



Family Handbook

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INTRODUCTION

Welcome to University Avenue Discovery Center!

It's an honor and a privilege to be working in partnership with you and your child during some of the most important years of their life. UADC has been operating as an independent, non-profit center since 1967. We are licensed by the State of Wisconsin, accredited with the National Association for the Education of Young Children and the city of Madison Early Childcare. Over many years our childcare center has grown with the times but continues to hold true to its late 1960's roots of equality, solidarity, social justice and exploration of the arts. We truly believe in each child's unique potential and understand that learning takes place through a diverse combination of activities and most importantly through play. We look forward to working collaboratively so that we can tailor the best learning experience for your child and family within our community.

PHILOSOPHY

Each child is a unique and special person with individual strengths and needs. Children learn best through hands-on, interactive experiences within a rich environment and developmentally appropriate opportunities to make choices regarding their learning experiences. These interactive learning experiences are taught through play-based lessons. The Educator is responsible for providing necessary guidance and support within the context of play.

Through social/emotional lessons, children have the opportunity to learn how to solve problems and make appropriate choices. The goals of teaching social/emotional lessons are to assist children in making healthy choices for themselves and their peers. In addition, UADC strongly feels that a child who is proficient in the social/emotional realm will find greater success within their academic future.

Open communication between parents and Educators is essential to a quality early childhood program. Parents are encouraged to help Educators identify their child's ever changing and on-going needs to help plan for valuable learning experiences which will best meet these needs.

We are committed to an anti-bias approach to curriculum. Educators facilitate exploration of diversity among individuals and families, and support and encourage children as they learn to value diversity.

MISSION STATEMENT

At University Avenue Discovery Center, our pursuit is to emphasize equality, solidarity, emotional literacy, and exploration of the arts within our classrooms and surrounding community. It is our goal to build on a child's academic foundation with play-based learning, hands-on experimentation, group discussions and use of local resources as an extension of our classroom environments. UADC is committed to working cooperatively with all families to foster an interwoven

community that supports and enriches our shared experiences. We provide individualized, child-driven programming for learners aged 3 years -11 years old and support for their families in the heart of Madison.

NON-PROFIT STATUS

UADC is an independent non-profit corporation. Its membership consists of the parents and guardians on record for enrolled children and all permanent staff members. UADC is governed by a board of directors elected by the membership at an annual meeting held in the fall.

LICENSING

UADC provides an individualized, developmentally appropriate environment and program for children ages 3 years through 11 years 5 days per week (Monday through Friday) and 12 months per year (not including holidays, breaks, which are outlined in the center calendar on uadc.org). Children enrolled at UADC must be toilet trained before starting attendance. UADC staff act as a resource and provide support for families of enrolled children. UADC is committed to recruiting highly professional staff to deliver these services, to creating a responsive work climate that fosters staff retention and professional growth, and to providing ample resources to meet these goals. UADC operates in strict compliance with day care licensing rules of the State of Wisconsin, certification standards of the National Association for the Education of Young Children (NAEYC) and the City of Madison. The licensing capacity of UADC is 75 children. All licensing and certification information is posted for review by the center office. All recent licensing inspections and compliance information will be posted for review on the bulletin board just inside the center office. Updated information including licensing compliance notices, inspections, and all other relevant information about the functioning of the center will be posted on the bulletin board outside the center office.

CITY ACCREDITATION

UADC is accredited by the City of Madison through the Day Care Unit of the Office of Community Services. Child Care Specialists make extensive annual visits to the school, focusing on program content and staff/child interactions, and are available to the school as consultants. Accreditation with the City of Madison also enables UADC to enroll families who receive tuition assistance through this department.

NATIONAL ACCREDITATION

UADC is accredited by the National Association of Young Children, NAEYC. UADC promotes excellence in the field of Early Childhood Education for all children, birth through age 11, by connecting practice, policy, and research. They advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children. NAEYC conducts full reviews every 5 years with an annual report due each year.

NON DISCRIMINATION

As a member of the CACFP Food Program, UADC 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 of 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 and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

Persons with disabilities who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotape, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

UADC is an equal opportunity provider and employer.

AMERICANS WITH DISABILITIES ACT STATEMENT

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services. The current text of the ADA includes changes made by the ADA Amendments Act of 2008 (P.L. 110-325), which became effective on January 1, 2009. The ADA was originally enacted in public law format and later rearranged and published in the United States Code.

CONFIDENTIALITY

Information about your child that you have shared with UADC is considered confidential and private. This information is shared only with persons at UADC that are directly involved with your child's growth. Only with the family's written permission will the child's records be shared with anyone outside of the program. State and local agencies that regulate

UADC may request to see the child's file to monitor UADC compliance with the agency's regulations. In this case, a written consent from the family isn't necessary. At no time will any person ever remove the child's records from the program. If you would like to see your child's file, please make this request to the Director at any time. Employees may not remove UADC files, records, or documents from the Center.

ORGANIZATIONAL STRUCTURE

UADC is organized in a hierarchical structure. Each program level is supervised by one Head Teacher and staffed with additional Lead Teachers and Assistant Teachers to maintain the staff/child ratio. Specific staffing will meet or exceed day care licensing requirements for staff/child ratios. The number of staff at each level will depend on the number of children initially enrolled in each age group. Our goal will be to exceed the licensing ratios for Teachers at each program level.

Organizational Structure

Board of Directors

Executive Director

Assistant Director

Classroom Teachers and Chef

Assistant Teachers

Substitute Teachers

Volunteers

CHAPTER TWO: MEMBERSHIP

ENROLLMENT

You will receive a packet of enrollment paperwork when you enroll at UADC. This packet includes:

Form Name:	Date Due By::
State of WI Child Care Enrollment	First day of attendance

State of WI Health History and Emergency Care Plan	First day of attendance
UADC Child & Family Information	First day of attendance
Required Emergency Contact/Authorized Pickup on Enrollment	First day of attendance
State of WI Child Health Report *	Within 3 months of enrollment
State of WI Child Immunization Record	First day of attendance
CACFP Enrollment Form (even if your family does not qualify)	First day of attendance
CACFP Household Income Statement	First day of attendance
Parent Contract (9 mon., 12 mon., or monthly)	First day of attendance
UADC Family Handbook Agreement Form	First day of attendance
Technology/Social Media Policy	First day of attendance
Preschool and 4k ILP (Individual Learning Plan)	First day of attendance
ACH Tuition Withdrawal (Optional)	First day of attendance

All the files are kept in a locked filing cabinet but are immediately available to the director, educators, parents/legal guardian, and to regulatory authorities, on request. If a child has a known medical or developmental problem or other condition that might require special care in an emergency (i.e. asthma, allergy, etc...) UADC staff will work in partnership with the family to create an individual emergency care plan for your child.

CENTER SCHEDULE

1. Hours of Operation: 7:15am to 5:30pm., Monday through Friday, except as outlined below:
2. For closure dates view UADC Family Calendar, Enrollment Packet -- both items available at uadc.org
3. Inclement weather: Please be advised that UADC will close whenever Madison Metropolitan School District closes due to weather conditions. If MMSD is already closed on an inclement weather day, UADC will make a closure decision based upon guidelines from surrounding school districts. On days when MMSD is not in session, closure due to inclement weather will be broadcast over major television and radio stations. In addition, UADC reserves the right to close due to hazardous travel conditions or dismiss early if weather deteriorates during the day. Most often, weather related closings are a result of a decision made by the Superintendent of the Madison Metropolitan Public School District. Parents pay the usual tuition and fees if their child is normally enrolled on this day. Notification of closing will be done through the parent email list.

4. Due to staff illness: UADC may be unable to operate if a large enough portion of the staff are ill. University Ave. Discovery Center cannot operate below minimum staffing requirements as established by the City of Madison Accreditation and State Licensing Standards, classrooms will be closed if necessary to abide by this standard. In the event that classrooms cannot be adequately staffed in accordance with the aforementioned standards through substitutes, classroom combinations, or qualified volunteers the following actions will be taken 1) consolidate classrooms as appropriate to ensure adequate staffing, 2) send an email to all families requesting that people keep their children home or children be picked up early to reduce the number of children in need of childcare and thereby reducing the amount of qualified staffing necessary.
5. Due to student illness: UADC will follow recommendations for pre-emptive closure based on the State Health Department and the Centers for Disease Control in the case of rampant illness within the larger community.
6. Utility failure: (heating, weather, phone lines, lighting, etc.) the Director will call families of children, or emergency contact persons families have listed on the child's registration form, after an hour of disrupted service, to inform them of the utility failure and to instruct them on what the school has planned as a specific procedure for the event. This hour allows the staff to assess the situation and provide the families with as much accurate information as possible. In cases where we do not have adequate water, lighting, or heat, the school will close until repairs can be completed and school is ready to function normally again.

PARENT PARKING

1) Parking Regulations

- a) The physical safety of children at UADC is of paramount concern. These regulations are designed to minimize risk for children, especially during heavy traffic periods (drop-off and pick-up). Parking is scarce and strictly regulated in the neighborhood and in the First Congregational Church lots, which serve the church and UADC.
- b) Parking is available for drop-off and pick-up on Lathrop street. There is a 15 minute loading zone for pick-up and drop-off next to the church.
- c) Parents must accompany children (best practice is holding hands) across parking lots and streets, into the building, and to their rooms.
- d) Please do not leave unattended children in your vehicle.
- e) Please do not leave your car idling unattended.
- f) Please be conscious of other families as you are pulling into a parking spot, the use of cell phones while driving in this area is prohibited.
- g) Please ensure that all children who arrive in motor vehicles are secured in proper child safety seats.
- h) Parents will inform all designated pick-up/drop-off persons of these policies.

- i) Parking for special events is available on side streets as well as local UW public parking lots -- a map can be found at this link: <https://transportation.wisc.edu/visitor-parking/>

ARRIVAL AT UADC

- 1) Center responsibility for children begins when parents accompany their child to their classroom and check in with the educator present.
- 2) Please plan ahead to ensure enough time to help your child properly adjust to the school surroundings. Breakfast is served each day between 8:00 a.m. and 8:30, with "last call" at 8:25 a.m. Parents needing assistance with the separation process for their child should inform a classroom educator, who will comfort and/or ease the child into the classroom activities.
- 3) Please adhere to your child's schedule as documented on your Yearly Contract. A phone call for late arrivals is appreciated.
- 4) A parent should call UADC by 8:30am if his/her child will not be attending. An educator will call you if they have not heard from you by 9:30 am.
- 5) For reasons of safety and security, parents must accompany children at all times and drop them off inside of their classroom. Children are not permitted in the building without a parent, nor may they use the stairs alone.

RECORDING ATTENDANCE

- 1) Staff shall carry attendance sheets with the group of children wherever they go, (i.e. on field trips, to the playground, lunch room and running room, etc.).
- 2) Staff will ensure that they know the total number of children, name, and whereabouts of every child at all times. If parents have not given prior notice of a scheduled child's absence or late arrival by 9:30am on days that they are expected to attend, they will contact the child's parents by phone to verify their whereabouts and expectations for attendance of the absent child.

PICK-UP AT UADC

- 1) Please take an extra few minutes to help transition your child out of the classroom. Many times children are involved in a project or play and it can be disruptive to request that they leave immediately. In this way, please also encourage your child's responsibility by reminding them to clean up. UADC will relinquish responsibility for children at pick-up time only to a parent or guardian who is legally responsible for the child and is identified on the Enrollment Form as such, or those persons authorized by parents on the Emergency Contact form, or persons temporarily authorized by a phone call or a signed and dated note from a parent to the Director or a classroom Educator. Children will not be released to unauthorized individuals. Authorized individuals picking up children must be recognized by staff members on duty or they will be asked to verify their identity by showing proper photo identification. In the event of unauthorized attempt to pick up a child - that child's guardians or emergency contact will be contacted immediately and the child will remain with UADC staff until there is success at reaching a guardian or emergency contact for the child.

- 2) UADC will not become involved in custody disputes, unless subpoenaed by the court, in which case staff will be coached by a lawyer/professional. In the case of subpoena, state only the facts as a neutral party.
- 3) Parents or their authorized agents take responsibility for their child upon their arrival at the end of the day. Parents or their authorized agents must accompany children at all times while on UADC premises.
- 4) Each child must be signed out by the person picking up the child at the end of the day by making contact with our staff and being sure they know that your child is leaving with you.
- 5) Parents/Guardians agree to authorize the center to refuse to release their child to a person who appears to be incapacitated, or intoxicated. If the person is not the parent/guardian, the parent/guardian will be notified immediately. If the person in question is a parent/guardian, and insists on taking the child, the staff will have no choice but to release the child but will then call the police to report child endangerment, and give a description and license number of the person's vehicle, if applicable, and the direction of travel. A written report will be made of the incident and placed on file, including names, date, time and other related information.

University Avenue Discovery Center, follows a strict tracking procedure, designed to ensure that our students are safe whilst in our care. This procedure involves each teacher having a passport to represent that student being present in the class for that day. Every 15 minutes our teachers will conduct a face to name check, in order to verify that each child is always accounted for. This procedure is also used every time that a class is moving from one location to another.

