

Table of Contents

- Welcome1
- Contact Information2
- Licensing/Accreditation3
- History.....4
- Philosophy.....5
- Approach6
- Environment7
- Curriculum7
- Financial Operations8
- Policies and Procedures - General
 - Acceptance Polices and Admissions Procedures10
 - Attendance10
 - Arrival and Departure10
 - Supplies11
 - Discipline Policy11
 - Grievance Policy13
 - Miscellaneous13
- Policies and Procedures - Health and Safety
 - Child/Family Expectations.....14
 - Teacher/Center Expectations16
 - General Safety17
 - Child Abuse17
 - Building Security17
 - Emergency Procedures.....18
 - Role of Childcare Health Consultant18
- Food Program.....20
- Communication21
- Parent Acknowledgement22

Dear Parents,

The staff of the University of Wyoming Early Care and Education Center welcomes you as partners in creating and realizing the possibilities in our program. This is a very exciting time for your family and all of us at the center.

We anticipate a year of tremendous energy and growth for all of us: directors, staff, families, and children. The most important key to success will be our ability to communicate with each other. You will receive frequent, regular communications about your own child's interests and development, the projects your child's class is engaged in, more general communications about activities of the whole center, and information on scheduled trips and parent meetings or celebrations. From time to time you will receive informational handouts related to child development issues. In addition to regularly scheduled parent-teacher conferences at least twice a year, individual conferences can be scheduled by request of parents or teachers at any time. More importantly, we hope to maintain daily communication as children arrive and leave.

Family involvement is central to our program and is critical to its success. We look forward to seeing old friends and making new ones and to establishing a web of new relationships. We think you will be very pleased with the wonderful staff working at our center.

Welcome!

Mark Bittner
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University of Wyoming
Early Care and Education Center

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Licensing/Accreditation

Accreditation – The Early Care and Education Center is currently accredited by the National Association for the Education of Young Children (NAEYC). Through accreditation, the center engages in a self-study and goes through the accreditation process every 5 years. This process requires a tremendous amount of work by directors, staff, and parents, but it is a revealing and rewarding process for growth. NAEYC accreditation is currently the highest validation of a program's quality and is recognized throughout the country as a mark of professionalism.

Licensing – As an entity of the University of Wyoming, the Early Care and Education Center is not subject to the Wyoming childcare licensing process, because one state agency cannot regulate another. However, because being licensed is a measure of professionalism and because our goal is to model professionalism and best practices for the college students we teach, we do follow licensing guidelines established through the Wyoming Department of Family Services.

By participating in both of these evaluation procedures, our goal as a program is to grow in our ability to provide the best possible early care and education for your children.

History of the UW Early Care and Education Center

The existing center so-named opened August 22, 2005. The new program was created, by fiat of the President of the University, to consolidate four pre-existing early childhood programs on campus and to enhance recruiting and retention of faculty, staff, and students by providing a visible and high quality early childhood care and education facility and program on campus. The four pre-existing programs included two from the Department of Family and Consumer Sciences, a preschool class from the College of Education's UW Lab School, and the school-age after-school care from Student Housing.

UW Child Development Center (Verna Hitchcock House): This program was located in a facility built in 1954 to house the Home Economics program and which originally served as housing for students of that program and a faculty advisor. The home economics students attended classes on the first floor, shared bedrooms upstairs, and worked with children who attended preschool in the basement. In the early 1970's classes moved to the College of Agriculture, the residential program was discontinued, and the preschool program took over the entire house. Later, in 2002, the basement was used by the after-school program through student housing. The Hitchcock House program was viewed as an "enrichment" experience, with separate morning and afternoon classes meeting just a few hours four days per week. It was intended to serve primarily the children of UW faculty, staff, and students, but tended to serve more members from the larger Laramie community than the other programs.

UW Child Care Center: This program was begun in 1979 for children ages 2 ½ through 3 and was located in a small ranch-style house just north of campus. When a need for full-day care was identified, the program was reorganized to include up to 25 children ages 3- 5 years old and operated 10 hours per day throughout the year on the University calendar, offering integrated care and education and serving as a laboratory site for students in child development and childcare management classes. It tended to serve primarily children of faculty, students, and staff. In the early 1990's, the Coordinator of the Child Care Center was given responsibility as Coordinator of the Hitchcock House Child Development Center as well. With the creation of the much-enhanced facility of the new building and the interdisciplinary program merger in 2005, the Coordinator became Co-Director with general management responsibilities.




