UWM
CHILDREN'S
LEARNING CENTER

Family Handbook

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INTRODUCTION

The UWM Children's Learning Center was established in 1971; we are proud of our program and the service we provide to our children, families and our staff. The UWM Children's Learning Center is licensed by the State of Wisconsin and is accredited by the National Association for the Education of Young Children (NAEYC). Licensing and accreditation have criteria and standards of best practice that must be followed by all employees to ensure that all children and families receive high-quality care and service.

Our programs are designed to engage children in active learning, with an emphasis on the importance of play. We use an emergent curriculum, which is based on the interests and needs of children in each classroom. (Our curriculum guide can be found on our website.) We welcome families to be involved in our classrooms; we encourage you to find ways to bring your personal interests, skills and resources to your child's room.

It is our vision that "Our quality programs transform the care and education of children, families, staff, educators and the community." We invite you to join our community!

Please be sure that you read this handbook thoroughly and carefully. You are responsible for being aware of its contents. If you have any questions, feel free to inquire in the main office. Thank you.

GENERAL INFORMATION

Eligibility

Applications will be accepted regardless of age, race, sex, color, creed, ability, political persuasion, national origin, or sexual preference. Children must be at least 6 weeks of age to be enrolled. The school-age program accepts children to 13 years.

Parents/guardians (hereinafter referred to as parents) must be a UWM student, UWM faculty, UWM staff, UWM Alumni, or a community member.

- Student status is determined by one parent being registered for at least three graded credits (graduate credits, 2 credits), enrollment in a degree-granting or certificate program, and payment of the segregated fee.
- UWM Faculty/Staff status will be determined by at least one parent being on the University payroll.
- Alumni status will be determined by at least one parent being a graduate of UWM.
- Community member: for families with none of the above affiliations to UWM.

Children with special needs will be accepted if it is determined that their needs can be adequately met within our staff-to-child ratios. To assist us in working with your child, a conference may be requested by our Family Services Coordinator. We will make every effort to follow through with IFSP's and IEPs, as well as to collaborate with therapists or consultants regarding the individual needs of the child.

The Children's Learning Center will make reasonable accommodations to ensure that no child/ family with a disability is excluded, denied service or treated differently due to the absence of auxiliary aids and services identified in the Americans with Disabilities Act.

Hours of Operation

The UWM Children's Learning Center operates Monday-Friday from 7:00 a.m. - 6:00 p.m.

The Center will be closed all legal holidays according to the University calendar (in addition to the day before and the day after Thanksgiving), from Christmas Eve through New Year's Day, the week following spring semester and the week following the summer semester. The week following spring semester is the campus' annual Steam Shutdown week, and the week following the summer semester is used for heavy building maintenance and extensive cleaning and repairs. The Center will also be closed one day during mid-fall semester and one day during mid-spring semester for staff professional development days.

Fees

Fees are determined by parent eligibility status as either Student or Faculty/Staff/Alumni/ Community member. Fees also vary according to the age of your child and your scheduling option (full- or part-time). See our Fee Structure on our website for the current rates.

UWM Students are allowed to register their children at Faculty/Staff/Alumni/Community member rates if they do not take UWM credits for one semester. Exception: Students who are not registered for summer, but who were registered as UWM students during the previous spring and fall semesters, or who are registered as UWM students for the preceding spring semester and the following fall semester will be allowed to pay student rates during the summer semester.

Midway through each semester, the Office will confirm the eligibility status of each parent. Please fill out an Information Change form if your status has changed. Fees will be adjusted retroactively to be congruent with status.

All scheduled times are billed, whether they are used or not. There is no 'trading' of unused scheduled times.

All fees are subject to change. Advance written notice will be given. Our rates typically increase annually and go into effect beginning with the first day of the Fall semester.

Penalty/Other Fees

Children must be signed in/out by a parent or an authorized person when they arrive/leave; this includes the time when they are signed in/out and the initials or name of the person signing them in/out. The penalty fee for not signing in or out is $5.00. Warnings are given during the first two weeks of each semester.

Parents are responsible for signing in/out at the correct time. Penalty fees will be assessed for each hour, or portion thereof, of unscheduled extra time that is used either before or after the regularly scheduled time. If you arrive before your child's scheduled time begins and stay with your child until your child's scheduled time, do not sign your child in until you leave. You must be scheduled for all times you use, unless you have an approved Extra Time Request Form. The penalty fee for unscheduled extra time is $20.00 per hour or portion thereof.

Tardiness – Parent are asked to notify the Center by phone if they are going to be late in picking up their child.

Emergency tardiness during the operating day: If the Center is notified that the child will be picked up late (but before 6:00 p.m.) due to an emergency situation, and if an Extra Time Request Form is filled out and returned to the room on that day, extra time charges will apply.

Tardiness at the end of the operating day (extra time is not available after 6:00 p.m.): The penalty fee for picking up a child after 6:00 p.m. – per child/ per 15 minutes or portion thereof is:

1st & 2nd time:	$20.00
3rd time:	$30.00
4th time or more:	$50.00

(After the 4th time, a conference will be held with the Associate Director to discuss whether your family will be able to continue using the Center.)

Field trip fees (all ages) are charged based on cost. Those families who are unable to afford the cost of a field trip should submit a written request for a waiver of fees to the Associate Director in the Children's Learning Center Office.

Escort fees – There is a flat monthly fee charged for escorting children enrolled in our after-school program from buses and Hartford University School students enrolled in our after-school program from school. There is a monthly fee for children transported from Shorewood Schools by Children's Learning Center staff on the Center-contracted school bus. Check the UWM Children's Learning Center Fee Structure for the cost.

Paying Your Bill

Bills are emailed around the 20th of each month for the following month, and payment is due on the first day of that month. A late payment fee of $15.00 per month will be charged to accounts which are past due after the 10th day of the month unless prior arrangements have been made with the Associate Director. Past due accounts will be subject to collection action. That action may include cancellation of enrollment, submission to the UWM Accounts Receivable Office for Department of Revenue tax intercept and/or placement with a collection agency.

Payments may be made in three ways:

1. You can set up automated payment processing through Tuition Express (TE), by emailing childrenscenter-billing@uwm.edu. Our office with then send you a link to provide your banking information. ACH (Automated Clearinghouse) debits will occur on or around the 9th of each month. Please note that the bank account should be associated with the primary payee listed in your Procare account.
2. Payment may be made by check and mailed to the UWM Office of Student Accounts. Checks should be made out to: *'UWM Children's Learning Center'* and mailed to the following address:

3. The University of Wisconsin – Milwaukee Office of Student Accounts
   PO Box 500
   Milwaukee, WI 53201

4. Payments may be made in person by check or cash at the UWM Office of Student Accounts. Check the Office of Student Accounts' website for office hours (https://uwm.edu/onestop/#contact). The office is located in Mellencamp Hall, Room 110, 2442 E. Kenwood Blvd. (just east of the Union).

The UWM Children's Learning Center accepts State and Federal assistance vouchers/payments. Parents are required to discuss third party authorization with the Associate Director upon acceptance to the Center to review the Center's process for application of any additional discounts they may qualify for.

Third-party payments made with MyWIChildCare EBT cards can be made by phone or online using the process established by the Wisconsin Department of Children and Families.

Parking Your Car to Drop Off & Pick Up Your Child(ren)

Our parking lot is a very active place, with many cars coming and going. ***It is imperative that your child/ren remain by your side, or hold your hand, while you walk through the parking lot (and the Center).***

The Children's Learning Center has 10 dedicated parking spaces located on the west side of Lot 35 (Day Care Lot), the large lot closest to the NorthWest Quadrant (NWQ) parking garage. These spaces have a Children's Learning Center **parking meter** directly in front of them. If you park in one of these spaces, you must have a Children's Learning Center parking hang tag hanging from your rearview mirror (visible to parking checkers) and you must push the button located on the front of the parking meter. This will give you 20 minutes maximum to drop off and/or pick up your child(ren). If a full 20 minutes is not necessary, please do not use the remainder of the time sitting in your car to check emails or texts - other parents are likely waiting for one of those spaces to drop off or pick up their child/ren. Parking hang tags are mailed to new families with their acceptance letters; additional hang tags are available from the Children's Learning Center receptionist.

In that same lot, there are four disabled parking spaces; you must have a disabled permit/plate/ hang tag to park in one of these spots and pre-pay for parking at a pay station or by using the ParkMobile, Passport Parking or PayByPhone app.

The parking spaces with black signs reading 'PERMIT REQUIRED MON-FRI 5am-3pm' are only for use by faculty and staff who have purchased a 'Commuter Lots 34, 35, 36 Honors/Day Care' permit. (Others MAY park in one of these spots after 3:00 p.m., if available, pre-paying for parking at a pay station or by using the ParkMobile, Passport Parking or PayByPhone app.)

The parking spaces with gray signs reading 'PAYMENT OR VALIDATION REQUIRED' are available for use by anyone pre-paying for parking at a pay station or by using the ParkMobile, Passport Parking or PayByPhone app.)

Lot 35 and the adjacent Lot 36 (Honors Lot) are **one-way; for the safety of all, please only drive counter-clockwise – SLOWLY** – there is a lot of pedestrian traffic – mostly our families!

Public parking is also available in the NWQ parking garage (Lot 33) excluding spaces with signs stating, 'RESERVED SPACE – NWQ RESERVED – PERMIT REQUIRED.' Public parking is paid for by pulling a ticket on entrance and paying only by credit card before exiting.

The circle driveway is a 'No Parking' zone and is needed for bus drop-off throughout the day Please do not park in the circle driveway. UWM Transportation Services may ticket you if your car is in this location. The small parking lot near the dumpster on Hartford Ave. is also a 'No Parking' zone. This area is reserved for UWM Facilities vehicles and UWM police vehicles. UWM Transportation Services patrols this area and will ticket your vehicle if it is parked here, even if it is for only a few minutes.

Parking is enforced by UWM Transportation Services office (414-229-4000) located on the first floor of the Student Union, Room WG25, 2200 E. Kenwood Blvd. Parents need to accept responsibility for tickets received while parked in any campus parking spots, including the Center's 10 dedicated parking spaces.

We ask that families do not allow their cars to idle in the parking lot. Exhaust from idling cars while waiting can degrade the air quality outside and inside the building. This can be particularly dangerous for children or staff who have asthma or other chronic breathing problems. The chemicals in vehicle exhaust can damage the lungs of otherwise healthy children.

REGISTRATION INFORMATION

Parent Classifications

Parents are classified as either 'Continuing,' 'Returning Summer Only School-age,' 'Wait List' or 'New,'

- **Continuing:** To establish continuing priority status for registration, your child(ren) must be enrolled for at least 8 weeks during the preceding semester. Families may elect not to enroll their child for the summer semester and still keep their continuing status. Newly enrolled children with a continuing sibling are also considered continuing.
- **Returning Summer Only School-age:** School-age children who do not participate in fall or spring semesters but come during the summer semester are considered returning.
- **Wait List:** parents are those not currently enrolled but are on the wait list for times from the preceding semester. Parents who are on the wait list have priority over new parents.
- **New:** parents are those who are applying for the first time or after a fall or spring semester of non-enrollment. (See 'Continuing' status below.)

Scheduling Options

The Children's Learning Center provides the following two scheduling options for infants/ toddlers/preschoolers:

- **Full-Time/Full-Year Plan:** The slot is defined as a 55-hour week (7:00 a.m. – 6:00 p.m.), Monday through Friday from the first day of the fall semester through the end of the summer semester, excluding the periods when the Children's Learning Center is closed. There are a limited number of these slots available. See Full-Time/Full-Year Plan Policies for further information.
- **Half-Day Plan:** This option is defined as the time periods from 7:00 a.m. – 12:30 p.m. and/or 12:30 – 6:00 p.m. There is a ten-minute grace period for drop-off/pick-up only at the 12:30 p.m. time. As few as two and as many as ten half-days per week may be requested. If only two half days are requested, they must be on two different days of the week. Half-Day schedules remain in effect from the first day of the semester through the end of the exam period. Families must reapply each semester.

In addition to the two scheduling options listed above, the Center has programs specifically for school-age children:

Kindergarten program for children age 4. Applications for the full-day kindergarten program are accepted the winter preceding the school year you would like your child to be enrolled in the program. See Kindergarten Policies for further information.

Part-Time/Full-Year School-Age Plan: The Part-Time/Full-Year School-Age Plan provides the option for school-agers to register once a year in fall for an entire year. The Part-Time/Full-Year School-Age slot includes after school Monday through Friday during the school year, 7:00 a.m. –

6:00 p.m. on MPS/Shorewood School Closing Days (see III. Attendance/Scheduling, School Closing Days), and 7:00 a.m. – 6:00 p.m. Monday through Friday during our summer semester. See Part-Time/Full-Year Policies for further information.

After-School Plan: Children who are in K-3 up to 13 years old may schedule after-school care (11:00-6:00, 12:30-6:00, 2:30-6:00 or 3:30-6:00). Families must reapply each semester. For district-published MPS/Shorewood school closed days, additional hours are available. These must be requested in advance on the form we provide you. For unexpected school closed day due to inclement weather, additional hours are available beginning at 9:00 a.m. These extra hours may be requested on the morning of the closure; extra fees apply.

