

CHILDREN'S



EST. 1974

UW-EAU CLAIRE

# Family Handbook

Serving children 6 weeks old – 12 years old | License Capacity:260  
Open year-round Monday-Friday from 7:00 a.m.-5:30 p.m.

**1190 Priory Road, Eau Claire Wisconsin 54701**  
**Phone: 715-836-2178**

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## INTRODUCTION

Welcome to the University of Wisconsin Eau Claire (UWEC) Children's Nature Academy. Check the table of contents on the previous page to help you find specific topics. If you have questions about this handbook's content, please see the program administration.

## MISSION STATEMENT

The UWEC Children's Nature Academy supports high-quality care and education for young children through developmentally appropriate, nature-inspired education.

## PHILOSOPHY

Children are immersed in hands-on learning and discovery that uses nature and the senses.

## KEY PRINCIPLES

- Connecting children with nature.
- Promoting healthy development.
- Serving as a site for experiential learning, research, and collaboration.
- Supporting families.

## CULTURAL DIVERSITY

As part of the University of Wisconsin Eau Claire, diversity practices have been evaluated by many levels of educators. The program adds diverse experiences such as:

- Embracing differences and similarities in cultures
- Sharing unique traditions
- Exposing children to multiple languages.

Resources such as the Department of Foreign Languages and the International Studies Program are available for cultural needs and language support.

## PROGRAM HISTORY



## LICENSING/ACCREDITATION

The Children's Nature Academy is licensed by the **Department of Children and Families**. Licensing rules are available in the childcare offices or online at <https://dcf.wisconsin.gov/cclicensing> Any violation of the rules and a plan of action are posted by the check-in computer. Policies and other parent information will be posted by the check-in computer or the family communication boards, outside each classroom.

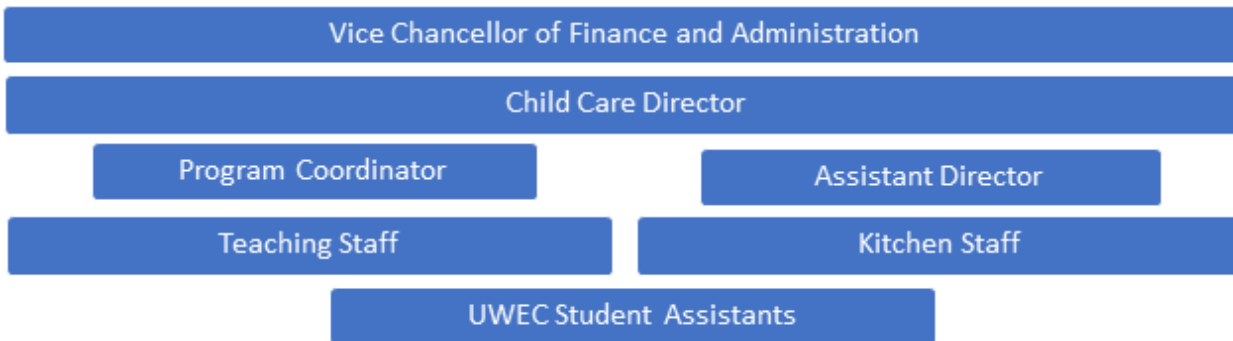
The program is accredited by NECPA (**National Early Childhood Program Accreditation**). NECPA has key indicators that help predict the overall quality of programming for children. The process of accreditation requires the program to complete a self-study of the standards and make quality improvements.

The program has also been awarded a 5-star rating by the state of Wisconsin, showing the highest quality services offered to children and families.

### OPEN DOOR POLICY

We encourage families to share traditions, be guest readers, help with art projects, etc. Please speak with your child’s teacher if you would like to visit the classroom. Parents /guardians may request a card that allows them front door access to the building.

### ORGANIZATIONAL CHART



### COLLABORATING PARTNERS

#### ECLIPSE

Eclipse, an AmeriCorps program, provides students to support children’s language, literacy, and social-emotional goals.

#### UWEC DEPARTMENTS

Experiential learners from many majors work in classrooms to earn income to support their education. Volunteers and students using the program for learning opportunities are supervised while in the center.

#### EAU CLAIRE FOR TOMORROW (EC4T)

The program collaborates with the Eau Claire Area School District to provide EC4T programming. Requirements for enrollment can be found at [ECASD | Eau Claire 4 Tomorrow](#)

#### COMMUNITY OUTREACH

There are many opportunities within the community to share our mission, making community outreach a priority. Individuals in the program advocate for children and families throughout Wisconsin.

### ADMISSION/ENROLLMENT

Registration priority is given to children of UWEC students, however, UWEC faculty/staff and community members are welcome. If you are interested in the program, please call the facility and someone will guide you

through enrollment. Getting on the waiting list is the first step, followed by: visiting the program, completing required paperwork, and attending an orientation. The program offers a variety of full and part-time programming. At least 2 full days are required, but 2-day programs must balance an existing schedule. You may call or email to get on our waiting list.

## BILLING

Billing is done on a 4-week cycle. Payments are processed through Tuition Express. **No cash payments will be taken.**

## REGISTRATION/SCHEDULES

Enrollment requires a registration form providing specific schedule details. This form is also completed each spring for the fall semester. Interim periods (May, August and January ) allow flexibility in scheduling. Interim is a time when you can change schedules and take days off. Tuition will not be charged if it is shown on the registration form. During the Spring and Fall semesters and summer, you are charged for the days you are registered for, regardless of absences and scheduled vacations.

## FEES

A fee schedule is available in the administrative office.

Extra Charges:

1. A \$25.00 nonrefundable fee is charged to each child in the fall, spring, and summer session.
2. Field trip charge when a field trip is scheduled.
3. Late fees  
    \$5.00 for 1 – 5 minutes  
    \$1.00 for each added minute after 5 minutes.
5. \$25.00 for all changes in contracts within the semester
6. Door Access Cards: Please see the assistant director to buy door access cards or to get your card activated. Community cards are \$15.00 per card (limit 2 per family). Replacement cards are \$15.00.
7. Drop-in days are charged \$2.00 extra per day.
8. There will be a \$15.00 fee for insufficient funds.
9. There will be a 5% discount on the second child based on the lowest tuition rate.
10. A deposit of \$500.00 is required when you register for the program. This registration will be applied to your first month of childcare. It will not be refunded if you drop out before programming begins.

Additional Policies

- 2 full days minimum. 2-day programs must balance an existing schedule.
- 4K children a minimum of 2 days of wrap around care is required.
- Program withdrawals will require a 2-week written notice.
- During the semester, no days will be credited due to absences. This includes planned or unplanned absences. This ensures that our teachers can count on being paid their full salary throughout the year.
- A calendar of billing dates and days that the center is closed is available each fall. If you have not received one, please ask.
- 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, per week, from the time a child is 6 weeks old.
- In case of overpayment or cancellation of services, refunds will be processed by UWEC.
- Days may not be switched during the week. If you wish to add a day, please see program administration.

- Adding days between semesters is not guaranteed and must be approved by the program coordinator in advance to ensure that space is available.
- Children are added from our wait list when space becomes available. You will receive confirmation from the program coordinator when you are accepted and when your child can start.