UW Lab School Pre-K Class: Originally begun more than a hundred years ago, soon after the founding of the University and before statehood, the University of Wyoming Preparatory School was created to provide a secondary education as preparation for the new university to adolescents from the scattered communities and ranches of early Wyoming. It soon expanded downward to include elementary students as well. By the early 1950's there was a well-established kindergarten program and within a decade, a preschool class as well. In the 1970's the high school was closed, and what was always colloquially known as "Prep" became a Pre-K through 9th grade school, featuring multi-age classrooms and relationships. The program served the College of Education as a laboratory for research and for the training of teachers and the site for their student-teaching. The student body was expected to reflect that of the total community. In the 1998/99 school year, Albany County Public Schools took over operational control of the

renamed Lab School's K-9 program, leaving the Pre-K class still in the building but administratively separate and operated under the auspices of the College of Ed's Dean's Office. Throughout its existence, it served as a site for observation and practical experience for students in elementary and early childhood education as well as from child development. While its focus was always education, the program was play-based and emphasized developmentally appropriate activities rather than a specifically academic approach. It continued to provide a half-day pre-K program for a diverse group of 3-5 year-olds until the 2005 merger when the lead teacher became Co-Director of the new center, with duties focusing on curriculum and instruction and professional development.

School-aged After-school Fun Program: Over the years Student Housing ran a variety of childcare programs, including an in-home childcare program and training for infant-toddler caregivers in the late 1980's and early '90's. After that ended, an after-school program was begun, meeting in the Student Housing Community center. After 2000, the program used space in the basement of Hitchcock House for several years. It was a free program offered on a first-come, first-served basis, enrolling 25 children from Kindergarten through 6th grade who lived in student housing. Funding was provided by grants from ASUW, student housing, and federal after-school grant money. The director was a Graduate Assistant provided by Student Housing, and the program was staffed with a lead teacher and part-time assistants. Now fully integrated into the Early Care and Education Center, the after-school class is open to tuition-paying siblings of other children enrolled at the center as well as children of UW students, faculty and staff, and the general public. The after-school program shares space and all of the areas of the facility are available for its use. Integration of children of different ages through shared project work, older children reading to younger children, and "classroom helper" opportunities for the older afterschool children are encouraged. We offer full-day summer care for a limited number of school age children. Please ask the Director about this option.

The center is open from 7:30 to 5:30 p.m. fall and spring semesters and 7:30 to 4:30 p.m. during summer session. Programs in the classrooms are similar, recognizing that care and education cannot be separated. All offer play-based learning, development of relationships and social skills, and engagement with long-term meaningful projects chosen to take into account student interests. Now in our ninth year of operation, we are working together to showcase the center as a model facility.

Our Philosophy

-  We believe that children are strong, intelligent, competent and constantly learning.
-  We believe that parents know their children best and have the right to be full participants in their children's education.
-  We believe that teachers are caring professionals trained to support the children in their learning and the parents in their participation.

- ✎ We believe that teachers are researchers engaged in the creation of new knowledge as they work alongside the children and in collaboration with other adults in the campus community.
- ✎ We believe that children have a right to a beautiful, caring, responsive environment in which to grow and learn together with other children and adults.
- ✎ We believe that children, parents, and teachers are all learners and teachers.
- ✎ We believe that the college students who participate in our programs at all levels of their study from beginning observations to semester-long internships are unique, integral, and valuable members of our learning/teaching community.

Our Approach

We seek to foster the social, emotional, physical, and intellectual growth of each unique child through individual hands-on learning, engagement with real experiences in the Laramie community, and participation with others in short and long-term projects and investigations based on shared interests.

Our Environment

- ✎ We seek to create a warm, welcoming, and home-like environment for learning.
- ✎ We believe that all members of the classroom community (children, teachers, & students) contribute to the creation and maintenance of the space in which they work and play.
- ✎ We believe children should see themselves, their family, and their culture represented in the classroom.
- ✎ We believe that children's work, learning, relationships, and accomplishments should be represented in the classroom.
- ✎ We believe that environments create community.
- ✎ We carefully prepare environments that encourage exploration, challenge, creativity, independence, and relationships.
- ✎ We include planning for and making changes to the environment as a vital part of our curriculum.
- ✎ We consider the outdoors to be an extension of the classroom, and outdoor experiences as an essential part of every day.
- ✎ We extend our learning spaces to include the University of Wyoming campus and the Laramie community.

Our Curriculum

Our curriculum philosophy is based on the belief that children construct knowledge through their experiences with materials and with other people. We believe that children have the right to learn through play experiences that are intellectually engaging, personally meaningful, and socially relevant.

Teachers make curriculum decisions based on careful observations of children as they work individually and in groups. Children's natural gifts and curiosities as well as family interests and priorities are an essential resource in developing curriculum. Because each classroom has unique children, families, and teachers, what emerges from each classroom will be different.

Our curriculum is negotiated between what interests children and what we know is necessary for optimal learning and development. We use expertise in child development and knowledge of education standards to inform decisions about the direction of the classroom curriculum. Essential academic skills are taught within a flexible framework that allows children to also have power and make choices about their learning.

