowing staff to work an eight-hour day and maintain appropriate licensing and Accreditation ratios.

Addendum 1.2. Sample Daily Schedule

The Children’s Academy works to broaden each child’s interest in and understanding of the surrounding world through purposeful activities carefully prepared by qualified teachers. The program supports nature-inspired programming and uses the indoor and outdoor environment, to meet the objectives set by the Wisconsin Model Early Learning Standards. The inquiry approach guides teachers in curriculum facilitation as children grow and develop attitudes toward learning as well as a foundation of knowledge and readiness. The environment supports the development of each age group and learning materials are provided that are diverse. Lesson plans are prepared with the following learning in mind:

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Physical</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social / Emotional</td>
<td>Social Studies</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science / Technology</td>
<td>the Arts</td>
<td>Self-Help Skills</td>
</tr>
</tbody>
</table>

Physical Activity. Active indoor and outdoor play time is provided to all preschool children, including children with special needs, for a minimum of 120 minutes each day. In preschool classrooms, structured, teacher-led activities are provided to all children, including children with special needs, two or more times each day. Children should dress in clothing that is comfortable to play and move in. This includes closed-toed shoes or tennis shoes.

Classroom learning also includes nutrition, sun safety, hand washing, and other health and wellbeing topics throughout the year.

BEHAVIOR GUIDANCE

Guidance of behavior is handled in a manner, which supports the development of skills and builds confidence in the child. Consistent and clear limits are provided, and appropriate behaviors are modeled. The program follows the basic guidelines of the Eau Claire Area School District by Positive Behavioral Interventions and Support (PBIS).

Center-wide rules are as follows:
• Be Kind and Respectful
• Be Safe
• Be Responsible and Make Good Choices

Maintaining consistency throughout the program and teaching behavioral skills at each development level scaffolds children’s social and emotional learning. Our objectives are to help the child understand his/her own feelings and the feelings of others. Teachers act as facilitators and help children name feelings, offer positive alternatives for redirection, discuss feeling cues, and coach problem solving skills. Teachers use simple and direct language. Children, ages three and older, will occasionally be directed away from the group to a safe place where they are able to regain their composure. If a "body break" is used it will not exceed one minute per year of the child’s age. If a child’s behavior is deemed unsafe for him/herself or others, it may be necessary bring in support from administration or other professionals in the building. Sometimes a child must be removed from the classroom temporarily. Once the child has calmed down and it has been determined that he/she is ready to be safe, the child may return to the classroom. The program reserves the right to contact a parent to pick up their child if warranted by the child’s behavior. The staff at the Academy are prohibited by law to use any form of physical or verbal abuse.
There are many factors to consider when examining a child’s behavior. Begin by asking the questions.

1. Does the environment support the child?
2. Are relationships secure and are bonds developed?
3. Does the classroom reflect the interests of the child and provide opportunities for developmental challenges?
4. Is there a personality conflict between children and/or adults in the child’s life that may be overlooked?
5. Have you worked with the parent / guardian to seek suggestions and develop consistency?
6. Are there needs that are unmet.
7. Is the child under stress, at home or at school?
8. Does the child have the developmental ability to understand the feedback you are providing and/or to do what you are asking? I.e. “use your words” etc.
9. Are all adults modeling what desired behaviors are?
10. Does the child can communicate or do they need supportive adaptations to do so? This includes receptive and expressive communication.
11. Is there a skill that the child needs to learn to be successful? Is that skill developmentally appropriate?
12. Are the child testing boundaries for consistency or exploring?

Children’s behavior can tell us many things. Often it is the avenue to learning. Child guidance supports learning. Appropriate child guidance instills a sense of self as well as a sense of security. The ultimate goal is providing children with skills and feedback to develop self-discipline and problem-solving abilities. Adults should always seek to reinforce the positive, provide safety for the child and others in the classroom community and minimize the behavior that is not desired. This can be done through:

1. Prevention.
   a. Classroom room arrangement
   b. Clearly defined routines and expectations
   c. Minimized transitions and “waiting time”
   d. Developing relationships with children and families
   e. Prompting through verbal or visual reminders.
   f. Teaching skills through intentional lessons.
   g. Providing security by offering a child quiet spaces, time to work and play alone, balanced activities.
   h. Working with the family to provide consistency.
   i. Teaching children to recognized “strong emotions”, naming these emotions and teaching ways to deal with these feelings.
   j. Providing fresh air, physical activity and healthy food choices.

2. Redirection.
Steps to Behavioral Success

1. Concerns will be discussed with the family informally to gather information and share insight.
2. A systematic approach will be determined to track behaviors. Relevant information will be documented to determine patterns of behaviors. Interventions will be determined based on parent recommendations, the Pyramid Model for Social and Emotional Development, and suggestions from program staff, teachers, and administration.
3. A care conference will be held to determine a plan for action. This meeting will include parents/guardians, teachers, and administration. This meeting may include outside specialists.
4. A written action plan will be devised.
5. The action plan will be implemented for a predetermined period of time. Success will be monitored, and observations will continue. Adjustments to the plan are an ongoing part of the process.
6. If behavior improves the teacher will continue to monitor success.
7. If behavior continues to be a problem, a decision will be made regarding the best placement for the child's success. In the best interest of the child, it may be necessary to find alternative childcare arrangements.
8. If the parent/guardian feels that this decision is unfair he/she may follow the grievance policy to appeal the process.

Biting. Biting, though unfortunate, can be a normal part of a child's development. It is not usually deliberate. It is impulsive and often a result of a child not yet having the language skills needed to communicate an emotion. Young children do not have the cognitive ability to empathize or understand how their actions affect other people. If a biting does occur, we will inform the families of both children. The incident will be recorded in the classroom's medical log book. The intensity of the bite will be communicated and documented. The classroom teacher will develop a plan of action to help prevent further incidents and will inform both families of the plan. If biting persists the teacher, Academy director, and families will meet and discuss further plans or options. (See Steps to Behavioral Success)

LANGUAGE DEVELOPMENT

As previously mentioned, within three months of a child's first day of attendance, the teacher will do an ASQ (Ages and Stages Questionnaire) assessment. The ASQ is a developmental and social-emotional screener that includes a section on communication. This is helpful in determining where the child is at as far as his/her language development.

If the parents and teacher feel it is needed, an outside professional may be sought to possibly provide extra support and instruction for the child. The center has worked in collaboration with the Birth-to-Three program as well as the Eau Claire Area School District in providing this extra support.

Families whose primary language is not English should work with their child’s teacher to
ensure that every effort is made to support language acquisition and communication development. We do not want language to be a barrier. UWEC has several departments that are willing to provide interpretation and support.

HEALTH AND WELLNESS

The Academy prides itself on supporting the health and wellness needs of the children in our care. This is reflected in our food and nutrition program as well as our daily physical activity schedule. We recognize that the habits that are created in the formative early childhood years can influence good health choices for a lifetime.

