

PARENT HANDBOOK



COMMUNITY CHILD CARE CENTER, INC.

Last Update: Jan 2, 2024

This manual supersedes all previous handbooks.

Special Notes: All policies stated in this handbook have been summarized for the sole purpose of this handbook. All policies included in this handbook are available in their entirety by contacting a member of the Administrative staff. CCCC reserves the right to review and update these policies at any time by a vote by the Board of Directors in favor of the change(s). In addition, policies have been created in accordance with DCF 251 and Wisconsin State Law. If at any time a policy is different from current statutes or law, the current statute or law will supersede said policy.

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WELCOME LETTER

Dear New Community Child Care Center Family,

Community Child Care Center (CCCC) staff, along with the Board of Directors, would like to take this opportunity to welcome your family to our Center. We realize that choosing a child care provider is a very important decision and we thank you for giving us this chance to share in the life and development of your child(ren).

Our Center has been serving the greater Stevens Point community since 1965. We are a non-profit Center that is driven by a Board of Directors made up of parents, like yourselves, and some of CCCC's staff. Our staff is made up of qualified, nurturing people who truly enjoy working with children. They are dedicated to helping with your child's development and always welcome your participation, whether it is asking questions, providing suggestions and/or feedback on improvements that could be made to CCCC, chaperoning a field trip, etc.

Please take some time to read over the contents of this Parent Handbook. It was put together to help you as a parent to better understand how CCCC operates. By doing so, we can provide consistent, nurturing, supportive care to help ensure the success of your child's development.

If you have any questions, please feel free to contact CCCC's Director or the Administrator. You are also welcome to address any questions and/or concerns you may have at any time with your child's teacher(s). Board meetings are held at 6 p.m. on the first Tuesday of every month (except January and July) and are open to the public. Parents are welcome to attend board meetings and are encouraged to address any comments or concerns to the board during these meetings.

Again, we thank you for choosing Community Child Care Center to be your childcare provider.

Sincerely,

CCCC Staff and Board of Directors

CENTER/LICENSE INFORMATION

Center Capacity and Ages

CCCC is a state licensed Center that can accommodate children from 6 weeks old to 12 years old. CCCC's overall licensed capacity is 60 children.

Hours of Operation

CCCC is open from 6:45 a.m. to 5:45 p.m., Monday through Friday, 12 months a year. Children may be in attendance up to 10 hours per day.

Location of Licensing Rules, Certificate etc.

A copy of the State of Wisconsin Licensing Rules for Group Child Care centers, a copy of our License, and results from our most recent licensing visit are located in the main office. A copy of the state licensing rules is also available online at <https://dcf.wisconsin.gov>

Center Philosophy

CCCC believes in the well-being and happiness of each individual child. CCCC provides a safe, secure environment with qualified, nurturing staff. Our program uses a developmentally appropriate curriculum, emphasizing the whole child. Daily activities and routines are balanced with concept, independence and problem-solving skills. Opportunities are also provided for self-expression and cooperation with others. Children also learn respect for the rights of others and themselves.

Center Mission Statement

At Community Child Care Center we provide a nurturing and safe learning environment for children to explore, experiment, and learn through play. We are a tight-knit school family that encourages each unique child's growth as capable lifelong learners.

Center Structure

CCCC is a private, state-licensed, non-profit corporation governed by a Board of Directors.

- The Board of Directors consists of an Executive Board (President, Vice President, Secretary, and Treasurer) and seven (7) to fifteen (15) general board members.
- The Administrator, who reports to the Board of Directors, is responsible for CCCC's management, including personnel, finance, physical plant and the day-to-day operations.
- The CCCC Director, who reports to the Board of Directors, shall be responsible for the supervision, planning, and implementation of CCCC's program for children, the supervision of staff at CCCC, staff meetings and orientation, and continuing education for the staff.
- The Assistant Director reports to the Director. This individual provides support in the office and provides classroom coverage as needed.
- Classrooms consist of one Lead Teacher or two Co-Teachers, and Teachers' Assistants as needed.
- Other Center staff includes a Cook.

ENROLLMENT INFORMATION AND FEES

Enrollment Limitations

CCCC is open to all children ages 6 weeks through 12 years. CCCC does not discriminate against enrollees on the basis of race, color, sex, creed, disability, mental or physical handicap, political persuasion, national origin or ancestry, or any other legally protected characteristic.