## CHILD TRACKING

Each classroom keeps an attendance sheet with arrival and departure times for all children. If your child has not arrived by 10:00 am and we are not aware of the absence, program staff will attempt to notify the family by phone. It is important to update all contact information so that we can always reach you. Children will not be released to unauthorized individuals and all changes must be specified in writing. Identification will be checked if the caregiver in charge does not recognize the authorized pick up. We will notify parents/guardians by phone if an unauthorized individual attempts to pick up your child.

## EMERGENCY CONTACT

Parents/guardians must provide an emergency contact person who can be reached if they are unavailable.

## FORMS REQUIRED BY THE DEPARTMENT OF CHILDREN AND FAMILIES

*Prior to the first day of attendance: (all children)*

- Registration Form
- Food Program Form
- Child Enrollment Form
- Special Dietary Request
- Health History
- Getting to Know You (over age 2)
- Billing Information Form
- Tuition Express Form
- Photo Release Form
- SIDS Policy Form (under age 2)
- Intake Form (under age 2)

*Within 30 days of start date (all children):*

- Health Report and Immunization Record. Health reports are updated every 6 months up until age 2 and yearly after age 2.
- Immunization Record (see [Vaccine Schedule for Children 6 Years or Younger | CDC](#))

A child information form is printed and found in each classroom along with any allergies, medical requirements, food considerations, or child-specific requests.

## WITHDRAWAL POLICY

A two-week written notice is needed for all program withdrawals.

## DISCHARGE POLICY

Enrollment may be canceled by family or program administration. A written notice will be given if cancellation is involuntary. A timeline for discontinuation of services will be included in the notice. All threats that pose a risk to the well-being of children and staff will be cause for immediate termination. The program reserves the right to stop a child's enrollment for any of the following reasons:

- Failure to pay fees

- Failure to submit required forms
- Failure to observe program policies
- Child's behavior is hazardous to self or others
- Repeated child behaviors that are disruptive to the classroom
- Disruptive parent behaviors that are threatening to children or staff, including: profanity and/or threats, abuse, noncompliance

If program staff feel behavior creates concern for the safety of others, the parent/guardian will be called, and you will be asked to pick your child up within 20 minutes.

## 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 schedule an individual orientation afterwards.

### *Orientation Checklist:*

- Meet the teacher
- Turn in paperwork
- Meet administration
- Set up computer log in
- Bring classroom supplies
- Gather additional information and ask questions.

We ask that all families complete a transition survey when their child moves to a new classroom and/or school. [https://uweauclaire.qualtrics.com/jfe/form/SV\\_d7qDzrjhOCzvRid](https://uweauclaire.qualtrics.com/jfe/form/SV_d7qDzrjhOCzvRid)

## PROGRAM OVERVIEW

### EDUCATIONAL OPPORTUNITIES

The calendar and newsletters provide helpful information about educational opportunities and events for families. Everyone is welcome and encouraged to attend. Each year the director hosts Triple P Parenting Seminars or Family classes. Watch for details of these in the family newsletter along with other education opportunities.

### TRIPLE P POSITIVE PARENTING

The program director is a trained facilitator and practitioner of Triple P Positive Parenting seminars and discussion groups. Training is offered that promotes this evidence-based program and supports families through education.

### PARENT/TEACHER COMMUNICATION

Communication tools used throughout the program are:

- Verbal or written daily personal communication.
- Website: <http://www.uwec.edu/children>
- Conferences
- Parent bulletin boards are located outside each classroom.
- Phone calls, newsletters, emails
- Family fun nights



- Annual evaluation forms

Several bulletin boards are around the center, including the check-in computer and by the front office. This is where you will find licensing rules, the certificate for licensing and accreditation, recent violations, and other notices. A family handbook is available for your review in the lobby of the building. The program is staffed so that families and staff can speak verbally a minimum of once per week, if not daily.

### EVENING /WEEKEND CARE

See addendum for evening and weekend care.

### SUMMER AND SCHOOL-OUT SCHOOL-AGE PROGRAM

When elementary schools are closed, we offer a school-age program for children ages 5 – 12 years of age. The school-age curriculum is based on the DNR (Department of Natural Resources) 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.

School out is defined as when the ECASD schools are closed, whether it is for a snow day, holiday break, or summer vacation.

### DROP-IN CARE

Drop-in care is allowed if space is available. Please adhere to the following guidelines:

- Program administration must approve all drop-in care. Please call the office if you have a request for care.
- Cancellations made 24 hours before the requested date will result in a \$5.00 fee. No shows or cancellations after the 24-hour period will result in full charges.

Child Education is integrated into classroom experiences.

### 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. We carefully plan unit studies based on the interests of the children to capture the excitement of learning. As a unit study evolves, the child can make choices and direct the flow of learning.

### CREATIVE CURRICULUM

The Creative Curriculum is the foundational system 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. Teachers observe children to decide the next steps in learning and build on individual strengths.

Relationships are a foundation of security, and the cycle of assessment helps define the learning goals for each child. Whenever possible, the teachers work with families to create learning goals, incorporate interests and family culture, gather ideas for learning, and enrich experiences through family resources.

Lesson plans are posted outside each classroom and emailed to families. Program stakeholders review the curriculum annually so that changes can be made if necessary. A copy of the curriculum is available for review on the fall orientation night. Each classroom creates a unique schedule that reflects the development needs of the individual age group. The lesson plan reflects the child's individual goals and allows opportunities to revisit concepts and lessons throughout the year.

Feedback is solicited from families at family conferences, through Qualtrics surveys, through an open-door policy, and informally through casual conversations.

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 program assessment tool, The Portage Guide, originated in Wisconsin and aligns with the Wisconsin Model Early Learning Standards.

## NATURE CURRICULUM COMPONENTS

Nature-inspired learning is implemented throughout the program. We center core learning concepts around the many natural resources on the property, in Eau Claire, and throughout Wisconsin. The teachers rely on the following resources to develop a curriculum that is developmentally appropriate and leads the children into inquiry.

- Wisconsin DNR - Project Learning Tree
- Beaver Creek Nature Reserve
- Wonder League
- Nature Explorer

As the children grow, they learn at the level that is right for them; Infants experience nature first, Toddlers learn through inquiry and wonder, 2-year-olds begin nature adventures in secure spaces, and preschool and school age children are immersed in nature throughout the property.

## THE LEARNING ENVIRONMENT

Classrooms are organized according to the best environmental practices of ITERS (Infant Toddler Environment Rating Scale) ECERS (Early Childhood Environmental Rating Scale), and SACERS (School Age Care) Environmental Rating Scale). 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. We have included living plants in our environments. All plants are labeled and those that are potentially toxic are inaccessible to children.

*Objectives for learning incorporate the following learning domains:*

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

## LANGUAGE & EARLY LITERACY

Language develops rapidly during the preschool years. 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:*

- Early Literacy From [www.zerotothree.org/BrainWonders](http://www.zerotothree.org/BrainWonders)
- [http://raisingchildren.net.au/articles/developing\\_literacy.html](http://raisingchildren.net.au/articles/developing_literacy.html)
- PLANNING FOR EARLY LITERACY SUCCESS (Wisconsin Model Early Learning Standards)

## SOCIAL/EMOTIONAL DEVELOPMENT

Social/Emotional Development starts with creating a warm and secure environment that supports the needs of individual age groups. It involves teaching skills and reinforcing desirable behaviors.