Nourishment and Food. The Academy participates in the USDA Child and Adult Care Food Program (CACFP). The CACFP requires the program to adhere to the guidelines set by the agency including meal components, minimum serving sizes, recordkeeping, sanitation standards, and preparation guidelines. Designated food service personnel and financial support staff attend yearly trainings and complete the necessary paperwork required for participation. They are also responsible for ensuring that the health and sanitation procedures are in place so that food preparation and storages follow regulations. The facility uses a commercial dishwasher for cleaning and disinfecting dishes. The assistant director works with the kitchen supervisor to oversee attendance tracking, quantity of foods served, production records, and number of children eligible for free and reduced priced meals. Monthly reports are submitted to determine the amount of reimbursement that the center receives. The program periodically goes through a review process through the US Department of Agriculture to ensure compliance with regulations. The university food service, Sodexo, works with the program staff to provide nutritionally balanced meals and snacks.

Meals are served every three hours according to state licensing regulations. Meals are served family style with staff seated at the tables with the children. This also serves as a wonderful time for socialization. This is a great opportunity to learn about health and nutrition.

If a family has special requests, such as vegetarian or organic meals, the child is welcome to bring his/her own meal from home. All meals must meet the nutritional guidelines set by the program. Please talk to the director if you have special dietary needs.

Whenever possible, meals include farm to table components from local suppliers. Children are encouraged to try new foods. However, they will not be forced to eat anything. The withholding of food is not used as a method of discipline. The Academy provides a model of healthy nutrition for children and families.
Resources for families in Eau Claire County at:

- Eau Claire County University Extension
- UW-Eau Claire Campus Harvest Food Pantry
- American Academy of Pediatrics

**Breastfeeding**
Recognizing that breast milk promotes optimum growth and development of infants, the UWEC- Children’s Nature Academy accommodates mothers who choose to continue breastfeeding after returning to work. The Academy allows enough time for breast feeding employees to express milk while at work. There is a private room (#004, downstairs) available with access to an electrical outlet for the use of an electric breast pump, supplied by the employee, to express milk. Please ask someone in the office as it is locked. We are more than happy to unlock it for you.
If a mother is delayed for a feeding, a plan for supplemental feedings has been determined with families on an individual basis. Resources are available on the benefits of nursing for expectant mothers in the infant classrooms.

Equipment for breast milk storage and preparation is available. Breastmilk can be brought in and will be properly stored in the fridge or freezer. Please date it and label it with your child’s name. Please consult with your child’s teacher regarding further details or if you have any questions.

**Food Allergies and Sensitivities.** The Academy is a nut-free facility. It is critical for the health and wellbeing of our children that nut products are not brought into the building. Washing your hands upon arrival also prevents allergens from entering the facility.

Food allergies should be disclosed with administration and the classroom teacher upon enrollment. If your child is diagnosed with an allergy it is critical for you to notify the administration as soon as possible. Please note that for the Academy to comply with the CACFP guidelines, additional forms must be filled out by a health professional. Alternative diets and food sensitivities must also be kept on file as part of the CACFP guidelines. The program will work with you and your family to provide the best possible alternative to dietary requests while meeting the USDA requirements. Nutrition fact labels are available for families to review if a parent has a concern about foods that may pose a health risk to their child. A discount will not be offered in situations where families choose to supplement the food that is served in our facility.

Monthly menus are emailed to parents each month and are posted on the parent board outside of each classroom. If your child has foods that should be avoided, please cross them out on the menu and give the menu to the teacher. The Children's Academy will share information with staff in a confidential manner.
**Special Needs / Chronic Illness**

**Children with Special Needs:**

Sometimes a child has already been identified with a special need before enrolling in the program. In this case, an appropriate report from the child’s physician or other early intervention professional is requested. Staff work as a team with the parents and other professionals to develop an individualized education program (IEP) appropriate to the child’s special needs. The program supports inclusion and a collaborative decision is made as to what supports the child needs to be successful.

Sometimes teachers may develop a concern about an enrolled child’s development or behavior. In this case the teacher may need extra help and support in pinpointing the areas of concern and developing strategies that meet the child’s individual needs. In this case the teacher will:

1. Observe and document behavior
2. Talk to the parent and management about the concerns; obtain background information and get their input.
3. Continue to observe and document the behavior, share resource, and work cooperatively with the parents.
4. After a reasonable time has passed and the concerns still exist, the teacher may propose a screening by an outside professional. Parents will be given information about available resources and staff will request parent permission. The initial screening may indicate no follow-up, a re-screen within 6-12 months or determine that more evaluation is required to more clearly determine the child's special needs.
5. If the initial screening indicates that further evaluation is necessary, then the staff will work as a team with the parents and other professionals to develop an individualized education program (IEP) appropriate to the child’s special needs.
6. If the parents do not agree to screening or to work with an outside professional the Director may consider different options. In a case where the child’s behavior is having a consistent negative effect on the well-being and development of other children, the Director will evaluate the feasibility of continued care for the child at the center.

**Pets.** Our program believes that pets have many benefits for children and can provide valuable learning opportunities. Children have an active role in the care and nurturing of all classroom pets (holding, feeding, etc.). Types of pets are posted outside the classroom door. Please contact the director if your child has a pet allergy. Pet visits must be approved by the administration in advance so that classroom parents can be notified. Stewardship is an integral part of our nature-inspired approach. Please be respectful of the nature, both plants and animals, on the Priory property.
Appropriate Clothing. Children should be dressed comfortably to play and interact with the environment. Recommended play clothes include: 1. Clothing that is washable and seasonally appropriate. 2. Closed-toed shoes with a heel strap. 3. Outdoor clothing for warmth, various weather conditions, and that supports the emergence of important self-help skills. We teach children simple tricks like the “fireman flip” that make children proud of their self-sufficiency. Your child may play outdoors in weather that is drizzly, snowy, wet, and/or windy, so it is important to plan accordingly. Rain boots and coats are recommended.

Hiking is a daily activity and tennis shoes are recommended. You may leave an extra pair of tennis shoes in your child’s cubby. Flip flops, Crocs, and open sandals are not appropriate and present a safety concern for many activities as well as for climbing stairs.

We request that two extra changes of clothing are left in your child’s cubby, in case something gets spilled or there is a potty accident.

*Addendum 1.3 What to Bring on the First Day

Emergency Procedures / Natural Disasters

Each classroom has a manual that outlines the emergency procedures of the Academy. The manuals are available for your viewing by request.

Fire and tornado guidelines are posted in each classroom. These are practiced monthly so that the children become familiar with the routine.