Weekly Summer School-Age Plan: School-age children in this plan will be scheduled 7:00 a.m. – 6:00 p.m. Monday through Friday for requested 2-week sessions during the summer.

Full-Time/Full-Year Plan Policies

The Full-Time/Full-Year Plan is an option whereby parents purchase a full-time slot for 12 months. A slot is defined as a 55-hour week (7:00 a.m. – 6:00 p.m., Monday through Friday), from the first day of the fall semester through the end of the summer semester, excluding the periods when the Children's Learning Center is closed. The following policies apply:

- The plan must be entered into at the beginning of each fall semester. (Slots *may* be available during the year.)
- Full-Time/Full-Year Plan participants are billed a non-refundable application processing fee once a year, in fall, at the start of the contract year.
- A month's deposit will be billed with an August 1 day date (or upon acceptance). The deposit is based on the age group and room your child is in. The deposit will be applied to the last month of the Plan Year.
- Full-Time/Full-Year Plan parents do not have the option of declining hours during Exam Weeks, UWinteriM and UWM Spring Break.
- The Full-Time/Full-Year billing option is a contract entered into for children attending the Center for an entire year only. If the parents of a Full-Time/Full-Year Plan child wish to cancel the enrollment in this plan any time after their child has been accepted into the plan, there is no refund of any paid tuition. If the parents of a Full-Time/Full-year Plan child wish to change from the Full-Time/Full-Year Plan to the Half-Day Plan at any time during the contract year, they may request the change by completing a schedule change form and talking with the Enrollment Manager. If the change cannot be accommodated by adding other children from the waitlist, they must either cancel completely, thereby forfeiting their continuing status or complete their full-time contract.

All other Center fees and policies apply unless stated otherwise.

Part-Time/Full-Year School-Age Plan Policies

The Part-Time/Full-Year School-Age Plan is an option whereby parents with school-age children may purchase a slot that meets the scheduling needs of school-agers. A slot is defined as after school Monday through Friday during the school year, all published School Closing Days, and 7:00 a.m. – 6:00 p.m. during the summer. The cost for the entire year is totaled and divided into 12 equal monthly payments. Parents who cancel are billed for either a half month or a full month, depending on when their cancellation form is submitted. The following additional policies apply:

- The plan must be entered into at the beginning of each fall semester only.
- The Part-Time/Full-Year School-Age Plan participants are billed a non-refundable application processing fee once a year, in fall, at the start of the contract year.
- The Part-Time/Full-Year School-Age Plan families do not have the option of declining hours during Exam Weeks, UWinteriM and UWM Spring Break.
- If a parent wishes to leave the Center or change to another scheduling option, no refunds will be issued for pre-paid summer fees.

All other Center fees and policies apply unless stated otherwise.

4K Kindergarten Policies

Our 4-year-old kindergarten operates as a full-day (7:00 a.m.– 6:00 p.m.) program; our private kindergarten gives families the opportunity for an extended-day kindergarten program not affiliated with a public school. Children must be 4 years old on or before September 1 of the enrollment year to be eligible for the kindergarten program for that year. There is a registration period conducted in the winter before the enrollment year.

The kindergarten program will operate in conjunction with the public school calendar with summer programming available through our summer enrollment. Kindergartners are expected to attend on a regular basis, preferably 6 hours/day with arrival no later than 9:00 a.m.

- Kindergarten Academic Year –7:00 a.m. – 6:00 p.m., Monday – Friday for the academic year (Fall through Spring).

Priority for the kindergarten program is as follows:

1. Children of families currently enrolled at the Children's Learning Center.
2. Children on a waiting list.
3. Children new to the Children's Learning Center.

The following policies apply:

- Children enter the kindergarten program at the beginning of the fall semester; however, slots may sometimes open during the course of the year.
- A half month's deposit is required for this program which will be billed when acceptance letters are sent in March (due April 1). The deposit will be applied to your child's August tuition.
- Kindergarten cancellations for the following year before June 1 will result in no penalty. Cancellations after June 1 will result in forfeiture of the half-month deposit.
- Families enrolled in kindergarten do not have the option of declining Exam Weeks, UWinteriM and UWM Spring Break.

Please note: Children enrolled in our 4K program attend for one year. In some cases, a family may request that their child remain in the 4K program for a second year. These requests are carefully reviewed by the Center, and decisions will consider the child's overall development, progress, and readiness for the next learning environment. Enrollment priority is given to children enrolling in the 4K program for their first year.

All other Center fees and policies apply unless stated otherwise.

Applications

Applications for children new to the Center are available on our website beginning approximately three weeks before the Priority Application Deadline dates listed on the Children's Learning Center calendar (available on our website: uwm.edu/children).

Parents of Half-Day Plan children and After-School Plan children currently enrolled need to complete a Continuing Child application for the following semester, which will be available online approximately three weeks before the Priority Application Deadline, and the application should be submitted before/by that Deadline.

Parents of children enrolled in our Full-Time/Full-Year Plan, Part-Time/Full-Year School-age Plan need to fill out a Continuing Child application once a year. The application will be available on our website in May, with a June Priority Application Deadline.

Parents of children enrolled in our Kindergarten Academic Year Plan (August-June) only need to complete a Continuing Child application for the summer if they need care any time after the Kindergarten Plan ends in June.

Parents of children who were in the Center's Kindergarten Plan or School-Age Plan for the current or previous year (or children 3K and older at another school district) can apply online in May for the Fall semester (to enroll in our after-school programming) and the following March for the next Summer semester (to enroll in our Weekly Summer School-Age Plan).

Application Processing Fees (per child):

- Parents new to the Center must pay the New Parent processing fee. The charge for the processing fee can be found on the front page of the Children's Learning Center Fee Structure. This processing fee will be paid through your account in the MyProCare platform. Your application will not be processed until it is paid.
- Wait List parents will not have an additional application processing fee charged.
- Continuing parents (and Returning Summer Only School-age parents) will be billed a non-refundable processing fee for each semester of registration. The charge for this processing fee can be found on the front page of the Children's Learning Center Fee Structure.

Application Processing Priorities

Please note: having continuing status and/or turning your application in by the Priority Application Deadline date does not guarantee that space will be available. If your child care account is past due and no Payment Agreement is on file, your application will not be processed. There is a fixed ratio between the number of Student and non-Student children we accept; therefore, the first application processing priority is your university status. The second application processing priority is the scheduling option chosen on the child's application. Full-Time/Full-Year Plan and Part-Time/Full-Year School-age Plan children will be scheduled first until all allotted slots are filled.

After the above priorities have been considered, the seniority method will be used. The seniority for a family is equal to the total number of semesters that any child in the family has been continuously enrolled at the Center. (Seniority is established by family, not by individual child.)

After the Priority Application Deadline, any continuing families who have not turned in an application will lose their priority for that semester. Their application will be processed on a first-come, first-serve basis after all those turned in by the priority deadline.

Enrollment Periods

Fall Semester: Enrollment for the fall semester begins the week before the first day of UWM classes (Half-Day Plan families have the option of beginning their Fall semester on the day that classes actually start) and ends with the last day of Exam Week.

> Fall Exam Week: Half-Day Plan and After-School Plan families have the option of declining one or more days of their child's schedule this week. A form for this will be emailed to current Half-Day Plan and After-School Plan families and needs to be submitted by the date indicated. Full-Time/Full-Year Plan, Part-Time/Full-Year School-Age Plan, and UWM Kindergarten Plan children do not have this option.

UWinteriM: Half-Day Plan and After-School Plan families enrolled for Fall have the option of signing their child/ren up for any part of the 3-week UWinteriM session in January. Forms for this will be emailed to current families and need to be submitted by the date indicated.

Spring Semester: Enrollment for the spring semester begins with the first day of classes and ends with the last day of Exam Week.

UWM Spring Break Week: Half-Day Plan families have the option of declining one or more days of their child's schedule during the four days that we're open during UWM Spring Break week. The form for this will be emailed to current Half-Day Plan and After-School Plan families and needs to be submitted by the date indicated. Full-Time/Full-Year Plan, Part-Time/Full-Year School-Age Plan, and UWM Kindergarten Plan children do not have this option.

Spring Exam Week: Half-Day Plan and After-School Plan families have the option of declining one or more days of their child's schedule during this week. A form for this will be emailed to current Half-Day Plan and After-School Plan families and needs to be submitted by the date indicated. Full-Time/Full-Year Plan, Part-Time/Full-Year School-Age Plan, and UWM Kindergarten Plan children do not have this option.

Summer Sessions: Enrollment can be for any number of our summer sessions. Enrollment for all children must be for full 2-week sessions only. To establish continuing priority status for the fall semester, children new to the Center must be enrolled for at least 8 weeks during the summer.

Acceptance Notification

Parents will be advised by email regarding their acceptance and scheduling status prior to the beginning of each semester. The dates that acceptance letters are emailed for each semester are listed on the Children's Learning Center enrollment calendar available on our website (uwm.edu/children).

Schedule Changes

- Once you have submitted your requested schedule for the semester, there is no ability to *drop* time unless the Center has a waiting list and is able to fill the time by scheduling another child; however, Schedule Change Forms to drop time can be turned in at any time.
- Once you have submitted your requested schedule for the semester, there is no guaranteed ability to *add* time; however, Schedule Change Forms to add time can be turned in at any time.
- All schedule changes are to be submitted on a Schedule Change Form, available on our website at uwm.edu/children (Forms) and at the reception desk. Completed forms can be dropped off at the reception desk.
- The Enrollment Manager will notify you if the changes have been approved and when they take effect.

- Schedule changes will not be accepted for children enrolled in the Full-Time/Full-Year Plan, Part-Time/Full-Year School-Age Plan, or UWM Kindergarten Plan without consultation with the Enrollment Manager.
- There is a $15.00 charge for every Schedule Change Form processed, regardless if the request is approved or denied.

ATTENDANCE/SCHEDULING

Arrival/Departure

The Center must be entered and exited through our secured main entrance by the reception desk. Any unfamiliar person picking up children must stop at the reception desk and show picture identification before being shown to the child's classroom. (This includes parents/guardians, emergency contacts or any other person you've designated as authorized to pick up your child.)

The Children's Learning Center MUST be notified as soon as possible if your child will not be in attendance or if they will be arriving later than their scheduled time. Wisconsin Child Care Licensing requires that childcare programs contact families when children do not arrive as scheduled, and there has been no notification of absence or late arrival. If your child has not arrived three or more hours after their scheduled time, and we have not heard from you indicating that your child will be absent or arriving late, we will call you to determine your child's attendance status. We will call each phone number you supply for each parent. Parents calling to notify us of absences or late arrivals also allows us to plan for walks and outings, utilize staff time appropriately and grant extra time requests as they arise. (Please note: If your child is arriving for our after-school program by bus, we will begin notification as soon as we know that your child did not arrive on the bus, or when the bus does not arrive within 20 minutes of its expected arrival time.)

Please make sure, when arriving at and leaving the Center, that your child(ren) remain by your side at all times. (This includes not sending an older sibling down to the school-age wing or having a child wait in the lobby while taking their sibling to their classroom.) Both Licensing and Accreditation require that children must always be with a parent or adult.

The Children's Learning Center's responsibility for a child begins when a child is signed in by the parent or other authorized person, and ends when the child is signed out by the parent or other authorized person. Both the correct times and the individual's initials must be recorded. Because of the importance of having accurate accountability for all children at all times, a penalty fee will be assessed for failing to sign in or out. See Penalty Fees.

In order to help reduce the risk of transmission of infectious diseases, accreditation standards require that all children wash their hands upon arrival. (Staff always wash their hands before they begin work in a classroom.) In order for the Center to be in compliance with these criteria, we are asking that families with younger children assist their child with handwashing as part of their regular drop-off routine. Families with older children should see that their child washes their hands before they join other children in activities.

During the warmer months, it is requested that parents apply sunscreen to their child before they come to the Center. If you prefer to apply it here, there is sunscreen in each classroom for

use on children; after parents apply it to their child, there is a spot on the posted Sunscreen Application Form for the parent to initial, so that we know that the child has had sunscreen applied.

Only those persons authorized by the parent(s) on the application or on an Information Change Form (available online and at the reception desk) are authorized to sign-out/pick-up or visit a child. Authorized persons must be at least 13 years of age. Please make sure that someone other than the parents is authorized to be an emergency pick-up person and that these persons are aware that they are on your child's emergency list. We may need to contact these adults in urgent situations (e.g., a child is ill and needs to be picked up and the parents cannot be reached, or the parents themselves have had an emergency situation come up and are unable to pick up their child by the end of the day). These adults should be able to handle an emergency (e.g., the child is having a seizure and is on their way to the hospital and the parents are not able to be reached by phone). In a situation where the parent is unavailable or cannot be reached for a prolonged period or after the Center has closed, and we have no emergency contacts, we will need to contact Protective Services to care for the child(ren) until the parents are able to do so.