Each semester, the program recruits interns who work with children throughout the program to provide support 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.

Al’s Pals is the social/emotional curriculum that is used for children 2 and older. However, all children learn these skills through play, stories, and songs.

## 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 in well-ventilated areas to ensure safety. Neither children nor adults can eat or drink while they are using art supplies.

## Family Involvement

We invite families to utilize our learning and involvement opportunities.

The family resource library is available in the lobby. The program encourages families to check out books. The library highlights PBIS (Positive Behavioral Interventions and Support) books that help families support children’s behaviors and teach social and emotional development. Family conversation kits help families facilitate discussions about diversity and inclusion.

- The monthly newsletter highlights learning opportunities and resources in the community.
- The center offers educational opportunities about many topics of interest.
- The advisory board of parents/guardians, students, and other program stakeholders meets monthly to assess the needs of the program. The board is a contact for families, the program, and camps, and helps members understand the program. The board discusses the budget, fees, and services. The board shares their mission through opportunities in the community. Program members advocate for kids and families throughout Wisconsin.

## SCREENING

## LANGUAGE DEVELOPEMENT

The teacher will do an ASQ (Age and Stages Questionnaire) assessment within three months of a child’s first day of attendance.

## GOALS

**Individual child goals** are developed in collaboration with families for each individual child. These goals are tracked through assessments, portfolios, child observation and various screening tools. **Program goals** are based on the annual evaluation, completed by staff and families. A quality improvement plan is developed and shared with families annually.

If the parents and teacher feel it is needed, an outside professional may be referred to.

*Referring Agencies:*

- Birth – Three
- Early Autism Program
- Eau Claire Area School District
- UWEC special education and early childhood education
- Local health care providers

## DAILY SCHEDULES/PROCEDURES

### INFANTS

Infant schedules are based on the needs of each child. Teachers work with parents to ensure an easy shift from home to the center.

### TODDLERS & TWOS SCHEDULE

*Toddlers and children of 2 years follow a schedule that includes these elements:*

- Flexible and adaptable to meet individual needs
- Unhurried and allow for routines, play, and transitions
- Balanced between activities and rest time
- Time adjustable for individuals and/or group play
- Designed for outdoor play twice a day

*The infants, toddlers and twos teachers work with each child to:*

- Meet children's basic needs.
- Foster social/emotional development
- Develop relationships.
- Support cognitive and brain development.

### PRESCHOOL AND 4-YEAR-OLD KINDERGARTEN

Routine classroom activities and schedules are determined by the lead classroom teacher and are posted on the parent information board. Each schedule has a balance of:

- Active and quiet play
- Indoor and outdoor experiences (weather allowing)
- Free choice of individual activities for children
- Large and small group activities
- Meal and snacks
- Quiet time for rest

### PHYSICAL ACTIVITY

Physical activity is part of our daily curriculum. At least 120-minutes (about 2 hours) of active play time is provided to children and includes teacher and child-led experiences.

## ASSESSMENT

Portage Guide. We selected the Portage assessment tool based on two key factors.

- The assessment tool aligns with the Wisconsin Model Early Learning Standards.
- The assessment encourages input from families. We encourage families to provide observations and input about their child's development.

The Ages and Stages (SE).

Other assessment tools, as recommended by early childhood special education and/or physicians.

## BEHAVIOR GUIDANCE

Children's Nature Academy 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). A team of teachers meets monthly to look at specific behaviors to figure out supports. This team also plans active learning opportunities to reinforce program rules and teach skills for success.

The Wisconsin Pyramid Model Specialists and the Eau Claire Area School District Early Learning Programs recommend these forms. \*See the attached BIR (Behavior Incident Report) samples. Research has found that looking at data can help us pinpoint strategies for success. The assistant director inputs the BIR into a spreadsheet that can be analyzed objectively. The BIR does not take the place of working with families but looks at behaviors from an external standpoint.

*Center-wide rules are as follows:*

- Be Kind and Respectful
- Be Safe
- Be Responsible and Make Good Choices

### Behavior Guidelines

Although teachers work with parents to develop consistency in child guidance, certain actions are prohibited, even at the parent request. Teachers in the program have been trained in behavior guidelines. Part of this training is examining what may be causing the behavior.

## QUESTIONS STAFF CONSIDER WHILE EXAMINING A CHILD'S BEHAVIOR

### Questions about the Environment

- Does the environment/relationship support the child's growth?
- Does the classroom reflect the interests of the child and provide opportunities for developmental challenges?
- Is the child under stress, at home or at school? Are their needs unmet?
- Are all adults modeling what desired behaviors are?

### Questions about Development

- Have you worked with the parent guardian to seek suggestions and develop consistency?
- 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.
- Does the child communicate, or do they need supportive adaptations to do so? This includes receptive and expressive communication
- Is there a skill that the child needs to learn to be successful? Is that skill developmentally appropriate?

- Are children testing boundaries for consistency or exploring?
- Is there a personality conflict between children and/or adults in the child's life that may be overlooked?

The goal is to provide children with skills and feedback to develop self-discipline and problem-solving abilities. Adults should always seek to reinforce the positive, provide a safe space for the child and others in the classroom community, and minimize behavior that is not desired. Redirection, ignoring, preplanning, teaching skills, modeling, and conversations about behaviors are the primary approaches for working in classrooms to prevent and deal with undesired behaviors. Children, ages three and older, will occasionally be directed away from the group to a safe place where they can regain their composure. If a child's behavior is unsafe to themselves or others, it may be necessary to bring in support from the 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 they are ready to be safe, the child may return to the classroom. If a time away is used, it will be documented.

## PREVENTION

### *Environmental Factors:*

- Classroom room arrangement
- Clearly defined routines and expectations
- Working with the family to provide consistency
- Providing fresh air, physical activity, and healthy food choices
- Minimized transitions and "waiting time"

### *Communication Factors:*

- Developing relationships with children and families
- Prompting through verbal or visual reminders
- Teaching skills through intentional lessons
- Providing security by offering a child quiet space, time to work and play alone, balanced activities
- Teaching children to recognize "strong emotions," naming these emotions and teaching ways to deal with these feelings.

## REDIRECTION

### *Environmental Factors:*

- Observing the child to determine triggers and redirecting behaviors before they start
- Changing activities

### *Communication Factors:*

- Preventing behaviors from becoming out of control (i.e., wrestling turns into fighting, competition turns into hard feelings)
- Observing the signals that children give when they are bored, tired, overstimulated, and intervening before behaviors arise
- Simple words of reinforcement, quietly to encourage or to help the children to think about their actions.
- Helping children move past negative emotions
- Always provide a brief explanation of the reasons for the redirection. This should include the reason and provide clear feedback about what the desired behavior should be
- Catching children doing the desired behaviors and providing verbal reinforcement and encouragement is an important part of effective feedback.