Fire.
In case of a fire in the building, the teachers will quickly and carefully bring the children outside, taking their Child Information Binder with them. The infants will be placed in fire evacuation cribs and wheeled out the front doors. The toddlers will also walk out the front doors and meet the infant classrooms in the grassy area in the middle of the turn-around area. The preschoolers and school-agers will walk out the back doors and meet in the driveway behind the building. The director, assistant director, coordinator and any support staff available will assist the classes in evacuating the building, as well as ensuring everyone has left the building. The teachers will take attendance to ensure that all children are accounted for.

Tornado.
Each classroom has a designated destination posted near the classroom’s main door. Staff and children will move to their designated safe room or an interior hallway. They will sit along the walls in their designated area and away from windows. Classrooms will bring their Child Information Binder as well as a flashlight to the location. The assistant director will bring a radio downstairs. The director, assistant director and coordinator will check all common areas throughout the building. All support staff will assist with the needs of the children.
If the Academy needs to be evacuated, the children will be taken to the building adjacent to the Children's Academy. Each teacher will take the emergency contact information with the class. The families will be notified, if needed, by cell phone. Emergency supplies (blanket, water, radio, and flashlight) are stored in the storage room off the lobby. Each classroom also has its own flashlight.

Each child must have at least two emergency contact names on his/her information sheet. These people will be called if we are having difficulty contacting the parents / guardians directly. Individuals who require special personal or medical considerations for emergency situations should discuss these issues with administration beforehand so that an individual action plan can be implemented.

In the event of an evacuation, children and staff with physical or mental disabilities will be supported by all staff including teachers, office personnel, administration, and food service staff. These individuals have been identified, and a plan has been devised for implementation.

**Missing or Abducted Child.** If a child is not accounted for at any time...

1. The childcare director on duty will be notified.
2. The staff member responsible for the child and other available staff will search the both indoor and outdoor premises for him/her.
3. Attendance records will be checked to eliminate the possibility that the child was not picked up by the parent/guardian.
4. The director on duty will notify the child’s parents/guardians.
5. 911 will be called.
6. Information such as the child’s features, clothing, and identifying details will be documented.
7. The building will be secured to insure the safety of all children (lockdown procedure).

**Security System.** The Academy has a security system on all entrances and exits. An activated Blugold or community card is required to enter. There is a doorbell at the front door of the building for those individuals do not have an access card. The program reserves the right to charge a $1.00 fee for each time we answer the door for those who habitually forget or do not use their cards. If you have lost your card, please speak with the Blugold office to obtain a new one. If your card has not been activated or does not work in the entrance system, please notify the Office Associate who will notify the Blugold office.

The building and parking lot are monitored by security cameras. Be advised that you are under surveillance. This additional security measure is an important step to providing an environment that is safe for children, families, and staff. Suspicious behavior will be reported to the university police.

A generator is maintained in the event of a power outage to ensure appropriate lighting, indoors and out. If the phone lines to the Academy are inoperable, please contact the University Police at (715-836-2222). The program director maintains a cell phone for use...
when a land line is not available. Emergency phone numbers are posted by all program telephones.

**Lockdown.** The UW-Eau Claire Children’s Academy reserves the right to lockdown the premises in the event of suspicious or threatening behavior. A detailed intruder plan has been developed by the Campus Police. If you have any questions regarding this plan, please contact administration.

Emergency numbers are posted by all telephones with outdoor lines. Phones will relate to the University police.

**Multiple Residence, Legal Custody and Court Orders / Records.** The program staff is a neutral entity in custody arrangements, and the facility may not be used as an environment for visitation. It is your responsibility to provided copies of all court-ordered documents. Information about your child’s care with us will be released to all parents/guardians unless specified differently in a court order. To maintain a healthy environment for all children, we ask that all personal issues be reconciled outside of the center; including but not limited to paperwork discrepancies. Failure to do so may result in termination of childcare service. Please inform your child’s teacher(s) if multiple addresses and/or e-mail addresses are required for communication.

**Child Abuse and Neglect Reporting.** As childcare professionals, the law mandates that all staff of the Academy report any suspicion of child abuse or neglect. Children are observed regularly for signs of injury, illness, or abnormal behavior. Unusual observations will be documented in detail in the medical log book. Observations that require intervention will be reported to the director as per HFS 46.07 (6) (a) and then to required agencies as listed in HFS 46.04(8) (a & b).

Any staff member who physically or verbally abuses a child or another staff member will be dismissed. On behalf of the staff member, the matter will then be turned over to UW system attorneys for further investigation.

**Confidentiality.** All records and information on families and children will be kept confidential. Children’s records are accessible only to the parent/guardian, administration, and teachers in the program. Information will not be released to unauthorized parties without parental written consent. Personal information may be discussed with the child’s teacher/s or the parents if it is in the best interest of the child and is aiding in meeting the needs of the child.

**Concealed Carry Policy.** DCF 251.06(2) (c) addresses the presence of firearms and ammunition in a licensed group child care center as follows: “Firearms, ammunition and other potentially dangerous items may not be kept on the premises.”

Weapons are banned in all campus buildings, even for those licensed to carry concealed weapons. Employees, even those licensed to carry concealed weapons, will be prohibited from
carrying weapons while at work. This prohibition does not apply to law enforcement personnel.

**Separation.** The staff at the Academy is here to help and support your child as you transition into the program. Talking about the new experiences prior to your child’s first day of attendance and participating in program visits can alleviate some of your child’s negative feelings. You are welcome to call the office to find out how your child is doing. As children develop, they may suddenly begin to experience separation anxiety. Please work with your child’s teacher to determine the best action plan.

**Transition policy/procedures.** We want transition into our program be a smooth, comfortable one for both children and families. We require that families meet with their child’s teacher prior to his/her first day. This allows the child to become familiar with the teacher, as well as the classroom.

When children transition internally or externally, the program is available to provide support. Steps taken include:

1. Getting written release of information form.
2. Prepare all documentation including; needs summary, family needs assessment, ASQS, assessment information, intake forms and other materials requested by the family. A conference is available upon request.
3. *Infant/Toddler transition.* Transitioning from the infant room, where a child is on his/her own napping/feeding schedule, takes longer for some than others. We believe it is best to work through this change, allowing a child to become accustomed to our schedule in his/her own time.

When families will receive either written or verbal notice. We try to allow some time for a child to visit the next classroom, often along with other classmates. Initially the visit is for a short period of time, then the child will return to his/her original classroom. We try to allow the visits to be at different times of the day, so the child gets a glimpse at how things run during different times throughout the day.

*Transition to 4K.* Prior to the beginning of the school year, the children entering our 4-year-old-kindergarten program participate in a 4K Orientation. The children spend time, as a group, with the teacher, doing an activity and becoming familiar with teacher, classroom and classmates.

*Transition from 4K to 5-Year-Old-Kindergarten.* During the spring of a child’s 4K experience, the teachers meet with the 5-year-old-kindergarten teachers from the Eau Claire School District. This allows them to pass along assessment results and provide the kindergarten teachers with information that may aid in helping the child’s transition to kindergarten be as smooth and
successful as possible. In addition, the teachers spend a good deal of time talking to the children about what they can expect in 5-year-old kindergarten.