Along with its role as an early care and education facility for children, the UW ECEC also serves as a learning laboratory for UW students. The majority of these students come from the Family and Consumer Sciences program in the College of Agriculture and Natural Resources as well as the Early Childhood Education program in the College of Education. However, many other academic programs utilize our facility including Nursing, Communication Disorders, Psychology, Sociology, Music Education, and Graphic Arts. For many of these classes, the students are required to spend a designated amount of time during the semester observing the children. Generally what they are observing are typical developmental milestones, teacher/child interactions, and typical curricular activities.

Any time a student or professor requests any type of assessment, videotaping, or photography for research purposes, they must obtain approval from the UW Institutional Review Board and the UW ECEC Director.

Students who observe in each of the classrooms will typically spend the majority of their observation time in the specially equipped Observation Room. In this room, students are able to watch each of the rooms on a computer screen while listening to conversations via headphones. Students are able to manipulate cameras in each classroom through the computers in the Observation Room by panning and zooming to the activity they need to observe. In addition to classroom cameras, the ECEC is equipped with security cameras within and without the building.

The cameras in the rooms are set to record at all times during our open hours. This is done for two purposes. First, this allows us to recall certain activities that may have been done in the room to be used for instructional purposes with the program staff or students. In addition to this, the recordings can be used for any issues of safety and liability.

Financial Operations

The fiscal management of the Early Care and Education Center is the responsibility of the Department of Family and Consumer Sciences in the College of Agriculture and Natural Resources. The department administration and staff work closely with university upper administration offices to develop an annual operating budget.

Our monthly tuition rate is based on a daily fee approved by the UW Board of Trustees. That fee has been multiplied by the number of days in the annual calendar parents choose for their child. The annual tuition is then divided into equal monthly installments for easier and more convenient family budgeting. Select your calendar carefully. When you sign your contract, you are agreeing to pay your child's tuition for the full calendar period.

There will be no tuition deduction for sick days or vacation. When your child is absent, the center cannot place another child in that slot.

Please read and remember:

- ✓ No payments will be accepted at the center.
- ✓ All payments are due on the first of the month.
- ✓ **A late fee of \$25 per enrolled child will be assessed if tuition is not received by the 15th.**
- ✓ Late fees not paid by the end of the month in which they incur will double after the first of the following month.
- ✓ After three late fee notices in the academic year families will be notified by a certified letter and their child(ren) will be dis-enrolled from the UW ECEC and placed back on the waiting list.
- ✓ If an unpaid balance is 30 days past due and satisfactory payment arrangements have not been made, we are required to forward the account to the university's Accounts Receivable Office. Collection efforts may include placing holds on university accounts and could involve the use of an outside collection service.
- ✓ An unpaid balance at the end of a program year could prevent contract renewal for the following

Our center follows the University of Wyoming academic calendar. Parents will choose an annual calendar that best suits their needs. They will be asked to sign an annual contract. By selecting a calendar parents agree to pay tuition for the full contract period. Accordingly the signed contract is for the number of months selected and payment is due for EACH MONTH. Individuals who break this contract by not paying for the months selected will lose their slot(s). Mid-year contract cancellation will result in the immediate loss of a child's enrollment slot for the remainder of the calendar and could compromise availability of a slot for following contract terms. Mid-year calendar adjustments will not automatically result in a tuition reduction unless the ECEC Director can find another child to take the vacated slot for the remainder of the contract calendar year.

A non-refundable \$25.00 annual registration fee is required each year to secure your child's enrollment slot for the calendar period. Each child is given a contract number upon enrollment. That number will be used for daily check-in and tuition payments. All of your child's records will be tracked using that number. There is no fee reduction for families with more than one child enrolled at the center.

CONTRACTS

Each child attending the center must have a contract signed by their parent(s) or legal guardian(s). The contract is a legally binding document. There will be a strictly enforced deadline each year by which contracts for the following year must be signed. Failure to sign your contract by the deadline could result in your child being placed back on the waitlist.

PAYMENT OPTIONS

Parents can choose from three payments options:

- 1) Payroll deduction (for UW faculty and staff)
- 2) On-line payments with credit or debit card
- 3) Payments at the UW Cashiers Office (in person or mailed) **If mailed, allow additional time so your payment is not late.**

If you choose the option of paying at the Cashiers Office, a payment booklet will be provided to you. Questions about payments should be directed to Family and Consumer Sciences administrative staff Tracy Bennett (766-4146) or Mona Gupton (766-4145). All financial information, parent calendars and the parent handbook are available on our webpage www.uwyo.edu/ECEC/

MID-YEAR AND/OR MID-MONTH ENROLLMENT/DISENROLLMENT POLICY

When enrolling a child after the official contract year has begun, please remember that if your child begins our program prior to the 15th of a month, the full month's tuition will be due. If your child begins after the 15th of a month, tuition will be reduced to one-half of the monthly rate for the first month only. Mid-year contract adjustments or dis-enrollment will not automatically result in a tuition reduction unless the ECEC Director can find another child to take the vacated slot for the remainder of the contract calendar.