With this procedure, it is also the expectation at UADC that families enrolled in our program follow the below procedure. This is designed to work as a partnership so we all are vigilant and ensure your child is safe at all times.

Each family is expected to sign their child in and out of our program. When arriving you will find a family sign in clipboard with your child's name on it. Each person must write the time they arrived as well as initial beside the time. Parents must also do this when they pick their child up. If you forget to sign out, then as an added protection, UADC will be contacting the parent to verify the time with you.

When arriving and departing, each family must make contact with the teacher to verbally acknowledge the transition of care. If your child runs to you please still ensure you bring them to the classroom to ensure that this is being done.

UADC requires that all families must accompany their child into the classroom when dropping off. Under no circumstances must children be sent into the building unaccompanied.

LATE PICK-UP

1) UADC is licensed to operate between 7:15 am and 5:30 pm Monday - Friday. Because of potential liability regarding licensing and staff members' personal obligations, UADC cannot accept responsibility for children after this time.

a) Center Procedures for under 30 minutes late:

- i) If parents/caregivers are late, a teacher or administrative staff will call both home and emergency contacts until an authorized person is found to pick up and care for the child.
- ii) The parent or person picking up the child is required to sign a late pick-up form with the number of minutes recorded (according to the classroom clock). A late fine of \$1 per minute will be assessed and will be added to your monthly tuition.

b) Center Procedures for over 30 minutes late:

- i) UADC is licensed to provide childcare until 5:30 pm. Monday – Friday. State Licensing Regulations require that a staff member call Child Protective Services (CPS) if children are not picked up by this time. Staff members are not permitted to care for children in their homes, nor will they be asked to stay alone with a child in the building for an indefinite period.
- ii) If a UADC staff member is unsuccessful in reaching a responsible adult and it is after 6pm, s/he will call the emergency number for Child Protective Services (CPS). Temporary protective custody will be requested of the intake worker on duty. If the CPS cannot take immediate custody, staff will contact the Madison Police Department.
- iii) UADC recognizes the traumatic effect this process may have on a child, and urges parents to develop a back-up system.

SCHEDULE CHANGES

- 1) It is important for children to understand the schedule of events in their lives. To this end, we ask that when at all possible, you stick to your scheduled times and days, it assists in the adjustment process for children and their classrooms.
- 2) Parents are required to give at least 30 days written notice of contract change. A new contract will be filled out when a schedule change is made.
- 3) Parents may purchase additional days or half days on a space-available basis, with prior approval from the office.
- 4) Substituting an unscheduled day for a regularly scheduled one will be subject to the additional day fee.

PARENT INVOLVEMENT/COMMUNICATION

- 1) All parents are considered “members” of our non-profit corporation and thus have a role to play in its success and solvency.
- 2) We are committed to fostering a community atmosphere that supports the growth and development of all our members. Because of this, we encourage open, honest and constructive communication during your time here. Our doors, ears and hearts are always open for discussion. In addition, our staff work very hard to create a safe, nurturing and upbeat environment for all and ask that you respect the space that they create by striving to maintain a positive presence at our center.
- 3) Parents are welcome to visit UADC at any time, to observe, to share vocations, talents, hobbies, family celebrations; to come for lunch; or to simply spend time with their child unless denied access by court order.
- 4) Information about curriculum and daily and weekly activities in each classroom is available to parents in many forms. A five-day schedule of specific activities is located on the parent communication board outside the office. The activities vary by room. Any special events occurring at the school or in the classroom will also be posted on the communication board. Parents in the Preschool and 4K will receive a daily note via email describing the classroom’s daily activities. Parents in the school-age programs will receive a weekly email/newsletter. Each family will receive regular emails concerning center-wide and classroom events.
- 5) Parents are encouraged to ask staff about curriculum and classroom events. Information regarding a child’s progress is available during scheduled parent conferences twice per year or during informal conferences that may be initiated by parents or staff at any time.
- 6) Parent involvement is encouraged on the Board of Directors and/or the Parent Teacher Organization (PTO), which are responsible for much of the non-teaching support for UADC (e.g. fund raising, marketing, policy review, financial planning, etc.).
- 7) UADC will make every effort to provide non-English speaking parents with documentation and/or translation of information in a language that they can understand.

PARTICIPATION IN POLICY MAKING

- 1) Each parent of a child enrolled is a member of UADC and is urged to participate in policy decisions. Participation can be through any or all of the following:
 - a) Membership on the Board of Directors
 - b) Membership on the Board Committees (standing/ad hoc)
 - c) Membership in the Parent Teacher Organization (PTO)
 - d) Attendance at Board, Corporation and Classroom informational meetings
 - e) Communication with individual Board members
 - f) Review of monthly Board Meeting minutes and agenda, which are posted in the office

- g) Attendance at annual program planning meetings and board elections
- h) Participation in the evaluation of program goals and objectives (Family Surveys)
- i) Participation in the evaluation of program staff (Family Surveys)

EMERGENCY CONTACTS

- 1) Parents are expected to complete all of the required paperwork and contact information prior to the start of their child's first scheduled day of attendance. All parents are required by state licensing to have names of 2 emergency contacts on file who can be called by our staff when parents are unavailable, who may know where parents can be contacted, and who are willing to personally take charge of a child.
- 2) Parents are required to have on file at the center an emergency contact form, the name and phone number of the hospital to be used for emergency care.
- 3) Parents must keep these numbers current by reporting any changes to the office, which will immediately update the Emergency Contact form.

ENROLLMENT FEE

- 1) A non-refundable enrollment fee is due upon placement into the program. For Preschool and 4K, this fee is \$200 per child. For Summer Camp, this fee is \$50 per block per child. For Afterschool, this is \$100 per child.

TUITION, FEES and FINES

- 1) Tuition and fees are determined by the Board of Directors as part of the budget process or by special emergency action. Fees and variations of fees are listed within each contract.
- 2) Each year, tuition will increase between 2-5%.
- 3) Tuition and fees include meals and specials classes offered at UADC. Individual lessons are additional for school-age.
- 4) Once per year a small additional fee of no more than \$10 may be required for a larger field-trip.
- 5) Tuition and fees for part-time enrollment are calculated to be slightly higher than prorated, full-time fees.
 - a) Part-day morning hours are 7:15am-1:00pm. Part-day afternoon hours are 1:00-5:30pm.
 - b) Full-day hours are 7:15am-5:30pm.
 - c) Students may do full or part-week schedules. Schedules must be consistent throughout the contracted time-frame. Part-week schedules can be as little as three part-days or two full-days.
- 6) There is a 10% tuition discount for families enrolling more than one child in Preschool and 4K classrooms. The discount is applied to the second child. Discounts are only available for students on a 12-month, 9-month, or monthly contract. Discounts do not apply for Summer Camp or After School students.

- 7) Parents may pay bi-monthly or monthly. Bi-monthly payments are due on or before the 1st and 15th of each month while monthly payments are due on or before the 1st of each month.
- 8) Payments are due on or before the first day of attendance.
- 9) Tuition may be paid via bill.com.
- 10) Bills and receipts are distributed monthly via email; paper copy available upon request. Personal financial information and records will be provided upon request to authorized recipients.

TUITION RESPONSIBILITIES FOR ABSENCE DUE TO SICKNESS OR VACATION

- 1) Parent(s) are required to pay for all days for which their child is enrolled, regardless of whether their child attends. This includes non-attendance due to sickness and vacation.
- 2) Parents in the Preschool and 4K program who sign a 12 month contract agreement are allowed one week (five days) of their choosing within the contract period, free of tuition payment.
- 3) Tuition Assistance - Parents receiving tuition assistance from Dane County, the City of Madison, or other public sources will be responsible for paying the difference between the funding agent’s maximum and UADC’s tuition rate and for any days regularly charged by UADC but not paid for under the rules of the funding agency, such as sick days and holidays. A funding authorization for UADC is required before enrollment can commence.

UADC SCHOLARSHIP PROGRAM

As a non-profit center, we understand the insurmountable costs associated with quality early childhood education. The goal of the UADC Scholarship Program is to assist lower-income families with these costs to alleviate additional stressors to the family. The UADC Scholarship Program will cover up to 100% of your Wisconsin Shares Co-Pay based on your income. The below table gives the maximum income amounts per family size that our scholarship program covers. Please find your household income size and then enter your income amount on the same line. If your income is at or below the listed amount for that line, you qualify for a scholarship. Please note, documentation of all income is required to receive a scholarship.

To be considered for this scholarship families must have proven financial need as indicated on The Child and Adult Care Food Program, Household Size- Income Statement and also below in the Income Requirements chart . In addition, families must receive Wisconsin Shares Funding or City of Madison Child Care Assistance to be considered for this program.

Household Size	Yearly income is at or below:	Monthly income is at or below:	Bi-weekly income is at or below:	Weekly income is at or below:	YOUR INCOME
2	\$34,040	\$2836.67	\$1,309.23	\$654.62	
3	\$42,837	\$3,569.75	\$1,647.58	\$823.79	
4	\$51,634	\$4,302.83	\$1,985.92	\$992.96	
5	\$60,430	\$5,035.83	\$2,324.23	\$1,162.12	
6	\$69,227	\$5,768.92	\$2,662.58	\$1,331.29	

7	\$78,045	\$6,503.75	\$3,001.73	\$1,500.87	
8	\$86,885	\$7,240.42	\$3,341.73	\$1,670.87	

UADC COLLECTIONS POLICY FOR LATE PAYMENT

- 1) A late fee of \$35 will be assessed for tuition that is over two weeks.
- 2) Tuition that is 30 days late results in a warning letter in addition to the \$35 charge for late payment. Tuition that is 60 days late results in a suspension of service via letter and/or phone call to parent(s). Tuition that is 90 days late (no attempt to pay to reinstate child attendance, no payment plan) is sent to a Collections Agency with an additional 15% fee for services.
- 3) Payment plans are optional if the full tuition amount cannot be paid all at once to reinstate child attendance. These are to be worked out at the Director’s discretion. Payment plan terms may not span longer than 90 days.
- 4) The bank charge for returned checks due to insufficient funds will be assessed to the parent.

EARLY WITHDRAWAL - BREACH OF CONTRACT

Parents are required to give a 30 day notice to terminate their contract with UADC. We ask that you are mindful when choosing a contract that suits your given situation. For example, a Monthly contract would be best if you know you will only need care for a few months, a 9 Month Contract works best for parents who are home for the summer and a 12 Month Contract is geared towards those who know they will need coverage for the whole year. Each contract has its own tuition schedule. If you inadvertently choose the wrong contract, you will be subject to an Early Termination Fee of the difference in tuition from one contract to the next. For example, you choose a 12 Month Contract yet you end up leaving nine months into the contract, we will ask that you pay the difference between a 9 Month Contract rate and the 12 Month Contract rate for the time period you were enrolled. In this way, the fees are fair for all of our families and also monetarily reflects the administrative costs of enrollment procedures.

A family leaving prior to the completion of its contract date may relinquish all or part of its deposit as a penalty for early withdrawal and breach of contract on a case by case basis. We understand that our families’ plans may change and strive to balance your unique situations with our need to plan budgets, create schedules, and foster a stable community for our students, faculty, and staff.

TERMINATION OF ENROLLMENT

The Administration and Educators of UADC are committed to working collaboratively with every child and family to create a positive, safe, and nurturing environment for all students. Therefore, we are dedicated to working through any crisis or problem that may arise with children and families enrolled at UADC.

1. Termination by Parent:

- a. If there is a UADC programming concern, we ask that an effort is made to correct the situation if at all possible. This can be done by working in cooperation with the Director or a member of the Board of Directors.

i. Procedures

1. A parent will initiate a conference or a series of conferences with the Director or a Board Member to discuss the situation and plan for solutions. UADC staff and parents will work collaboratively to arrange for designation of areas of responsibility, a time-line for resolution, a measurement system to know how outcomes are reached as well as a final follow-up meeting. Strict confidentiality will be maintained by limiting the discussion to appropriate Center staff and consultants. If consultation from an outside agency is required, a Release of Information form will be requested from parent(s). Written records will be kept of staff/parent meetings and agreements.
2. If these efforts to meet a child's needs are not successful, the Parent will give the center a 2 weeks termination notice of termination. If parent(s) and the Center mutually decide on termination, such notice may be waived.

2. Termination by UADC:

- a. UADC wants to ensure that each child's placement is successful and appropriate. To that end, pre-enrollment consultation with parent(s) and pre-enrollment child/parent visits are required to ease potential separation difficulties.
- b. If a child's experience at UADC is not progressing well, UADC reserves the right to consider termination. These same factors apply for parents who feel that UADC is not able to meet their child's needs. Factors that are considered may include:
- Risk of injury (emotional or physical) to the child, other children and/or staff (for more detail, refer to the "Bullying" section within "Child Guidance.")
 - Extreme damage to classroom materials and/or church property.
 - Degree of parental cooperation in problem solving and in seeking outside consultation, if UADC so requests.