In families where the parents are separated or divorced, only the parent who is listed on the child's most recent application form as having legal custody is authorized to pick up or visit the child. The custodial parent must list the other parent as authorized to pick up the child if they would like them to do so. Parents should be prepared to provide legal custody documents upon request, generally when custody is challenged by the non-custodial parent.

Parents need to be aware that, for safety purposes, closing staff and the room closing teacher all must stay in the building until all parents and children have left the Center. Many of these employees take classes, have staff meetings, have family obligations, need to catch buses or rides, or have children of their own to pick up. If you would like to spend time with your child in their room or spend some time talking to one of your child's teachers, please arrive early enough so that you will be ready to leave by 6:00 p.m. Our center closes at 6:00 p.m. per our operational license through the Department of Children and Families; however, meetings may be scheduled with families outside of those hours.

The safety and well-being of the children in our care is of primary importance. If any child care staff believes that an adult who is picking up a child is impaired and not in a condition to drive or adequately care for the child's safety, the staff should not release the child to an adult until the child's safety is assured. Staff will offer to get a rideshare at the adult's expense or call another authorized adult to assist in picking up the child. Determining whether or not to release a child in this situation is difficult for the adult, the child, and the staff member. Our primary obligation, however, is to protect the safety and well-being of the child. The Campus Police stand ready to assist us, if necessary.

Vacations/Illnesses

No vacation credits will be granted. Credit for child illness-related absences, which exceed five consecutive operating days, will be granted upon request. Credits will begin with the sixth operating day after the first day of absence, when a note from the child's pediatrician is submitted.

Extra Time

Half-Day Plan and After-School Plan families: 'Extra Time' can be requested in the event that you need time outside your child's normal schedule. We recommend that these requests be made at least one day in advance so that you can make other arrangements if we are unable to grant your request. If it is not possible for you to submit a request prior to the day in which you need an extra day, half day or after-school day, call for approval that day, before coming in. Please do not assume time will be approved – the room may already be at capacity, staff may be ill, or extra time may have been granted to others. Make personal contact with the Lead Educator if your request is on short notice. We are not able to grant extra time more than a week in advance, although we can take your request and give it priority if space is available. You will need to check back to see if we were able to grant this time.

Extra Time Request Forms are available in each classroom. Please fill out a separate form for each separate day that you need additional time. Once the Lead Educator signs the form, the extra time is approved. Parents are responsible for making sure that Extra Time Request Forms are filled out and approved before using that time. Unused scheduled days, half days and/or after-school days may not be traded for Extra Time.

Canceling Requests: Be sure to inform the room if you no longer need extra hours so that these hours may be given to others who request them.

Rates: Extra time will be billed at a rate that is greater than the scheduled rate. Student additional discounts do not apply to extra time. See current Fee Structure.

School Bus Arrival/Departure

For children enrolled in the Center's after-school program who are bussed to our Center, we require that parents complete a School-Age Arrival Information/Permission form each academic year. This form gives the Center permission to escort and sign in your child upon arrival. In addition, this information allows us to know when your child is due to arrive and alerts us if he/she does not arrive at the expected time. If your child does not arrive within 20 minutes of their scheduled arrival time, we will contact the bus company, you and/or your child's school. If your child is absent, please notify us so we do not begin this procedure unnecessarily.

It is important that parents coordinate their child's schedule with the Center and their child's school to ensure accuracy in transportation. Occasionally children arrive at the Center by bus when they are not scheduled with us. This typically happens in two circumstances: (1) when a

parent has forgotten to complete an enrollment form for a new semester, so the Center is not expecting the child even though the parent intends for the child be there, or (2) when the child's enrollment at the Center has changed, but the parent has forgotten to inform the child's school, which then puts the child on the bus.

If a child arrives at the Center who is not currently enrolled, the Center's policy is as follows: If we have any bus permission form and/or communication from the family on file for the current school year, we will take the child off the bus and into the Center. We will then contact the child's parents to confirm whether or not they intended for their child to come to the Center. Parents will be responsible for paying for any time their child is cared for at the Center, regardless of whether the error was the parent's or the school's. If we have no form or communication from the family on file for the current semester or school year, we will insist that the child remain on the bus and in the care of the transportation company.

School Closing Days

Families with school-aged children enrolled in the after-school program will be given the opportunity to sign up for additional care on published school closing days. A sign-up form will be mailed prior to or at the beginning of the fall and spring semesters. You will be billed at regular rates for all times requested by the date indicated on the form. No cancellations of additional days will be accepted after the deadline for submission has passed. Part-Time/Full-Year School-Age Plan participants: See Part-Time/Full-Year School-Age policies in regards to school closing days.

Emergency Closure Policy

Because the Children's Learning Center relies on UWM-managed facilities, utilities, transportation access, and campus safety services, **the Center is required to close whenever UWM announces a full or partial campus closure.** This includes situations where only certain campus functions are suspended or where access to specific buildings or areas is restricted.

Communication

Families and staff will be notified of closures or schedule changes through the same communication channels used by the University (e.g., campus alerts, email, website updates), as well as through the Center's direct communication systems when possible.

Family Responsibilities

Families are expected to have backup child care arrangements in place for days when the

University announces closures or schedule changes. Children must be picked up promptly when early dismissal is required.

When schools close for snow/severe weather emergencies, and the Center remains open, after-school rooms will open at 9:00 a.m. Call the Center as early as possible to request care. Extra Half-Day rates apply. These days are not included in the Part-Time/Full-Year School-Age Plan.

Cancellation

If you wish to cancel your enrollment, you must fill out a Cancellation Form, available online and at the reception desk. Families will be billed and liable for all scheduled hours up through the day that the Cancellation Form is received. See Full-Time/Full-Year Plan, Part-Time/Full-Year School-Age Plan, or UWM Kindergarten Plan policies for information regarding additional penalties.

Cancellation includes loss of continuing status and seniority. When a continuing family chooses to cancel their enrollment, they will be cancelled for the current semester and the subsequent semester, if they've already registered for following semester. If they then choose to re-apply, they would be considered a new family.

Discharge

We reserve the right to give written notice of cancellation of the enrollment of a child for any of the following reasons:

1. Neither parent meets the eligibility criteria;
2. Non-payment or excessive late payment of fees;
3. Non-compliance with the policies and procedures as outlined in the Family Handbook;
4. The child has special needs which the Center cannot meet, including disruptive behavior which requires a disproportionate amount of one-to-one attention or is putting the safety of themselves, other children, or teachers in jeopardy;
5. Physical or verbal abuse of staff or children by a child or parent;
6. The child is not in attendance at any time during two weeks of any enrollment period and the Center is not notified that the child will not be in attendance;
7. Neglecting to inform the Center in advance if a child will not be arriving from school when the Center is responsible for the safe arrival of that child;
8. Neglecting to fill out and return required forms promptly.
9. Excessive late pickups at the end of the day.

PROGRAM DESCRIPTION

Staffing

Our Director and Associate Director oversee the Center. Assistant Directors oversee the infant, toddler, preschool & kindergarten/school-age wings.

The Lead Educator(s) works full time and is the primary teacher in each classroom. UWM students, studying in a variety of fields, comprise the remainder of the room's staff. All classroom staff are CPR/AED and First-Aid certified and are required to take early childhood classes and keep up to date on inservice and continuing education requirements.

As part of the University, the Center is often used for placement and training of student teachers, field experience students, student clinicians, and volunteers-for-credit. These adults are not counted in our staff-to-child ratios.

Curriculum

In each of the classrooms, there is a shared belief in the value of play and exploration as the major vehicles by which children learn. Teachers facilitate play activities and help supply the words for the concepts and feelings children express in their play as they learn how to interact with the various elements that comprise the world. In group play, children learn sharing, turn-taking, and consideration of others' perspectives. They also develop meaningful relationships with other children and the adults who care for them. Importance is placed on each child's overall development and on creative environments where both children and adults learn and grow.

Our programs operate in classroom settings with interest areas (e.g., pretend play, blocks, books, science, and art). Structure is suggested through materials, classroom design, teacher-planned activities and child-initiated activities. Structure also occurs through daily routines, which provides a natural, real-life structure.

Although room materials may outwardly appear to be the same in each room, the complexity and manner in which your child interacts with these materials and the way in which they are presented change as your child grows.

Documentation, Assessment, Screening and Child Files

Quality programming is essential in all of the programs at the UWM Children's Learning Center. As a part of our accreditation and program planning, teachers in the classrooms use the following tools to record and gather information on each child and the group of children that are in their care. This information is shared with individual families, used for curriculum planning, setting up the classroom environments, documentation of children's work and assessment for future planning.

Classroom Child Files, Anecdotal Records, and Assessment – Every child in the infant, toddler, preschool and kindergarten classrooms has a child file. On a daily/weekly basis, teachers record and gather information (anecdotal records) about each of the children's interests, activities that they participate in, children that they play with, and development abilities that are demonstrated while they are at the Center. This information is shared with all classroom staff so all teachers who work in the room are knowledgeable about each child in their room and teaching can be individualized to the child's learning style.

As a part of the child's file, teachers also take photos of the children during their play. They may save some of the children's artwork in order to demonstrate the stage of representation they are exhibiting at that time. Other work samples that demonstrate learning may also be saved.

Family Input: We ask families about activities that the child enjoys outside the Center, new things that they are learning, things that they observe that might be more challenging for the child at that time. Family observation is a vital aspect of our overall assessment process. We want to know your thoughts and observations of your child's interests, strengths and social adjustment.

Within 3 months of starting at the Center, a development screening/assessment is completed on each of the children. Using the Child Development Review, developed by Harold Ireton, Ph.D., we identify the child's developmental growth at that time. Information is kept in the child's file, shared with parents and, when warranted, a more thorough diagnostic screening is suggested to the parent.

Every year, a speech and language screening is offered to families of children ages 3 through 5 during the spring semester. (Screening of younger children can also be provided.) This screening is free at the Center and conducted by the UWM Speech and Language Clinic. Other screenings (e.g., audiology, large motor, fine motor, vision) may be offered depending on UWM partnerships available.

Using NAEYC (National Association for the Education of Young Children) accreditation standards, Wisconsin Model Early Learning Standards, curriculum in each of our classrooms is planned based on observations of each child. Daily activities are play focused and are organized around the domains of learning. The work of Magda Gerber, High Scope and Reggio Emilia also influence the curriculum in our classrooms. Documentation of the children's work can be found in individual child files and seen throughout the Center in the artwork, writings and photo displays.

Individual room child files containing information about a child's activities and development while at the Center are available in each of the infant, toddler, preschool and kindergarten classrooms for you to look through at any time.

- Children are assessed by the Lead Educator using Wisconsin Model Early Learning Standards, collections of children's drawings, photos of the child that show learning, developmental checklists, and teacher observations. This information is used for developing the curriculum in the classroom and identifying your child's developmental needs and interests and planning program improvement.
- Child files containing this documentation are kept in a confidential folder in the child's classroom. Only Center staff, individual families, and those with written family permission have access to a child's file.
- Assessments are ongoing, as teachers document children's work on a regular basis. Written information is given to families at least twice a year, and on a daily basis staff are available to families to talk about the child's day, interests and development. Families and staff are encouraged to collaborate to best meet the needs of each individual child.

Approach to Traditions

Throughout the year, traditions represent signposts to both adults and children. Passing seasons, changes in growth and development, and cycles of weather are all part of our yearly celebrations. The Children's Learning Center celebrates the spirit of the season – family, friendship, and goodwill – rather than particular holidays.

Families and staff at the Center represent many cultures and religions, and thus celebrate many different holidays in their homes. We want to be sensitive to, and respectful of, the variety of beliefs and traditions of all families and staff in our Center. Out of respect for this diversity, we do not celebrate holidays. The culture of our Center is about acceptance and learning about the diversity that our children and families bring to us.

We do encourage children and families to share their traditions and activities with their classmates. This means that your child may be introduced to a variety of age-appropriate seasonal activities that have been brought by other families and children for sharing in the classroom. If you have a family tradition, holiday, or otherwise, that you would like to share in your child's classroom, we welcome you to bring this to the Lead Educator. We appreciate your advance notice to best review for age appropriateness.

Cultural Diversity

A culturally diverse approach provides us with a framework for developing classroom activities that promote respect for individual differences. Here are some of the guiding principles:

- A culturally diverse curriculum is based on what we know about the stages of development children go through in developing their identities and attitudes about others.

- Children live in a diverse and complex world, interacting daily with people different from themselves. A culturally diverse curriculum is a proactive approach, which reduces prejudice and promotes inclusiveness.
- An important aspect of a culturally diverse curriculum is helping children to recognize biases and stereotypes when they encounter them in themselves and others.

Reflection Space

On the ground floor near the staircase is a room for 'reflection space' that provides a quiet, tranquil location for thought, reflection, prayer and mindfulness. This is a shared space where everyone is welcome; it is built on inclusion & respect for all people and practices.

Programming for Flexible/Full-Time Scheduling

Because we serve a campus community, children's schedules may differ from those of others in their classroom, both in number of hours and days in attendance. Low staff: child ratios help us to accommodate transitions, which occur as a result of flexible scheduling and guarantee that children's individual needs are met, and quality care is provided.