RETURNED CHECK POLICY

Please be aware that UWECEC abides by the university's policy* in regard to the writing and delivering of a check written against an account that has insufficient funds. This act is a criminal offense under Wyoming law. The University will not automatically redeposit a returned check. UW regulations require a charge for all dishonored checks. Furthermore, check writing privileges at the University will be permanently suspended for anyone who writes three (3) or more checks that are returned for lack of adequate funds. The policy of the University is that dishonored checks will be assessed a minimum charge of \$15.00, with a maximum charge double the amount of the check, but not less than \$50.00 plus interest and the cost of collection.* Dishonored checks must be redeemed with cash or money order.

**Policy is in accordance with Wyoming statutes §1-1-115, Civil liability for unpaid checks, §6-3-702; Fraud by check; penalties; and University Regulation 3-176, Dishonored checks payable to the University of Wyoming.*

General Policies

Acceptance Policies and Admission Procedures

- A. Because we believe that sustained relationships with families and continuity for children are basic elements of quality care, currently enrolled children and siblings receive first priority in enrollment. Second priority is given to U.W. students, staff, and faculty. In the event that there is space available from the waiting list, children of the general public will be admitted as well.
- B. The application process is accomplished by filling out the appropriate form and paying a non-refundable \$25 fee. All application forms will be dated when they are returned. This date will be used to determine waiting list position.
- C. Admission for the following year will generally be determined each April. Children who are not initially accepted will be kept on an active waiting list. It is the parent's responsibility to inform the center of any changes in contact information.
- D. After a child is initially enrolled in the center, and remains actively enrolled, they will continue to have first priority until they enter kindergarten.

Attendance

- A. Regular attendance is encouraged. It facilitates adjustment to the program and maximizes the positive benefits of the program for the child. No tuition adjustments are made due to absence.
- B. Please see Illness Exclusion Policy and read the Health and Safety section. It is for your benefit as well as that of other families attending the center that a child who is ill does not attend the program.
- C. If a child will be absent, please call the center as soon as possible.

Arrival and Departure

- A. It is necessary for an adult to bring the child into the center and sign the child in at the front desk. The child must be signed out before leaving the center. Only persons pre-identified on the appropriate form will be allowed to pick up the child.
- B. Children should not arrive before 7:30 a.m. They must be picked up promptly no later than 5:30 p.m. (during fall and spring semesters) or 4:30 p.m. during summer session. **Late pick-ups are subject to a penalty of \$10.** This fee will automatically be assessed to your tuition account. Payment in check (made payable to UW Early Care and Education Center) or cash will be due the following morning. If lateness continues, the Director will meet with parents to resolve the problem. This policy is to eliminate habitual late pickups that force staff to remain at the center and requires payment of overtime for the extra time worked.
- C. Parents are encouraged to linger and spend time with their child at arrival and departure within program's operating hours, either looking at the books and documentation provided in the reception area, or talking with the child's teacher in the classrooms.
- D. If possible, we ask that families do not leave vehicles idling in our parking areas to help us keep the air and environment at the ECEC as pleasant as possible.

- E. School-closing policies: the Center follows the university schedule. There will be no childcare available during academic vacation periods. In case of weather emergencies, the center will follow the policy for the whole university related to school closings. Please refer to the program's emergency policy on page 17.

Supplies

- A. All children will be required to bring a complete change of clothes, except for shoes, to be kept in a box at school. Infant and toddler families are asked to provide two changes of clothes if possible. A small blanket or pillow can be sent for nap time. Infants and toddlers should not bring pillows. Families are expected to provide adequate clothing for outdoor play regardless of weather conditions (i.e. snow pants, boots, mittens, hats, and appropriate coats). **Please mark every item of clothing with the child's name.**
- B. All children are asked to bring a box of tissues to keep at school.
- C. Infants and toddler parents are asked to send in diapers, diapering supplies, and bottles for formula, marked with the child's name.
- D. The center will provide crib and cot sheets for the children and will wash them at least once weekly or more often when soiled. Parents should take all clothing and nap materials, other than the sheet provided by school, home each weekend to be washed.