## DISCUSSIONS

- Discuss behaviors in short simple statements, taking time to listen to the child

- Having discussions about behaviors at various times throughout the day

## SEEK HELP, TAG TEAM, OR BRING IN SUPPORTIVE SERVICES

Behaviors may present a threat to the child, other children, or even adults.

*Parents should keep the following behaviors in mind when dealing with children:*

- Be patient and remain calm
- Use positive ways to stop the behavior immediately
- Acknowledge feelings and model breathing techniques (this is helpful for the child and the adult)
- Describe what you see and the reasons that the behavior must stop in a clear and controlled manner
- Behaviors should never be labeled “good” or “bad”
- State the behavior positively

*Phrase Replacements (what we do not say and what we say instead):*

“Stop running.”	“Walk safely.”
“Don’t hit.”	“Gentle touches; Hands to ourselves.”
“Don’t stand on the chair.”	“Feet on the floor.”
“No throwing sand.”	“Sand stays in the sandbox.”

\*After reading this section we ask that you sign the behavior policies at the end of this handbook and turn it in to the office.

## STEPS TO BEHAVIORAL SUCCESS

- Concerns will be discussed with the family (care conference)
- Information will be documented to determine patterns of behaviors
- A written action plan will be devised
- The action plan will be implemented for a predetermined period, success will be monitored, and observations will continue, and adjustments to the plan are an ongoing part of the process.
- If behavior improves, the teacher will continue to monitor success.
- At any time during this process, a referral may be made to outside resources.

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.

## BITING

Biting 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 bite does occur, we wash the injury with soap and water and will inform the families of both children. Teachers will record any incident in the classrooms’ medical logbook. The classroom teacher will develop a

plan of action to help prevent further incidents and will inform both families of the plan. The teacher, the director, and families will meet and discuss further plans or options if the biting persists.

## HEALTH AND WELLNESS

The program's health and wellness policies are reflected in our food and nutrition program, our daily physical activity schedule, and the routines implemented throughout the program. The habits created in the formative early childhood years can influence healthy choices for a lifetime. The assistant director serves as the health advocate for the program. This person uses the head of the UWEC Nursing Program and UWEC Health Services as a resource for questions.

## NOURISHMENT AND FOOD

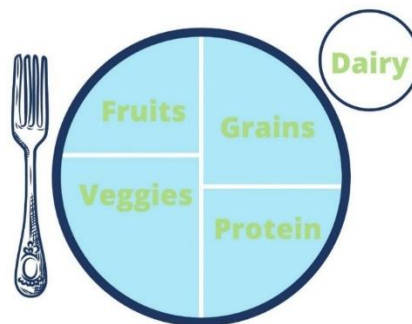
The program takes part in the USDA Child and Adult Care Food Program (CACFP). The CACFP requires the program to adhere to the guidelines set by the agency including meal components, minimum serving sizes (for all ages), recordkeeping, sanitation standards, and preparation guidelines. A kitchen supervisor responsible for meal preparation, food storage, dishwashing, and serving. This individual is trained in food-safe practices and food protection/handling. School-age children follow the same food program requirements of the CACFP.

Multiple staff members are available to oversee attendance tracking, quantities of food served, production records, and number of children eligible for free or reduced meals. The program goes through a review process through the US Department of Agriculture to ensure compliance and regulations.

Meals are served every three hours with staff seated at the tables with the children, except infants who are fed on demand. Mealtimes offer a wonderful opportunity to learn about health and nutrition and a time to socialize. If a family has special requests, such as vegetarian or organic meals, the child is welcome to bring his/her meal from home. Please talk to the assistant director if you have special dietary needs.

We use the CACFP food guidelines for meal planning. The program does not include desserts or other sugary sweets in their meal planning. Children are encouraged to try new foods, but they will not be forced to eat anything. The withholding of food is not used as a method of discipline.

Meals are prepared collaboratively with the UWEC food service and on site. All meals must meet the nutritional guidelines of the CACFP.



Resources for families in Eau Claire County:

[Eau Claire County University Extension](#)  
[UW-Eau Claire Campus Harvest Food Pantry](#)  
[American Academy of Pediatrics](#)



## BREASTFEEDING

As a breastfeeding friendly center, a lactation room is available for parents and staff. Resources are available on the benefits of nursing for expectant mothers and all staff are trained in breastfeeding procedures. A private room (#004, downstairs) is available with access to an electrical outlet for the use of an electric breast pump, supplied by the parent. The office is locked so please ask a staff member to unlock it for you. The program allows enough time for breastfeeding employees to express milk while at work. Breastmilk can be brought in and will be stored in the fridge or freezer. We ask that you date it and label it with your child's name. Please consult with your child's teacher about further details or questions. If a mother is delayed for a feeding, a plan for supplemental feedings is decided with families individually.

## FOOD ALLERGIES AND SENSITIVITIES

Food allergies should be disclosed to the 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 and complete the required forms. 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 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 supplement the food served in our facility.

Monthly menus are emailed to parents 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.

## SPECIAL NEEDS/CHRONIC ILLNESS

Sometimes a child has already been identified with a special need before enrolling in the program. Staff work as a team with the parents and other professionals to develop an individualized education program (IEP) based on the child's needs.

### Medications

No medications will be given without the 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 a locked container in the classroom. Authorization forms are at the front desk and should be completed and given to your child's teacher. Details of the form include dosage, starting and ending dates, times, and the name of the medication as listed on the medication container. Parent instructions must be consistent with the label.

All medications on the backside of the medication authorization form. The Assistant Director reviews these books every 6 months. Families may check the medication form to see the times of administration. If a dose of medication is missing or there is an error in distribution, the parent/guardian will be notified.

The program works with the Eau Claire Health Department to manage illness within the childcare program, with an emphasis on prevention through determining protocols for illness and exclusion from childcare services.

*To reinforce healthy practices, do the following, at home:*

- Cover mouths when coughing
- Cover noses when sneezing
- Turning head when sneezing

- Washing hands frequently and thoroughly

*Please keep your child home if he/she exhibits any of the following:*

- Fever of 100.4
- Diarrhea (2 or more incidents)
- Rash
- Vomiting
- Persistent cough
- Eye infections
- 2 minor symptoms, not limited to, runny nose, sore throat, tiredness, headache, etc.
- Head lice

If a child exhibits the symptoms listed above, they will be removed from the classroom and parents/ guardians will be notified. Children are to be picked up within 30 minutes of being contacted. They can return 24 hours after symptoms are gone or have a note from their child's physician that they are not contagious. In the case of head lice, treatment must be completed and all lice and/or nits removed.

If we notice a child acting unusually, parents/guardians will be contacted for guidance on how to proceed.

If your child is diagnosed with a contagious disease (chicken pox, strep throat, etc.), please contact us at your earliest convenience to ensure the safety of others. Communicable diseases will be posted on the classroom door, and if needed, will be reported to public health. The program will maintain confidentiality and will not release names of the individual diagnosed. In the case of an influenza outbreak or pandemic, the program will follow the recommendations of the Eau Claire Health Department.