Procedures

1. In consultation with the Director, an educator will initiate a conference or a series of conferences, with parent(s) to discuss the situation and plan for solutions. UADC staff and parents will work collaboratively to arrange for designation of areas of responsibility, a time-line for resolution, a measurement system to know how outcomes are reached as well as a final follow-up meeting. Strict

confidentiality will be maintained by limiting the discussion to appropriate Center staff and consultants. If consultation from an outside agency is required, a Release of Information form will be requested from parent(s). Written records will be kept of staff/parent meetings and agreements.

2. If these efforts to meet a child's needs are not successful, the Director will give the parent(s) two weeks written notice of termination in order to allow time to find a more suitable placement. If parent(s) and Center mutually decide on termination, such notice may be waived.
3. If parents feel that their child's enrollment termination is a form of discrimination or disagree with the Director's decision regarding termination, parent(s) may appeal the Director's decision in writing to the Board of Directors, according to UADC's Problem Resolution Procedure.

Additional Grounds for Termination:

- a. Failure to pay fees.
- b. Failure to comply with Center policies and practices.
- c. Failure to submit forms required by UADC and/or by licensing regulations of the Wisconsin Department of Children and Families.
- d. If a child is absent from UADC for two consecutive weeks without notice and without contact from the parent(s) indicating the reasons for the absence and /or the expected date of return, the child will be dis-enrolled and a notice of termination will be sent to the address on record.

CHAPTER THREE: PROGRAMMING

PLACEMENT CRITERIA

1. Children's birth dates, developmental milestones, and space available are taken into consideration when determining classroom placement. Decisions are made by the director, in consultation with educators and parents.
2. Educators use children's birth dates, developmental milestones, common interests, and personality traits to determine combinations of the classroom "Small Groups."

CURRICULUM

1. UADC fosters children's intellectual and social development through a varied curriculum of age-appropriate activities. The guiding philosophy is that children learn best through play and in addition, through activities that are of interest to them.
2. UADC Lead Teachers are specialists in child development, trained and experienced in assessing individual children and tailoring curriculum to their unique needs. The teaching teams within each classroom develop a curriculum based on the Creative Curriculum for Preschool, on the needs of the classroom as a whole and the individual child.
3. The curriculum is developmentally appropriate and it reflects the understanding that the development of each child is a unique and evolving process. It allows children to develop skills naturally and at their own pace. Children are encouraged and supported, but never forced to participate in an activity.
4. Program activities reflect all areas of development, i.e., large and small motor, language and pre-reading, social and emotional, math, science, arts and music, nutrition, health, safety, and self-help skills. These areas of developmental are encouraged, guided and reinforced through creative dramatics, games, parties, community experience and field trips, stories, art, movement, and music activities, and will be provided regularly throughout the day. A schedule of daily activities will be posted in each classroom.
5. Outdoor activities are available each day unless prohibited by severe weather or when not advisable for health reasons. Large motor activities will be provided through indoor and outdoor activities in the morning and afternoon. If outdoor activities are prohibited by weather or for other reasons, children will be provided with indoor large motor activities in the gymnasium or in the classroom.
6. UADC's curriculum will include exploration of the diversity of cultures, families, religions, individuals, etc. The center provides no religious training. Classroom educators may present some child-centered aspects of religious celebrations as part of the multicultural curriculum. Religious practices might be discussed as part of individual and family differences.
7. UADC will make every effort to meet the developmental, social, educational and special needs of each child regardless of native language, developmental delays, behavioral concerns, physical limitations and other disabilities.
8. In addition to the above curriculum, our school-age programs will follow the Youngstar School-Age Curricular Framework areas of focus, when planning activities.

ASSESSMENTS

1. Educators will do informal on-going assessments of children's developmental progress through the use of planned activities geared toward practicing and enhancing particular developmental skills, observations and journaling. Educators will also do formal assessments using a developmental checklist for the purpose of determining the children's developmental progress overall and for sharing these results with parents at parent-teacher conversations twice per year. Parent-teacher conversations will be held in the late fall and also in the following spring of each year. Exact dates/times can be found on the UADC Parent Calendar. Parents are encouraged to attend, give input, ask questions and be involved in the decisions concerning the developmental progress of their child.
2. Through the use of formal and informal assessments educators will be able to:
 - a. Identify the interests and developmental needs of each child in the classroom.
 - b. Communicate progress with parents daily.
 - c. Reflect on their teaching.
 - d. Make improvements to the curriculum.
 - e. Adapt their teaching practices and make changes to the learning environment.
3. If concerns over the developmental progress of a child are raised through the formal and informal assessments made by the classroom educator or by the parent's own concerns, the educators and parents will discuss the best course of action for the developmental progress of the child in a sensitive, supportive and confidential manner.
4. Educators may work cooperatively with parents to seek outside assistance for the developmental screening and referral for diagnostic assessment of the child for additional educational services. This may require the educator to work cooperatively and with the support of specialized consultants, to make adaptations to the classroom environment and/or the curriculum in order to meet the goals set forth in IFSPs, IEPs and other individualized learning plans for the developmental needs of the child so that they may participate fully within the classroom. This process is entirely confidential.

ROLE OF EDUCATORS

1. Develop classroom rules, supervision, routines, schedules, and weekly plans, keeping in mind the need for flexibility, spontaneity and parental participation.
2. Develop an enriched learning environment.
3. Provide meaningful learning opportunities for hands-on, active learning, exploration, discovery, individual expression, field trips, self-help, play and problem solving.
4. Provide a balance of quality learning experiences including: group/individual, educator/child-initiated, quiet/active, and indoor/outdoor.
5. Use formal and informal assessments to determine the interests and developmental needs of each child.
6. Work cooperatively with parents and specialized consultants to meet the needs of children and families so that they might participate fully in the program, including children with disabilities, behavioral challenges, or other special needs.
7. Provide personal contact and immediate care as needed to protect each child's well-being.
8. Provide on-going consistency in the care of children with well-planned transitions between classrooms or within the program.
9. Provide children the opportunity to interact with children of other ages within the daily program under the supervision and direction of their regular classroom educators.
10. Consult with parents before a permanent transition from one classroom to the next classroom is planned with the consideration of age, classroom space and the developmental progress of the child. Transitions will be planned in advance to prepare the child and allow two weeks of planned transitional time from one classroom to the next.
11. Include parents in the decision making process regarding the educational services and developmental goals and progress of their child and the decision for their child to permanently transition from one classroom to the next.

CHILD GUIDANCE

1. Philosophy of child guidance: Center staff members regard children's learning of appropriate behaviors in a social context as a long and imperfect process. This process depends in part on each child's level of development and amount of experience in a group setting. Every effort is made to let children know what is expected. Classroom strategies are used to arrange the children in an environment to provide a variety of choices and learning experiences and to avoid problems caused by lack of resources, waiting in line, or obstruction of view. Educators provide transitional cues and motivators between activities and monitor child groupings and movement to prevent having children standing or waiting in line. Educators take primary responsibility for guiding children's behavior at UADC.
2. Staff training in appropriate guidance set the stage for positive and desirable behavior from children. Structure, routine, and consistency are provided so that over time children learn to accept responsibility for their behavior. Center staff participate in Shaken Baby Syndrome Prevention training and learn the appropriate ways to manage crying, fussing or distraught children. Educators use positive behavior management techniques to manage children's behavior including: discussion and explanation foreshadowing, rules, schedules, and clear, positively stated directions are used to promote children's understanding of events and what is expected of them.
3. Children are taught to verbalize their feelings and their needs to other children and adults, and to engage in problem solving. Children are taught to consider and respect the rights and feelings of others. They are taught strategies to help them come up with solutions to resolve their problems in a positive way to develop self-control, give them ownership, and build their self-esteem.
4. Educators will offer comfort and make every effort to help children to address, work through, find a solution, and to express their thoughts and feelings when they are crying, fussing or feeling distraught and to teach them strategies to work through their feelings in a healthy way.
5. Educators will encourage children to problem solve alternative solutions to unwanted behaviors, aggressiveness, or physical responses to feelings of frustration, anger, or problem situations.
6. As a last resort a short "thinking time" (no more than 2 minutes) may be used for children 3 years and older, as an interruption of some undesirable behaviors, providing a cooling-off period before engaging a problem-solving discussion with the child.
7. Educators will work as a team to resolve conflicts between children using the following steps:
 - a. Approach calmly, stopping any hurtful actions. Educators place themselves between the children, and on their level, use a calm voice and gentle touch. Educators remain neutral rather than take sides.
 - b. Refrain from shaming or using negative wording.
 - c. Educators will work to empower children to solve problems on their own.
 - d. Educators will acknowledge all children's feelings.

- e. Educators will gather information so all students feel understood.
- f. Educators will restate the problem by using and extending the children's vocabulary, substituting neutral words for hurtful or judgmental ones if needed.
- g. Educators will ask for solutions and choose one together.
- h. Educators will acknowledge children's accomplishments, e.g., "You solved the problem!"
- i. Educators will assist the child(ren) in returning to the group. "Look I see that your friends have moved to the carpet to explore cars, would you like to join them?"
- j. Our Philosophy is to be Proactive, not Reactive!

TECHNOLOGY / SOCIAL MEDIA POLICY

As Early Childhood Educators at University Ave. Discovery Center, we recognize the pros and cons of using technology (i.e. tablets, computers, digital cameras, and cell phones). The following guidelines are in place to ensure appropriate use of these tools to protect the integrity and best practice of our center.

UADC upholds the position statement on technology put forth by the National Association for the Education of Young Children. Which states that,

"Interactive media may be used in the classroom to promote effective learning and development when they are used intentionally by educators."

Educators will continue to monitor and apply latest research findings in child development as they relate to technology, especially in the field of health and developmental effects as they related to the use of technology and children.

Photography and Images:

The reason/goal of photos and videos used within the classroom setting are to enhance learning, share experiences with peers, assist with authentic assessment of the child's development through play, and contribute to the community that the children create with one another. These images will not be used for monetary gain nor will they be created/used without the signature permission of the parent(s) who is (are) enrolling their child into our program. We ask that parents understand that photographs and videos are a standard occurrence within the program and therefore as a center we will obtain parental permission at the time of enrollment.

Social Media Use at UADC:

- Educators in the classroom will use technology to communicate with families during planning times, classroom meetings, and nap times.
- UADC Administration will use technology and photographs to connect and enhance our school community through our school Facebook page and webpage.

BULLYING

1. UADC recognizes that all children deserve a safe and nurturing environment, and that bullying is a serious issue that can have long-term effects on children. Therefore, repeated verbal and physical abuse from a child to another child or a staff member will not be accepted within the classroom. Some examples include, but are not limited to: kicking, biting, punching, hitting, spitting, and using abusive or belittling language with other children and staff. Abusive behavior may also include children who consistently ostracize other children.
2. If any child within the program repeatedly exhibits these behaviors within a day, the teachers will consult with office staff to resolve any underlying issues. If the hurting behavior continues, the Administration will contact the Parent/Guardian immediately and ask that the child be picked up for the day and taken home. In addition, the parents of the children affected by the abusive behavior will be notified and informed about what has occurred.
3. If abusive behavior becomes a pattern (i.e., behavior that continues for more than a week), the Administration will implement Procedures 1 and 2 from the "Termination by UADC" stated again below. While strict confidentiality will be maintained by limiting the discussion of specific behavioral issues to appropriate center staff and consultants, parents of any children affected by the abusive behaviors will be promptly notified of UADC's plan for resolving the situation.

i. Procedures for continued bullying behavior

1. In consultation with the Director, an educator will initiate a conference or a series of conferences, with parent(s) to discuss the situation and plan for solutions. UADC staff and parents will work collaboratively to arrange for designation of areas of responsibility, a time-line for resolution, a measurement system to know how outcomes are reached as well as a final follow-up meeting.
2. If these efforts to meet a child's needs are not successful, the Director will give the parent(s) two weeks written notice of termination in order to allow time to find a more suitable placement. If parent(s) and Center mutually decide on termination, such notice may be waived.

Parent Cooperation

1. Staff members wish to keep open lines of communication with parents in order to solve problems with children in a consistent manner between home and school. The intent of these communications is to describe behavior and to problem solve, not to be judgmental or punitive.
2. Staff may ask parents to provide information about a child's specific behaviors at home. If problem behaviors are observed both at school and at home, parents will be asked for their cooperation in setting up consistent programs in both settings to alter the behavior.
3. The staff requests that parents respect UADC's prohibitions regarding discipline:
 - a. No physical punishment or confinement of children.
 - b. No verbal abuse, put-downs, or threats of any kind.
 - c. No discussion about the child in the child's presence unless the child is included in the conversation.

- d. No aversive consequences for refusal to eat or lapses in toilet training.

PROBLEM RESOLUTION PROCEDURE

- 1) Parents are encouraged to discuss their concerns about classroom practices and Center policies and procedures with Educators. Parents or educators may refer any issue to the Director for action or further information.
- 2) If a parent is not satisfied with the Director's action in resolving a problem, the parent is encouraged to contact the President of UADC's Board of Directors in writing.
- 3) The President of the Board will decide if the parent's concern can be dealt with at the next scheduled Board meeting, or if any emergency meeting of the Board or its Executive Committee should be called.
- 4) The Board of Directors will make the final decision regarding any parent concern brought before them, and will communicate this decision to the parent in writing.