Discipline Policy

It is the philosophy of the University of Wyoming Early Care and Education Center that all children learn in unique ways and that they develop on their individual schedules. Given that, the UW ECEC also believes that discipline should be individualized within the framework outlined below for each child. When dealing with discipline issues with young children, it is important that the providers and parents agree to several critical concepts:

- The term discipline cannot be used interchangeably with punishment. Punishment is a negative consequence and is not allowed to be used at the UW ECEC based on both program philosophy and state child care regulations.
- Discipline is a method of modeling to the child(ren) appropriate ways to handle a situation as well as encouraging a problem-solving process.
- It is critical for discipline techniques to remain respectful to all of those involved in the process.
- Children typically do not misbehave intentionally or with a personal agenda against adults. Most situations of misbehavior can be directly related to misunderstanding/miscommunication of a specific situation due to the child's cognitive and age level, frustration of a given situation, or possibly a deeper emotional issue.

When a child has exhibited inappropriate behavior, the UW ECEC personnel will utilize the following discipline policy:

1. *Problem Solving*

We attempt to resolve issues by utilizing the following five step problem-solving technique (Crary, 1984) with the child(ren). The process is appropriate for children ages 1 year and older. It takes a significant amount of time and adult guidance initially and may look a bit different depending upon the age of the child. However, when used consistently, the children learn the process and it becomes a very effective tool for classroom management as it encourages interpersonal relationships.

Step 1: **Gather data** by asking those involved to tell what happened, what they want, how they feel.

Step 2: **State the problem** by making a simple statement rephrasing the problem without judgment. “Susan wants to use the blocks and Mike wants to use the blocks.”

Step 3: **Brainstorm solutions** by encouraging those involved to think of as many ways as possible for solving the problem. Ask others not involved in the problem for ideas. Do not evaluate the solutions suggested.

Step 4: **Ask for a decision.** Ask each person how they want to solve the problem. When there is consensus, a decision is made.

Step 5: **Follow-up.** Thank those involved for helping to the problem. Saying, “That’s wonderful!” or giving a hug, indicates you are pleased for them for taking the initiative to resolve their own issue.

Encourage the children to tell you if they have had a problem and solved it by themselves. The desired goal in problem solving is to have little or no adult involvement until step 5.

2. *Parent Involvement*

If a child continues to struggle with a specific situation or the situation is at a severe enough level, parents or guardians will be contacted to meet with the child’s teacher and/or the UW ECEC Director. During that time, a shared plan will be discussed and agreed to which may include: shared problem solving with parents, teachers, and child, outside resources for help such as books, parenting classes, or counseling. Multiple meetings may be needed for additional information or feedback and discussion on progress or regression.

3. *Professional Involvement*

In the event that a child’s behavior does not improve significantly after utilizing the Problem Solving and Parent Involvement techniques, it may be necessary to involve other professionals outside of the UW ECEC. These professionals can include but are not limited to: staff from the UW Counseling Center, UW faculty from Family and Consumer Sciences, Early Childhood Education, Communication Disorders, or Psychology, staff from the Developmental Preschool, private therapists or psychologists.

When a team is identified to assist the child, parents, and teachers at UW ECEC, it will be determined if the child qualifies for an Individualized Education Plan (IEP) and details will be shared with the identified team. If a parent is not willing to participate in the disciplinary process or all other resources are exhausted, the UW ECEC reserves the right to remove the child from the center on a permanent basis. If a child must be removed, the program offers assistance to the family in accessing services and an alternative placement.

Grievance Policy

The UW ECEC fosters positive relations between all management, parents and staff. Every parent has the right to a positive and sympathetic response to their concerns. Solutions are sought to resolve all disputes, issues or concerns that impact or affect the day to day well being of the center in a fair, prompt and positive manner.

Not all disputes can be handled in one particular format and judgment needs to be made on what particular style is appropriate to suit each individual dispute. When dealing with parent/staff conflict:

- The parent should discuss the problem with the relevant staff member concerned
- If the parent still feels further action is necessary after discussion with the relevant staff member they should take the matter up with the lead teacher
- If the parent is still unhappy, or the initial complaint is with the lead teacher, the parent can take the matter to the center director
- The center director will facilitate a discussion with all parties involved and will work to resolve the conflict

Miscellaneous General Program Policies

- A. The Child Care Food Program (CACFP) will be made available to children at no separate charge regardless of race, color, national origin, age, sex, or handicap, and there is no discrimination in the course of the meal service. The UW ECEC will provide breakfast for all age groups, lunch for full day attendees, and an afternoon snack for full day and half-day afternoon attendees. Parents of infants have the option of participating in the CACFP as well. (Including infants who are formula and/or breast fed.)
- B. Program will follow the UW schedule. There will be no childcare available during academic vacation periods. Make sure you review the attendance calendar you have selected for your child so that you are familiar with center closures.
- C. The program will follow a 7:30 am-5:30 p.m. daily schedule during fall and spring semesters and a 7:30 am- 4:30 p.m. during summer session.
- D. All clothing and nap materials must be taken home at the end of each week to be washed.
- E. If a child attending the UW ECEC is on an Individualized Family Service Plan (IFSP) or an Individualized Education Plan (IEP) parents may sign permission for the classroom teacher and team to participate as members of the multidisciplinary team meetings. A written agreement exists between the Developmental Preschool and Childcare Program and UW ECEC to provide early intervention services for children and families at our center.