Our play-based classroom design and educational philosophy lend themselves well to meeting the needs of children with varied schedules. Children do not need to attend full-time to benefit from the curriculum offered. While it is not possible to plan field trips that all children can take part in at the same time, we try to do planned field trips on varied days, and at varied times of the day, throughout the semester.

Becoming Involved in Your Child's Curriculum

For children to learn and grow, it is important that the adults in their lives demonstrate a respect, excitement and involvement in the activities children engage in. We encourage you to be involved in the experiences carried out in the classroom and to find ways to bring your personal interests, skills, and resources to these.

Keying into classroom topics and activities can also mean thinking of: 1) items you may have at home that may complement classroom activities (e.g., special book, a table loom, specialized maps, a collection of some sort); 2) guest demonstration that you or a friend or relative can provide (e.g., silk screening, dental tools, violin playing); 3) discards from your work place or places of business you come in contact with; and/or 4) field trip possibilities/contacts you may be aware of.

CLASSROOM ROUTINES AND PROCEDURES

Preparing for the First Day

Please visit the classroom with your child prior to their first day in the Center. Spend time in the room with your child while they get acquainted with the teachers, the children, and the new surroundings. This is especially important for your child if they have never been in a group care situation before. Prior to your child's start, the Lead Educator will contact you for an intake conference to get information from you about your child. Generally, these take 15-20 minutes and can be conducted by phone or in person. For infants and toddlers, these conferences are required before your child can start at the Center.

Below is a partial list of items to ***label*** and bring with you on your child's first day. A complete list (which varies according to your child's age) will be mailed with your acceptance letter:

- A lunch (labeled with child's name/date), if your child is an attendance between 11:30-12:30.
- An adequate supply of diapers, if your child wears them, and diaper wipes.
- 1-3 complete changes of season-appropriate clothing (depending on child's age).
- A blanket and favorite cuddly, if your child will be napping (only for those over 12 months).
- Outdoor clothing (including coat, snowpants, hat, mittens & boots during the colder months)
- Swimsuit and towel (during the summer semester).

The length of time it takes for your child to feel comfortable with the room and the children and teachers in that room depends on your child's personality, past experiences, and the length of time they are scheduled. The Center's staff members will work with you to make the adjustment go smoothly. If possible, arrive early so you are able to say good-bye to your child in a relaxed manner. Rest assured that your child will be attended to and not left to cry. If you'd like, wait outside the room out of sight until you feel comfortable leaving, or call the Center later to ask how things are going.

Lunches and Snacks

Our nutrition guidelines and snack/lunch procedures are based on state licensing regulations and USDA guidelines. Ideas and suggestions for nutritious lunches are available from your classroom's Lead Educator.

State licensing regulations require that children who eat lunch at child care centers, regardless of whether the parents or the center provides it, be provided a food in each of the following categories.

- Protein source, such as meat, poultry, fish, eggs, cooked dried peas or beans, yogurt or cheese. (If there are no children with severe allergies to nuts in your child's classroom, you may provide peanut butter to your child in lunches from home. If there is a child with a severe allergy to nuts in your child's classroom, we will notify you and ask that your child's lunch not contain peanut butter or certain nut products.)
- One serving of vegetables.
- One serving of fruit. (A vegetable may be used to meet the entire fruit requirement; however, when providing two servings of vegetables, they must be two different kinds of vegetables.)
- One serving of grains (e.g., cereal, bread)
- Grade A vitamin D milk for children between 1-2 years of age who are not on formula or breast milk, 1% milk for children over 2 years of age, unless the parent requests whole milk. (The Center provides both types of milk.) If your child doesn't drink cow's milk, please bring in an alternative milk (e.g., soy milk, lactose-free milk).

Staff responsible for setting up lunch will check to see that children's lunches fulfill these requirements. If a child's lunch does not meet licensing requirements, the staff will supplement that child's lunch. Staff will make note of children's lunches that need to be consistently supplemented so that the staff can notify the parent(s) of this requirement and ask that lunches brought from home be complete. If you forget to send a lunch with your child, one will be provided by the Center; you will be charged for this on your child care bill.

Lunches are generally served sometime between 11:30–12:30. If your child will be leaving to eat lunch elsewhere, a piece of fruit or a similar light snack can be sent. No lunches will be served after 12:30 p.m. except in infant programs, as those children are fed on their own individual schedules.

Each classroom has its own refrigerator to keep perishables cold until served. Please refrain from sending your child's lunch in an oversized lunchbox that must be refrigerated. Refrigerators must be kept at 40^0 at all times, and even new refrigerators will not maintain this safe temperature if they are filled to capacity. Your child's name needs to be only on the lunchbox, not the individual components in the lunchbox. You need to put a date tag on your child's lunch each day to prevent a child from being offered a lunch from a previous day.

Please send food in small, covered containers so food can be saved if your child eats only a bite or two. Lunch remains will be saved to take home, unless they are 'spillable' items in disposable containers (juice boxes, yogurts without tightly closeable lids, etc.). This helps parents to determine what their child has eaten that day.

Our food warming capacity in classrooms is limited. If you wish to provide your child with a warm lunch, consider sending it in a thermos; otherwise be sure to send items in microwavable containers. (Please do not send glass other than Pyrex.) Classrooms have microwaves and they

will be able to warm some items, but please keep these to a minimum. Warming a large number of items creates delays for children and takes away from time that staff can be interacting with children during the lunch period. Please only send lunch items that need to be warmed, not cooked. (We do not have the facilities to cook, and we are required to keep foods hotter than 110 degrees Fahrenheit out of children's reach).

Lunches should also be sent 'ready-to-serve,' with meat, vegetables and fruit already cut to appropriate serving size. For infants and toddlers, fruits and vegetables should be peeled, and food cut small enough to swallow whole according to the child's developmental ability.

Children can choose what to eat from the variety of foods in their lunch. Staff may encourage children to start with a certain food group, but do not dictate the order in which children eat their food. For instance, a child can choose to eat their 'treat' first, if there is one packed in their lunch. Generally, if children are offered small portions and a number of healthy choices, they will choose adequate diets for themselves. Children are encouraged, but not forced, to eat snacks or lunches. At no times are foods used as threats or bribes.

A word of caution: More than 40% of food-choking deaths among children are a result of eating hot dogs, hard candies, nuts or grapes. The following will not be served by the Center to children under 4 years of age, and those children should not come with these items in their lunch: raw carrots, whole grapes, raw peas, hard pretzels, tortilla chips, popcorn, nuts, marshmallows, and chunks of meat that can't be swallowed whole. Hot dogs must be cut lengthwise, not coin-style, and grapes should be halved or quartered, depending on the size. Carrots must be served in sticks, not coin-style. Small Ritz Bits cheese- and peanut-buttered-filled crackers also pose a choking hazard. Do not send hard candies, cough drops or gum, as these are easily aspirated. Honey should not be sent in lunches of children under 12 months.

Children are generally hungry every few hours and eat small amounts of food a number of times throughout the day, rather than eating larger amounts three times a day. For this reason, snacks are served at least two times each day - mid-morning and mid-afternoon.

Snacks for children aged 1-12 will consist of two of the following components (milk and water are also offered at every snack): fruit or vegetable, grain, protein. Portions are dependent upon the child's age. When cooking or baking, staff reduce sweeteners. We do not serve artificially sweetened products. We do not serve any products that contain peanut butter, peanuts or other nuts.

An optional early morning snack from home can be served any time before 8:00 a.m. Please label your child's snack items so they are distinguishable from their lunch items if they are included in their lunchbox. If your child has an early morning snack at the Center on a regular basis, you may want to keep a container of cereal in the classroom kitchen. Please send this in a tightly-covered food-grade storage container; the Center is required to store foods in this

manner. Food also must be labeled with an expiration date and cannot be served beyond the manufacturer expiration date.

Parents need to provide food, formula, and a supply of bottles/nipples from home for their infant. Bottles must be permanently labeled with the child's first and last name. Bottles will be heated in crock pots for children in the infant rooms.

Baby food jars: must be factory sealed – if they are already opened, we will not be able to serve it. The baby food will be served at room temperature (or warmed in a crock pot, if requested by the parent). No solid food will be served to children under 6 months without instructions from a health care provider and family permission.

Bottle-fed infants: Parents need to provide enough pre-made bottles for their child's scheduled time here at the Center, and an additional bottle to use as an emergency supply for back-up, in case one of the bottles has a leak or your child is extra hungry. (Families can also send pre-portioned formula powder for use as an 'extra' supply, and we would make as necessary.) The bottles will need to be brought to the Center daily in a lunch bag with the child's name and placed in the refrigerator. After your child has been offered a bottle, it will be put directly back into their lunch bag.

Moms who pump: Breast milk should be thawed and put in bottles in the amount you want given to the child (e.g., if your child drinks 4-oz. bottles, measure 4 oz. of breast milk into each bottle.) *Do not bring in a large bottle of breast milk for us to make multiple bottles with. Do not send in frozen bags of breast milk for daily use, but we are able to keep a bag or two of frozen breast milk for an emergency supply; we can keep frozen breast milk in the freezer for three months.* The bottles will need to be brought to the Center daily in a lunch bag with the child's full name and date the milk was pumped. They will be placed in the refrigerator. Any unused breast milk will be sent back home in your child's lunch bag.

Nursing moms: We encourage you to breastfeed before leaving the Center. Please leave at least one serving of breast milk in our freezer to be used on an emergency basis when you will not be able to come and nurse your child. Mothers may breastfeed their child in any area of the Center they are comfortable doing so. We have two lactation rooms located on the ground floor by the central staircase. These rooms have comfortable chairs for nursing or pumping, as well as mini-fridges for temporary storage of breast milk and hand-washing sinks. Parents can get additional information on how the Center partners with nursing mothers to support breastfeeding from any of the Infant/Toddler Lead Educators or Assistant Directors. Please let us know if there is anything we can do to help support breastfeeding.

If your child drinks a bottle of whole milk (from the milk that the Center provides), we ask that you send a clean bottle daily and we will put the bottle back into their lunch bag for you to take home and wash. The bottle/s will need to be brought to the Center daily in a lunch bag with the child's name and placed in the refrigerator.

We provide milk for lunches, and milk or juice and water for all snacks. The Center will not offer juice to infants. Drinking (tap) water will be offered to all children throughout the day.

Parents give permission, as part of our application process, to post children's allergies, medical conditions and any parent special requests. If your child has special dietary needs, you may want to send along snacks for your child that meet these needs if the snacks we serve don't meet those needs. If your child is on a special diet and/or must eat at specific times, be sure to notify your child's teacher.

We provide appropriately-sized utensils and drinking glasses for lunches and snacks. Please be sure to return any Center utensils that may inadvertently get packed away in your child's lunch.

Staff will wash hands before handling foods. Children will wash hands before and after eating. Face cloths or paper towels will be provided during/after meals. Please send a napkin in your child's lunch if you wish them to have one.

Since we do not serve two meals each day, tooth brushing is optional. If a parent would like their child to brush their teeth, they can send a toothbrush in their child's snack/lunch bag. Tooth-brushes will go home every day in the child's snack/lunch bag, and it will be the parent's responsibility to clean the toothbrush daily and return it. In infant rooms, teaching staff will wipe children's gums in order to remove food and plaque after bottle feeding.

Birthdays & Other Celebrations

Many of our families like to bring in treats to celebrate their child's birthday or their last day in a classroom before moving to the next age group or leaving the Center. At the Children's Learning Center, we feel we have a shared responsibility to help your child establish lifelong habits of healthy eating patterns. By establishing healthy habits early in life, children can dramatically reduce their health risks and increase their chances for longer, healthier lives.

If you bring a treat to be shared with others, please <u>do not</u> bring cake, cookies, cupcakes, ice cream or other sweets, artificially sweetened products, or any product containing nuts or peanut butter. We will not be able to serve it to the children or send it home with children at the end of the day. Parents who bring treats that do not meet our requirements will be asked if they would like to take the treat back with them or leave it for the staff to enjoy. A handout of suggested treats can be obtained from your child's Lead Educator.

NAEYC accreditation requires food that is brought from home to be shared with others, be food that is commercially prepared and in factory-sealed containers with the ingredients listed on the container, or whole fruits and vegetables that are prepared at the Center.

Whether or not families bring in a treat, the classroom will acknowledge your child's special day. We'd like to offer you an alternative (or addition) to bringing treats for your child's birthday. Celebrate by bringing a book for the classroom with your child's name and birthdate

inside the front cover. Gift-wrap it and we'll enjoy opening the gift and reading the book on your child's special day. (Please be sure the book follows the Center's multicultural, non-violent philosophy.)