## FIRST AID AND INJURIES

Teachers have been instructed in First Aid and CPR. 911 will be contacted if the situation is deemed an emergency or life-threatening and the individual will be transported to the nearest emergency facility, or the hospital indicated on the child's information form.

There is a first aid kit in the lobby and smaller ones in each classroom. A first aid kit will also be taken on walks, field trips, and evacuations. Incidents and injuries are documented in the classroom's medical logbook. Soap and water will be used to clean injuries. If an injury requires medical care, a form(s) must be completed and turned into the childcare office. This form is sent to childcare licensing and the ECASD (if the accident happened while attending 4K) A copy of both forms will be kept in the child's permanent file.

Teachers always maintain sight and sound supervision and must verify the number of children in their care at any given time. Prevention is always the best course of action.

The Children's Nature Academy is fortunate to be able to provide unique experiences like hiking and sledding. The program does not provide any type of blanket medical coverage and the parents are responsible for any costs not covered by their insurance.

Other considerations:

- All arts and crafts materials are non-toxic.
- No eating or drinking while using arts and crafts materials.
- Supplies are used in well-ventilated areas.
- All plants are labeled and identified.
- Potentially harmful plants are inaccessible to children.

- No paint containing lead more than 0.06 % is used.

## PETS

Pets provide many benefits and valuable learning opportunities. Children have an active role in the care and nurturing of all classroom pets (holding, feeding, etc.). Teachers will have a list of the types of pets posted outside the classroom door. Please contact the director if your child has any pet allergies. Parents are notified in advance if pets will be visiting.

## APPROPRIATE CLOTHING

Children should dress comfortably to play and interact with the environment. Recommended play clothes include:

- Washable and seasonally appropriate clothing.
- Closed-toed shoes with heel strap.
- Outdoor clothing for various weather conditions

Children are taught simple tricks like the “fireman flip” that encourages their self-sufficiency. Your child may play outdoors in weather that is drizzly, snowy, wet, and/or windy; please plan accordingly. Your child is recommended to have rain boots and coats in these weather conditions.

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.

Please bring two extra changes of clothing, in case of spills or potty accidents, and place it in your child’s cubby.

## CLOTH DIAPERS

Cloth or disposable diapers are welcome. Parents choosing cloth diapering must provide the diapers, liners (waterproof outer covering), a bag for the dirty diapers, and anything else needed for the process. The staff ensures the process is completed properly. You must provide a labeled container with a tight lid or a sealed plastic bag for soiled cloth diapers. Families must take all soiled diapers home daily. Staff will store soiled diapers out of children’s reach.

Please bring two extra changes of clothing, in case of spills or potty accidents, and place it in your child’s cubby.

## CHILD DROP-OFF

Classrooms combine with similar age groups at the beginning and end of the day. Classroom signs will indicate where the children are located. At drop-off, teachers assess each child’s general well-being. Please provide any information to program staff that may impact how your child feels, such as how your child slept. The teacher will call you if they have any questions about a change in behavior or energy level.

For children who are asleep and still in their car seats at drop-off, parents must remove their children and place them in their cribs.

## EMERGENCY PROCEDURES/NATURAL DISASTERS

The center’s emergency procedures manual can be found in each classroom or is available for viewing on request.

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

## FIRE

Teachers will quickly and carefully take the children outside, in case of a fire in the building, taking their Child Information Binder with them.

- Infants will be placed in fire evacuation cribs and wheeled out the front doors.
- Toddlers will walk out the front doors and meet the infant classrooms in the grassy area in the middle of the turn-around area.
- 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 and making sure everyone has left. The teachers will ensure all children are accounted for.

## TORNADO

Each classroom has a specific destination posted near the classroom's main door. Classrooms will bring their Child Information Binder and a flashlight to the location. The assistant director will bring a radio downstairs.

*Staff and children must:*

- Walk to their designated safe room or an interior hallway quickly and quietly.
- Sit along the walls in their designated area and away from windows.

*The director, assistant director and coordinator must:*

- Check all communal areas throughout the building.

All support staff will help with the children's needs.

Staff will take children to the building next to our current building if needed to evacuate. Each teacher will take the emergency contact information with the class. 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. All classrooms have their own flashlight.

In an evacuation, all staff will support children and staff with differing abilities. These individuals have been identified, and a plan has been devised for implementation.

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

## MISSING OR ABDUCTED CHILD

*If a child is not accounted for at any time:*

- The childcare director on duty must be notified.
- All available staff members must search both indoor and outdoor premises for the child.
- Attendance records must be checked to eliminate the possibility that the child was not picked up by the parent/guardian.
- Child's parents/guardian must be notified.
- 911 must be called.
- Child's features, clothing, and other details must be identified.
- The Lock Down Procedure must be followed – the building will be secured to make sure all children are safe.

## SECURITY SYSTEM

A security system is installed at all entrances and exits. An activated Blugold or community card is required to enter. A doorbell can be found at the front door of the building for individuals without an access card. The program reserves the right to charge a \$1.00 fee for each time we answer the door for those who repeatedly forget or do not use their cards.

*Please notify/speak with the office if:*

- You have lost your card
- Your card has not been activated
- Your card does not work

The building and parking lot are monitored by security cameras. This additional security measure is a crucial step to make sure the environment is safe for everyone. Suspicious behavior will be reported to the university police.

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

## LOCKDOWN

The UW-Eau Claire Children's Academy reserves the right to lock down the premises in case of suspicious or threatening behavior. A detailed intruder plan has been developed by the Campus Police.

Emergency numbers are posted by all telephones with outdoor lines.

## MULTIPLE RESIDENCE, LEGAL CUSTODY AND COURT ORDERS/RECORDS

The program staff is a neutral environment for custody arrangements. The facility may not be used as a place for visitation. You must provide 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.

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

The law requires that all program staff (or any childcare staff) 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 logbook.

Anything requiring 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)

**The program will report all emergencies within 24 hours to the Department of Children and Families Licensing Division.**

## 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 parent/guardian if it is in the best interest of the child and aids in meeting the needs of the child.

## CONCEALED CARRY POLICY

DCF (Department of Children and Families) (Department of Children and Families) 251.06(2) (c) addresses the presence of firearms and ammunition in a licensed group childcare 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. All employees will be prohibited from carrying weapons while at work. This does not apply to law enforcement personnel.

## TRANSITION POLICY/PROCEDURES

### OVERVIEW

Transitioning into the program should be smooth and comfortable for both children and families. All families need to meet with their child's teacher before their first day. This allows the child to become familiar with the teacher and the classroom. When children transition internally or externally, the program can provide support.

*Steps taken include:*

- Obtain a written release of information form

- Prepare the following documents--needs summary, family needs assessment, ASQS, assessment information, intake forms and other materials requested by the family (a conference is available upon request)

### INFANT/TODDLER TRANSITION

Transitioning from the infant room, where a child is on their napping/feeding schedule, takes longer for some than others. It is best to work through this change, allowing a child to adjust to our schedule in their own time.

Families will receive either written or verbal notice for a classroom visit. Initially, the visit is short, then the child will return to his/her original classroom. We have visits at various times of the day, so the child gets a glimpse at how things run at various times throughout the day.