- F. UW ECEC administration ensures that all child and family information is confidential. Child files are placed in a locking file cabinet. Only the director, curriculum coordinator and administrative assistant have access to the files.
- G. The ECEC does not provide or arrange for childcare outside of our normal operating hours. However, we understand that parents sometimes ask center staff to babysit for their children. The following guidelines have been established to clarify some points regarding this private arrangement between staff and parents.
 - a. Because agreements made for babysitting between parents and ECEC staff are regarded as private arrangements, the ECEC is not responsible for any health and safety issues, conduct, grievances or any other claims arising from such an arrangement.
 - b. Because arrangements for babysitting between parents and ECEC staff fall outside of the scope of and mission of our center, the Director, the Administrative Assistant, and Lead Teachers shall not be involved in recommending staff for babysitting or providing staff member contact information for parents, without express consent by the staff member.
 - c. Private arrangements for childcare are not permitted to be arranged during the work shift of the individual staff member, and arrangements must not interfere with the individual staff member's job performance or professional relationships.
 - d. Parents and staff should understand that these private arrangements are not within the normal expectations of the staff member's job duties and that staff are free to either accept or decline such requests from parents.
 - e. If an issue arises relating to a private child care arrangement between parents and an individual staff member that impacts an individual staff member's job performance or professional relationships, the ECEC Director may become involved in order to rectify the problem.

Policies for Health and Safety

Child/Family Expectations (General Health)

- A. Each child should show evidence of health and accident coverage.
- B. All children must have **current** immunization card (from a physician or public health nurse) within 30 days of acceptance at UW ECEC.
- C. Information about your child's health is confidential but is immediately available upon request to:
 - 1. Administrators and teaching staff who have consent from a parent or legal guardian to access the records
 - 2. The child's parents or legal guardians.
 - 3. Regulatory authorities
- D. A daily health check will be conducted when each child arrives at the center. If the director or lead teacher determines that the child's health does not meet the center's health standards, as listed below in accordance with Wyoming Childcare Licensing

Rules, the child will not be allowed to attend the center until he/she is well again. If a child is unable to participate comfortably in activities or creates a greater need than staff can provide without compromising the health and safety of other children, or if the child's condition is suspected to be contagious and requires exclusion for any of the reasons listed below, the parent will be contacted immediately. While awaiting pick up the child will be made comfortable, remain supervised, and will be located where others will not be exposed. **If your child does not feel well enough to participate comfortably in all program activities (including outdoor activities), even without a fever, the child should stay at home.**

1. Any child who cannot participate in a regular child care program due to discomfort, injury or other symptoms of illness may be refused for care by the facility staff.
2. Facility serving well children may not admit a child who has any of the illnesses/symptoms of illness specified below:
 - a. Diarrhea, when it is due to disease spread by fecal contamination as determined by a physician; accompanied by evidence of dehydration or fluid loss, identified by sunken eyes or poor skin elasticity; accompanied by abnormal stools with blood or mucous; accompanied by a history of poor fluid intake or unusual drowsiness; or continued beyond four days unless a physician provides written documentation that it is safe to readmit the child for care. (6-13) Wyoming Childcare Licensing Rules, revised July 1, 2001.
 - b. Severe pain or discomfort.
 - c. Two or more episodes of acute vomiting within a period of 24 hours.
 - d. Difficult or rapid breathing.
 - e. Yellowish eyes or skin.
 - f. If a child has a fever, the child will not be allowed to attend the center until he/she is well again and has been without a fever for 24 hours. This means no fever ***without*** Tylenol or Motrin. These medications are very effective in reducing the fever and helping the child to feel better, but do nothing to cure the underlying cause of illness.
 - g. Untreated head lice or untreated scabies
 - h. Children suspected of being in contagious stages of chicken pox, pertussis, measles, mumps, rubella or diphtheria.
 - i. Skin rashes, lesions, or wounds – excluding diaper rash – lasting more than 1 day that are bleeding or oozing clear fluid or pus. Child must be free of open or oozing skin conditions unless 1) a healthcare provider has provided a written statement indicating the condition is not contagious; and 2) the affected area(s) can be covered by a bandage without seepage or drainage through the bandage.