CHAPTER FOUR: HEALTH AND SAFETY

HEALTH ISSUES*

*Please note, please see COVID-19 guidance for exclusion rules related to COVID-19 symptoms.

Medical Examinations: Every child is required to have had a complete medical exam not longer than six months prior to admission to UADC, and no later than 30 days after admission. Children over two must have a medical exam every two years.

Children will be required to stay home for a minimum of 24 hours if they have two loose stools in one day, vomiting, or after starting antibiotics or treatment for strep throat, conjunctivitis, impetigo, any nits or lice found in hair, etc. Children must be fever-free (below 100.4 degrees Fahrenheit) for 24 hours before returning to UADC. Other illnesses may require a longer exclusion period. Any contagious illnesses that have been found in UADC staff, children, or guardians will be posted for two weeks in the front entryway at UADC.

Children with the following symptoms should not attend school: cough, excessive congestion, sore throat, excessive crying, red or watering eyes, pallor, lethargy, complaints of headache, earache, stomach pain, tiredness, or muscle aches, or rash.

A child may return to UADC when he/she is able to participate fully in the programmed activities. Returning a child to the center too soon can result in extending your child's illness as well as exposing all other staff, families, and children.

When your child becomes ill at UADC, you will be notified and asked to pick-up your child immediately. Every effort will be made to reach the guardian first. However, if we cannot reach the guardian, we will contact the emergency contact person listed on your Enrollment Form. Please keep these forms current. Inform the contact person of their responsibilities.

ENROLLMENT REQUIREMENTS RELATED TO HEALTH ISSUES

- 1) State licensing regulations require that each child have a physical exam within 6 month prior to admission or within 3 months after the date of admission. A physical exam is required every two years while enrolled.
- 2) State law requires that an immunization record be submitted within 30 days of enrollment. Parents are to keep the record current by reporting all subsequent immunizations to the office. UADC is required to report any non-compliance with the law. An immunization waiver may be authorized in writing by a physician for health reasons, or by a parent for religious or personal beliefs.

CARING FOR ILL CHILDREN

A child who becomes ill during the day will be isolated from other children and comforted by staff, and parents or emergency contact persons will be called to come for the child as soon as possible or within one hour. Educators will complete and send home with the ill child, a Health Notice Form stating the child's symptoms and the requirement that the child must be symptom free for 24 hours before returning to the center.

- 1) Criteria for Readmission after Illness
 - a. Children will be readmitted after they have been free of symptoms of illness-induced fever, vomiting or diarrhea, or visible signs of illness for 24 hours.
 - b. In cases of contagious disease, UADC follows the Madison Public Health Department isolation requirements. Parents or physicians should report these diseases to the Health Department. All parents in the affected room are notified of every case, and information sheets about the illness are posted. UADC will report outbreaks of contagious diseases to the Public Health Department.
 - c. Madison Public Health readmission policies will be followed for contagious skin diseases which must be treated (impetigo, conjunctivitis, scabies, lice and nits). In cases of recurring symptoms, a second physician's statement may be required.
 - d. Children should be well enough to participate fully in the program, including active play both in and out of doors, field trips, etc.

SEVERE, SUDDEN ILLNESS

- 1) One staff member stays with the child to comfort and attend to his/her needs.

- 2) A second staff member makes the necessary phone contacts as needed: "911", parent(s), and/or emergency contacts.
- 3) The closest emergency medical facility is UW Hospital 1.3 miles away at 600 Highland Avenue Madison, WI.
- 4) In the case that an emergency vehicle does not arrive within 10 minutes, we have a vehicle on site that can transport the child to a medical facility.

MEDICATIONS

- 1) All medications must be brought in their original containers, with the prescription label stating the child's first and last name, name of clinician, expiration date and provider's instructions detailing the name and strength of the medication as well as directions on administering and storing. Sample or over-the-counter medications may be used only if accompanied by a physician's prescription stating first and last name of child, name of medication, amount and time of dosage.
- 2) On the first day of a course of medication to be administered at UADC, a parent or legal guardian will fill out and sign an Authorization to Administer Medication Form with the following information:
 - a. Child's name and the date.
 - b. Medication name, dose and administration times.
 - c. If dose should be given before or after meals.
 - d. If medication requires refrigeration.
 - e. Duration in which medication is to be administered.
- 3) Staff members are trained yearly in proper administration of medication including:
 - a. Medication Administration
 - b. Right child
 - c. Right date
 - d. Right time
 - e. Right dose
 - f. Right route
 - g. Right documentation

- 4) When the staff member administers the medication, s/he will record the date, time, child's name, dose, and sign name in the medical log. If medications are not administered as directed, the child's parent will be notified immediately.
- 5) Medicines are stored in a locked box out of reach of the children, or in a covered container in the refrigerator.
- 6) Over-the-counter lip balms, lotions etc. must be in their original container, labeled with the child's name and have ingredients listed (in English) on the container.

CHRONIC ILLNESS

- 1) Parents of children with chronic health conditions such as diabetes, epilepsy, allergy, asthma, etc. will meet with staff to discuss medications, routines, and treatments used in the management of the illness.
- 2) Following this conference, written instructions will be prepared and distributed to staff members caring for the child. Each classroom has two copies of these instructions - one in their first aid cabinet, and one in their attendance clipboard.

PERSONAL HYGIENE

- 1) Hand-washing with soap and water is required of children and staff after toileting, before meals and before handling food, after nose blowing, before and after classroom sensory activities. (i.e. water/sand table, play dough, etc.)
- 2) Wet or soiled clothing is changed promptly and sent home in a sealed wet bag or plastic bag. A complete, weather-appropriate change of clothes must be kept at school for each child at all times.
- 3) Water tables and wading pools are sanitized after each use.

DENTAL HEALTH AND SAFETY

- 1) Regular dental exams are encouraged, beginning at age 3.
- 2) Parents will be contacted immediately if a child sustains a mouth injury that may require immediate medical or dental attention.

NAP ROUTINES

- 1) Nap time is approximately 1:00pm-2:30pm. Nap time should be a relaxed and pleasant time. Children who attend on a half day schedule should be picked up by 1:00pm so as not to disrupt the nap time routine.
- 2) Individualized cots with a sheet will be provided by UADC; additional items can be brought in by parents. Bedding will be sanitized once every 5 days or as needed when soiled.
- 3) Cots will be placed at least 2 feet from the next sleeping child.
- 4) Educators will provide a pleasant and relaxing atmosphere for napping. Educators may play soft music, dim the lights and sit with children to rub their back in order to help them fall asleep.
- 5) Children will be encouraged to stay quietly on their cot to rest for 30 minutes. Children who do not nap will then get up to read or do quiet activities after this time.
- 6) School-age children will have a rest time-quiet reading or story time for ½ hour.

PURPOSE OF POLICIES RELATING TO HEALTH ISSUES

- 1) To document the status of the health of children admitted to UADC.
- 2) To ensure that all center staff are familiar with the individual, nutritional, and health care needs of all of the children in their care, each staff member will be required to read over each full child file including the Health History and Emergency Care Forms and child intake forms.
- 3) Each classroom has copies of the Health History Emergency Care Plan for each child and any other health related form in their classroom. Backup for these forms is located in the office on site or online in our paperwork system.
- 4) To provide guidelines for the acceptance of children with acute and chronic illness.
- 5) To establish routine center hygiene policies to promote the health of the children and to prevent the spread of infection.
- 6) To protect children enrolled at UADC from exposure to the variety of illnesses inherent in a group living situation, and at the same time to serve parents need for reliable care for their children.

SAFETY ISSUES

CENTER CLEANLINESS

- 1) Center spaces will be kept in a reasonable state of cleanliness at all times. All toys and surfaces will be sanitized with bleach solution or appropriate substitute as they become soiled or as needed.
- 2) Staff will follow a regular weekly sanitation schedule and routine for all surfaces, toys, materials and supplies used for the purposes of the care and education of children at the center.
- 3) Staff will use ventilation and sanitation rather than sprays, air freshening chemicals or deodorizers to control odors inhabited areas of the center.
- 4) Staff will use standard universal precautions to clean and sanitize surfaces that come in contact with potentially infectious body fluids or safely dispose of them if they are not made of a material that can be sanitized. (See Universal Precautions)
- 5) Staff will maintain areas used by staff or children who have allergies or any other special environment health needs according to the recommendations of health professionals.

PETS IN CLASSROOMS

- 1) Classroom pets shall be limited to cage or aquarium animals. Parents will be made aware of any pets when given enrollment documents.
- 2) Cleaning and sanitation of cages and aquariums shall be done regularly by center staff.
- 3) Parents must obtain permission from classroom educators prior to bringing pets in the center to visit the classroom.
- 4) Parents will be notified about visiting pets or other animals brought into the center for viewing by the children through parent daily notices and/or weekly emails.
- 5) Visiting pets or animals should be in good health and have documentation from a veterinarian or other animal shelter to show that the animals are fully immunized (if the animal should be so protected) and that the animal is suitable for contact with children.
- 6) Teaching staff will supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.
- 7) Program staff will make sure that any child who is allergic to a type of animal is not exposed to that animal.
- 8) Reptiles are not allowed as classroom pets because of the risk of salmonella infection.

1. Environment Safety

- a. Air quality will be monitored and maintained in all outdoor areas where children may be present.
- b. The child care facility and outdoor play areas are smoke free. Smoking, firearms and other significant hazards that pose risks to children and adults are prohibited on the premises in the presence of children.
- c. Program staff will protect children and adults from exposure to high levels of air pollution from smog or heavy traffic by limiting outdoor or physical activity as a precaution during smog or other air pollution alerts.
- d. Children will remain indoors on days when there is inclement weather preventing outdoor play. Inclement weather includes: heavy rain, temperatures with the heat index above 90 degrees and temperatures with the wind chill at or below 0 degrees Fahrenheit.
- e. Children and adults will be protected from all chemical and environmental hazards such as lead, radon, asbestos, fiberglass, or any other hazard from friable material in accordance with all public health requirements.
- f. All rooms that children use are heated, cooled and ventilated to maintain room temperature and humidity level.
- g. The facility will be maintained so that it is free from harmful animals, insect pests and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not in the center and in a manner that prevents skin contact, inhalation and other exposure to children. The program uses Integrated Pest Management (IPM) so that the least hazardous means are used to control pests and unwanted vegetation.
- h. Toxic substances are stored in the original labeled container and kept in a locked room or cabinet, inaccessible to children and away from medications and food. Matches and lighters are not accessible and gasoline and other flammable materials are stored (when needed) in a separate building.

2. Facility and Equipment Safety

- a. Program staff will protect children and adults from hazards including electrical shock, burns or scalding, slipping, tripping or falling. Floor coverings will be secured to keep children and adults from tripping and slipping.
- b. The child care facility, materials, furnishings, playground and equipment will be well maintained in a safe working order.
- c. Children will be closely supervised when they are in an area near equipment where injury could occur.
- d. Supplies, materials, toys and equipment used by children and staff that are broken or damaged will be repaired or disposed of.

3. Water Safety

- a. A safe supply of drinking water shall be available to children at all times from drinking fountains of the angle jet type or by use of disposable cups. Common use of drinking cups is prohibited.
- b. To prevent drowning, program staff will closely supervise all children by sight and sound in all areas with access to water in tubs, pails, and water tables as well as the use of wading pools in warm weather temperatures to ensure the cleanliness and safety of its use. A water table or wading pool that has been filled with water shall not be left unattended by program staff at any time. The water will be emptied and changed after each use and the pool and/or water table will be drained and disinfected daily when the water play activity is completed.
- c. Precautions will be taken to ensure that communal water play does not spread infectious disease. Play will be monitored to ensure that no child drinks the water. Children with open sores will not be allowed to participate in communal water play. Fresh potable water will be used and changed before a new group of children comes to participate in the water play activity.
- d. UADC will follow all state licensing guidelines regarding staff-to-child ratios and regulations regarding children in or around designated swimming areas.

CHAPTER FIVE: EMERGENCIES

UADC is part of a collaborative group of local Centers that work together to come up with up-to-date emergency procedures. This plan was designed with the help of the University of Wisconsin Police and Security Dept. and the City of Madison Police Dept. The plan is reviewed annually. In the event of an emergency, a designated staff or board member will be available within five minutes of the center. All emergency phone numbers are located on the handset of every center phone. The emergency response plan and practice drills will include emergency evacuation and contingency plans for staff or children with special needs or disabilities. Emergencies requiring evacuation of the center will have a designated safe haven location as part of the emergency response plan, which is posted on the evacuation maps in each classroom.

FIRST AID

- 1) Teaching and administrative staff are required by state licensing to have current Red Cross First Aid, CPR, and AED certification. Red Cross procedures will be followed for both minor and major injuries.
- 2) First aid kits are readily available and maintained for each classroom, the office and the kitchen. They include two complete sets of children's Health History and Emergency Contact forms. A first aid kit is brought on the playground as well as on field trips and all outings away from center.