Food Allergy Management Plan

The Children's Learning Center has a number of children who have allergies to various foods. Allergic reactions can vary from a relativity minor reaction of itchy, watery eyes to a reaction that is life threatening. To avoid allergic reactions to foods, the Center has adopted these practices:

1. All families are required to give the Center information on any food allergies that their child has by completing a Health History and Emergency Care Plan form as part of the application process. This information is posted in the classroom, and staff will review the form before child's first day so that staff working with your child can be alerted as to the allergy and specific action to take should an allergic reaction occur.
2. Allergic reactions, specifically to peanuts and tree nuts, can cause a life-threatening (anaphylactic) reaction for individuals. Children with anaphylactic reactions to foods must always have an unexpired Epi-pen (or generic equivalent) at the Center. Children with anaphylactic reactions will not be allowed to be left at the Center at any time without an unexpired Epi-pen (or generic equivalent). The policy of the Center is to not serve any product containing nuts in any of our snacks throughout the Center. When a specific classroom has a child enrolled with a nut allergy, in addition to snacks served by the Center being 'nut free,' all lunches from home for that classroom should also be 'nut free.' This is to help ensure that no residue from a lunch containing nut product is on tables, counters or utensils.
3. Families are asked to bring in their own snacks for their child when none of the Center-provided snacks meet the individual health needs of a child.
4. The practice of the Center is for children to not share lunches.
5. While we do not isolate children with allergies, we may designate a table 'milk free' or 'egg free,' if needed to help alleviate concerns with children accidently getting exposed to a food they are allergic to.
6. Food preparation tables and counters are washed and sanitized prior to preparing and eating foods.
7. When children eat at picnic tables, the tables are covered with a washable or disposable cloth which is changed prior to another group eating. This is to help ensure no food residue is left for other children who may have an allergy.
8. Events such as 'family potlucks' that have foods that are not supplied by the Center are not monitored by Center staff for allergens. Parents are responsible for monitoring foods eaten by their children at these events.

Scent Allergies

We have some children and staff who are very sensitive to the use of perfumes, colognes, and other scented products. Reactions to these products (difficulty breathing, not feeling well, noticeable behavior changes, etc.) can last for hours. Because of this, the Center has a scent-free policy for employees and for Center-provided products. Please be aware that the lingering smell of scented products anywhere in our Center can cause allergic reactions.

Diapering/Toileting

Staff will wash hands before and after diapering each child. All children are changed as needed and checked once every 1 ½ - 2 hours. Staff also check for and change wet or soiled diapers when a child wakes up from nap. If you want staff to apply diapering ointment, please see a classroom staff for information on how your child's diaper ointment needs to be labeled.

Parents of children who wear diapers are responsible for having an adequate supply at the Center. Diapers should be clearly labeled with your child's name to avoid mix-ups.

For children who use cloth diapers, the diaper must have an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of bodily waste. Both the diaper and the outer covering must be changed as a unit. (Plastic pants do not meet health and safety standards for group care.) **Cloth diapers cannot be rinsed by staff, as state health codes prohibit rinsing diapers in public toilets.** They will be placed in a bag provided by the family and will be stored in the bathroom. Please take these home on a daily basis.

Toilet Learning: Child care regulations do not permit us to teach children under 18 months of age to use the toilet. As soon as you and your child are ready to begin toilet learning, let us know. A cooperative effort between home and Center is most effective. For the first couple of weeks, continue to send diapers in addition to extra underpants and clothes. Staff will wash hands before and after assisting children with toileting. Staff assist children in learning and carrying out habits of personal hygiene. Independence and the development of self-help skills are encouraged. **As with diapers, rinsing soiled underwear is not possible (per state health codes). They will be placed in a plastic bag and put in your child's cubby/locker. Please take these home on a daily basis.**

Children learning to use the toilet at the Center are taken to the bathroom more frequently. Potty learning can be a difficult time for children and is handled sensitively, with patience, and positive reinforcement. If a child proves to not be ready for independent toileting at the Center, staff may ask families to send the child in diapers again until they are more ready.

The Center believes in developing positive attitudes about our bodies. In keeping with the development of positive body awareness, teachers will use the correct anatomical names for all body parts. In response to children's curiosity about their bodies, questions are answered in an

age-appropriate and matter-of-fact way. In a group care setting, it is important for staff to have a consistent approach in this area.

Napping

Rest and nap periods will be provided for those children who need them. We provide a crib or cot and a sheet for each child who will be napping. Sheets are laundered at the Center weekly. If you will be bringing a special blanket for your child, please be sure it is clearly labeled with your child's name, and take it home weekly to be laundered.

Let us know what your child's napping schedule and needs are. A nap list will be posted in each room that has napping children, which tells you when your child napped each day.

Infant and young toddler rooms nap children in their classrooms throughout the day. Older toddlers and preschoolers may nap in their classrooms or in a nap room and have specific nap times. These vary from younger to older age groups, as younger children usually begin napping earlier in the day than older children do. Kindergartners rest for a half an hour on cots provided by the Center. If your kindergartner needs a longer nap, please discuss this with the Lead Educator.

The following policies are in accordance with state licensing and accreditation guidelines:

- All staff that work at the UWM Children's Learning Center will be trained in SIDS Reduction (Sudden Infant Death Syndrome) prior to their start of employment in a classroom.
- All infants 12 months and younger must be placed to sleep on their backs. Infants who are capable of rolling over may do so on their own, but AFTER the staff has physically placed the child down on their back. (A child 12 months or older may be put in a different sleep position if they can roll over on their own.)
- Doctor authorization is needed if a child 12 months or younger is going to be placed down to sleep in a position other than their back.
- Doctor authorization is needed when using a wedge or other infant sleep positioner in the infant's crib.
- If you swaddle your child to go to sleep, begin to stop this practice by 2 months of age & before they start care in our Center. Unless there are other developmental reasons, swaddling children after the age of two months is not recommended by the American Academy of Pediatrics. We can only continue to swaddle children older than 2 months with written permission from your child's pediatrician. Please talk to your Lead Educator about alternatives to swaddling that are acceptable for use at the Center.
- An infant's shoulders and head must remain uncovered at all times while sleeping.
- Pillows, blankets, quilts, comforters, sheepskins, stuffed toys and other soft items are not allowed in the cribs or rest equipment for infants younger than 12 months.

Pacifier Use

If your child uses a pacifier, parents should provide at least two pacifiers labeled with the child's name using a waterproof label or non-toxic permanent marker. Pacifiers will be cleaned separately with hot water and inspected for tears or cracks before each use. Cracked or torn pacifiers will not be used and will need to be replaced by the parent. Pacifiers with attachments are not allowed; they cannot be clipped, pinned or tied around a child's neck, wrist or other body part. Parents should inform their child's Lead Educator when a pacifier should be given to your child.

Clothing

Children should be dressed so they can play comfortably and without fear of staining clothing. Although children wear smocks for painting and water play, clothes sometimes become wet or stained, regardless.

Each child must have 1-3 (depending on child's age and needs) complete changes of clothing (including socks) that should remain at the Center. These are used in the event of a diapering/ toileting accident or if clothes become wet or soiled during play. All clothing should be clearly and permanently labeled with your child's name so that it can be easily identified. The Center does not take financial responsibility for lost items.

In compliance with state health codes for public buildings, we cannot rinse soiled clothing in the toilets or sinks. Wet or soiled clothing will be placed in a plastic bag and put in your child's cubby/locker. Please take this home daily. The Children's Learning Center does have some extra clothing that will be provided to your child if needed; if used for your child, please launder and return as soon as possible.

If your child is transferring to another room, the teachers will move their extra clothes supply to their new room. Check occasionally to be sure that your child's extra clothes still fit them and are appropriate for the season.

Please remove drawstrings from sweatshirts and hoodies, as these are a strangulation hazard.

With the exception of the infant rooms, children's shoes are kept on at all times except during outdoor water play and a few special projects or games. Shoes that children wear at the Center should be skid-resistant, secure enough around their feet to not slip off and sturdy enough to protect feet.

Your child should always be dressed for the weather. During the winter months, be sure your child has a warm coat, hat, snowpants, mittens/gloves, and boots. It is critical that these clothing items be **labeled**, as it makes it much easier to get a large group of children dressed. On hot summer days, sprinklers are set up, so send a labeled swim suit or extra pair of shorts and a labeled towel for your child. These should be taken home weekly to be laundered. If your child is sensitive to the sun, please send a hat and a lightweight, long-sleeved shirt.

Gyms and Play Yards

The Prairie Gym (infants), Woodland Gym (toddlers), Acorn Gym (preschoolers) and Panther Gym (kindergartners and school-agers) are located on the ground floor; the Meadow Gym (toddlers) is on the first floor. Each classroom has scheduled gym time in the morning and afternoon. In nice weather, rooms usually go outside rather than to the gym. The south play yard is divided into two parts – one part (the Anthill) is primarily used by infants & toddlers, and the other part (the Garden) is designed for toddler/preschool/kindergarten children; the North play yard is used primarily by kindergartners & school-agers. During warmer months, art projects, story times, snack, etc. are often conducted outdoors and larger blocks of time are spent outside.

In order to protect against heat and sun injury, the Center's play yards offer a variety of shade sources for children playing. For example, the south play yards have shelter under the roofed portion of the yards. Play structures also provide shade.

When children are outside or in the gym, a sign is posted on the sign-in clipboard in the classroom to let you know where they are. If you are picking your child up and their classroom is on the play yard or in the gym, please be sure to connect with one of your child's teachers who is in the location your child is in – even if it's just a "hello" or a wave. It is important for us to keep our child tracking sheets accurate; more than one classroom may be sharing indoor/outdoor space, and teachers as well as children from a couple of rooms may be in transition.

If your child is well enough to be here, we assume they are well enough to go outside. Staff-to-child ratios do not accommodate having individual children stay indoors. For your convenience you will want to check, as you arrive with your child, to see if children are outside before taking outerwear off of your child. Please do not assume that if there is a teacher in the classroom that your child can stay in. The teacher may be on their way out of the room or may be a Lead Educator out of ratio, trying to accomplish other tasks.

State licensing requires that, except in inclement weather, all children be taken out at least once a day. Inclement weather is defined as stormy or severe weather, such as any of the following: heavy rain, temperatures with heat index above 90^0 F, wind chills of 0^0 F or below for children age 2 and above, wind chills of 20^0 F or below for children under age 2. Children are dressed appropriately for the weather when we go outside.

The following pertains only to preschool, kindergarten and school-age children: When the temperature is colder than 0^0 F with wind chill (but not below -10^0 F), rooms who decide to go outside will limit the time they are outdoors. The decision to go outside when the temperature/ wind chill is below 0^0 F (and the amount of time spent outside) is based on the activity the

children will be doing. Also, when the temperature with heat index is above 90^0 F (but not to exceed 99^0 F), rooms who decide to go outside will engage the children in an activity to keep the children cool (e.g. sprinkler play) and limit the time they are outdoors.

The Wisconsin Department of Natural Resources notifies Wisconsin residents about unhealthy air quality using a system called Air Quality Advisory. The system includes the two main pollutants likely to cause health problems in Wisconsin -- ozone and particle pollution. Air Quality Advisories are issued as being in the 'Yellow,' 'Orange,' or 'Red' zones. The Children's Learning Center reacts to each zone differently.

- *Yellow:* When the Air Quality Index is in the Yellow Zone, outdoor activity will not be limited unless it is requested in writing by a child's health practitioner.
- *Orange: Unhealthy for sensitive groups.* When the Air Quality Index is in the Orange Zone, outdoor activity will not be limited unless it is requested in writing by a child's health practitioner. If your child has a health condition that requires them to stay indoors or have limited outdoor time (asthma or allergies to pollutants), please bring in a statement from your child's health practitioner requesting to stay indoors when air quality is in the designated orange zone. Staff will be observing all children and bringing them in if there are problems. At times that may mean that a group of children will have limited outdoor play in order for us to maintain staff:child ratios.
- *Red: Unhealthy for everyone.* When the Air Quality Index is in the Red Zone, all children will play indoors.

Field Trips and Walks

All children enrolled at the UWM Children's Learning Center may be taken on walks on the perimeter of and within the UWM campus during their regularly scheduled time or requested extra time. Rooms taking on- or off-campus field trips are required to take a first aid kit, emergency contact information, and a cell phone. Staff address any special concerns, such as severe allergies, and take necessary precautions before leaving.

Children in preschool rooms and older take field trips off campus. Parents will always be notified at least 2 weeks in advance and asked to give permission for field trips that are beyond the perimeter of the campus, require transportation, and/or include the consumption of food items from an off-campus vendor. Field trips are part of the curriculum; we do not provide alternative care if a parent does not want their child to participate in the field trip during the time their child is scheduled. If participation in a field trip requires a child to be scheduled additional time, parents will be given the opportunity to add the time or be given credit for the original time, if they decide to not have their child go on the field trip.

If your child is not here in time to board the bus, child care will not be provided until the room returns from the field trip. Families have the option of taking their child back home; no credit for the day will be given. Families also have the option of driving the child to the field trip

destination and signing the child in with the staff, as long as we have a signed permission slip prior to the trip.

The Children's Learning Center uses transportation contracted through the University's Purchasing Department, and occasionally Milwaukee County Transit buses for short trips with older children. When buses are used for field trips, staff members check each bus each time children get on or off the bus to be sure all children are present.