3. Children with the following symptoms should be excluded from child care *unless* they are under the care of a physician, *and* the physician has approved in writing their return to child care:
 - a. Skin rashes, lesions or wounds excluding diaper rash, lasting more than one day (see page 15)
 - b. Swollen joints or visibly enlarged lymph nodes
 - c. Elevated oral temperature of 101 degrees
 - d. Blood in urine (6-14) Wyoming Childcare Licensing Rules, revised July 1, 2001

The following temperatures are considered to be elevated:

- Oral or tympanic temperature that is greater than or equal to 101 degrees Fahrenheit.
- Axillary (arm pit) temperature that is greater than or equal to 100 degrees Fahrenheit.

If a child develops a health problem, accurate information should be available at the center so that the child can be picked up within one hour. Please provide accurate up-to-date emergency contact information. This is very important.

Teacher/Center Expectations (General Health)

- A. All center staff will receive a TB test upon their employment.
- B. Lead teachers will become licensed in CPR and First Aid within 3 months of hiring.
- C. Teachers and assistant teachers will attend approved Blood Borne Pathogens training and follow the recommended procedures when diapering or toileting children or dealing with any bodily fluids.
- D. Center staff will report to parents any evidence of injury or potential health problems.
- E. Center staff will isolate a sick child, with an adult present, in the nurse's office until parents come to pick up the child.
- F. Uncertainties about whether exclusion from school is necessary will be decided by the Childcare Health Consultant.
- G. Only the Childcare Health Consultant or approved ECEC staff who have completed the medication administration training will administer medications to children. Medications can only be given when:
 1. Prescribed by a licensed health professional or
 2. If over-the-counter, is accompanied with a medication consent form given the center by the parents or legal guardian.
 3. Any deviation from recommended dosage must be accompanied by a physician's written instructions.
 4. Medications must bear their original prescription label or manufacturer's label, be in safety-lock containers, and be stored safely with regard to temperature, light and other physical storage requirements.
 5. A medication consent form must have been completed by the parent or legal guardian and include specific instructions for the date, time, and dosage to be administered.
 6. Staff who administer medication shall have received training approved by the Department of Family Services on administration of medicine.

- H. Medications will be stored in the dedicated refrigerated in the nurse's office or in a cool, dark cabinet inaccessible to children in the nurse's office.
- I. A written record of all medication given to children shall be kept, including date, time, amount of medication, and signature of person administering it.
- J. Center staff will keep the general environment clean and tidy; they will clean and sanitize the tables, toys and learning materials according the requirements of Wyoming Child Care Licensing Rules (which will be available in the Directors' offices for parents to examine).
- K. Center staff will follow Licensing and WestEd guidelines for diapering procedure. The procedures will be posted in the infant and toddler rooms.

General Safety

- A. Both indoors and outside, children will be closely supervised by an appropriate number of care givers. They will be taught basic safety information.
- B. On field trips the following safety precautions will be followed:
 - At least two adults will accompany children.
 - At least one adult will carry a cell phone.
 - They will carry the emergency back pack.
- C. Center play equipment will be kept clean and in good repair. In accordance with national playground safety standards, climbing structures and swings will be surrounded by adequately large fall zones of appropriate-depth approved shock-absorbing materials.
- D. Children will not play and eat at the same time.
- E. Infants and toddlers will not be allowed to sleep with bottles.
- F. Infants and toddlers will not be left unattended on high surfaces such as changing tables or lofts.
- G. Infants and toddlers in strollers will be appropriately seat-belted.

Suspected Child Abuse

- A. Any staff person observing evidence or suspected evidence of child abuse is required by law to report it to either Department of Family Services or the local police.
- B. Procedures for reporting suspected abuse include:
 1. Observing carefully and documenting in writing the date, time, and circumstances.
 2. Reporting the evidence of suspected abuse to the Director.
 3. Reporting the information either to Department of Family Services or the police.
 4. Doing nothing more until instructed by the investigating authority.

Building Security

- A. The front door is accessible by card-entry system only.
- B. The facility is equipped with security cameras both within and outside of the building.
- C. Parents must sign their children in and out at the front desk utilizing the ProCare check in system.

- D. If children leave the facility on a field trip, teachers will ensure that they are accounted for before, during, and after the trip and that they are safe as pedestrians and passengers.
- E. Staff will provide additional support to children with special needs when necessary.
- E. Children will be allowed to be picked up only by people on the parent's pre-approved list.
- F. Every classroom has direct phone access to the front desk.
- G. Parents must walk child inside the center at the beginning of each day and sign the child in at the front desk, they must also sign the child out at the end of each day. All families are asked to go in and out through the front door so that we may better monitor attendance.