**Indoor Temperature.** State licensing regulations suggest that classroom temperatures are above 67 degrees Fahrenheit and below 80. Dressing in layers will help your child stay comfortable during the day.

**Outdoor Activities.** The programs nature-inspired focus centers on the belief that children need fresh air and exercise to maximize their physical and emotional health. All children who are well enough to be at the Academy will play outside, weather permitting. Exclusions include temperatures, wind chills, and stormy conditions that pose a threat to the health and wellbeing of children and adults. Licensing does not have a “magic” temperature that prohibits outdoor play. However, after reviewing the research on temperatures and children, the program adheres to the following:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Minimum Temperature</th>
<th>Maximum Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant - Age 2</td>
<td>20 Degrees Fahrenheit</td>
<td>90 Degrees Fahrenheit</td>
</tr>
<tr>
<td>Preschool - School Age</td>
<td>0 Degrees Fahrenheit</td>
<td>90 Degrees Fahrenheit</td>
</tr>
</tbody>
</table>

**Addendum 1. 4 Weather Guidelines from the State of Wisconsin**

Teachers provide a minimum of 45 minutes of gross motor activity during both the morning and the afternoon time. See curriculum for details.

**Water Play.** Water play is included in our summer experiences. Sprinklers and other water activities are set up on the lawn for fun and excitement. The program follows the regulations set by the state of Wisconsin so that safety is a priority. Your child’s teacher will notify you of any special supplies that are needed.

**Wood Ticks and Other Outdoor Hazards.** The potential for wood ticks and other outdoor hazards are unavoidable since we are a nature-inspired program. Child care providers may not remove wood ticks from children, per State of Wisconsin Licensing Regulations. Check your child for ticks daily and contact your health care professional if you are unsure of the procedure for tick removal. Permission to use outdoor insect repellent is on the child enrollment form. You will need to give authorization and provide your own insect repellent.

Information on ticks, mosquitoes, and other outdoor pests is available on the Wisconsin Department of Natural Resources website: [www.dnr.wi.gov/](http://www.dnr.wi.gov/).

**Sun Safety.** As a step to prevent skin cancer, the American Academy of Dermatologists (AAD) recommends using sunscreen in addition to wearing protective clothing and utilizing shaded areas. Parents/guardians are responsible to provide their preferred brand of sunscreen for their child to use before outdoor play. A permission form is located on the enrollment form and must be completed prior to admission. Teachers follow licensing protocol when administering sunscreen. Sun safety education is a part of the school’s safety curriculum. More information about sun safety can be found at the [AAD](http://www.aad.org).
**Rest.** State licensing regulations state that “a child under 5 years of age in care for more than four hours shall have a nap or rest period for a minimum of 30 minutes” (HFS 46). The Children’s Academy has sheets that are laundered weekly. You may provide a blanket, “special stuffed animal,” and/or pillow. It is the Children’s Academy’s belief that a quiet rest time is beneficial to all children. It is our policy that we will not wake children before 3:00 p.m.

**SIDS.** All teachers, subs assistants are trained in SIDS (Sudden Infant Death Syndrome) as part of their orientation. We comply with the American Academy of Pediatrics and the American Public Health Association. This information is clearly stated on the Infant/Toddler Safe Sleep Policy that parents sign upon enrollment of their child. Teachers maintain sight and sound supervision while the children are sleeping as well as awake. This may mean moving a shelf or other barrier while rubbing backs. Children who sleep in a crib are prohibited from using blankets while they sleep but can use sleep sacks. They may also not have soft toys, bumpers, pacifier attachments and jewelry.

**Birthdays and Holidays.** Birthdays can be celebrated at school. However, as an alternative to “birthday treats,” we encourage sending a special book to donate to the classroom that will be marked with the child’s name and birth date. This leaves a lasting impression on the child and validates the importance of reading.

UW-Eau Claire Children’s Nature Academy embraces family diversity through the sharing of family traditions. However, the inclusion of holidays that are centered on religious beliefs prove to be challenging. Therefore, child-initiated conversations regarding these holidays are permitted without planning on the part of the classroom teachers. Holidays will be acknowledged in a generic sense that incorporates values such as giving, sharing, and friendship. Our program has created its own traditions such as our spring picnic that serve to unite individuals of all beliefs.

**Toys.** The Academy will not be responsible for lost or damaged toys. Toys from home are discouraged and have the potential to disrupt classroom activities. Please talk to your child’s teacher about “show-n-tell,” “sharing-time,” or “letter-of-the week,” activities.

**Health and Safety Policy.** No medications will be given without written permission of the families. All medications must be in their original container. Medications will be kept in a separate container in the refrigerator or in a locked container in the classroom. Authorization forms are located at the front desk and should be completed and given to your child’s teacher. Details of the form include: dosage, not to exceed doctor’s dosage, starting and ending dates, times, and the name of the medication as listed on the medication container. All medications and accidents will be recorded in bound record books located in each classroom and on the backside of the medication authorization form. The Director and assistant Director review these books every 6 months. Families may check the medication form to see all times of administration. If a dose of medication is missed or there is an error in distribution, the parent/guardian will be notified.
We have worked with a County Public Health Nurse and are making every attempt to prevent the spread of illness. In addition, the director of the UWEC Health Services has assisted us in preparing an infection control policy that emphasizes thorough and frequent hand washing.

Help everyone at the Academy stay healthy by reinforcing at home the healthy practices your child is learning, such as: covering mouths/noses and turning heads when sneezing and washing hands frequently and thoroughly.

The Academy follows the Wisconsin Guidelines for exclusion from child care regulations. Specific details are located at the Wisconsin Department of Health Services. They are also available for review in the administrative office.

As a rule, please keep your child home if he/she exhibits any of the following symptoms:

- Fever of 101 or greater
- Diarrhea (2 or more episodes)
- Unexplained rash
- Vomiting

In the event a child exhibits the above characteristics during his/her attendance, the child will be isolated from the classroom and the parents/guardians will be notified. It is your responsibility to pick up your child within 30 minutes of being contacted. The child may return to the program 24 hours after symptoms are no longer present. Public Health Authorities may be contacted if the communicable disease poses a significant threat to the health and wellbeing of others in the program, and a plan will be created for notifying exposed individuals. If we feel that your child is acting unusual, we will consult with you by phone so that we can determine the best care for the child.

If your child is diagnosed with a communicable disease (chicken pox, strep throat, etc.), please let us know as soon as possible so we may notify other parent's in your child's classroom and watch for symptoms in other children.

**Head Lice.** If it is discovered that a child has head lice, we ask that, after a treatment(s) have been given, he/she remain out of the program until all eggs (nits) are gone. The program will take necessary precautions to help prevent an outbreak of head lice.