When public health authorities recommend use of insect repellents due to high risk of airborne disease, only repellents containing DEET are used. If a classroom is going on a field trip, staff will apply insect repellent no more than once a day and only with written parental permission. American Academy of Pediatrics recommends no more than 30% DEET on children.

Photographs

Classroom teachers take pictures of the children on a regular basis for documentation purposes or to record a special activity. These photographs may be of individual children or groups of children and may be displayed in the classroom, Center hallways or the lobby. We also take pictures or videotape children for staff training purposes and/or for UWM classes on child development, early childhood education or child care.

Parents and staff may take pictures for their own personal use at group functions sponsored by the Center (potlucks, concerts, etc.); however, parents and staff should not be taking photographs for personal use of children in the classrooms during normal daily activities.

From time-to-time photographers from the UWM Report (campus newspaper) or University Media Services request permission to take pictures or videotapes of children at the UWM Children's Learning Center. These pictures may be used for a 'picture page' or to accompany features on the UWM Children's Learning Center or other campus events. Parents will be notified beforehand when this will be occurring and can inform their child's teacher if they do not want their child to participate.

Parents will be notified in advance of specific requests for photographs other than those mentioned above and will be asked for permission for their child's participation. If you have any concerns about photographs of your child, please contact the Assistant Director or the Director.

Toys From Home

At times your child may want to show their friends and teachers something from home. It is not considered selfish if a child does not wish others to use their personal belongings; however, any toy that is in the room must be shared by all children. Therefore, if sharing becomes a problem, your child will be asked to return their toy to their locker or cubby for a while. Unless your child understands this, please limit bringing things into special times for show only. An exception to this would be a stuffed toy that is brought to school as a security object. Other children seem to understand that this kind of item need not be shared. Also, do not send toy weapons or toys

that promote aggression. If your infant or toddler-aged child brings a toy from home, it must be safe for children 3 years of age and younger (choking hazard).

The Center cannot be financially responsible for lost toys. Tiny things are especially hard to keep track of, so please label everything! If you are missing an item, check the 'lost and found' area in the room, lobby and gyms. If your child wants to bring in a CD or book to share, please give it to a teacher so it can receive special care.

Screen Time in the Classroom

Children in infant and toddler rooms do not have any screen time at the Center. Children in preschool rooms may watch a short movie or documentary on rare occasions. There are no computers for children's use in infant, toddler or preschool areas. Children in school-age rooms may watch teacher-selected movies occasionally. Parents will be asked for permission before their child watches anything rated PG. Another option for activity is always available; no child is required to view a movie.

Behavior Guidance

Overall Philosophy: The policy of the UWM Children's Learning Center is to view self-discipline/self-regulation as a developmental goal for children. The objective of the Center is to work with children to develop the inner controls necessary to be able to safely and successfully participate with others in a group setting. In guiding children we use positive guidance, redirection, substitution, and teaching respect for self and others. In our classrooms, we actively teach children skills to regulate their own behavior with increasing skill and independence, moving from co-regulation (child with adult) to self-regulation. We utilize brain-based discipline strategies; staff consider the internal brain state (fight, flight, freeze, reactive, receptive, withdrawn, etc.) a person is in when exhibiting different behaviors. They plan their responses to behavior based on current brain research about the relationship between learning and brain states. We understand that people learn best when they are calm and focused; our classrooms have calming areas with materials and visual reminders to help children when they are upset or angry.

We believe that the best way to deal with inappropriate behavior at the Center is to prevent it. Children are helped to understand the reasons for our rules. Strong relationships between teachers and children build connections that form a sense of security that allows children to take risks and succeed. The staff attempt to prevent misbehavior by keeping children engaged in meaningful activities and by establishing clear and consistent guidelines regarding behavior.

Children may experience varying difficulties at different stages of their development. While this is quite typical, it is also important that problematic behaviors not be shrugged off as being 'just a stage.' We look at all behavior as communication; when a child is struggling, their behavior is

sending signals that they have an unmet need to address or an unlearned skill to master. Teachers and families work together to identify the child's needs and teach skills to support a child as they work through a developmental/behavioral issue.

Positive child guidance and behavior support strategies include stating the behavior we want to see, redirection, modeling positive social interactions, staff in close proximity, noticing appropriate behavior, planned ignoring of unacceptable behavior, substituting an acceptable behavior, using auditory and/or visual cues, prompting a child ahead of a transition, breaking classes into smaller groups for transitions or portions of the day, one-on-one attention as needed, teaching and practicing skills when a child is calm and ready to learn, and adjusting the daily schedule to meet children's needs. (NAEYC A.6.15.2c)

The following forms of redirection or punishment are strictly prohibited at the Children's Learning Center, even at parent request:

Physical abuse: includes shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring children to remain inactive for long periods of time.

Psychological abuse: includes shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, and frightening children; ostracism, withholding affection, seclusion.

Coercion: includes rough handling (shoving, pulling, pushing, grasping); physical restraint (forcing children to sit, lie, or stay), physically forcing a child to perform an action (eating, cleaning up). (NAEYC A.6.15.1)

Behavior/Developmental Concerns

On a regular basis, parents are told about the child's experiences in the classroom. When a child's behavior is of concern and negatively affecting others, it is the Center's and family's responsibility to work together. It may be necessary to look for additional support to not only work with the child but to give support to staff and protect the safety of others in the classroom who may be negatively affected by the behavior. Generally, with cooperative efforts between home and school, behavioral difficulties become manageable, or the cause of the behaviors and possible solutions become clearer.

If a child starts to exhibit inappropriate behavior, the teacher will inform parents at the early stages of the concern and communicate with them on a regular basis regarding the status of the problem. The parent/s will be informed of the frequency, degree of disruption and steps that are being taken in the classroom when the incidents occur. Teachers will document the

behaviors, along with the situations in which the behavior occurs, in order to look for patterns and possible causes for the behavior concern. (NAEYC A.6.15.2a) The teacher will also notify the Director and/or Assistant Director of the behavior issue; they will meet to discuss the concerns and positive behavior supports/strategies that may be needed.

If behavior concerns continue beyond a few weeks, the following steps will be taken:

1. A parent-teacher conference will be scheduled to further discuss the behavior concerns. During this meeting, information will be shared about the child's needs and concerns, as well as the strengths and developmental status of the child at that time. Teachers will share behavior tracking sheets, anecdotal notes, developmental checklists and other assessment tools with families. Together, an individualized plan will be made to address the concern both at home and at the Center. Families must be involved in solutions to reduce child behaviors. Both the family and teachers will implement positive behavior support intervention strategies agreed upon at that meeting. (NAEYC A.6.15.2b)
2. A second meeting will be scheduled within 2-3 weeks to reconnect and to review the concern and the progress that has been made to address the issue. At that time, if the behavior concerns are not improving or are escalating, further steps may need to be taken. If it is felt that the time the child is in care (e.g. here too many hours) is contributing to the problematic behaviors, a reduction in child hours at the Center may be discussed with the parent. Families may need to get their child a developmental assessment by a specialist. This can be done through a medical provider, Birth to Three Program, a public school district, Children's Hospital, or another agency. While the Center has professional-level staff with years of experience, we do not have a school psychologist, doctor, therapist or psychiatrist on staff. A review of intervention strategies will be done and modifications made to the behavior plan.
3. A follow-up meeting in 1-2 weeks (and regularly after that, as needed) will be scheduled to review progress and share additional information gathered about the child's development and/or special needs. A behavior issue needs to be resolved or significant improvement seen within a semester for care to be continued at the Center. This decision will depend on the severity of the behavior, injury to self or others, level of disruption to the classroom, progress seen and ability to work with child within staff-to-child ratios.

Families are expected to share the results of evaluations, Individualized Education Program Plans (IEPs) and Individualized Family Service Plans (IFSPs) with the Center in order to give staff information that will help them work with an individual child. Children with therapists and diagnosed special needs will need therapists to work with us in developing behavior plans/goals that parents, therapists and the Center can all agree to.

Our goal is to successfully care for all children enrolled and limit the use of suspension, expulsion and other exclusionary measures. The Center complies with federal and state civil rights laws. Parents are expected to seek or follow through with supports and services suggested for their child. If, after reasonable efforts by the parents and teachers, no solution to the problem can be found, and a child's behavior continues to be disruptive to the classroom in ways which require a disproportionate amount of one-to-one attention, parents will be counseled to find an alternative child care/school arrangement that may be better able to meet their child's needs. Center staff will share a list of resources regarding services and alternative programs in the community. There are times when enrollment at the Center is not in the best interests of a child.

Severe, Unsafe Behavior

When a child exhibits behavior that is a danger to themselves or to others, or disrupts the learning environment to such a degree that most/all of the children in the classroom are affected, the parent/s, Assistant Director and Director will be notified. If there is an immediate, severe threat to the safety of other children and educators that the center is not equipped to handle, a child may be sent home for the remainder of the day. A meeting between the family, Director, Assistant Director and Lead Educator/s will be then be scheduled to discuss what needs to happen for the child to remain enrolled in the Center. A decision will be made by the Director in consultation with the Assistant Director and Lead Educator/s about the interventions needed in order to ensure the safety of teachers and other children in the program. If unsafe behaviors (hitting, kicking, biting, running away, spitting, yelling obscenities/ inappropriate words, throwing objects, destroying property, etc.) continue despite classroom accommodation and positive behavior interventions, the child's enrollment will be terminated. (NAEYC A.6.16.1)

The policy of the UWM Children's Learning Center is to view self-discipline/self-regulation as a developmental goal for children. The objective of the Center is to work with children to develop the inner controls necessary to be able to safely and successfully participate with others in a group setting. In guiding children we use positive guidance, redirection, substitution, and teaching respect for self and others.

Children are helped to understand the reasons for our rules. We believe that the best way to deal with inappropriate behavior at the Center is to prevent it. The staff attempt to prevent misbehavior by keeping the children involved in activities and by establishing clear and consistent guidelines regarding behavior.

Children may experience varying difficulties at different stages of their development. While this is quite typical, it is also important that problematic behaviors not be shrugged off as being 'just

a stage,' as this approach prolongs and reinforces behaviors that, if left unchecked, can create major difficulties for the child, the child's parents, and for others. Assuming it is 'just a stage' may keep us from getting additional help for the child and family that may be necessary to be successful in solving the concerns.

On a regular basis, parents are told about the child's experiences in the classroom. When children's behaviors are of concern and negatively affecting others, it is the Center's and family's responsibility to work together. It may be necessary to look for additional support to not only work with the child but to give support to staff and protect the safety of others in the classroom who may be negatively affected by the behavior. Generally, with cooperative efforts between home and school, behavioral difficulties become manageable, or the cause of the behaviors and solutions become clearer.

If a child starts to exhibit problematic behavior, the teacher will inform parents at the early stages of the concern and will communicate with them on a regular basis (daily or weekly, depending on the issue being addressed) regarding the status of the problem. The parents will be informed of the frequency, degree of disruption and steps that are being taken in the classroom when the incidents occur.

The teacher will also notify the Director and/or Assistant Director of the behavior issue; they will meet to discuss the concerns and supports that may be needed. A parent-teacher conference may be requested by either the teacher or the family to further discuss the behavior concerns. During this meeting, information will be shared about the child's needs and concerns, as well as the strengths and developmental status of the child at that time. Together a plan will be made to address the concern both at home and at the Center. A second meeting will be scheduled within two weeks to reconnect, review the concern and the progress that has been made to address the issue. If it is felt that the time the child is in care (e.g. here too many hours) is contributing to the problematic behaviors, a reduction in child hours at the Center may be discussed with the parent.

Families must be involved in solutions to reduce the child behaviors. Depending on the severity, injury to self or others, level of disruption to the classroom, progress seen and ability to work with child within staff-to-child ratios, a behavior issue needs to be resolved within 4-6 weeks for care to be continued at the Center. Children with therapists and diagnosed special needs will need therapists to work with us in developing behavior plans that parents, therapists and the Center can all agree to.

Families may be asked to get a developmental assessment by a specialist of their child. This can be done by the family talking with their child's doctor about the concerns, through the Birth to Three Program, a public school system, Children's Hospital, or another agency. While the Center has professional-level staff with years of experience, we do not have a school psychologist, doctor, therapist or psychiatrist on staff.

Our goal is to successfully care for all children enrolled; however, if after reasonable efforts by the parents and teachers, including but not limited to the behavior guidance and support interventions described above, no solution to the problem can be found, and a child's behavior continues to be disruptive to the classroom in ways which require a disproportionate amount of one-to-one attention, parents will be counseled to find an alternative child care arrangement that may be better able to meet their child's needs. (NAEYC A.6.15.3) The Family Services Coordinator will support families in accessing services and finding alternative placement options. (NAEYC A.6.16.4)

In these situations we need to ensure the safety of teachers and other children in the program.

Biting

Biting is of particular concern for parents and staff working with infants and toddlers. Biting is a typical behavior often seen in infants, toddlers and 2-year-olds. As children mature, gain self-control and develop problem-solving skills, they usually outgrow this behavior. While not uncommon, biting can be an upsetting and potentially harmful behavior. While there are a number of developmental reasons children may bite, we take biting seriously.