### TRANSITION TO 4K

Before the beginning of the school year, the children entering our 4-year-old kindergarten program participate in a 4K Orientation. The children spend time doing an activity to become familiar with their teacher and new classmates.

### TRANSITION FROM 4K TO 5-YEAR-OLD-KINDERGARTEN

During the Spring of a child's 4K experience, the teachers provide information to teachers from the Eau Claire School District. This allows them to share assessment results and provide the teachers with information that may help the child's transition. The teachers spend time talking to the children about what they can expect in a 5-year-old kindergarten.

### SEPARATION

Transitions can be difficult for children. Talking about the new experiences before your child's first day of attendance and participating in program visits can take away 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 experience separation anxiety. Work with your child's teacher to determine the best action plan.

### INDOOR TEMPERATURE

State licensing regulations state that classroom temperatures are between 67 and 80 degrees. Dressing in layers will help your child stay comfortable during the day.

### OUTDOOR ACTIVITIES

The program's nature-inspired focus centers on the belief that children need fresh air and exercise to maximize their physical and emotional well-being. All children who are well enough to attend the program will play outside, weather permitting. Teachers provide a minimum of 60 minutes of physical activity during both the morning and afternoon time (this may be indoors or out)

Exclusions include temperatures, wind chills, and stormy conditions like tornado warnings. A weather radio is in the office to ensure we are aware of any inclement weather forecasts/warnings.

After reviewing the research on temperatures and children, the program adheres to the following recommendations.

## OUTDOOR PLAY TEMPERATURES

### *Infant to age 2:*

- Minimum temperature 20 degrees Fahrenheit
- Maximum temperature 90 degrees Fahrenheit

### *Ages 2 and up:*

- Minimum temperature 0 degrees Fahrenheit
- Maximum temperature 90 degrees Fahrenheit

## 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. We do not use wading pools unless there are enough staff for supervision, per state licensing. Your child's teacher will notify you of any special supplies that are needed.

## WOOD TICKS AND OTHER OUTDOOR HAZARDS

There is a potential for wood ticks and other outdoor hazards in our program. Childcare providers will not remove wood ticks that are embedded in the skin of a child. Check your child for ticks daily and contact your medical 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 preferred 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 on the enrollment form and must be completed before admission. Teachers follow the licensing protocol when administering sunscreen. Sun safety education is a part of the school's curriculum. More information can be found at the [AAD](#).

## 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).

Sheets are available, that are laundered weekly, but you may provide a blanket, “special stuffed animal,” and/or pillow.

## SIDS

All teachers and 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. Children who



sleep in a crib are prohibited from using blankets while they sleep but can use sleep sacks. Soft toys, bumpers, and pacifier attachments are not allowed.

## 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. Small prizes and healthy snacks are another option, but it is also not necessary to send anything. The teachers make the children feel special by providing crowns and/or singing with the class. Please do not pass out birthday invitations at the center, unless all the children in the class are invited.

In accordance with the National Association for the Education of Young Children’s Position Statement, the Children’s Nature Academy believes that all children deserve the opportunity to see their families and community represented in classroom environments. Photos, books, and other materials reflect both similarities and differences so that children can see themselves and learn about the world around them. Teachers may build on opportunities for learning about cultures throughout the year through mini lessons like black history month. These topics will be included in the classroom lesson plan and updates for parents so that if questions arise there is open communication. Book lists and other information about culture are available in our family lending library if families would like to scaffold their child’s learning experience.

UW-Eau Claire Children’s Nature Academy embraces family diversity by inviting families to share their traditions throughout the year. Celebrating holidays, especially those centered around religious beliefs, is challenging. Therefore, our program has created traditions like our Spring Picnic that unite individuals around the sense of community and friendship. Child-initiated conversations about holidays will be acknowledged and addressed in developmentally appropriate ways.

## 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. We are not responsible for lost or broken toys brought from home.

## PASSIVE MEDIA VIEWING

Children under the age of three will not participate in passive media viewing. All other media will be limited, to enrich the classroom curriculum. Media is reviewed and limited to 30 minutes per week. Program staff utilizes technology for assessment, lesson planning, and communication.

## BABYSITTING

The program is not responsible for any services provided by our employees when they are not working at the facility. Please do not ask employees to babysit during their scheduled work time.

## FIELD TRIP PROCEDURES

## OVERVIEW

Teachers will notify parents/guardians of upcoming field trips and provide necessary information, via a permission form. 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 until their class returns. The facility uses a contracted bus company for field trips off site. Walking field trips are limited to hikes on the facility.

*Items teachers will bring on field trips:*

- Cell phone
- Students' emergency information
- Attendance list
- Students' medications
- First aid kit

Emergency and first aid procedures are in effect. Staff supervises children to ensure they are riding safely. We do not transport children in a program vehicle or personal vehicle.

### **PRIOR TO LEAVING THE FACILITY**

- Children will be counted, and attendance will be taken.
- Children will be given a label that identifies the facility name and number.
- Rules will be reviewed for all participants.

*Every time the children leaves the bus, a teacher will:*

- Count children and take attendance.
- Walk down the bus aisle checking to make sure each child has gotten off the bus.
- Assign a student assistant to any child who requires special assistance.

### **DURING**

Staff supervise children.

*This includes:*

- Making sure children are seated and facing forward.
- Ensuring noise levels are maintained.
- Proving comfort to students who may be unsure of the experience.

### **FIELDTRIP PROTOCOL**

- Support the fieldtrip objectives.
- Maintain safety.
- Program staff, or the parent of the children, are responsible for taking children to the bathroom.

### **HOLIDAYS, SNOW DAYS AND SCHOOL CLOSINGS**

The program is closed on holidays and staff development days. Please refer to the calendar published each year for specific closures and special events.

In case of inclement weather, please listen to WQOW for program closings and check the University of Wisconsin Eau Claire website. We do our best to remain open if University classes are in session, although road

conditions near the facility are also considered. Families will be notified by phone or email if there is a closure during the day. If the parent/guardian cannot be contacted, the authorized emergency contacts will be notified.

### PARKING/SIGN-IN

Parking is available on the 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 and are subject to impulsive behaviors. This requires diligence on the part of the parents 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, unauthorized vehicles may not enter this area.

### SIGN-IN PROCESS

- Parents/Guardians should enter the program at the front door and check in on the computer in the front lobby. Children should not touch the computer due to the sensitivity of the enrollment tracking software.
- Parent/Guardians must walk their child to their classrooms. Locations will be posted on classroom doors.
- Make eye contact and/or speak with program staff before you leave so pick-up time can be recorded.
- Parents/Guardians must check out at a computer before leaving the building.

### STAFF TO CHILD RATIOS

#### GROUP SIZES AND RATIOS

Age Group	Age Range for Ratio	Child: Staff Ratio	Max Group Size
Infants/Toddlers	Birth to 12 Months	3/4: 1	8
	12 - Months	4: 1	8
Two's	2 – 2 ½	6: 1	12
	2 ½ - 3	8: 1	16
Pre-School	3 to 4 Years	10: 1	20
4K	4 to 5 Years	13: 1	26
School-Age	5 and over	18: 1	36

\*These are the recommended ratios for licensing.