**First Aid and Injuries.** Teachers have been instructed in First Aid and CPR and will follow appropriate procedures. Teachers will direct or instruct university student employees in minor assistance. More serious injuries will be handled by the classroom teacher or appropriate administrative staff. The emergency manual (see "Emergency Procedures") contains sections on first aid. 911 will be called in the event the responsible staff deems such action necessary or feels that the situation may be life-threatening.

The main first aid kit is in the lobby area. Smaller kits are in each classroom. A backpack is available with first aid supplies for walks, field trips, and evacuations.

If a child is injured while at the Academy, the incident and injury will be documented in the classroom’s medical log book and the parent will be informed. Soap and water are the only
applications the state allows staff to use without a medical authorization form. If an injury occurs that requires medical care, the families or desired emergency contacts will be contacted immediately, and an injury report will be completed and submitted to state licensing. A separate report form will also be completed and faxed to ECASD if the child is enrolled in EC4T and the injury occurred during EC4T scheduled hours. A copy of both forms will be kept in the child’s permanent file.

The university does not provide any type of blanket medical coverage and the parents are ultimately responsible for any costs not covered by their insurance.

All arts and crafts materials used in the program are non-toxic. Children and staff do not eat or drink while using arts and crafts materials. Arts and Crafts are used in well ventilated areas. All plants accessible to children are labeled and identified by name. The local poison control center number is listed on the label as well. Potentially harmful plants are always inaccessible to children. No paint containing lead more than 0.06 % is used when surfaces are repaired or when any new surfaces accessible to children are painted.

**Passive Media Viewing.** Children under the age of two will not participate in passive media viewing. All other media will be limited to purposeful programming to enrich the classroom curriculum. Media is reviewed so that it is developmentally appropriate and limited to ½ hour per week. Program staff utilizes technology for assessment, lesson planning, and communication. You may see iPads and computers in the classroom for these purposes.

**Babysitting.** Babysitting requests are often made to students who are employed in our program. UW-Eau Claire Children's Nature Academy is not responsible for any services provided by our employees outside of the Program. Please respect the Program by not asking employees to babysit during their scheduled work time.

**Field Trip Procedures.** Field trips may be scheduled throughout the year. Teachers will notify parents of field trips in advance and provide the necessary details for participation such as date, time, place, transportation, and fees. If the parent/guardian chooses to have their child stay behind or does not complete the required form for participation, the child will join another classroom at the Academy until his/her class returns.

Field trip fees are not included in tuition. Payments for field trips should be given to the classroom teacher. Teachers take a cell phone, children’s emergency information, the attendance list, any needed medication, and a first aid kit on all field trips. The same emergency and first aid procedures will be followed as stated previously. While riding the bus, staff supervises the children to make sure that they remain seated and are riding safely. We do not transport children in a “program” vehicle or our personal vehicles.

**Prior to leaving the facility:**
- Children will be counted, and attendance records checked; name to face.
• Children will be given a label that identifies the facility name and the phone number.
• Safety rules will be reviewed for all participants (volunteers and children).

**Every time the children depart from the bus, a teacher will:**
• Children will be counted, and attendance records checked; name to face.
• Walk down the bus aisle, checking to make sure each child has gotten safely off, and no one has been left behind.
• If there is a child present who requires special assistance, a student assistant will be assigned specifically to that child.

**During transportation:**
Staff will be responsible for supervision of children. This includes, but is not limited to, making sure that the children are seated and facing forward, ensuring that noise levels are maintained at a level that allows the driver to attend, and provide security to children who may be unsure of the experience.

**Field Trip Staff Protocols:**
• Support the field trip objectives.
• Maintain safety.
• Be responsible for taking children to the bathroom during field trips.

**Holidays, Snow Days and School Closings.** The Academy is open 7:00 a.m. - 5:30 p.m., Monday through Friday, except for holidays and staff development days. Please refer to the calendar included with your parent letter for specific dates. The Children’s Academy is open unless the university is closed for the day. In case of inclement weather, please listen to the WQOW for program closings and check the UWEC website. Families will be notified by phone or email in the event of an unexpected closing during the day. If the parent/guardian cannot be contacted, the authorized emergency contacts will be notified.

**Parking.** Parking is available on the Priory grounds. University guidelines for parking will be followed regarding usage, permits, loading zones, etc. It is critical to remember that children are often difficult to see, are subject to impulsive behaviors, and require diligence on the part of the parent and the drivers of all vehicles. Do not park next to the playgrounds when picking up your child. A gate has been installed blocking this area. However, even if the gate is opened, it is imperative that unauthorized vehicles do not enter this area.

Following a consistent routine is important for the program and helps children stay safe. The program has developed important systems to ensure that classrooms run smoothly through these busy times of the day. They are as follows:

1. Parents should enter the program at the front door and check in on the computer located in the front lobby. Children should not touch the computer due to the sensitivity of the enrollment tracking software.
2. Parent should walk their children to their designated classrooms. Classrooms may be combined at the beginning and end of the day. Locations will be posted on
classroom doors.

3. It is important to make eye contact and/or speak with program staff upon departure so that pick-up time can be recorded on classroom attendance sheets.

4. Parents should check out at computer prior to leaving the building.

5. Extra caution is necessary when walking to and from vehicles. The Priory is a busy parking lot. Please make it a priority to set boundaries for your child and teach them how to make this transition safely.

Staff to Child Ratios

<table>
<thead>
<tr>
<th>AGE</th>
<th>6</th>
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<th>10</th>
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<th>14</th>
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<th>20</th>
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<td>1 &amp; 2</td>
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<td>1:7</td>
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<tr>
<td>2 &amp; 3</td>
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<td>1:7</td>
<td>1:8</td>
<td>1:9</td>
<td>1:10</td>
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</tr>
<tr>
<td>3 yrs.</td>
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<td>1:7</td>
<td>1:8</td>
<td>1:9</td>
<td>1:10</td>
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<tr>
<td>4 yrs.</td>
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<td>1:8</td>
<td>1:9</td>
<td>1:10</td>
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<td></td>
<td></td>
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<tr>
<td>4 &amp; 5</td>
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<td>1:8</td>
<td>1:9</td>
<td>1:10</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5 yrs.</td>
<td></td>
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<td>1:8</td>
<td>1:9</td>
<td>1:10</td>
<td>1:12</td>
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</tr>
</tbody>
</table>

*see NECPA ratios for upcoming changes.

GRIEVANCE PROCEDURE

Any grievance or concerns should be addressed first with the involved parties. If this is unsatisfactory, please bring the concern to the Academy director. If the question or concern cannot be immediately addressed, the following problem-solving outline will be implemented:

A. Both parties will agree on the statement of concern.
B. Both parties will brainstorm solutions to the problem.
C. Both parties will agree on attempting one of the solutions.
D. The attempt/solution will be evaluated.
E. The process will be repeated until the concern is resolved or until both parties agree that further assistance by a third party is needed.