Methods of Enrollment

Parents wishing to enroll their child can do so by phone or by emailing krisshalama@communitychildcare.info

Forms and Timelines for Enrollment

The following is a list of required forms that must be completed prior to your child(ren)'s first day of enrollment.

The center office is to be notified immediately of any changes in your contact information.

- Child Care Enrollment Form
- Health History and Emergency Care Plan
- Child Health Report/Immunization Record
- WDPI Household Size—Income Statement
- CACFP Child Enrollment/Participation Form
- Special Intake forms for children under two years of age
- Media Release Form
- Signed CCCC Policies agreement

Items Provided by CCCC and Provided by Parents

CCCC provides:

- Breakfast
- Lunch
- Afternoon snack
- Pack 'n play and sheet (for infants)
- Sunscreen (written authorization is required)
- Any other necessary equipment, materials, and supplies

Parents provide:

- Diapers, if needed
- Disposable wipes and cream/ointment, if the child is in diapers
- Child sized sleeping bag for napping, must be long enough so your child's head or feet do not rest off the sleeping bag (must be taken home weekly for washing)
- Nuks/pacifiers, if applicable
- Medication, if needed (written authorization to administer medication will need to be signed each time it is needed)
- Water Bottle to be left at CCCC (T1, T2, P1, P2)
- Bug Spray (optional, written authorization is required)
- 2—3 family photographs
- 2 – 3 extra outfits, including socks and underwear (seasonally appropriate)
- Seasonally appropriate outerwear (hats, boots, snow pants, mittens)
- Tennis shoes are highly recommended. Flip flops, crocs, and open toed shoes are not appropriate for safe play. If sandals must be worn, they should have a secure ankle strap and closed toe.

Please label all items provided by parents with your child's name.

For infants parents are also asked to provide:

- Breast milk and/or iron-fortified formula (if you choose not to use daycare formula)
- Iron-fortified infant cereal and infant food (if you choose not to use daycare's)
- 4 Bottles (either leave at CCCC or take home daily for washing)
- Extra clothing
- Swaddle or sleep sack if preferred for napping
- Seasonally appropriate outerwear (sunhat, winter hat, mittens, jacket)
- Nuk/pacifier, if applicable
- Shoes (once child is able to stand)
- Diapers, disposable wipes, and cream/ointment. Cloth diapers are permitted. Parents must provide a labeled waterproof disposal bag for cloth diapers to be sent home daily to be laundered. Cloth diapers must have an absorbent inner lining and a waterproof outer lining, to be changed as a unit.

Please label all items with your child's name. Any breast milk, formula, or foods provided must be labeled with your child's name, dated, and indicate what the item is if it is not in an original container. Please see your child's teacher for more information on the lengths of time we may keep breast milk, formula, and foods at the center.

New Enrollment Introductory Visiting

CCCC would like to ensure that your child's introduction to our center is as stress-free as possible. Once you have been offered a spot with us, we encourage you and your child to visit our center prior to your child's official start date.

Visiting with your child before your start date will help familiarize your child with their new environment, teachers, and peers. Any number of visits can be arranged with CCCC Administration at any time leading up to your start date. You will be responsible for your child during these scheduled visits. Please use this time to ask questions and share any concerns you might have about your child starting childcare for the first time.

Please remember, allowing your child to experience the activities we offer while also seeing you interacting with the staff will help your child to feel more settled and welcome on their first official day.

Location of Policies, Notices, etc.

All center policies are summarized in this handbook. Full copies of these policies and procedures can be obtained by contacting the center Director or Administrator. Notices of changes to policies will be communicated via email by the Center Director, Administrator, or Board of Directors. Notices for Board Meetings or other center events will be posted by the doors to the building. Notices related to field trips, child illnesses, etc. will be posted near the door to your child's classroom.

Parent Access to Center

Doors to the center are kept locked during hours of operation and can be opened using keypads on the exterior of the building. Families will be issued access codes for the keypads when their child begins attending CCCC. Parents, legal guardians, and legal custodians are allowed to visit and observe their child's class at any time during our hours of operation unless prohibited or restricted by court order. A copy of any such court order must be given to the Center Director and placed in your child's file.