### GRIEVANCE PROCEDURE

The parties involved with any grievances or concerns should be the first people addressed. If the issue persists, please bring the concern to the program director. If the question or concern cannot be easily addressed, the following problem-solving outline will be used.

*Both parties will:*

- Agree on the statement of concern
- Brainstorm solutions to the problem
- Agree on a solution and implement
- Evaluate the solution
- Repeat this process until the concern is resolved or until both parties agree that further assistance from a third party is needed

If the problem remains unresolved, an individual from human resources may be brought in to mediate.

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

*Staff at the Academy has the following qualifications:*

<b>Director</b>	Master's degree in early childhood or a Related Field
<b>Assistant Director</b>	Degree in Education with additional training in leadership and financial processes.
<b>Coordinator</b>	Degree in Education with DPI (Department of Public Instruction) (Department of Public Instruction) certification
<b>Lead Teachers</b>	Level 12 or higher on the Wisconsin Childcare Registry.
<b>EC4T Teachers</b>	Bachelor's degree in early childhood or a Related Field with current Wisconsin DPI Licensure in Early Childhood
<b>Students Assistants</b>	Students enrolled in UW-Eau Claire or CVTC (Chippewa Valley Technical College) from various departments.
<b>Volunteers /Practicum</b>	As determined by program requirements

## STAFF ORIENTATION CHECKLIST

*The Department of Children and Families has provided the following guidelines for staff orientation:*

- Review of licensing rules for group childcare, of our center's policies, and the schedule of center activities.

- Review of contingency plans; fire and tornado evacuation plan and operation of fire extinguishers as well as first aid procedures.
- Job responsibilities and job descriptions.
- Training in recognition of childhood illnesses and infectious diseases, hand washing procedures, and universal precautions.
- Child abuse and neglect; laws, identification, and reporting procedures. Also, how to contact a parent/guardian if a child is absent from the center without prior notification from them.
- Procedures that ensure that our workers always know children assigned to their care and know their whereabouts, including during transportation provided by the center.
- Behavioral management techniques, information on any special needs a child may have and a plan on how to meet them. Procedures for sharing information related to a child's special health care needs including any physical, emotional, social, or cognitive disabilities with any childcare worker who may be assigned to care for that child throughout the day.
- Review of procedures to reduce the risk of sudden infant death syndrome (SIDS) (prior to the first day of work).

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

*Additional Orientation Training Requirements:*

- Civil Rights
- Importance of Breastmilk
- Child pick-up procedures
- Building and Playground Safety (including a review of hazards on the property)
- Hazardous Materials and Bloodborne Pathogens
- Diversity and Inclusion
- Medication training
- Behavior Management Policy
- Confidentiality Policy

**General Information**

Tax ID Number: # 39-1805963

Original License Date: June 14, 1974

License Amended: June 1, 2002

Infant/Toddler Original License Date: January 23, 2006

Our Licensing Specialist: Wisconsin Department of Health and Family Services, 610 Gibson Street, Suite 2, Eau Claire, WI 54701-3687. Phone: 715-836-2187. Fax: 715-836-2516.

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, 4/21, 4/22, 4/23, /10/23

Rates can be found in the childcare office. Please see administration for details.

#### DEFINITIONS FOR STUDENTS, AND FACULTY/STAFF

- You must enroll at UWEC with a minimum of 6 undergraduate credits or 3 graduate credits and show proof of paying segregated registrar to qualify for the student rate.
- You must show proof of UWEC employment for the semester to receive the staff rate. ‘

## HANDBOOK CHECKLIST

Please date and initial the following statements as you review them:

### POLICIES TO REVIEW

\_\_\_ 1. Registration for school age children, school-out days, and summer.

\_\_\_ 2. Childcare contracts, vacations, changes, and cancellations.

\_\_\_ 3. Food and nutrition; especially days when sack lunches are needed.

\_\_\_ 4. Children's allergies, health concerns and emergency procedures.

\_\_\_ 5. Security systems, the need for Blugold/community cards and possible associated fees.

\_\_\_ 6. Dress Code, hand washing on arrival, outdoor activities, items to bring from home, extra clothing, rest time, and toys.

\_\_\_ 7. Health care policies.

\_\_\_ 8. Policies and procedures listed about field trips.

### INFORMATION TO BE AWARE OF

\_\_\_ 9. Curriculum, class groupings and changes that may happen during interim.

\_\_\_ 10. Required completed paperwork prior to the first day of attendance.

\_\_\_ 11. Attendance, drop-off, and pick-up policies.

\_\_\_ 12. Hours of operation and holidays.

\_\_\_ 13. Fee information, late pick-up fees, and outstanding account balances.

\_\_\_ 14. Parent/teacher communication.

\_\_\_ 15. Procedures listed about concerns, grievances, and discharges.

Any questions? Please contact the administrative staff at: **715-836-2178**

### CONSENT

I have read and understood the UW-Eau Claire Children's Nature Academy parent handbook.

**Child's Name (print):** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

## BEHAVIOR POLICIES

I have read and agree with the Guidance Policy provided in this document.

---

Signature

Date

Families of children over 3 should review the policies with their child to maintain consistency between home and school.

I have reviewed the PBIS rules with my child.

---

Signature

Date

*Center-wide rules are as follows:*

- Be Kind and Respectful
- Be Safe
- Be Responsible and Make Good Choices

More information about PBIS is available in the family resource center, including social stories and books about behaviors.



All handbooks are reviewed yearly, in collaboration with our licensing process. The program is in constant review:

## ADDENDUM 1.1- DAILY PRESCHOOL SAMPLE SCHEDULE

<b>7:00 am – 8:45 am</b>	Center Opens Free Play in designated classrooms
<b>8:45 am – 9:00 am</b>	Large Group Learning
<b>9:00 am – 9:30 am</b>	Breakfast Self Help Skills / Bathroom
<b>9:30 am – 10:30 am</b>	Centers (Free Choice)
<b>10:30 am – 11:30 am</b>	Large Music Play (Outdoor Weather Permitting)
<b>11:30 am – 11:45 am</b>	Story Time
<b>11:45 am – 12:00 pm</b>	Self Help Skills / Bathroom
<b>12:00 pm -12:30 pm</b>	Lunch
<b>12:30 pm – 3:00 pm</b>	Rest Time
<b>3:00 pm – 3:30 pm</b>	Snack Self Help Skills / Bathroom
<b>3:30 pm – 3:45 pm</b>	Story Time
<b>3:45 pm – 5:00 pm</b>	Large Music Play (Outdoor Weather Permitting)
<b>5:00 pm – 5:30 pm</b>	Free Play in designated classrooms Center Closes

All schedules are subject to change based on the needs of a child.

Bathroom skills are determined on an “as needed” individual basis. Family bathrooms are on the main level of the facility. We ask that all families refrain from using the bathroom while children are present, closing the main doors, and check with office administration for further instructions.

All classrooms open in one classroom within their age group at 7:00 a.m. As teachers arrive for the day children will split off into their separate age groups. At the end of the day, the cycle reverses. Activities are available during these times that will engage children of multiple developmental levels.