If still unsatisfactory, the concern may be brought to the attention of the Associate Vice Chancellor for Administration and Finance.

Feedback is always appreciated. The program distributes feedback surveys yearly. However, if you have concerns or compliments you may email them at any time using our online form.
This can be found at http://www.uwec.edu/Children/families/parent.htm

**STAFF**

The staff at the UW-Eau Claire Children’s Nature Academy maintains high educational standards in keeping with the belief of the organization that the early years are formative years of brain development and growth for young children. Staff at the Academy has, or is working towards, the following qualifications:

<table>
<thead>
<tr>
<th>Position</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Master’s Degree in Early Childhood or a Related Field</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Degree in Education with addition training in leadership and financial processes.</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Degree in Education with DPI certification</td>
</tr>
<tr>
<td>Lead Teachers</td>
<td>Bachelor’s Degree in Early Childhood or a Related Field</td>
</tr>
<tr>
<td>EC4T Teachers</td>
<td>Bachelor’s Degree in Early Childhood or a Related Field with current Wisconsin DPI Licensure</td>
</tr>
<tr>
<td>Students Assistants</td>
<td>Students enrolled in UW-Eau Claire from various departments</td>
</tr>
<tr>
<td>Volunteers /Practicum</td>
<td>As determined by program requirements</td>
</tr>
</tbody>
</table>

**ORIENTATION**

**STAFF ORIENTATION CHECKLIST**

The Department of Children and Families have provided the following guidelines for staff orientation.

- Review of licensing rules for group child care.
- Review of center policies.
- Review of contingency plans; fire and tornado evacuation plans, operation of fire extinguishers.
- First aid procedures.
- Job responsibilities and job descriptions.
- Training in recognition of childhood illnesses and infectious diseases, hand washing procedures, and universal precautions.
- Schedule of center activities.
- Child abuse and neglect; laws, identification, and reporting procedures.
- Procedure for ensuring that child care workers know children assigned to their care and know their whereabouts at all times, including during transportation provided by the center.
Behavioral management techniques.

Procedure for sharing information related to child's special health care needs including any physical, emotional, social, or cognitive disabilities with any child care worker who may be assigned to care for that child throughout the day.

Review of procedures to reduce risk of sudden infant death syndrome (prior to first day of work).

The procedure to contact a parent/guardian if a child is absent from the center without prior notification from the parent/guardian.

Information on any special needs a child enrolled in the center may have and the plan for how those needs will be met.

SIDS training

(taken from DEPARTMENT OF CHILDREN AND FAMILIES Division of Early Care and Education DCF-F-(CFS-2026) (R. 04/2009)

Additional Orientation Requirements:

- Training on Civil Rights
- Training about the Care and Importance of Breastmilk
- Training about child pick up procedures
- Training on security
- Training on playground safety in a Nature-Inspired program.
- Training about Diversity and Inclusion
- Medication training (for lead teachers)
- Behavior Management Policy
- Assigning a Mentor in the Age Group

UWEC Children’s Academy

Tax ID Number: # 39-1805963
Original License Date: June 14, 1974
License Amended: June 1, 2002
Infant / Toddler Original License Date: January 23, 2006


Eau Claire Area School District: Early Learning Programs, 500 E. Main St, Eau Claire, WI 54701. Phone: 715-852-3077. Fax: 715-852-3004.

Revised 11/21/05, 3/24/06, 4/28/06, 5/11/06, 5/23/06, 5/26/06, 6/22/06, 2/08, 5/12, 4/15, 5/17, 7/18
All classrooms open in one classroom within their age group at 7:00 a.m. (infants, toddlers, 2 year olds, 3 year olds and 4 K classrooms. As teachers arrive for the day they split off into separate age groups. At the end of the day the cycle reverses.

Addendum 1. 1 Sample Daily Schedule Preschool

7:00 – 8:45  Center Opens
            Free Play in designated Classrooms
8:45 – 9:00  Large Group Learning
9:00 – 9:30  Self – Help Skills / Bathroom
            Breakfast
9:30 – 10:30 Centers (Free Choice)
10:30 – 11:30 Large Muscle Play (Outdoors Weather Permitting)
11:30 – 11:45 Story Time
11:45 – 12:00 Self – Help Skills / Bathroom
12:00 – 12:30 Lunch
12:30 – 3:00  Rest Time
3:00 – 3:30  Self – Help Skills / Bathroom
            Snack
3:30 – 3:45  Story Time
3:45 – 5:00  Large Muscle Play (Outdoors Weather Permitting)
5:00 – 5:30  Free Play in Designated Classrooms
            Center Closes

*All schedules are subject to change based on the needs of the child.
*Bathroom skills are determined on an “as needed” and individual basis.

All classrooms open in one classroom within their age group at 7:00 a.m. (infants, toddlers, 2 year olds, 3 year olds and 4 K classrooms. As teachers arrive for the day they split off into separate age groups. At the end of the day the cycle reverses.
Addendum 1.2

The Academy participates in the USDA food and nutrition program and supports the following.

"The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual’s income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer."
Addendum 1. 3 What to Bring on the First Day

Infant and Toddler

____1. Two or three pairs of extra clothing including pants, shirts, and socks.
____2. Blankets or "lovey" from home for children over the age of one.
____ 3. A pacifier or nuk that can stay at the Academy.
____ 4. Sunscreen for use during spring and summer months.
____ 5. Jackets, coats, snow pants, boots, hats, mittens, etc. as appropriate for the weather.
____ 6. Two boxes of Kleenex at the beginning of each semester.
____ 7. One package of small (3 oz.) paper cups ("Dixie" cup style).
____ 8. Disposable or cloth diapers and wipes. If diaper ointment is needed you will need to submit directions and permission in writing and provide the ointment.
____ 9. At least three bottles so that a clean bottle is available for every feeding during the day. Please label them with your child’s full first and last names. Please do not use initials. We will label any bottles that are not labeled and will re-label them if the label washes off.
____10. Formula or Breast Milk.
____11. Jarred baby foods and finger food snacks for children under the age of one. The program will provide table foods when your child begins to eat those. Please talk to your child’s teacher.

All items must be clearly labeled with your child’s first and last name. In the event that the labels on bottles wash off the staff will relabel them.