MINOR INJURIES

- 1) Minor bumps; scrapes, and bruises are reported to parents at the end of the day. Educators record the injury in the classroom Medical Log book and on a completed Accident Report form. Parents then sign the Accident

Report form as they pick up their child. Parents are given a copy of the form and the signed copy of the form is kept in the child's center file.

- 2) Injuries caused by a child breaking the surface of the skin of another child, such as in biting, in which bodily fluids of one child may have transferred to another child; will be cleaned with soap and water, following universal precautions, and covered with a bandage. Both of the children's parents will be notified by telephone and through the Accident and Incident Report forms.
- 3) Any injuries, which may need a physician's attention, are reported to parents by telephone, so that parents can determine the course of action. Parents must inform the Center within 24 hours if they seek treatment by a physician as a result of an injury incurred at the Center. Any injuries treated by a physician will be reported by the director to the State Department of Children and Families day care licensing specialist within 48 hours, as required.

SERIOUS INJURIES

- 1) At least one staff member will stay with and comfort the child and administer appropriate first aid; another staff member calls 911" and parent(s) or emergency contacts.
- 2) If parent(s)/emergency contacts are unreachable, at least one staff member will accompany the child to an emergency care facility listed on the child's emergency form. NOTE: Hospitals may refuse to treat a minor child without parental consent except in cases of life-threatening injury or illness.
- 3) The Director must report serious injuries to the State Department of Children and Families day care licensing specialist within 48 hours.

CONFIDENTIALITY

All details of a child's medications and injuries shall be kept confidential.

UNIVERSAL PRECAUTIONS

The purpose of the Universal Precautions Policy is to protect the children, parents, and staff members from the transmission of all communicable diseases spread by contact with body fluids. These include Hepatitis, HIV, Giardia, Salmonella and others.

- 1) Staff Procedures: All staff will be trained in universal precautions procedures, including those described below:
 - a. All staff will wear clean disposable latex gloves when handling blood, urine, stool or vomit. Gloves are not completely sanitary, so handwashing procedure must be followed after wearing gloves.
 - b. Gloves will be removed and hands will be washed after such contact and before touching another individual (child, staff member, or parent).
 - c. Staff will thoroughly wash with soap and water any area of skin, which comes into contact with these body fluids.

- d. Staff will use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious bodily fluids and that reduce the spread of infectious disease such as step garbage cans and sealed plastic bags.
- e. Staff members and those children who are developmentally able to learn personal hygiene are taught hand washing procedures and are periodically monitored. Hand washing is required by all staff, volunteers and children when hand washing would reduce the risk of transmission of infectious diseases to themselves or others including: after using the toilet, after handling bodily fluids, before handling or preparing food, before serving or eating meals and snacks, after playing in water that is shared by two or more people, after handling pets or any other animals or any materials such as sand and dirt or by touching surfaces that might have been contaminated by them, after assisting a child with toileting, before and after administering medications and after handling garbage or cleaning.
 - i. Disposal
 - 1. Gloves, bandages, etc. which have been contaminated with these fluids will be sealed in a plastic bag secured with a tie and disposed of in a plastic lined trash can out of the reach of children.
 - 2. Children's clothing soiled with these body fluids will be removed from the child, sealed in a plastic bag and returned to the parent.
- f. Sanitation
 - ii. Staff will thoroughly wash with soap and water all surfaces that have come in contact with body fluids.
 - iii. After washing the area, staff will disinfect the surface with a disinfectant solution approved by the Department of Children and Families for the purpose, and allow it to air dry as required by public health authorities.
 - iv. A toy that a child has placed in his or her mouth or that is otherwise contaminated by bodily secretion or excretion is either to be washed by hand using water and detergent, then rinsed, sanitized and air dried or washed and dried in the dishwasher before it can be used by another child.
 - v. Staff clean rugs and carpeting by blotting, spot cleaning with detergent-disinfectant, and shampooing or steam cleaning.

Parent Information: Parents will be informed if their child has any direct physical contact with blood from another individual, including the circumstances of that contact (e.g., what happened, how much blood, what part of the body, etc.). These incidents will also be recorded in the classroom Accident/Incident Log book, omitting the name of the other individual involved to maintain confidentiality.

MISSING CHILD

1. All children will be closely supervised at all times by center staff.
2. Staff will regularly check the attendance sheets, noting the arrival and departure times of each child. Educators will know the number, names, and location of each child in their care at all times via child tracking sheets.
3. In the event a child is discovered to be missing from the center or on a field trip location:
 - a. The director or administrator will be notified.
 - b. A thorough search of the area will be conducted.
 - c. Emergency 911, the police will be called to report the child missing.
 - d. The parents will be informed of the situation immediately.
4. Any incident related to a child who leaves the premises of the center without the knowledge of program staff or any incident that results in the program staff not knowing the whereabouts of a child in attendance at the center will be reported to the Department of Children and Families within 24 hours of the occurrence.

FIRE BUILDING EMERGENCY

1. Fire evacuation drills are conducted monthly. Educators orient new children to the procedure at the beginning of each enrollment period.
2. Fire evacuation plans are posted in each room of the center near the door.
3. Students and staff will remain in a safe area until the "all clear" signal is given.
4. Plans for taking appropriate shelter with the children during these emergencies are posted in each classroom near the door.
5. Educators will keep their attendance clipboard including the emergency contact information of all children with them at all times.
6. Parents will be notified to pick up their children if fire damage prohibits the return to the center during the hours of center operation.

NATURAL DISASTER/INCLEMENT WEATHER

1. Tornado or natural disaster/inclement weather drills are conducted throughout the year. Educators orient new children to the procedure at the beginning of each enrollment period.

2. After being alerted by the community outdoor sirens or by the office "Weather Alert," Educators lead children to a designated safe area in the building. Staff evacuates children to designated off-site safe haven only if told to do so because the center is unsafe.
3. Students and staff will remain in a safe area until the "all clear" signal is given.
4. Plans for taking appropriate shelter with the children during these emergencies are posted in each classroom near the door.
5. Educators will keep their attendance clipboard including the emergency contact information of all children with them at all times.
6. Emergency supplies including flashlights, first aid supplies, and weather radios are located in the center office.
7. Parents in the building are asked not to remove their children until the warning has expired.

LOSS OF BUILDING SERVICES

1. The center will be closed and parents will be notified to pick up their children if the center loses or cannot maintain heat that cannot be restored the same day during the hours of center operation.
2. The center will be closed and parents will be notified to pick up their children if the center loses and cannot restore water services the same day during the hours of center operation.
3. In the event that the center loses electricity and/or phone services, the center director will contact the building manager and/or the appropriate utility company to get services restored as soon as possible. Flashlights will be made available for lighting until electricity can be restored.

BUILDING SECURITY

1. All doors to the school are locked except one entry/exit door.
2. The stairwell is closely monitored by the Office Staff.

3. Children at UADC are under close supervision by staff.
4. Children will be with a staff member at all times while moving through hallways and on the stairs to all levels.

RESPONSE TO UNAUTHORIZED PERSONS IN CHILD CARE SPACES

1. If an unauthorized person is observed loitering in UADC spaces, the Director, or person in charge of the center according to delegation of authority, will be notified immediately.
2. The Director or designated staff member will ask the person if s/he has business with UADC. If the staff member feels the person has no legitimate business in the day care space, the staff member will ask the person to leave, and if possible, escort the person out of UADC spaces.
3. The church office will be notified if any unauthorized person is asked to leave UADC spaces.
4. Access to UADC spaces are restricted as much as possible by closing classroom and hallway doors and locking them until the person is known to have left the building.
5. If the person exhibits out-of-control or threatening behavior, procedures for response to threatening persons in the Emergency Occupancy Plan will be followed.

RESPONSE TO THREATENING PERSONS

- 1) The Director and staff members will evaluate the situation and address the situation when their safety is not compromised. If any person in the Center feels unsafe, 911 will be called and staff will proceed with the protocol for emergency lockdown.

CHILD ABUSE AND NEGLECT

- 1) Reporting Requirements

- a) In compliance with state law, all employees are required to report any instances of child abuse or neglect directly to Dane County Department of Human Services-Child Abuse and Neglect Reporting. They must also report any instances in which there is a “reasonable suspicion” that abuse or neglect may have occurred. Investigations will be made by Dane County Department of Human Services-Child Abuse and Neglect Reporting, not by UADC.
- b) An employee may make this report anonymously. A report made in good faith shall in no way jeopardize the employee’s position or status as a staff member of UADC.
- c) As part of their initial orientation, all employees receive training in the provisions of Wisconsin’s child abuse reporting statute. Ongoing education is provided through periodic in-service training.

7) Allegations regarding a parent

- a) Any employee or volunteer shall report any known or suspected incidents of child abuse or neglect directly to the Dane County Department of Human Services-Child Abuse and Neglect Reporting. This number is posted on every Center telephone.
- b) Any employee or volunteer may consult with the Director, but such consultation does not relieve the individual of his/her legal responsibility to report if “reasonable suspicion” exists.
- c) The employee or volunteer making the report shall immediately inform the Director and shall make a written signed report of the incident to be filed in the child’s permanent folder, and make an entry in the Accident/Incident Log book noting the injury or sign of suspected abuse or neglect.
- d) The Director shall determine on a case-by-case basis if and when parent(s) should be notified that a report is being made.

8) Allegations Regarding an Employee

- a) If a parent makes a complaint against any employee or volunteer of suspected child abuse, the Director shall inform the complainant of his/her right to report the incident directly to Dane county Department of Human Services-Child Abuse and Neglect Reporting.
- b) If the parent chooses not to make a formal report at that time, the Director shall schedule a meeting within 24 hours to include the complaint, the suspected employee, at least one member of the Board of Directors, and the Director. The employee may choose to have a representative at the meeting to assist him/her.
- c) The employee may elect or be instructed to take the day following the allegation off with pay while remaining available for the meeting.
- d) If the meeting satisfies all parties that no abuse has occurred, the Director of Board President shall report the event to the Board, omitting names.
- e) If at any point in this process the Director suspects that an incident of abuse has taken place, s/he is required to make a report to Department of Human Services-Child Abuse and Neglect Reporting.

f) The Director or Board President shall advise the Board of Directors that an investigation is in progress and shall apprise the Board of the outcome.

g) Depending on the circumstances of each case, Center staff termination and grievance procedures, as outlined in the personnel policy may apply.

9) Allegations Made by Employee

a) If an employee or volunteer suspects or believes that a child has been abused by another employee, s/he shall make a report directly to Department of Human Services-Child Abuse and Neglect Reporting.

b) The reporting employee/volunteer shall immediately inform the Director or Board President that a report is being made and explain the nature of the allegations.

c) The suspected employee/volunteer may be instructed to take time off with pay pending the outcome of the formal investigation by the Department of Human Services-Child Abuse and Neglect Reporting.

d) The Director or Board President shall advise the Board of Directors that an investigation is in progress and shall apprise the Board of the outcome.

e) Depending on the circumstances of each case, Center staff termination and grievance procedures, as outlined in the personnel policy may apply.

f) The Director shall make a written report any time a child abuse allegation is made against an employee/volunteer. These reports shall be kept in a separate confidential file maintained by the Director.

CHAPTER SIX : NUTRITION

1) Regulatory Agencies

a) UADC is a participant in the Child and Adult Care Food Program (CACFP), a federal program of the Food and Nutrition Service (FNS), U.S. Department of Agriculture (USDA). The CACFP gives financial assistance to child care institutions providing licensed day care throughout the state. In Wisconsin, the Department of Public Instruction administers the CACFP. The primary goal of the CACFP is to improve the diet of children ages 12 and younger.

b) In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington D.C. 20250-9410 or call toll free (866) 632-9992 through the Federal Relay Service at (800)845-6136 (Spanish). USDA is an equal opportunity provider and employer.

c) The Department of Public Instruction audits UADC annually for compliance with CACFP standards.

d) UADC also adheres to the state of WI Department of Children and Families day care licensing requirements for the training of staff, food preparation, sanitation, cleanliness, and storage.

2) Service Provided

- a) Breakfast is provided during free choice time in each classroom; children may choose not to eat or take as much or as little as they want. Breakfast is served from 8:00-8:30am with a "last call" at 8:25am.
- b) Lunch is served family style in UADC's dining room with educators and children at each table. School-age children are served in the school-age classrooms at larger adult-size tables and chairs. Lunches provide the nutritional components of the primary meal of the day for young children.
- c) Afternoon snacks are provided during free choice time in each classroom; eating snacks is optional for each child.
- d) Meals and snacks are prepared by an on-site, qualified chef.
- e) Menus are posted weekly on the parent and classroom bulletin boards; individual copies are available to parents on the uadc.org website homepage. Menus are kept on file for review by the CACFP and health care consultants. Circumstances may require deviation from planned menus (e.g., illness of cook, etc. These changes will be noted as needed.)
- f) UADC will not serve foods that pose a choking hazard to children under four years of age including: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas; hard pretzels; spoonfuls of peanut butter; chunks of raw carrots or meat larger than can be swallowed whole.