## ADDENDUM 1.2

The Academy participates in the USDA food and nutrition program and supports:

### NON-DISCRIMINATION STATEMENT

## USDA Non-Discrimination Statement

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

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

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

1. mail:

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

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

[program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

05/2022

## ADA STATEMENT

The Academy follows the Americans with Disabilities Act and encourages all program participants to do the same. We provide reasonable options for inclusion in the program.

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

## ADDENDUM 1. 3 WHAT TO BRING ON THE FIRST DAY

*Infant and Toddler: (please label everything)*

### Personal Items:

- Two or three pairs of extra clothing including pants, shirts, and socks.
- Blankets from home for children over the age of one.
- A pacifier or nuk that can stay at the center.
- Sunscreen for use during spring and summer months.
- Jackets, coats, snow pants, boots, hats, mittens, etc. as appropriate for the weather.
- 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.

### Classroom Needs:

- Two boxes of Kleenex at the beginning of each semester.
- One package of small (3 oz.) paper cups (“Dixie” cup style).

### Food / Drink Requirements:

- The program provides a formula approved by the Child and Adult Food Program. If you choose not to use this formula, please bring a formula of your choice or breast milk
- 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 necessary. All bottles must be made of a non-breakable material to prevent potential accidents.
- Jarred baby foods and finger food snacks for children under one. The program provides table foods when your child begins to eat those. Please talk to your child’s teacher.

*Twos and Preschool: (please label everything)*

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 changes 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.

## ADDENDUM 1.4 EVENING AND WEEKEND CARE (COMPLIANCE, AUDIT, RISK AND ETHICS)

The Children's Nature Academy has committed to caring for UWEC student parents during all classes. If you need care, after regular program hours, please speak with program administrators to arrange. If space is available after UWEC student needs are met, we will provide this option to other families enrolled in the facility.

### **Evening Hours 5:30 p.m. – 9:00 p.m.**

**Meals and Snacks:** Children must pack a bag lunch that includes items that meet the nutritional requirements of the CACFP. Milk will be provided. If a child is not picked up by 9:00 p.m. a snack will be provided, at a charge to the parent.

Children may not be in care for more than 14 hours within a 24 hours' period.

### **Schedule:**

#### Evening Care:

5:30 – 6:00 All children attending evening care will wash their hands and be brought to the wrap around classroom. Children will bring their belongings to the classroom so that they are convenient for the teacher/teachers to access.

6:00 – 6:30 Dinner is served. Children bring a bag lunch (see above).

6:30 – 7:30 Evening Activities. During the year that daylight continues into the evening, children will play on the playground next to the building. During the year when it is dark outside during the evening, children will be offered special activities indoors. These may include special projects, art, center time activities and one-on-one activities.

7:30 – 8:30 Quiet time activities. Books, puzzles, individual activities, one on one activities with teachers. Cots will be available for those children who are tired and wish to rest quietly.

8:30 - 9:00 Care of the environment. Pick up time. Communication with families. All the children must be gone by 9:00 p.m. (no exceptions).

#### Weekend Schedule:

8:00 – 9:30 Children arrive. Free play.

9:30 – 10:00 Breakfast

10:00 – 11:30 Outdoor Activities and Gross Motor Play

11:30 – 12:00 Story Time / Getting Ready for Lunch

12:00 – 1:00 Lunch and Self Care

1:00 – 3:00 Rest and Quiet Time

3:00 – 4:00 Playtime Indoors and Out

### **Evening and Weekend Curriculum.**

During evening and weekend care, the program follows a less structured curriculum that lets the children relax and maintain a slower pace. Flexibility is crucial since many children are tired after a busy week.

Resources for the evening/weekend curriculum:

“*Growing Up WILD* is an early childhood education curriculum that builds on children’s sense of wonder about nature and invites them to explore wildlife and the world around them. Through a wide range of activities and experiences, *Growing Up WILD* provides an early foundation for developing positive impressions about the natural world and lifelong social and academic skills.”

1. Hands-on, nature-based units.
2. Includes: outdoor activities, science, art, music, movement conservation, reading, math, and wellness.
3. Supports learning in all developmental domains. Involves social, emotional, physical, language, and cognitive domains to help foster learning and development in all areas.
4. Developmentally Appropriate.
5. Allows for home / school connections.

ADDENDUM 1.5 BIR Sample

Behavior Intervention and Incident Report (BIR)

<b>**Please consider suggested teacher actions prior to writing a BIR (see back of sheet)**</b>			
<b>Child's Name:</b>		<b>Date of Incident:</b>	
<b>Time of Incident:</b>		<b>Classroom Teacher</b>	
		<b>Referring Staff</b>	
<b>Info needed for 1<sup>st</sup> BIR only</b>		<b>Optional</b>	
<b>Student ID</b>	<b>Gender</b> Male Female <b>IEP</b> (circle one) <u>yes</u> no	<b>Duration of Behavior</b> (circle one)	
<b>Race</b>	<b>Disability Category</b> SL, OHI, OI, ID, SDD, Ed <u>Aut.</u> EBD	0-3 min	3-5 min
		5-7 min	7-10 min
		10-13 min	13-15 min
		15-30 min	30-60 min
		60+ min	
<b>Location of Incident</b> (check one only)		<b>Activity</b> (check one only)	
<ul style="list-style-type: none"> <li>• Classroom</li> <li>• Hallway</li> <li>• Playground</li> <li>• Gym</li> </ul>		<ul style="list-style-type: none"> <li>• Bathroom</li> <li>• Library</li> <li>• Other</li> </ul>	
		<ul style="list-style-type: none"> <li>• Arrival/Departure</li> <li>• Meal Time</li> <li>• Circle Time</li> <li>• Bathroom Time</li> <li>• Transition</li> </ul>	
		<ul style="list-style-type: none"> <li>• Choice Time</li> <li>• Small Group Time</li> <li>• Outdoor Play</li> <li>• Indoor Large Motor</li> <li>• Other</li> </ul>	
<b>Missing Basic Need</b>	<b>Major Behavior</b>	<b>Missing Executive Skill</b>	<b>Action Taken</b> (check one) (see list on back)
<b>Safety</b>	<ul style="list-style-type: none"> <li>• Physical Aggression</li> <li>• Bullying</li> <li>• Significant Property Damage</li> </ul>	<ul style="list-style-type: none"> <li>• Impulse Control/Emotional Regulation</li> <li>• Flexibility</li> <li>• Task Initiation</li> <li>• Attention</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized Instruction (see list on back for more examples/ ideas)                             <ul style="list-style-type: none"> <li>○ Re-teach routines/expectations</li> <li>○ Teach calming strategies</li> <li>○ Teach Problem solving</li> <li>○ Connecting rituals</li> </ul> </li> <li>• Alternative Placement/ Environmental change-arrangement</li> <li>• Time in Office</li> <li>• Other</li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>• Sustained Defiance/Non-Compliance</li> <li>• Sustained Disrespect</li> <li>• Sustained Inappropriate Language</li> </ul>		
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Sustained Disruption</li> <li>• Leaving area without permission</li> <li>• Other Behavior</li> </ul>		

**Comments:** \_\_\_\_\_

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