Signing Children In/Out

Community Child Care Center values safety above all else and as such, child tracking is our first priority. To track all drop offs and pickups of children, parents/guardians are required to sign children in/out via

the tablets found at either main entrance. Staff are not permitted to sign children in/out on behalf of parents/guardians. Staff members will record pick up and drop off times on classroom forms to verify correct pick up and drop off times.

After signing children in at drop off, parents/guardians are expected to walk children to the appropriate classrooms, have the children wash their hands, and then verbally communicate the child's arrival to a teacher in the classroom. Parents are not permitted to drop off at the door and allow their child to find their own way to their classrooms.

Anyone picking up children must be at least 18 years of age and bring a valid photo ID. When children are being picked up from the center, staff will ensure that the person doing the pickup is authorized to do so and does not appear to be unwell or intoxicated. Additionally, if parents/guardians arrive after 5:45pm to pick up their child(ren), late pickup procedures will be applied due to safety concerns and licensing regulations (see Tuition/Fees).

Pickup by an Unknown Person

If staff members are not familiar with the individual picking up a child, they will check the families list of approved and emergency pickups found on the Brightwheel app. If the individual is listed, staff will check their photo ID and release the child into their custody. Parents are able to edit their Brightwheel accounts at any time to add/remove any approved and/or emergency persons. If the unknown person is not listed in Brightwheel, the parent must be contacted for permission. Should the parents be unavailable, the child will not be permitted to leave with the unauthorized individual.

If an attempt is made to take the child or if the individual does leave with the child, 911 (police) will be called by staff. The Director and/or Administrator along with the President of the Board of Directors are to be immediately informed and staff will continue to make attempts to contact the parents/guardians.

Pickup by a Person Who Appears Unwell

If a parent/authorized person appears to staff to be unwell/intoxicated when they arrive to pick up a child and staff is concerned for the safety of the child, staff will call an authorized contact to pick up the child. If the parent insists on leaving with the child (and driving) the staff member will call both the Stevens Point Police Department and Child Protective Services.

Attendance Methods, Part and Full Time Definitions, Minimum Attendance Hours.

- i. Full time attendance is considered 5 days per week for up to 10 hours per day. If space/scheduling permits, parents may be allowed to enroll their child(ren) in one of the following part time options
 - Four days per week, up to 10 hours per day, same days each week.
 - Three days per week, up to 10 hours per day, same days each week.
 - Two days per week, up to 10 hours per day, same days each week.

Since tuition is determined based on enrollment, not actual attendance (see Tuition/Fee Payments and Refunds section) there is no minimum attendance requirement.

ii.

Absent Child Without Prior Notification

Parents are required to call the center or inform a staff member the day before if their child will not be in attendance on a given day. If an illness or emergency arises we ask to be notified as soon as possible. CCCC Staff

must be notified of your child's absence from the center and the reason for nonattendance. If notice is not received, center staff will contact a child's parents/guardians regarding the child's nonattendance.

Days Closed and Procedure for Emergency Closing

CCCC will be closed on the following holidays:

- New Year's Day
- Memorial Day
- Fourth of July
- Labor Day
- Thanksgiving Day and the Friday after Thanksgiving
- Christmas Eve
- Christmas Day
- Professional Development Days (See Below)

If one of the above holidays should fall on a Saturday, the Friday prior to the holiday will be designated as being closed. If one of the above holidays should fall on a Sunday, the Monday following the holiday will be designated as being closed.

CCCC will close for up to four professional development days per year. Parents and staff will be given at least 30 days notice of these dates. Parents will be charged as usual for these days, but may use vacation days.

If CCCC is not able to guarantee a safe environment for children, staff, and families to attend due to:

- scheduled maintenance to the building;
- emergency situations;
- insufficient staffing;

the center may be temporarily closed or children may be sent home. Decisions to temporarily close the center or send children home will be in done in a manner that:

- adheres to licensing requirements;
- makes the safety of our children and our staff the top priority;
- is fair and transparent;
- respects that each family's flexibility in terms of child care is different;
- allows families a reasonable amount of time to find alternate care, if possible.

Procedure for temporary center closure due to inclement weather conditions

- Closure due to inclement weather conditions will be deemed necessary by center management only if standards needed to maintain the center cannot be upheld and/or the safety of the children and staff is of concern. This includes, but is not limited to:
 - An inability to maintain license requirements, including maintaining a Center temperature above 67 degrees Fahrenheit.
 - Sudden functional loss or breakdown of Center critical equipment/appliances/utilities.
Ex. Furnace, water heater, frozen pipes, loss of power, etc.