3) Special Dietary Requirements/Restrictions

- a) Special dietary requirements, such as food allergy/intolerance, religious restriction, vegetarian preference, can usually be met with alternate foods on hand. Parents are asked to provide special foods such as milk or bread substitutes.
- b) Parents must submit special dietary requests in writing after initial consultations with the Director and dietary technician and staff (who need information).
- c) USDA regulations only require substitutions or modifications in CACFP meals for children whose disabilities restrict their diets based on a licensed physician's assessment. Example: food allergies causing life-threatening anaphylactic reactions.
- d) Disabilities must be documented by a physician's statement. Physician's statements must: state the name of the child's disability, identify how it limits one of the major life activities, specific foods the child cannot have and the foods to be substituted.
- e) Foods Brought From Home for pre-approved Dietary Restrictions, to replace or supplement UADC meals
 - i) All food and beverages brought from home must be accompanied by a note from a physician and be for a medical necessity.
 - ii) Staff make sure that food requiring refrigeration stays cold until served.

iii) Milk served at UADC and brought from home must not contain almonds and does have to be 1% fat content.

4) Center's Approach to Food

- a) Eating should be enjoyable and relaxed for children. Learning to enjoy new foods is a developmental task that is facilitated in a group setting where other children are enjoying a variety of foods. Educators sit, eat, and socialize with the children during meals and snack time.
- b) Lunches are served family-style, with dishes passed from one child to another. More helpings of preferred foods are available. With Educators' assistance, children learn to take appropriately sized servings. Measuring cups are used as serving utensils to help ensure proper serving sizes.
- c) Children are given an adequate amount of time to finish eating; a staff member is always available to stay with a child after others have finished.
- d) There are no punishments, rewards or bribes involving food.
- e) Liquids and foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach.
- f) Food staff personnel are trained through orientation and staff in-services review on the proper methods for kitchen, classroom, and dining room cleanliness; equipment use; and food preparation, service, removal, and storage. Staff strictly adheres to state standards as stated in the State of WI Dept. of Children and Families day care licensing handbook, USDA, and CACFP regulations. Children are taught the proper hand sanitation before eating, food handling, service, passing of food, and clean-up as part of the family-style lunch service.

5) Sweets

- a) The lunch meal does not include a dessert course.
- b) All canned fruits are packed in juice or water.
- c) We aim to serve healthy meals with low sugar and limit sweets to special occasions. In lieu of sweet treats, parents may bring in a special story, play a special game, or plan an activity for birthday occasions.

6) Nutrition Education

- a) Educators present nutrition education and cooking projects as a component of the classroom curriculum when able and appropriate.
- b) Educators include multi-cultural food experiences in the curriculum.

7) Kitchen Procedures

- a) Kitchen surfaces are kept clean with a sanitizing solution before and after food preparation.
- b) Dishes are prewashed. After this, they are run through the commercial dishwasher and allowed to air dry.

- c) Food is stored in food safe containers, labeled with the date opened and with the name of the product. Expired products are disposed of on a daily basis.
- d) Knives and sharp objects are stored up high, out of reach of children.
- e) Food is delivered to the classrooms in a sanitized bin, with food items covered, and sanitized serving utensils.

CHAPTER SEVEN: FIELDTRIPS

CLOTHING

- 1) A complete change of weather-appropriate clothing must be supplied by parents, kept at UADC, and replenished as needed
- 2) Soiled clothing is sent home with parents, and immediate replacement of extra clothes is requested. UADC has some extras, but many children are reluctant to wear clothing that is not their own. If you do borrow something from UADC, please wash it before returning it to us.
- 3) All articles of clothing should be labeled with the child's name. Lost and found is located outside the office.
- 4) Outdoor Clothing
 - a) Parents must send appropriate outdoor clothing for daily variations in the weather. Two outdoor play periods are scheduled each day.
 - b) In summer, children should be provided with clothing to protect them from the sun.
- 5) Clothing Appropriate for Play
 - a) Children should come to UADC in comfortable, non-restrictive, washable clothes. The program includes active and often messy play.
 - b) Children are encouraged to be as independent as possible during toilet routines, so we encourage parents to dress children in clothes that are easy to manipulate.
 - c) For safety reasons, Croc shoes and open-toed sandals are discouraged. Sturdy, safe and closed toed shoes are required at school.
 - d) Water shoes are recommended for use during water play.
- 1) Overview
 - a) When taking field trips, children will be transported by city bus, leased bus, or will walk. Private cars will not be used.

- b) For preschool rooms, field trips are planned for city locations within a 30 minute trip from UADC. School age and 4-K may take several trips out of town.
- c) Parents will be informed of field trip schedules and are to sign a blanket permission release for local trips upon enrollment. Field trips requiring transportation by a leased bus will require a separate permission slip for each trip taken.
- d) For every trip out of UADC, Educators will carry a list of current emergency numbers for all participating children in their attendance clipboard, which includes: a copy of the child's Enrollment Form, Health History and Emergency Care Form, and Emergency Contact Form. They will also bring an emergency first aid kit and a cell phone.
- e) Staff will know the whereabouts of all children at all times. Educators will carry attendance forms on every field trip and take attendance, and account by name and sight, upon departure from and arrival to destination and at intervals throughout the trip, including after getting off of transportation such as a city bus.
- f) Staff will teach children about expectations and safety when going on walking field trips, and place themselves strategically to keep children safe when walking and crossing city streets.
- g) Staff going on a field trip away from the center will carry a cell phone with the cell phone number made available for staff remaining at the center.

2) Staff/Child Ratios

- a) For every trip there will be a minimum of two adults for each group or for each subgroup if divided. Usual staff/child ratios will be maintained as well. For activities requiring more supervision (swimming, outdoor cooking, etc.) there will be more adults as needed.
- b) Field trips will be canceled when increased staff-to-child ratio requirements are not met.

3) Use of Leased Bus

- a) Children are instructed in rules related to getting on and off the bus, use of seat belts, conduct while in a moving vehicle, and emergency evacuation procedures. The non-driving adult will be trained in and responsible for procedures for evacuation of children, including any children with disabilities. Bus aisles will be kept unobstructed, doors will be locked, and all children and adults will be seated and required to wear seat belts when available. Alternate transportation must be provided by the transportation provider in the event that there is a problem with the transportation vehicle during the trip.
- b) Educators will visually account for each child before boarding and exiting the bus, and do a visual sweep of the bus upon exiting the bus before bus departure.
- c) Office staff will keep insurance records on site for the bus company in use.

4) Accidents (including Swimming Emergencies)

- a) In case of an accident during a field trip, at least one adult will wait at the scene for police, administer first aid and provide reassurance to the children, evacuate the vehicle if necessary, and inform parents and UADC office as necessary. Staff will take a copy of each child's emergency form on all field trips.
- b) All accidents resulting in an emergency call, doctor, or dental visit must be reported to the Wisconsin Department of Children and Families state day care licensing specialist within 24 hours of the occurrence.

CHAPTER EIGHT: ADDITIONAL INFORMATION

RESEARCH STUDY POLICY

- 1) Occasionally, UADC receives requests from researchers to study children at the center.
- 2) Authorization
 - a) The Director may authorize a research project after meeting with the researcher, and reviewing a written prospectus and a draft of a permission letter to parents, as well as Human Subjects Research Approval.
 - b) Written parental permission is required for any outside agency's research project involving their child.
 - c) Research projects will be scheduled only when they will not be unduly disruptive to classrooms and children.
- 3) Participation of Children
- 4) Any individual child will not be required to participate against his/her wishes.
- 5) Researchers will be required to spend time in the classroom so that children may become familiar and at ease with them.
- 6) Any individual child interviews will be in a supervised public area.

**Additional Documents on File at UADC and Available to Parents (located in the center office)

- 1) Staff-related Documents
- 2) Personnel Policy
- 3) Job Descriptions
- 4) In Case of Emergency (ICE) (posted in day care office)
- 5) Board-related Documents
- 6) Minutes of monthly meetings (posted on parent board)
- 7) Center by-laws
- 8) Annual Program Evaluation

- 9) List of Board Members
- 10) Affirmative Action Policy
- 11) Program-related Documents
- 12) Program Evaluation: State of Wisconsin
- 13) Program Evaluation: National Association for the Education of Young Children
- 14) Classroom Information Packets
- 15) Regulatory Documents (posted or available in day care office)
- 16) NAEYC (National Association for the Education of Young Children) Standards
- 17) State of Wisconsin Licensing Regulations
- 18) License Violation and Correction reports

CHAPTER NINE: PROGRAM EVALUATION SCHEDULE

Task	By When	By Whom
Classroom Observations and Classroom Goal Setting	September / October	Classroom Educators
Parent-Educator Conferences and Individual Children's Goal Setting	November, April (Buckaroos), May (Wizards)	Teaching Staff and Families
Teaching Staff Survey and Goal Setting	October and March	Full Staff
Family Survey and Goal Setting	January	Executive Board and Families Staff
Program Evaluation and Goal Setting	August	Executive Board
Administrative Policy Review	August	Administrative Staff and Executive Board

When talking about challenging behavior at University Avenue Discovery Center, first and foremost, UADC staff enter into this work with children and families with the understanding that:

1. All children want to belong
2. Behavior has meaning

What is challenging behavior?

Any repeated pattern of behavior that interferes with or is at risk of interfering with optimal learning or engagement in prosocial interactions with peers and adults that interferes with children’s learning, development, and success at play, is harmful to the child, other children, or adults, that put a child at high risk for later social problems or school difficulty. Challenging behavior is thus defined on the basis of its effects. While some children’s challenging behaviors are developmentally or culturally normative and effectively addressed by adult vigilance and the use of appropriate guidance procedures, other children need more targeted evidence-based practices to prevent and/or address challenging behaviors that are persistent or unresponsive to universal evidence-based approaches (<http://challengingbehavior.fmhi.usf.edu/explore/glossary.htm>; Dunlap, Strain, Fox, et al., 2006).

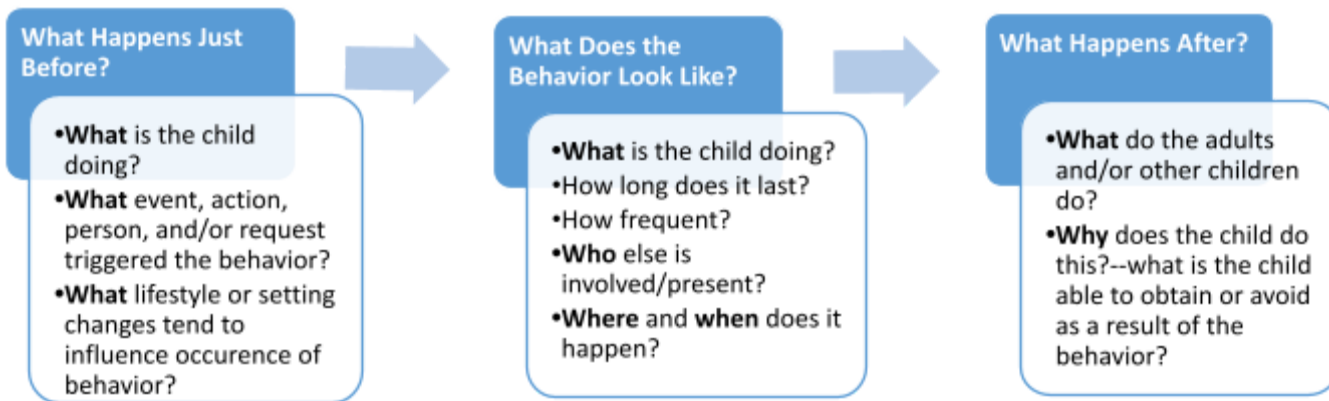
Examples of persistent challenging behaviors for preschool children may include, but are not limited to: (1) physical aggression such as hitting, kicking, punching, spitting, throwing objects forcefully, pinching, pushing, and biting; (2) climbing on things in the classroom that are not permitted; (3) destroying property, destroying what another child is working on regardless of the other child’s response; (4) taking toys away from other children forcefully; (5) running that poses a safety risk for the child or others or elopement from the classroom; (6) tantrum behaviors that might include behaviors such as kicking, screaming, pushing an object or person, kicking materials, or head banging/self-harming behaviors; (7) verbal aggression including yelling, threats, screaming at another person, calling children unkind names, and saying unkind words; (8) ordering an adult to do something (e.g., “pick that up for me”); (9) persistent or prolonged crying that is loud or disruptive or ongoing crying that interferes with the child’s engagement in activities; (10) inappropriate use of materials (e.g., jumping off chairs, slamming materials, throwing objects); (11) consistent clear and explicit verbal or physical refusal to follow directions; or (12) inappropriate touching, stripping, and other behaviors that are hurtful, disruptive, or dangerous to self or others (Hemmeter, Fox, & Snyder, 2014, p. 24).

Who is UADC’s behavior support team?