Emergency Procedures

- A. Regular monthly fire drills will be conducted, and fire drill instructions and paths will be posted in each room.
- B. In case of injury to a child or staff member, the parent or emergency contact person will be called; and the Childcare Health Consultant and the person's physician will be contacted. If the injury appears potentially serious, Iverson Hospital will be contacted.
- C. In case of a civil or personal threat, formal lock down procedures will be instituted. All children will be gathered in their assigned classrooms, both inner and outer doors locked, and children kept away from windows. Phone communication via the intra-building system and/or cell phones will be maintained. Each classroom has toilet facilities and water. Each class will maintain a small emergency supply of ready-to-eat food. Each teacher will have a phone list for her class in the room at all times.
- D. In case of severe weather such as tornado, all children and staff will take shelter in the most protected parts of the building, especially the conference room, adult bathrooms, and hall on the support side of the building (all rooms without windows). Secondary shelters would be the technology room (with one small window), the library, the bathrooms in each classroom, and the infant sleep room and nursing room.
- E. In the event of a mandatory building evacuation, the children will be moved to the UW Apartments Office. Since it is within close proximity to the center, infants will be transported in a heavy-duty evacuation crib; toddlers in the multi-passenger stroller-van and supplementary strollers. Class lists will be taken and parents contacted.

Role of the Childcare Health Consultant

The *Caring for our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs* (American Academy of Pediatrics, 2002, p.32) includes a recommendation that "each center and organized small family childcare home system shall utilize the services of a health consultant" In an effort to follow this recommendation, the Early Care and Education Center employs a Childcare Health Consultant. The role of the Childcare Health Consultant is to help providers improve the health, safety, and overall quality of childcare programs through consultation, staff training, and resource referral. Topics might include health assessments, immunizations, nutrition, safety and injury prevention, identifying and caring for children with special needs, sanitation and communicable disease prevention, and health promotion for staff, parents, and children. Over the course of the semester our Childcare Health

Consultant will provide educational programs for children, parents and/or staff. In addition, they will provide brief health assessments as requested by childcare providers or parents when specific health issues are identified such as looking at rashes and minor injuries. The Childcare Health Consultant also serves as a “bridge” to a variety of specialized services in the community and state.

Resources

American Academy of Pediatrics; 800-433-9016; www.aap.org

Healthy Child Care America Campaign www.healthychildcare.org

National Child Care Information Center; 800-616-2242; www.nccic.org

National Resource Center for Health and Safety in Child Care; 800-598-KIDS; www.nrckids.org

National Training Institute for Child Care Health Consultants www.nti.unc.edu

UW ECEC Food Program

The UW ECEC participates in the Child and Adult Food Care Program (CACFP). The CACFP is a federally funded nutrition program administered through the Wyoming Department of Education under the Health and Safety Unit. The program provides entitlement subsidies for meals served to enrolled participants at the UWECEC as a qualifying early childhood center.

The UW ECEC serves breakfast for all children at the center and a hot lunch and afternoon snack for those children who attend all day. Meals are developed based upon the nutritional guidelines of the CACFP with assistance from a qualified nutritionist at the UW Department of Residence Life and Dining Services. Meals are served family-style meal in the classrooms where the staff and children eat together. If children have specific food allergies or dietary restrictions, parents/guardians should notify the director and the child's teacher. Special arrangements can be made only at the request of the parent or guardian.

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

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

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

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

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Communication

Daily communication: We will make ourselves available to talk with parents at the beginning and ending of the day. Infant and toddler rooms will provide daily health, feeding and elimination, and activity information for each child. We need your insights into any changes in your child's routines (whatever age your child) or into any special fears or worries we need to be aware of.

Parents can expect that teachers will be in touch with them on a daily and weekly basis. Teachers may communicate through a variety of methods such as; email, phone calls, text messages, or app based systems.

Parent conferences will be held at least once each semester and may be scheduled by parents or teachers at any time as needed.

There will be parent meetings, both at the classroom level and at the all-school level, scheduled to introduce new educational ideas, to give parents a taste of the activities at the center, to celebrate the completion of projects, for building a sense of community, and for a variety of other purposes. We invite your suggestions and involvement in planning.

We will use transcriptions of audio recordings, digital photos, and video footage to document all kinds of ongoing work of children and teachers. This documentation will be posted for display to help children keep track of project experiences, to provide context to college students as they plan lessons and activities, for teacher analysis, reflection, assessment, and planning, and for communication with parents about the evolving curriculum of the program and research discoveries of teachers and children. We invite you as parents to become involved in the documentation process, too.

Translation services will be provided to families requesting communication in a preferred language other than English.

Parent Acknowledgement

****Sign and return****

By signing below, I acknowledge that I have read and agree to abide by the policies and procedures outlined in the Parent Manual, including those for payment of tuition, while my child(ren) are in attendance at the University of Wyoming Early Care and Education Center.

Parent Signature(s) _____

Date _____