- Closure of area schools, in general, will not result in closure of the center since the school district has student transportation concerns that CCCC does not face.
- CCCC may close if major area employers, such as Land's End, Sentry Insurance, UW-SP, or Skyward close due to weather.
- Should closure for the entire day be deemed necessary, center management will send an email to all families, and notice will be put on the CCCC Facebook page by 5:30 a.m. If the decision to close is made during active hours of operation, refer to the procedure for temporary closure due to emergency situations.
- Parents will not be refunded tuition for the first 2 days in any seven calendar-day period in which the center is closed due to inclement weather conditions.
- Full time staff, scheduled to work on the day (s) of closure will be paid for the first 2 days in any seven calendar-day period; part-time staff will be paid for any hours scheduled during this time. For closures exceeding this, full time staff will be given the option of using vacation time for the remaining days.
- Should inclement weather cause center operations to come into significant question by parents/guardians, an email will be sent by center management (or in their absence by the President of the Board), in addition to providing a copy of this policy.
- In the event of a significant amount of snow-fall overnight that will make early morning travel particularly dangerous for families and staff the center may delay opening. In this event, center management will send an email to all families, and notice will be put on the CCCC Facebook page by 5:30 a.m.
- In the event that staff are not able to make it safely to the center due to weather-related occurrences, and the center is unable to meet staffing ratios, refer to the procedure for sending children home due to insufficient staffing.

Procedure for temporary center closure due to scheduled building maintenance

- Center management will make every effort to have planned building maintenance scheduled during evenings or weekends so that the operation of the center is not affected.
- In the event that maintenance events must be scheduled during operational hours and that said maintenance does not allow the center to meet the requirements outlined in *DCF 251.06 Physical plant and equipment*, to provide a safe environment for the children, the center administrator shall make the decision to temporarily close the center for the duration of the maintenance. This includes, but is not limited to any maintenance that will result in a loss of heat, water, and/or electricity.
- The center administrator shall contact the Board President to inform them of the dates and reason for closure. The Board President shall compose and distribute a memo to the parents at least two weeks in advance of the scheduled closure to provide families sufficient time to make alternate arrangements.
- Families will be billed for attendance on such dates, but will be given the option of using vacation days, if available. If the maintenance takes more than two days, families will only be billed for the first two days.
- Full time staff, scheduled to work on the day(s) of closure will be paid for the first two days of the closure. If the maintenance extends beyond 2 days, full time staff will be given the option of using vacation time for the remaining days. Part time staff will not be paid for any days of closure.

Procedure for temporary center closure due to emergency situations

- Emergency situations refers to any unplanned, unexpected situation which results in the loss of building service including no heat, water, and/or electricity or results in damage or danger within or to the building leading to an unsafe environment for children and staff, including but not limited to health emergencies and any other acts of God.
- In the event of an emergency situation center management will immediately begin working with center staff to contact families over the phone to notify them of the emergency closure and that parents will need to immediately pick up their children.
- The status of the closure shall be monitored by center management and updates will be provided by email and on the CCCC Facebook page.
- Parents will not be refunded tuition for the first 2 days in which the center is closed due to emergencies. In the event that the closure is expected to extend beyond two weeks, the center may, at the discretion of the Board of Directors, vote to also require families to pay a hold fee of \$100 per child or \$150 per family each month for the duration of the closure. Details of how/when the hold fee will be billed will be provided at the time of closure.
- Full time staff, scheduled to work on the day(s) of closure will be paid for the first two days of the closure. If the emergency extends beyond 2 days, full time staff will be given the option of using vacation time for the remaining days. Part time staff will be paid for any hours scheduled during the first two days of any emergency closure.