Two’s and Preschool

Teachers request that you bring the following items on your child’s first day:

- Clearly labeled diapers and wipes, for children still wearing or in training.
- Two change of clothes including a shirt, pants or shorts, underwear, socks, and an extra sweater or sweatshirt. Please remember to label and change these extra clothes with each season and as they are used.
- One box of Kleenex each semester.
- A blanket for rest time.
- Sunscreen and Bug Spray for use during the summer months.
Addendum 1.4

Understand the Weather

Wind-Chill

- 30°F is chilly and may be uncomfortable
- 15°F to 30°F is cold
- 0°F to 15°F is very cold
- -20°F to 0°F is bitter cold with significant risk of frostbite
- -20°F to -60°F is extreme cold and frostbite is likely

Heat Index

- 78°F or below is considered comfortable
- 85°F beginning to feel uncomfortable
- 90°F uncomfortable and may be hazardous
- 100°F considered dangerous

All temperatures are in degrees Fahrenheit.

Child Care Weather Watch Wisconsin

Wind-Chill Factor Chart (in Fahrenheit)

<table>
<thead>
<tr>
<th>Wind Speed in mph</th>
<th>Calm</th>
<th>5</th>
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</table>

Heat Index Chart (in Fahrenheit %)

<table>
<thead>
<tr>
<th>Relative Humidity (Percent)</th>
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<tbody>
<tr>
<td>40</td>
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<tr>
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</tr>
<tr>
<td>80</td>
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<td>90</td>
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<tr>
<td>95</td>
</tr>
<tr>
<td>100</td>
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</tbody>
</table>

2011

Weather Watch Wisconsin Child Care 1
The program offers 3 different registration periods each year that align with the UW Eau Claire school calendar. Interim periods (in January, May and August) allow flexibility in scheduling. Interim is a time that you can change schedules, opt out enrollment for the time period and take periodic days off without tuition being charged as long as it is indicated on the registration form. During Spring and Fall Semesters and Summer you will be charged for the days that you are registered for, regardless of absences and scheduled vacations.

1. Students may change their registration within 10 days after the semester begins. However, all other changes may result in a loss of your child’s spot. The program reserves the right to hold a spot for an infant if space allows, however; families must pay for a minimum of two days from the time a child is 6 weeks old. Registration changes will result in a $25.00 processing fee each time a change is made.

2. You are not allowed to exchange days during the week. You may add days if enrollment permits. Please see “drop in care” policies.

3. 1 and 2-day programs will be limited to days, which offset another part-time schedule. The enrollment coordinator will help you work this schedule out individually.

4. Payments can be made by check or through automatic withdrawal. Please speak with the Assistant Director if you would like to make arrangement for automatic withdrawal.

5. In the event that you would be entitled to a refund, please speak with the Assistant Director.
Rates for Fall 2018-19

Community

<table>
<thead>
<tr>
<th>Program</th>
<th>Weekly</th>
<th>Daily</th>
<th>½ day</th>
<th>Evening/Hourly</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 wks. – 3 years</td>
<td>$240.00 per wk.</td>
<td>$49.00 per day</td>
<td>n/a</td>
<td>$14.00 per hour</td>
</tr>
<tr>
<td>3 – 4 years</td>
<td>$215.00 per wk.</td>
<td>$44.00 per day</td>
<td>$27.00 per ½ day</td>
<td></td>
</tr>
<tr>
<td>4K Wrap Around</td>
<td>$44.00 per full day (Fridays and Days off)</td>
<td>$36.00 per wrap around</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Half days are 7 a.m. – 12:00 noon or 12:30 p.m. curric – 5:30 p.m.

If the parent or guardian is a UWEC student or UWEC faculty/staff you may be eligible for a tuition discount.

Please see the office for verification.

Definitions for students, and faculty/staff. (Status is determined based on Parent or Guardian status.)

**UWEC Student:** To qualify for the student rate you must be enrolled at UWEC with a minimum of 6 undergrad credits or 3 grad credits and show proof of paying segregated registra.

To qualify for the **Infant / Toddler UWEC Pell Grant** discount you must have a child enrolled between the ages of 6 weeks and 3 years, complete additional paperwork, and show Pell grant eligibility. This rate is possible because of CCAMPIS funding.

**UWEC Faculty / Staff:** To qualify for the faculty / staff rate you must show proof of UWEC employment for the semester. This can be a schedule or written notice from the department.

Please see the office if you would like a copy of the fee schedule.
Hours: 7:00 a.m. - 5:30 p.m. Monday – Friday

10% discount on the second child / based off the lowest tuition rate.

Extra Charges:
Late fees
$5.00 for 1 – 5 minutes
$1.00 for each additional minute after 5 minutes

Registration Fee: $25.00 per contract period: Fall / Spring / Summer
$25.00 for all changes in contracts within the semester

Door Access Cards: Community cards are charged $3.00 per card (2 per family). Replacement cards are $10.00.

Drop in days are charged at $2.00 extra per day.

Rates are reviewed every semester. Changes are made based on: 1. Segregated fee allotment 2. Increased costs due to inflation or regulations 3. Changes in program structure by the administrative agency. As a non-profit organization, every effort is made to keep rates as low as possible. Program administration seeks funding from grants, collaborations and foundation initiatives whenever possible.

The program offers 3 different registration periods each year that align with the UW Eau Claire school calendar. Fees and policies are given with each registration.

Interim periods (in January, May and August) allow flexibility in scheduling. Interim is a time that you can change schedules, opt out enrollment for the time period and take periodic days off without tuition being charged as long as it is indicated on the registration form. During Spring and Fall Semesters and Summer you will be charge for the days that you are registered for, regardless of absences and scheduled vacations. If you are absent and we have not received prior notification program staff will reach out to you via phone.
6. Students may change their registration within 10 days after the semester begins. However, all other changes may result in a loss of your child's spot. The program reserves the right to hold a spot for an infant if space allows, however; families must pay for a minimum of two days from the time a child is 6 weeks old. Registration changes will result in a $25.00 processing fee each time a change is made.

7. You are not allowed to exchange days during the week. You may add days if enrollment permits. Please see “drop in care” policies.

8. 1 and 2-day programs will be limited to days, which offset another part-time schedule. The enrollment coordinator will help you work this schedule out individually.

Cancellation Policy. Program cancellations require a 2-week written notice. You will be charged for time that does not meet these criteria.

Drop-in Care. The Children's Nature Academy understands that our families sometimes need care above and beyond their contracted hours. Please adhere to the following guidelines:

- Drop-in care is provided on a first come first serve basis.
- If a family would like to schedule drop-in care, they should do so by calling the front desk. The director, asst. director, or program coordinator must approve all drop-in care.
- There will be a $2.00 charge for all drop-in requests.
- There will be a $5.00 charge for cancelations done 24 business hours prior to the requested date. No-shows or cancelations after the 24-hour time will result in full charges.
- All drop-in care is subject to staffing and enrollment ratios. No additional staff will be added for drop-in care needs.
- If a family doesn't have a current contract with the Academy all fees/charges are due on the day of care. Paperwork must be completed prior to leaving the child at the facility.
- School-age school out and other drop-in care can be scheduled and contracted each semester. Enrollment is limited.
- Drop-in care for weather related school out days will be decided on a case-by-case basis so that we can ensure proper staffing. Please call the academy to receive prior approval before coming.