All Lead Teachers in the child’s classroom, UADC’s Director and Assistant Director. **Both the Director and Assistant Director will be BCC’d on emails to families surrounding behavior concerns from when the challenging behavior is identified.**

UADC Behavior Support Policy

When entering this tiered approach with any child, a portion of the Program Meeting each week will be set aside for teachers to communicate updates to administration on child progress, and to share **behavior records**. During any tier, the separate UADC Bullying, Termination, and Parent Cooperation Policies are used to determine if a child will need to be sent home or another intervention applied. A **written record/start date** must be recorded between teaching and administrative staff, when entering into Tier 1 of this process.



- **Tier 1 (month 1):** During a 1-month period, classroom staff implement practices and strategies using Pyramid Model, Conscious Discipline, or other research based practices. See lists below for specific modifications. Tier 1 will involve teachers working with administrators to develop a **precision statement** (instructions in the attachments at the end of policy) of the challenging behavior. Staff must make a **behavior record**, recording the time, place, type of behavior, and intervention strategy used. This can be done in the classroom’s confidential “observation notebook” or another designated spot that is accessible to administrative staff. If the child has an IEP, the IEP team must be involved once challenging behaviors persist so they can follow established guidelines and procedural safeguards for reviewing and updating the IEP accordingly.
 - Teachers will implement universal classroom practices to support behaviors and develop a positive classroom culture.
 - Administrative staff will conduct yearly classroom assessments and informal observations at least twice per year to ensure each classroom has the elements below in place.
 - **Classroom Environment:** sensory materials within reach of students, use photos and posters that portray people in various emotional states, line spots that help support the development of body and vestibular awareness/growth, intentional classroom management at group time, intentional placement of student cubbies, organized classroom stations that rotate materials monthly based on student interests, designated classroom spaces for alone time/privacy, pictures from home, illustrated step-by-step directions for students or picture cue cards, individual sensory tools (for example headphones to block out noise).
 - **Daily Schedule:** structured routines with ample opportunity for free play (at least 1 hour per day total, open sessions with no restrictions/station assignments), daily morning meeting with visual schedule, explicitly teach sequence of transition with images/visuals, prepare the child for transition and ensure child is actively engaged in transition, large and small group activities, structure large group so child is actively engaged, plan and conduct small group activities with specific goals in mind for the child, make adaptations and modifications to ensure that the child can be involved in a meaningful way, community and team building activities, cooperation activities, intentional groupings to encourage new and continued friendships, mindfulness practices (breathing, settling-in techniques), and modeling problem solving practices, use of problem solving visual tool.
 - **Curriculum and Programming:** develop and post classroom expectations with visuals - review and incorporate these often -- simplify expectations so that these can be broadly applied to all issues/concerns that may arise --for example: “be kind to bodies, be kind to materials, be kind to feelings”, use and model rules/directions often that are positively phrased telling children what

“to do” rather than what “not to do”, social stories (features a targeted social-emotional skill to practice in a story-telling narrative using pictures of the child), role playing, anti-bias and social justice practices (incorporation of selected picture books, discussions, reflections, journaling), picture cue cards (ie. for breathing techniques, problem solving strategies), consider each child's interests when deciding what to put in learning centers.

- **Interactions:** role playing scenarios with children including opportunity for child dictation and dramatization, structure activities to encourage and teach sharing and turn taking, structure activities to encourage and teach requesting and distributing items, respond positively during routine activities, show warmth and speak calmly to the child, provide positive attention throughout the day, join in children’s play to support interaction and expand ideas, use alternative strategies when communicating (cards/hand signals/imaginative play/etc), review visual schedule with the child, if needed assist child to select and engage in activity, recognize and respond to child’s ideas and efforts, show empathy and acceptance of child’s feelings through validations/acknowledgment/mirroring back/labeling feelings/voice tones/gestures, give space to allow child to calm down before working through an issue, provide child with opportunities to make choices, “problematize” situations throughout the day to allow child opportunities to generate solutions, help child recognize cues of emotional escalation, allow child time to respond and/or complete task independently before offering assistance, teach child strategies for self-regulating behaviors, model phrases children can use to initiate and encourage interactions.
 - **Self-Esteem Building:** highlights on specific students (STAR Wizard, Spotlight Buckaroo), family photographs posted throughout the classroom, art at the child’s level (from each child in the class), greeting the child by name and saying goodbye with warmth at the child’s level, specifically mention the things a child is doing well throughout each day (using praise, but also specific complements, “You are so kind to help your friend when they fell down”), one-on-one interactions during routine activities.
 - **Assessments:** UADC will use a formal child assessment/checklist prior to each conference, in addition to this, daily logs, anecdotes collected on a regular basis, reflections shared/solutions brainstormed at program meetings, capturing pictures and videos, saving artwork/writing, informal conversations with students, formal interviews with students.
 - **Family Inclusion:** daily communication via Daily Notes, personal emails about student’s day, capturing student school experiences with pictures and videos, in person/informal conversations with families, providing resources to families (resources may include links to videos, literature, sharing titles of picture books, etc), Fall and Spring teacher-parent conferences, teachers and administrators enter into partnership with families without attempts to change the family/individuals but only to provide the best supports at school.
- **Tier 2 (month 2):** If the behavior is not corrected after Tier 1 (month 1), multiple UADC staff members will conduct a formal observation, 45 min-1 hour in length, and afterwards, set up a private staff meeting (or utilize Program Meeting) to compare thoughts and implement additional strategies.

Responsible parties:

- A. One Lead Teacher will conduct an informal written observation, as well as using the NC Preliminary Pyramid Assessment below.
- B. The Director will conduct informal written observation, as well as using the NC Preliminary Pyramid Assessment below.
- C. The Assistant Director will conduct informal written observation.

After the observations are completed and new strategies are attempted, if not resolved after month 2, tier 3 will be entered.

- **Tier 3 (month 3 and 4):** A 2-month Behavior Support Plan (outlined below) will be put together by Lead Teachers with assistance from administrative staff and guardians. In this tier, there is potential for an outside specialist to come in and observe (see list of specialists below). A formal conference will be set up between guardian(s) and Lead Teacher(s) to present the Behavior Support Plan along with plans for outside support. A check in conference with guardians will be necessary to share progress during this 2 month period. UADC staff and parents will work collaboratively to arrange for designation of areas of responsibility, a time-line for resolution, a measurement system to know how outcomes are reached within the plan.

**Behavior Support Plan for Teachers to complete with admin support
and present to parents in an in-person or phone conference**

- Child's strengths and interests
 - Description of behavior
 - Common antecedents
 - Accommodation being used
 - Strategies for teaching skills
 - One specific goal for child, using language a child can understand,
for instance "Use your words"
 - Desired behaviors
 - Follow-up
- **Tier 4 (month 5):** If goals outlined in the Behavior Support Plan are not met by the end of Tier 3, alternative schedules will be considered i.e. earlier drop off, later drop off, AM/PM only schedules, more days, or fewer days depending on individual child needs. These changes will be discussed with guardians and mutually agreed upon. For instance a child needing more routine, might require additional days at school or an earlier drop-off and a child having social challenges might need less time in social environments to slowly build social capacities and tools. The Executive Committee of the Board of Directors and the City Accrerator will be informed when this tier is entered.
 - **Tier 5 (month 6):** If improvement is not seen within a 1 month time frame on the new schedule in tier 4, disenrollment will be a consideration. The Executive Committee of the Board of Directors, the City Accrerator, and State Licensor will be consulted at the very beginning of this tier.

Occupational or Therapist intervention at UADC:

(in no particular order)

Option 1: Contact the City Accrerator to request access to Rainbow Project therapists that can visit on site —funded through CORE and City Accreditation (no cost to UADC). This is a good option when specific circumstances might warrant a social worker/therapist approach.

Option 2: Contact MMSD 4K specialist to observe (no cost to UADC). This is a good option for classroom management strategy suggestions that are used within the school district.

Option 3: Contact Children's Therapy Network at jen.bluske@ctn-madison.co or other to gain paid services, CTN cost is \$115 per hour. This is a good option for children who might benefit from a certified Occupational Therapist.

Safety Plan for Dangerous Behavior and Considerations for Suspension and Expulsion

Even with the implementation of strategies at each tier, it is possible that very serious, violent, out-of-control behavior can occur. When this happens, the safety of all children must be protected by attempting to deescalate the violent, out of control behavior. The teaching staff should maintain a calm, quiet and supportive tone and make eye contact with the child while positioning him/herself so that the child can't run away or hurt others. He or she should validate and name the child's emotional state and provide clear directions about what to do next. If the child does not respond to verbal support and directions and is displaying aggressive, harmful behavior, it may be necessary to remove other children so that they are at a safe distance while the teacher continues to stay close to the child and offer support to calm him or her.

Usually, teaching staff can de-escalate potentially harmful, dangerous, or destructive behavior through positioning themselves, guiding and/or assisting the child using gentle touch, or blocking off and rearranging the area around the child so that no one can get hurt.

NC Preliminary Pyramid Assessment

This checklist can be used when working with a teacher who has a child with a challenging behavior in his/her class. This should be completed in conjunction with the following: 1) identifying when a challenging behavior is happening, 2) determining what exactly the behavior is, 3) identifying what happens before, during and after the behavior occurs, and 4) developing a precision problem behavior statement. Indicate **Yes** for each practice/strategy that is in place (or observed) and indicate **No** for each practice/strategy not yet in place (or not observed). Add additional comments or examples in the right hand column.

Building Relationships	Universal Teaching Practice/Strategy	Yes	No	Comments/Examples
	Greet the child			
	Communicate at eye level			
	Interact during routine activities			
	Respond positively during routines and activities			
	Show warmth and speak calmly to child			
	Provide positive attention throughout the day			
	Provide a comfortable, welcome and safe space for the child			
	Join in children's play to support interaction and expand ideas			
	Use alternative strategies when communicating			
	Review visual schedule with child			
	Structure routines from beginning to end			
	Explicitly teach sequence of transition			
	Prepare the child for transition			
	Ensure child is actively engaged in transition			
	Provide multiple opportunities to make meaningful choices			
	Structure large group activities so child is actively engaged			
Develop and post classroom expectations				

Supportive Environment	Universal Practice/Strategy	Yes	No	Comments/Examples
	Arrange traffic patterns in classroom so there are no wide open spaces			
	Clearly define boundaries in learning centers			
	Arrange learning centers to allow room for multiple children			
	Provide a variety of materials in all learning centers			
	Assist child to select activity and engage in activity			
	Considers child's interests when deciding what to put in learning centers			
	Makes changes and additions to learning centers on a regular basis			
	Structure transitions so child does not have to spend excessive time waiting with nothing to do			
	Plan and conduct large group activities with specific goals in mind for the child			
	Provide opportunities for child to be actively involved in large group activities			
	Monitor child's behavior and modify plans when child loses interest in large group activities			
	Plan and conduct small group activities with specific goals in mind for the child			
	Use peers as models during small group activities			
	Make adaptations and modifications to ensure that the child can be involved in a meaningful way			
	Use a variety of ways to teach the expectations of specific activities so that the child can understand them			
	Use and model rules/directions, oral and written, that are positively phrased, telling children what "to do" rather than what "not to do"			

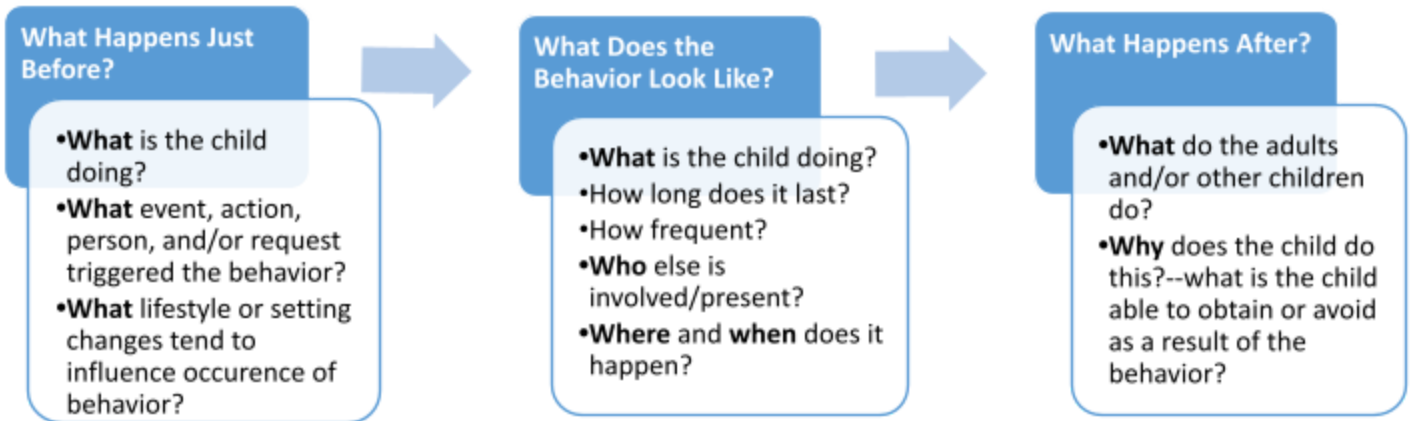
Social Emotional Teaching Strategies	Universal Practice/Strategy	Yes	No	Comments/Examples
	Recognize and respond to child's ideas and efforts			
	Show empathy and acceptance of child's feelings			
	Provide child with opportunities to make choices			
	Allow child time to respond and/or complete task independently before offering assistance			
	Create opportunities for decision making, problem solving, and working together			
	Teach child strategies for self-regulating behaviors			
	Utilize peers as models of desirable social behavior			
	Encourage peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.)			
	Model phrases children can use to initiate and encourage interactions			
	Facilitate interactions by supporting and suggesting play ideas			
	Ensure that interactions are mostly child-directed not teacher-directed during free play			
	Teach appropriate social skills through lessons and role-playing opportunities			
	Incorporate cooperative games, lessons, stories, and activities that promote altruistic behavior			
	Structure activities to encourage and teach sharing			
	Structure activities to encourage and teach turn taking			
	Structure activities to encourage and teach requesting and distributing items			
	Structure activities to encourage and teach working cooperatively			
	Use photographs, pictures, and posters that portray people in various emotional states			