Procedure for sending children home due to insufficient staffing

- CCCC shall adhere to the staffing requirement and child care Worker to children ratio listed in TABLE DCF 251.05-D on page 16 of DCF 251: Licensing Rules for Group Child Care Centers. In the event that these ratios cannot be maintained due to short-term staffing issues the center will be forced to send children home.
- The center management will evaluate the staffing situation and assess whether or not staffing ratios can be reached by moving children to other classrooms, as permitted by age, or combining classrooms.
- In the event that moving children or combining classrooms is insufficient to address the staffing shortage, center management will ask families to volunteer to keep their children home by one or more of the following, in this order:
 - contacting specific families known to have flexible child care needs;
 - sending an email to the Board of Directors;
 - sending an email to the general parent population.
 - In all cases a copy of this policy will be included with the request.
- If not enough families volunteer the center will be forced to choose children to send home based on staffing.
- Families identified by criteria 4 will be contacted by phone. A copy of this policy will be referenced/provided in all communications.
- Families whose children are not in attendance due to staffing issues will receive a credit for those dates on their next bill, regardless of whether the family volunteered or was required to keep their child home.
- If the whole center must be closed, follow the above procedure for “Temporary Center Closure Due to Emergency Situations”

Absences (Illness and Vacation)

Vacation credit days that are available are based on the child’s attendance as follows:

Attendance per week	Vacation Credits Available
Full Time – 5 days per week	10 days per calendar year
Part Time – 4 days per week	8 days per calendar year
Part Time – 3 days per week	6 days per calendar year
Part time – 2 days per week	4 days per calendar year

Vacation days may be used for anticipated absences such as vacations or unanticipated absences such as illness or family emergencies. Vacation requests will be accepted up to 2 weeks after the first day of the absence. Once vacation credits are exhausted, families must pay full tuition for all days, whether they are in attendance or not.

Absence Notification

Parents should fill out an online vacation request form in advance of the absence if possible (form found on CCCC website). While at least two weeks' notice is preferred, CCCC will accept requests until as late as two weeks after an absence. If sufficient notice is given, the vacation credits will be applied to the billing period for which the absence is taken. In all other cases, vacation credits will be given retroactively on the family’s next bill. If a child has a need for an extended absence, they may discuss their needs with the Administrative staff and Board of Directors.

Tuition/Fee Determination and Calculation Method

Childcare fees are based on enrollment (a reserved space), not on attendance, and are summarized in the table below. Parents are responsible for all childcare tuition/fees, either through out-of-pocket payments or documented, authorized agency fee co-payments.

Annual Tuition Increase

Annually, parents are to expect a tuition increase of at least 3%. The increase will be seen on the first April tuition statement. In the March Board of Directors meeting, there will be discussion and a vote on the tuition increase for the upcoming April 1-March 31 year.

Tuition/Fees

	Age Group	Full Time 5 days / wk Weekly Rate	Part Time 2-4 days / wk Daily Rate
Regularly Scheduled Child Care	6 weeks – 1 year	\$348	\$83
	1 – 2 years	\$348	\$83
	2 – 3 years	\$338	\$81
	3 – 4 years	\$338	\$81
	4 – 5 years	\$309	\$76
	5 – 12 years	\$309	\$76
Scheduled or Unscheduled Drop Off Care	6 weeks – 2 years	Full Day: \$100	
	2 – 4 years	Full Day: \$97	
	4 – 12 years	Full Day: \$85	
Multi-Child Discount = 10% off the oldest child			

Other Center Fees	
Registration Fee	<p>For infants and toddler 1: A \$150 registration fee as well as one week of tuition is due as a non-refundable deposit upon enrollment of the child. The week of tuition will be credited to the child's account once the child starts attending the center.</p> <p>For toddler 2, preschool 1 and preschool 2: A \$100 registration fee as well as one week of tuition is due as a non-refundable deposit upon the registration of the child. The week of tuition will be credited to the child's account once the child starts attending the center.</p> <p style="text-align: center;">Non-refundable. One-time, unless status becomes inactive.</p>
Activity Fee	\$10 per child per month
Maintenance Fee	\$25 per family per quarter
Infant Hold Fee	50% of tuition bill See Infant Hold Fee below for additional details.
Late Tuition Payment	\$15 see Late Payment Policy
NSF Fee	\$35.00
Late Pickup (per child)	After 5:45 p.m.: \$25 first 10 minutes, \$1 every minute after until child is picked up
Over 10 hours / day	\$25 after the 10-minute mark, \$1 for every minute after.

School Age / Summer Program

Our center is licensed for children up to 12 years of age. During the summer months we offer full time, part time, and drop in care for school aged children (children aged 6 years to twelve years.) Engaging, hands on activities are planned by experienced teachers. A few examples of the activities include: cooking, science experiments, trips the library, children's museum, area parks, and much more.