The parents of the child who is bitten will be notified. The identity of the child who bit will not be revealed. Parents of the child who has bitten are told about the incident(s) so staff and parents can work together with the child to help eliminate the behavior. If frequency dictates, a conference is held with that parent to share information from school and home that may be helpful in our working together on this problem. One of the most common interventions is to 'shadow' a child who has been biting, in order to interrupt any future biting attempts and understand the possible reasons why a child is biting.

If biting continues regularly beyond a period of time (4-6 weeks), the Assistant Director will also do observations of the child and meet with the Lead Educator/s and parent/s to discuss behavior supports and strategies. If no solutions can be found to eliminate the behavior, we may ask that the child leave the Center in order to ensure the safety of other children. This step is only taken when all else has been tried and the frequency of biting/injury to other children

has not diminished. The Family Services Coordinator will support families in accessing services and finding alternative placement options.

Transitioning to a New Classroom

Although change can be new and exciting, it also takes time and sensitivity as children and their families leave the comfort and security of a familiar classroom environment and teachers that they know. (Parents also go through this adjustment, as they don't know the new teachers yet.) Seeing your child grow up gives you a sense of pride as you observe their growth and reflect on the milestones they made during earlier stages of development, but it is also a little sad that the childhood years are going by so quickly!

Children of all ages are aware of changes in the environment and the teachers to whom they have grown attached. Because of this, teachers from your child's current classroom help children in their transition to a new room by visiting the teachers and the room they will be moving to. We invite families to visit the new room as well! If you would like to personally speak with the Lead Educator, you may need to set up an appointment to be sure they are available.

We will take care of moving your child's extra clothes and personal items to their new locker.

Some things to think about . . .

- For some children, too much talk can create anxiety. Shorter discussions and visits to the new room give them an opportunity to actually see the room. (The unknown of a new room becomes the known of concrete things they can look forward to.)
- Younger children need consistency in their lives. It is usually best to keep your family's set rituals and routines during this time so that along with change there is consistency.
- Plan to spend some time with your child in the new room on their first day or the days preceding their move.

Children can sense how you are feeling about the change. If you are feeling comfortable, it will help your child feel more at ease also.

Progressing Through the Children's Learning Center

The infant rooms are arranged to keep infants in familiar surroundings until they are 18 months. In the two-room infant suites, there is a younger nursery area and a young toddler area. Because of their proximity to each other, younger infants make a 'soft' transition to the young toddler room at about 10-12 months.

At approximately 18 months children move to a toddler room. They stay in the toddler room until they are approximately 3 years old. They move to a preschool room the first full semester that they are 3.

The Children's Learning Center has a full-day four-year-old kindergarten program. Children may attend for the school year or for the full year including summer. Children who are 4 years old by September 1 of each year will move to kindergarten, either here or in another school. Parent who choose not to have their child attend a K4 program will need to choose one of the after-school options if they want their child to remain at the Center.

Children enrolled in four-year-old kindergarten at the Center may not repeat this year, unless it is a mutually agreed upon decision between the family, teacher, and kindergarten assistant director.

The Children's Learning Center serves children from 3 (if attending a public school K3 program) up to 13 years old in a school-age program that operates after school during the school year and full time during the summer.

Transitioning to a Different School

Staff at the Children's Learning Center support families with their transition to other schools by providing child records upon request. We may be able to give general information about nearby schools or programs, enrollment information, and connections with other families who attend these schools. Lead Educators may be able to provide guidance on what kind of school setting might be most appropriate for individual children.

Research Projects

From time to time, we are asked to participate in research projects conducted by UWM faculty or students on children, child development, child care, or other related topics. All research projects conducted at the UWM Children's Learning Center will have UWM IRB (Institutional Review Board) approval and will be approved by the director of the Children's Learning Center. If individual children will be involved, written consent from each family involved will be obtained.

Observers

As part of a university setting, students from a variety of disciplines ask to observe in our classrooms or conduct a small project, such as reading a book to a small group of children. The Center is committed to supporting the educational mission of UWM. The students do not interact with children unless they have specific permission to do so, and we manage the number and duration of observers to minimize disruption to classroom routines.

HEALTH AND SAFETY

The health and safety of the children, families and staff are our top priority. Smoking, firearms, ammunition and other potentially dangerous items that pose risks to children and adults are prohibited on the premises.

Child Health Records

Per Wisconsin state licensing requirements, each child is required to have the following forms on file at the Center. These forms are mailed upon acceptance, available on our website and at the reception desk, and must be kept updated for a child to remain enrolled at the Center.

Health History & Emergency Care Plan

Taken from the Wisconsin Department of Children and Families Health History & Emergency Care Plan: "The parent/guardian should complete this form for placement in the child's file prior to the child's first day of attendance. Information contained on the form shall be shared with any person caring for the child."

Child Health Report

Taken from the Wisconsin Department of Children and Families Child Health Report: "Each child under 2 years of age shall have an initial health examination not more than 6 months prior to nor later than 3 months after being admitted to the center and a follow-up health examination at least once every 6 months thereafter. Each child 2 years of age but who is not 5 years of age or older shall have an initial health examination not more than one year prior to nor later than 3 months after being admitted to a center and a follow-up health examination at least once every 2 years thereafter. The parent/guardian shall give this form to the physician, physician assistant, or other EPSDT *(Early and Periodic Screening, Diagnostic and Treatment)* and provider to be completed, signed, and dated. The licensee/operator shall obtain a copy for the child's record. Note: Children are also required to have on file at the child care center documentation of immunizations; it may be helpful if the parent/guardian includes a copy of the child's immunization record when submitting this form to the child care center."

This form and the Immunization Record are mailed with acceptance letters, and are also available on our website.

Information required on Child Health Report:

- Instructions for feeding and care of child with special health concerns
- Known food or non-food allergies.
- Date of child's most recent blood lead test
- Immunization(s) not to be administered to child due to medical reason(s)
- Date of exam, and signature of physician.

Child Care Immunization Record

Taken from the Wisconsin Department of Health Services Child Care Immunization Record: "State law requires all children in child care centers to present evidence of immunization against certain diseases within 30 school days (6 calendar weeks) of admission to the child care center. These requirements can be waived only if a properly signed health, religious, or personal conviction waiver is filed with the child care center."

Immunizations required:

- Diptheria-Tetanus-Pertussis
- Polio
- Hib
- Pneumococcal Conjugate Vaccine (PCV)
- Hepatitis B
- Measles-Mumps-Rubella
- Varicella (chickenpox) vaccine

If a vaccine-preventable disease to which children are susceptible occurs in the Center, all children who are not immunized or are under-immunized for that disease will be excluded from the program.

Staff Health Records

Staff Health Report

Per Wisconsin state licensing requirements, each staff (paid, volunteer, Field Placement students and student teachers) must have a Department of Children and Families Staff Health Report on file in the Center.

Information required:

- Tuberculosis test results (if the doctor/nurse practitioner recommends).
- Certification that person appears free of symptoms of illness or communicable disease that may be transmitted through normal contact.
- Certification that person appears physically able to work with children.
- Date of examination and signature of physician

Exclusion for Illness

Children and staff shall be excluded from the Center when ill. Children need to be 24-hour symptom-free (without medication) before returning to the program.

A positive diagnosis of a communicable disease must be reported to the Center receptionist. Families of the exposed children will be notified by the Center and shall be watched for symptoms of the disease.

To comply with state regulations and protect the health of all children, families and staff, a child must be kept home if experiencing any of the following symptoms:

- Fever of 100.4 degrees or higher (99.4 degrees axillary temperature taken under arm)
- Sore throat
- Inflammation of the eyes
- Vomiting
- Diarrhea (3 incidents within a 24-hour period)
- Rash
- Other signs of illness (changes in behavior-e.g. lethargy)

Staff will use the following criteria to determine if a child is to be sent home:

1. Does the illness prevent the child from participating comfortably in regular activities?
2. Does the illness require greater care than staff can provide without compromising the health and safety others within our staffing ratios?
3. Does the illness pose a risk of spreading to others?

If your child becomes ill while at the Center, you will be contacted and asked to take them home. If you cannot be reached, we will contact an 'emergency contact' person you listed on your application form.

If a child has no fever or other symptoms of illness but displays significant behavior changes and is clearly uncomfortable and not able to participate in activities, they may be sent home.

Children and staff who are sick with Giardia bacterio-diarrhea, infectious hepatitis, infectious mononucleosis, tuberculosis or staph infections must have a doctor's permission to return to the Center.

If your child has a reportable communicable disease (including but not limited to: German measles, infectious hepatitis, measles, mumps, polio myelitis, ringworm, scarlet fever, whooping cough, diphtheria, and meningitis), you are responsible for reporting it to the State Health Department.

If your child has a pre-existing (but not contagious), or possible 'developing' illness, please alert staff. If your child has a skin condition you know is not contagious, (e.g., eczema, prickly heat, hives, insect bites, etc.), please inform the teachers so they do not spend time needlessly trying to identify the nature of the condition.

Conjunctivitis (pink eye): We will not exclude children with conjunctivitis unless they are unable to avoid touching their eyes or your child's health care professional recommends exclusion.

Head Lice: We will not exclude children with head lice. According to the American Academy of Pediatrics, because a child with an active head lice infestation has likely had the infestation for a month or more by the time it is discovered, poses little risk to others, and does not have a resulting health problem, they should remain in class but be discouraged from close direct head contact with others. If the head lice is found while the child is in our care, the child's parent(s) will be notified that day by telephone or a note sent home with the child at the end of the day stating that prompt, proper treatment of this condition is in the best interest of the child and their classmates. If a child/staff has head lice, we will notify families of all children in the classroom and encourage that all children be checked at home and treated if appropriate before returning to the Center the next day. Families are responsible for checking for head lice, initiating treatment and informing the Children's Learning Center when their child has received treatment.

Medications

All medications must be unexpired. All children with asthma, those with anaphylactic reactions to foods or other allergens, and those with other conditions that require emergency medication must have 'quick relief' medication and an up-to-date Emergency Care Plan at the Center at all times; children may not be left at the Center without these.

Whenever possible, parents should schedule the times that their child receives medication in such a way that the parent/guardian(s), are giving medication. Only in cases where it is impossible for a parent to give medications because of their schedule we will do so. Parents fill out a Prescription Medication Form, available in each room, which gives us permission and instructions for administering any prescription medicine. Medications are charted with each dose/application and noted with initials of teachers giving the medication. If a medication dosage is missed, the parent will be notified and it will be noted on the Prescription Medication Form. In the case of over-the-counter medications, parents fill out an Over-the-Counter Medication Form, and a detailed label to attach to the medication. Medication forms are placed in children's files in the office once they are done being used in the classroom.

In accordance with accreditation guidelines, the Children's Learning Center staff cannot administer any medication unless the following conditions are met:

- Prescription medication: Medication is in its original container, is labeled with the child's first and last name, the date that the prescription was filled, the name of the licensed health care provider, the period of use of the medication, the name and strength of the medication, and instructions on how to administer and store it.
- Non-topical over-the-counter medication (including homeopathic): Medication is in its original container, and a written & dated instruction from the child's health care provider accompanies the medication. The medication container must also list the

expiration date of the medication, the period of use of the medication, the manufacturer's instructions that details the name and strength of the medication, and instructions on how to administer and store it.

- Topical ointment (including homeopathic) require that an Over-the-Counter Medication Form be filled out by parents. A new form must be filled out at the start of each semester. Exceptions to this are sunscreen and diaper ointment, in which permission is given by parents on a classroom form.
- Vitamins and nutritional supplements will not be given without written instruction from your child's health care provider. Instructions must state that your child receive vitamins at a certain time, and your child must be in attendance at that time.

Medicines will be placed in medicine bags in a secure location out of reach of children (or refrigerated as needed). Our medicine bags can accommodate only a limited number of medications at a time. Please be sure you take any medicine home with you that is no longer needed (licensing).

Please do not send any medication with your child or in their lunchbox or leave any medicine in their locker/cubby. Be sure you give it directly to a staff person. This includes, but is not limited to, baby aspirin, diaper rash ointment, and sunscreen. Do not send cough drops, as children can easily choke on these.

Special Medical Procedure Care

To give your child the highest level of care, our teaching staff need to fully understand your child's medical condition(s) and be prepared for and competent in the care the child needs. If a child needs specific care for a medical condition (e.g., tube feeding), parents need to inform the Children's Learning Center prior to the child being left in our care. We need to meet with the family and get written information from the child's doctor regarding specific care , so that we can ensure there is a trained adult on site whenever that child is in our care. Some types of procedures will require that staff receive training from a medical professional. The family will be asked to facilitate this training.

Accidents

In the event of a minor accident at the Center, first aid supplies are available at all times. In compliance with state law, no medications are used. Scrapes and cuts are washed well with soap and water and bandaged. Ice is applied to bumps. A comforting staff member is usually the best medicine! An Accident/Illness Report is filled out on any injury or illness occurring at the Center. It will explain how the accident happened and what first aid action was taken. We do not reveal the identity of children who may have injured another child. This report will be kept in your child's file in the office after you have read and signed it. If the parent seeks medical treatment for an injury occurring at the Center, the Center must be notified within 24 hours so that this can be reported to Licensing.