Social Emotional Teaching Strategies	Universal Practice/Strategy	Yes	No	Comments/ Examples
	Use validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings			
	Assist child in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words			
	Use real-life situations to practice problem solving, beginning with defining the problem and emotions involved			
	Label own emotional states and provides an action statement (e.g., I am feeling frustrated so I better take some deep breaths and calm down)			
	Use opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm			
	Systematically teach the problem solving steps			
	"Problematize" situations throughout the day to allow child opportunities to generate solutions			
	Support child through the problem solving process during heated moments			
	Help child recognize cues of emotional escalation			
	Help child identify appropriate choices			
	Help child try solutions until the situation is appropriately resolved			
	Display photographs of child working out situations			

Description of a Persistent Challenging Behavior

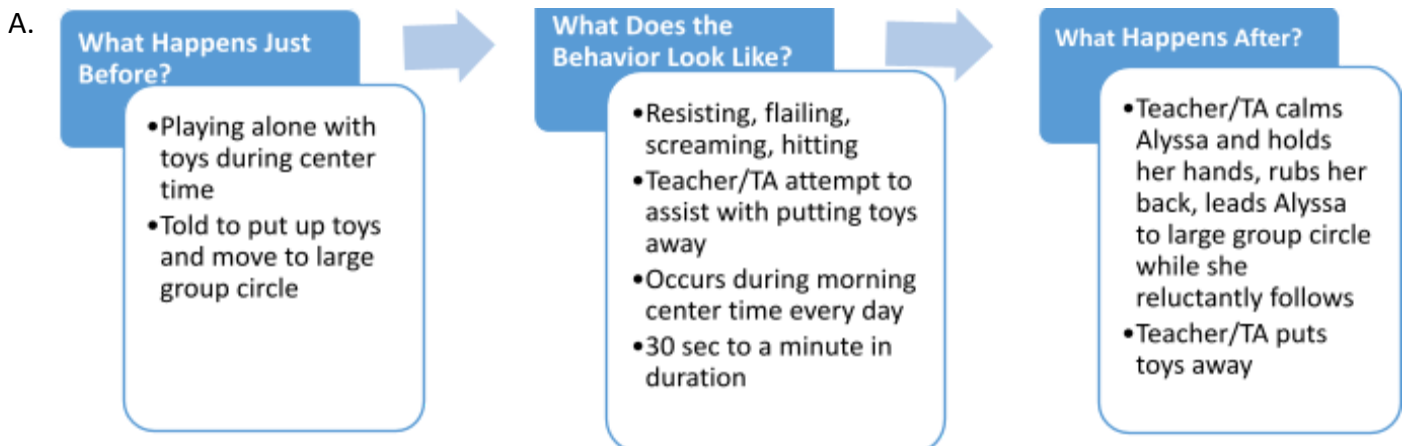
<p>1. Describe the problem behavior and how often it is happening. What does the behavior look like? How often does the behavior occur throughout the day and week? How long does the problem behavior tend to last?</p>	
<p>2. Where is the problem behavior most likely to happen?</p>	
<p>3. Who is engaged in the behavior? Are there certain people who tend to almost always be involved before or during the behavior?</p>	
<p>4. When does the problem behavior most likely occur? Does it occur at a particular time of day or during a certain activity?</p>	
<p>5. What is happening just before the problem behavior occurs? What triggers the behavior?</p>	
<p>6. What happens as a result of the behavior? What do the adults do? What do the other children do? What are the consequences?</p>	
<p>7. Why is the problem behavior continuing? Is there something the child is able to avoid or obtain as a result of the behavior? What other lifestyle or setting changes tend to influence behavior? For example, does problem behavior occur more often when the child doesn't sleep well, uses a different form of transportation, takes medication, doesn't eat breakfast, doesn't get outdoor time when it's raining, has an unexpected change in a routine, arrives late or early, etc.?</p>	

Think about the sequence of the behavior:



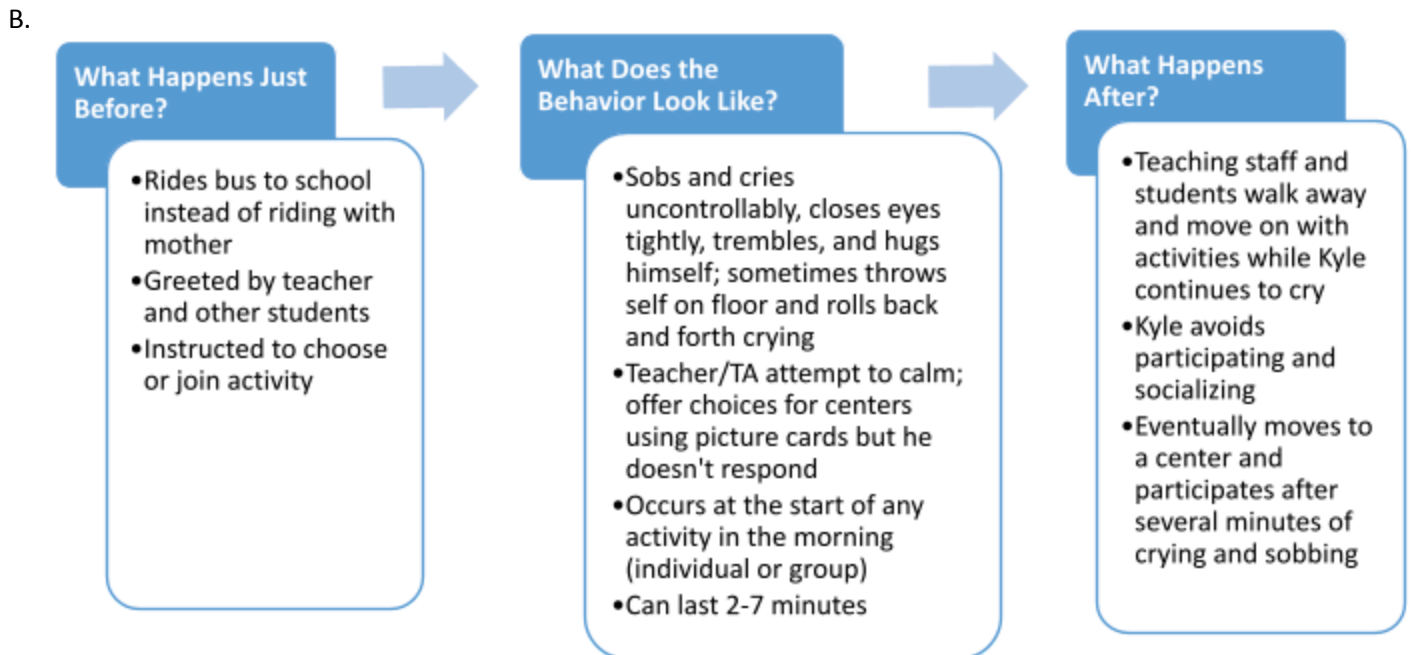
Write a precision problem behavior statement using the responses to questions 1-7 (see samples below):

Sample Precision Problem Behavior Statements:



Precision Problem Behavior Statement A:

Every day, during morning center time, when it is time to put materials away and transition to large group instruction, Alyssa cries, holds her toys tightly and refuses to put them away repeatedly screaming, "No!". When the teacher or teacher assistant assists Alyssa by leading her to the appropriate bin or shelf, Alyssa flails about, screams and hits the teacher or teacher assistant. The teacher/teacher assistant holds Alyssa's hands still and talks calmly to her while rubbing her back for about 30-60 seconds and she stops flailing, hitting and screaming. The teacher/teacher assistant ends up removing the toys from her hands and putting them away and then holds Alyssa's hand and she reluctantly allows teacher/teacher assistant to lead her to the group activity.



Precision Problem Behavior Statement B:

Whenever Kyle rides the bus instead of riding with his mother in the morning, he sobs and cries, closes his eyes tightly, and trembles and hugs himself as he walks in the classroom. Anytime he is approached or told to choose an activity or join circle time before lunch, he continues this behavior sometimes throwing himself on the floor and rolling back and forth while he cries. He doesn't respond to the teacher or teacher assistant when they attempt to calm him by hugging him and offering choices for activities using picture cards. His loud crying and sobbing can last from 2-7 minutes. The teaching staff and students eventually walk away and leave him wherever he is as he continues to cry and avoid social interaction and participation. Kyle eventually moves to a center and plays with toys after several minutes of crying and sobbing.

Classroom Behavior Record

Classroom teacher: _____

Date: _____

Directions: Write each child's name in the left column who is demonstrating a persistent challenging behavior. Arrange the chart according to your classroom schedule. During each portion of the day, record instances of challenging behavior using the initial for that behavior in the box. Behavior categories are provided at the bottom of this form. Note additional instances of behavior.

	Arrival	Centers	Circle	Outside	Centers	Circle	Lunch	Nap	Snack	Centers	Dismissal
(Child's Name)											

Comments: (Substitutes, persistent absences, illness, family crisis, etc.)

P - Physical Aggression (hitting, kicking, scratching, biting, pushing, etc.)

D - Disruption (yelling, screaming, noise with materials, tantrums, prolonged loud crying)

R - Disrespect (taking someone else's toy, teasing, cursing, not following directions, etc.)

I - Inappropriate use of materials (climbing on or jumping from furniture, destroying property or other children's work)

S - Risking safety by running, sneaking away, or otherwise putting self in harm's way

E - Exposing self or touching self or others inappropriately

T - Behavior occurred during transition into the activity such as TP meaning physical aggression happening during transition into the activity. For example, 1 TP, 2TD.

Early Childhood Behavioral Engagement Report

Site:
 Child's Name:
 Teacher's Name:
 Program Coordinator/Director's Name:

Submission Date:
 County:
 Teacher's Contact Information:
 Program Coordinator/Director's Contact Information:

Actions	Dat es	Contacts/Results	Next Steps (Who, what, when)
Documentation of challenging behavior: when does it occur, what happens right before it occurs, what happens after, how often does it occur, and how long does it last.			
Designated observer conducts assessment of current classroom practices in preventing challenging behaviors and promoting social-emotional development & identifies area(s) of focus			
Documented teaching strategies implemented to maintain child's participation in the preschool program (e.g., teacher's planned modifications or individualized strategies and recorded progress for the child for at least 6 weeks)			
Documented communications with families about child's behavioral concerns (face to face, phone calls, emails, texts etc. that are not routine and are specifically conducted to address topic of child's behavioral concerns)			
Documented collaboration with specialists (e.g. local school system's Preschool Exceptional Children's Program, local Smart Start, Child Care Resources & Referral, Triple P, mental health consultant, behavior specialist, psychologist, or other professionals)			
Documented teacher's professional development to support classroom practices (e.g., completed Foundations: Social-Emotional training, visited other classrooms, mentored by others, etc.)			
Outcomes of attempts made to maintain child's participation in the preschool program (provision of additional staff, conducted a Functional Behavioral Assessment and			

implemented a Behavior Improvement Plan, referral to the Exceptional Children's Program, etc.)			
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References

Branscomb, T., Carter, K., Cocomes, G., McComas, N., Nolan, C., & Thompson-Arbogast, P. (2016, October 7-8). *Safety First*. Lecture presented at University of Oregon, Eugene.

Dunlap, G., Strain, P., Fox, L., et al (2006). Prevention and intervention with young children's challenging behavior: perspectives regarding current knowledge. *Behavioral Disorders, 32*, (1), 29-35 (2006).

Hemmeter, M.L., Fox, L., & Snyder, P. (2014). Teaching pyramid observation tool (TPOT) for preschool classrooms manual research edition. Baltimore, MD: Paul H. Brooks Publishing Co.

Thank you so much for taking the time to review our handbook. We have included as much information pertaining to our programming as seemed appropriate. If there is a subject missing that you would like to see addressed, please contact the Director or Assistant Director at manager@uadc.org or via 608-233-5371.