10% discount on second child / based off the lower rate
Extra Charges:

Late Pick up Fees:

$5.00 – 1 – 5 minutes / $1/min for each additional minute

Registration Fees: $25.00 per contract period Fall/Spring/Summer

The yearly calendar given to parents at enrollment, or at the beginning of the school year outlines the days that the child care program is closed. Tuition is not charged for these days.

Discharge Policy. The Academy reserves the right to terminate a child’s enrollment for any of the following reasons:

1. Failure to pay fees.
2. Failure to submit required forms.
3. Failure to observe rules of the program.
4. Child’s behavior is hazardous to self or others.
5. Repeated child behaviors that are disruptive to the classroom and not resolved through positive behavior strategies.
6. Disruptive parent behaviors that may be threatening to children and staff of the program including but not limited to the use of profanity and/or threats, abusive behaviors, or noncompliant behaviors. If program staff feel behavior warrants concern for the physical and/or emotional safety of individuals on the property, University police will be notified.

Registration Fee. A $25.00 nonrefundable fee will be added to your bill for each contract period (Fall, Spring, Summer).
Blugold Building Access Card Fee. Information about fees for additional cards, community cards, and lost cards is available in the administrative office.

Billing. Billing is done on a 4-week cycle. Due dates are listed by the sign in computer; two weeks after bills are sent. Billing disputes follow the program’s grievance policy. Documentation will be provided to assist with the process.

GRIEVANCE PROCEDURE

Any grievance or concerns should be addressed first with the involved parties. If this is unsatisfactory, please bring the concern to the Academy director. If the question or concern cannot be immediately addressed, the following problem-solving outline will be implemented:

F. Both parties will agree on the statement of concern.
G. Both parties will brainstorm solutions to the problem.
H. Both parties will agree on attempting one of the solutions.
I. The attempt/solution will be evaluated.
J. The process will be repeated until the concern is resolved or until both parties agree that further assistance by a third party is needed.
# 2018 Recommended Immunizations for Children from Birth Through 6 Years Old

<table>
<thead>
<tr>
<th>Age</th>
<th>HepB</th>
<th>RV</th>
<th>DTaP</th>
<th>DTaP</th>
<th>Hib</th>
<th>Hib</th>
<th>PCV13</th>
<th>PCV13</th>
<th>PCV13</th>
<th>IPV</th>
<th>IPV</th>
<th>Flu</th>
<th>MMR</th>
<th>Varicella</th>
<th>HepA</th>
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<tbody>
<tr>
<td>Birth</td>
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<td>RV</td>
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<td>PCV13</td>
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**Is your family growing?** To protect your new baby and yourself against whooping cough, get a HepB vaccine.

The recommended time is the 2nd or 3rd month of pregnancy. Talk to your doctor for more details.

Shaded boxes indicate the vaccine can be given during a routine visit.

**NOTE:**

If your child misses a shot, you don’t need to start over, just go back to your child’s doctor for the next shot. Talk with your child’s doctor if you have questions about vaccines.

**EXCEPTIONS:**

- Two doses given at least 6 weeks apart are recommended for children aged 6 months through 8 years of age who are getting an influenza vaccine for the first time and for some other children in this age group.
- Two doses of HepA vaccine are needed for lasting protection. The first dose of HepA should be given between 12 months and 15 months of age. The second dose should be given 6 months after the first dose. HepA vaccination may be given to any child 12 months and older to protect against HepA. Children and adolescents who did not receive the HepA vaccine and are at high risk, should be vaccinated against HepA.

- If your child has any medical conditions that put him at risk for infection or is traveling outside the United States, talk to your child’s doctor about additional vaccines that may be needed.

For more information, call toll free 1-800-CDC-INFO (1-800-232-4636) or visit [www.cdc.gov/vaccines/parents](http://www.cdc.gov/vaccines/parents)

[Logo: CDC, U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, American Academy of Family Physicians, American Academy of Pediatrics]
Please date and initial the following statements as you review them in the handbook policies and procedures.

___ Information on curriculum, class groupings and the changes that may happen during interim.

___ Policies regarding registration for school age children, school-out days and summer.

___ Policies regarding child care contracts, vacations, changes and cancellations.

___ Required completed paperwork prior to the first day of attendance.

___ Information regarding attendance, drop off and pick up policies.

___ Information regarding the hours of operation and holidays.

___ Information regarding fees, late pick-up fees, and outstanding account balances.

___ Policies regarding food and nutrition; especially days when sack lunches are needed.

___ Policies about children’s allergies, health concerns and emergency procedures.

___ Policies about the security system and the need for Blugold/community cards and possible associated fees.

___ Policies and procedures for child’s appropriate dress, hand washing on arrival, outdoor activities, items to bring from home, extra clothing, rest time, and toys.

___ Parent/teacher communication.

___ Health care policies.

___ Policies and procedures listed about field trips.

___ Procedures listed about concerns, grievances and discharges.

All questions can be directed to the administrative staff at 715-836-2178

...........................................................................................................................................................................

I have read and understand the UW-Eau Claire Children’s Nature Academy parent handbook.
## Schedule of Program Reviews;

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
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</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td>Staff Development Day:</td>
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<tr>
<td></td>
<td>Review of Policies and Procedures</td>
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<tr>
<td></td>
<td>Emergency Plans</td>
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<td></td>
<td>Orientation Day:</td>
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<td></td>
<td>Curriculum Review Forum</td>
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<tr>
<td><strong>September</strong></td>
<td>PDP Review</td>
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<tr>
<td><strong>October</strong></td>
<td>Curriculum Review to make minor changes for the year. What isn't working at that time.</td>
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<tr>
<td></td>
<td>Fall Feedback Surveys</td>
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<td></td>
<td>Online Security Training Updates</td>
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<tr>
<td><strong>November</strong></td>
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<tr>
<td><strong>December</strong></td>
<td>Staff Continuing Education Review</td>
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<td></td>
<td>Self-Assessment</td>
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<td></td>
<td>Curriculum Review Committee</td>
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<tr>
<td><strong>January</strong></td>
<td>Evaluations / PDP</td>
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<td>Schedule Renewals of CPR / First Aid</td>
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<td>Schedule Mandated Reporter Training</td>
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<tr>
<td><strong>February</strong></td>
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<tr>
<td><strong>March</strong></td>
<td>Staff Development Day:</td>
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<td>Required Training Review</td>
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<tr>
<td><strong>April</strong></td>
<td>Spring Feedback Surveys / Quality Improvement Plan</td>
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<tr>
<td><strong>May</strong></td>
<td>Online Bloodborne Pathogen Training</td>
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<tr>
<td><strong>June</strong></td>
<td>Diversity and Inclusion Review</td>
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<td>July</td>
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