Medical emergencies rarely happen at the Center, but we want to be prepared for them if they do occur. It is extremely important that parents inform us how/where to contact them. Written permission from a parent to refer a child for medical care in case of an accident or medical emergency shall be on file at the Center. With this permission your child will receive treatment as the University deems necessary, and/or be transported to a hospital at the discretion of University Police and/or Milwaukee Fire Department paramedics or EMT's. If ambulance transport is necessary, a staff member who is familiar with your child will accompany them.

Staff fill out an Accident/Illness Report for injuries that have occurred at home in the same way that they record injuries occurring at the Center. A Report will be filled out, in compliance with state law, if your child comes to the Center with a noticeable injury. This is done to assure clear communication between the Center and home, particularly if observation of the child is necessary in order to detect possible ongoing or worsening symptoms. If your child has had an accident outside of the Center, please inform staff when you arrive so they do no needlessly try to track down how a cut, burn, bruise, etc., may have occurred here when it did not.

Insurance

Parents are expected to provide ample medical coverage for accidents and injuries or be financially responsible for coverage. University liability does not include medical coverage for Children's Learning Center users.

Fire Drills/Tornado Procedures

Fire drills are practiced at least 12 times per year. All children and staff proceed to designated areas outside of the Center. In inclement weather we evacuate to designated vestibules or other areas near the doors to await further instruction. In an actual emergency, we evacuate to Cunningham Hall (infants, preschool, kindergarten & school-age) and to the Honors House (toddlers). If it is determined that classrooms cannot return to the Center, families will be notified by phone of the alternate pick-up location for their child/ren.

Tornado drills are practiced monthly from April through October. During a tornado drill, children and staff go to designated areas on the ground floor of our Center.

If you happen to be in the Center when an alarm goes off, do not attempt to drop off or pick up your child. Proceed to the nearest exit (during a fire drill) or to the inner corridors of the ground floor (during a tornado drill) with your child. Once you locate your child's classroom, and after an attendance check has been done, your child's teacher will let you know if you may sign your child in or out.

When we are in a situation that is truly an emergency – not a drill – you will not be able to sign in and leave your child until the emergency is resolved; however, your child may be signed out after attendance checks have been completed.

The Center will make accommodations known to the staff/family for the children who need a special evacuation consideration.

In An Emergency

The safety of the children and staff is of utmost importance. If an emergency situation (police emergency, active shooter, act of terrorism, etc) were to arise during the course of the day at the Children's Learning Center or the University, our staff are prepared to handle it calmly and quickly.

If the situation warrants staying indoors, we would keep children at the Center, with no walks or field trips and no use of the play yards. If necessary, our staff would react as we do in a tornado drill, with staff and children gathering in the ground floor hallways, away from windows and doors. If it is essential to evacuate the building, all children and staff would treat it as a fire drill, gathering outside or in the NWQ lobby to do name checks, and if necessary, proceeding to Cunningham Hall or the Honors House.

If it becomes necessary to evacuate the campus, all staff and children would go by foot, buggy, and crib to our designated safe haven, the Luther Memorial Chapel & University Student Center located at 3833 N. Maryland Avenue in Shorewood, approximately 6 blocks north of the Center.

We want you to feel assured that we and the campus police are alert to potential emergency situations. Campus police monitor the security of our Center and the campus on a daily basis.

Hair Accessories

We ask families of children in the infant/toddler classrooms to not send your child with hair accessories *unless* you have clips or ties that prevent them from falling out. When the clips do not stay in, these accessories can cause a choking and safety hazard for children.

Pets

We do not keep pets (except fish) at the Center. No animals, other than service animals or for special programs arranged by staff, are to be brought into the Center for visits. No animals should be tied up outside of the building while you are dropping off or picking up your child(ren).

PARENT INVOLVEMENT AND COMMUNICATION

Family Resource Center

The Family Resource Center is a child-free space at the UWM Children's Learning Center, funded by the Center's Federal CCAMPIS grant, that is just for our parents! It is located on the ground floor of the Center, at the bottom of the central staircase. It is a warm and homey space where you can come in for a quiet place to study or to use one of the computers. Please do not invite individuals who are not part of the UWM Children's Learning Center (e.g., study groups from classes) to use this space.

Parent Visits

Parent visits are encouraged and enjoyed by teachers and children. You may want to read a story to your child or group of children, get involved in an activity, or familiarize yourself with the toys and materials in the room. The staff may be too busy for a relaxed conversation with you, but you will get to know some of the children and adults with whom your child spends their time. If there is a special project you'd like to do with the children, talk to your Lead Educator in advance and they will be happy to plan for it.

Conferences

Because children's needs change rapidly, please communicate on a regular basis with teachers as you arrive and/or depart throughout the week. We value your observations of your child in their home environment.

A request can be made at any time for an informal or formal conference with your child's Lead Educator. They will be more than willing to answer any questions you may have concerning your child's adjustments, development, and activities while at the Center. Family observations are critical to understanding development and behavior in young children and can provide necessary insight for Lead Educators prior to more formal assessment taking place. Your Lead Educator and you may want to set up an appointment to meet with the appropriate Assistant Director or the Director if more input is needed.

The kindergarten sets up specific dates for formal conferences with all parents, but like all other classrooms, will set up a conference when requested by the parents.

Special Needs Referrals

Our Family Services Coordinator, Lead Educators and Assistant Directors will encourage and support families who make the primary decision about additional services their child might need; they will share with you any observations they have made which may warrant screening, as early detection is the most critical factor in alleviating or eliminating future difficulties. In addition, professionals may sometimes observe in classrooms to detect general behavior concerns, etc.

Information on vision, speech, hearing, and other developmental/medical screening services available in the community can be obtained from our Family Services Coordinator, your Lead Educator or Assistant Director. They will be happy to assist and guide you through the steps involved in obtaining such services.

The Children's Learning Center will make recommendations as needed/requested to community services such as: social service agencies, child guidance clinics, public health centers, and legal aid.

General Home/School Communications

The Center puts out a bi-weekly newsletter called the FoCuS. You are automatically signed up to receive this email when you provide your email address on your child's application. You can also sign up on our website at uwm.edu/children to receive our newsletter electronically. When your child no longer attends the Center, you may 'Reply' to the FoCuS, asking to be taken off the email list.

Family-specific communications are generally written in the comment section of the sign-in sheet or notes are left on the cubbies/lockers. Information meant for a specific classroom may be posted on the room's sign-in sheet. Record concerns regarding your child's specific needs for the day in the comment section of the sign-in sheet, as well as mentioning them to a staff person. For more ongoing or complex instructions or concerns, a written note from you would be helpful. The classrooms also have parent bulletin boards where timely and/or topical articles are posted.

Lesson/curriculum plans are posted in every classroom.

Please be aware that there are times when staff hired to work in multiple classrooms or staff from other classrooms will be working in your child's classroom because regular room staff are ill or have prearranged absences (vacation, doctor's appointment, etc.). If you have a specific question or concern, please ask a staff member who is routinely scheduled in your child's classroom.

Privacy and Confidentiality

Confidentiality of information about children and families will be maintained. Please share with us any information that will help us care for your child. The information you give us will only be shared with staff on a need-to-know basis.

Enrollment forms and all other information concerning the child and family will be accessible to the custodial parent(s)/guardian(s), Center staff, and our licensing agent. Information concerning the child will not be made available to anyone else without written consent of the custodial parent(s)/guardian(s).

Families are asked to give consent on the child application to post general information about their child for staff in their child's classroom. Information posted includes child's name, birth date, parent/guardian name(s), name(s) of siblings, pictures of their child, and special food/care requests.

Children's files which contain classroom information about screening, assessment, anecdotal records, pictures and child drawings are used by the classroom staff for curriculum development and meeting children's needs. These are readily available in the classroom to individual children's custodial parent(s)/guardian(s). These files are used by the classroom staff and are confidential to the specific family of each child.

Child Records: Children's records are confidential to the public but are 'open' to the custodial parent(s)/guardian(s) of each child. Primarily these records consist of a child's application, health and immunization records, accident/illness forms and medication logs.

Mandatory Child Abuse Reporting/Support to Families

Wisconsin law provides that certain persons are mandatory reporters of child abuse and neglect; they must report if they have reasonable cause to suspect that a child seen in the course of their professional duties has been abused or neglected or if they have reason to believe that a child seen in the course of their professional duties has been threatened with abuse or neglect or that abuse or neglect of the child will occur. Mandatory reporters include most health care providers, social workers, teachers and child care workers.

The Children's Learning Center works to further develop parenting skills and offer support to families when requested. There are support services available on campus and throughout the community that can help families when intervention is needed. Please let us know if you would like contact information.

Communication Within the Center

If at any time you have a complaint or concern, it is important that you share this with so that we can help to resolve the situation. Often clarification of a policy or procedure is quite helpful; sometimes a slight adjustment in policies or procedures may be warranted. Sometimes miscommunications, oversights, or errors occur and we very much want to address these.

If you have an operations-related concern (scheduling, billing, penalty fees, etc.), please seek the advice of the Associate Director or the person who handles the particular area of concern you have.

If you have a concern regarding classroom practices or your child's experience in the classroom, share these with your Lead Educator or Assistant Director. The Director is also available for consultation or for help in providing a solution.

If you feel strongly about an issue about which you feel a satisfactory resolution has not occurred, a member of the Center's Review Board can place your concern on the agenda for the next Review Board meeting. Member contact information is posted on a bulletin board in our lobby. The Review Board always welcomes fresh ideas or new approaches, as it is their role to represent the needs of the parents in the Center.

Private Care Arrangements

Often parents ask if Center staff are available to provide evening or weekend child care in their home. Each classroom typically posts a list of the room's staff who are interested in providing evening or weekend child care. Staff may only provide private care during hours that they are not scheduled to work at the Center. They also cannot provide care to a child if they are scheduled to open or close a classroom. The Center does not endorse or recommend staff to parents or parents to staff. Center staff who provide such child care are doing so outside the scope of their UWM employment and, as such, UWM is not liable for any conduct within a private arrangement of this nature. Arrangements of this sort should not be made while the staff is at the Center. In addition, please do not give out to other parents, without the staff's permission, the telephone numbers of staff who may provide private care for your child.

English Language Learning Families

Classroom staff work closely together with families to support the child's home language as well as learning the English language. We have a number of families and staff throughout the Center that are bilingual and have offered to help support us and families if a home language is one that teachers in the classroom are unfamiliar with.

Classroom staff will ask you about your child's primary language so we may gain even more information about your child's language and the word they use for certain English words. (What word does your child use for Drink? Mother? Father? Bathroom? Hungry? School? Work?) The staff will make every attempt to learn these words and use your child's words/language in their interaction with them.

When more assistance is needed, UWM's Department of Foreign Languages is a rich resource to us if translation is requested by the family or staff.

UWM Children's Learning Center Advisory Board

The Children's Learning Center Advisory Board was established in 1975 to review and recommend policies, procedures, and services for the operation of the Center. Recommendations by the Board are made to the Director of the Center and the Division of Student Affairs. The Advisory Board draws its representation from the following categories: student, faculty, staff, and community users of the Center. The Director, Associate Director, and 1 Lead Educator serve as ex-officio.

Advisory Board elections are held each spring. All parents are welcome and encouraged to run for election. Board appointments run for two-year terms and are staggered in such a way that the entire Board is not re-elected at one time.

All Advisory Board meetings are 'open' meetings – anyone is welcome to attend. If you have any concerns, suggestions, or complaints regarding Center-wide policies or procedures, speak with a Board member in advance of a meeting and/or attend the meeting yourself. Information concerning the Board members and its meetings is posted in the lobby hallway.

Appeals of any of the Center Policies should be directed to the UWM Children's Learning Center Advisory Board in writing. Recommendations by the Advisory Board will be taken to the Center leadership for review and final consideration.

Friends of the UWM Children's Learning Center

The Friends of the UWM Children's Learning Center at UWM is an organization formed in 1985 to encourage community and campus involvement and support of the Children's Learning Center and its programs. The organization is composed of UWM faculty, staff, alumni, past/present users, students, and members of the community at large. Friends of the UWM Children's Learning Center promotes interest in the Center by helping to strengthen and enrich the Center and its programs through private gifts and financial support.

DONATIONS

Here is a general list of items we can use, but please check with your child's teacher if you would like to donate anything so we can be sure it will be safe and useful. Thank you!

- Art and craft materials (yarn, fabric, beads, popsicle sticks, ribbon . . .)
- Unused paper (white, color, envelopes)
- Toys in good condition
- Children's books in good condition
- Children's clothes in good condition
- Technology (keyboards, cellphones, binoculars . . .)
- Kitchen items for sand and water play (large spoons, pans, funnels, ice cube trays, ladles, sifters . . .)
- Natural items (seashells, smooth rocks . . .)
- Button-down shirts in size small for art smocks
- Packaging (clean food containers, bubble wrap, small jewelry-size boxes . . .)