During the school year, we offer drop in care to school aged children for days when regular school is not in session. Drop in care must be scheduled at least two (2) weeks prior to the day(s) of care and is only offered on days that our 4K is not in session. Children participate in free play and planned activities within the classroom. Age appropriate activities will be provided when necessary.

Infant Hold Fee

Regarding infants starting after 8 weeks of age: Once an infant is 8 weeks old, an infant hold fee is required to hold the child's place. The infant hold fee is 50% tuition until the infant is 12 weeks old. Full tuition is due from 12 weeks on, regardless of when the child begins care. Tuition and infant hold fees will be billed weekly. All hold fees are non-refundable.

Full to Part Time Summer Enrollment

Requests to change from Full time to Part time enrollment in the Summer: A limited number of part-time spots may be available the third Monday in June through the third Friday in August. Part time spots available will depend on summer enrollment and are not guaranteed. A minimum enrollment of 2 days a week is required for temporary part-time spots. If interested in a part-time summer spot, please inquire with the Director. All

inquiries must be submitted no later than the third Monday in May. These requests must be approved by the Director and Administrator.

Sliding Fee Scale, Discounts, Referral Bonuses

CCCC has no sliding fee scale, but parents who inquire are referred to Portage County Health and Human Services for child care assistance programs that may be available.

Additional Fees for field trips, lunches, lessons

The activity fee covers the cost of all field trips, special lunches, etc. No additional fees will be charged by CCCC for such occasions. Families of 4K students may need to pay fees if field trips are done through the Stevens Point school district.

When/How Parents/Other Sources Pay

Tuition / Fee payments are billed on Tuesdays with payment due on Friday for the next week's services. Parents may choose to pay in advance monthly, semi-monthly, bi-weekly, or weekly.

Cash or Check: Payments made via cash or check can be placed in the locked payment box in the office. Cash payments should be put in an envelope with the name of the child(ren) clearly indicated.

ACH Policy: CCCC offers online payments through Brightwheel. This payment processing system enables families to set up automatic payments through either a checking or savings account. To enroll, parents can set up payment through the Brightwheel app or website. Signing up for this service authorizes CCCC to withdraw tuition expenses. Account statements are issued via email on Tuesday for the following week. Any payments made or charges posted can be seen on statement. Withdrawals are made every Friday.

Drop-in care must also be paid in advance of childcare services.

Late payment, Late Pick Up, NSF

Late Payment Policy - The CCCC Late Payment Policy/Procedure is as follows

1. Tuition is due before "close of business" on the Friday before the week of care. Families that are late paying their weekly tuition will be charged the \$15 late fee.
2. After receiving 3 consecutive \$15 late fee charges or after accruing an overdue balance that is 3x their typical weekly tuition charge, parent/s are responsible for submitting a payment plan in writing to the Center Administrator and Board Treasurer.
3. Within one week of the payment plan's submission, parent/s are responsible for organizing a meeting with the Administrator and Treasurer to ensure that both the Center and family can agree to the plan. The payment plan can be modified by the Administrator or Treasurer to ensure it is agreeable to the Center's needs.
4. The payment plan must outline a new payment structure that includes the outstanding balance and ongoing tuition. The amount due weekly must be equal to the current tuition and a portion of the outstanding balance. Families will be given up to 8 weeks to pay the overdue balance amount.
5. Failure to maintain the payment plan will result in an additional \$15 late fee charge and will require full payment of the complete balance within 14 days or child care services for the family will be terminated.
6. If the full balance is paid and the family remains at the Center, parent/s will need to maintain weekly payments from that time and moving forward for the timeframe they remain at the Center or services will be terminated 14 days from the first non-payment.

7. There will be no exceptions to this policy unless there is prior written consent from the Center Administrator or BOD Treasurer.
8. CCCC may pursue full collection of account upon a family's termination from the Center for delinquent payment for any services provided.

Late Pick up Policy - Parents who pick up their child(ren) after 5:45 p.m. will be subjected to a late fee of \$25 for the first 10 minutes and \$1 for each 1 minute thereafter.

NSF Fee - An NSF Fee of \$35 applies to ACH payments and all returned checks.

Refund Circumstances and Methods

Refunds of payment will not be given if a child is ill or absent. If a child who attends part time is ill or absent on their regularly scheduled day, parent(s) may not transfer their scheduled day to a different day within that week. A parent may add a day if staffing is not impacted for an additional daily charge.

Discharge of Enrolled Children

If two weeks' notice is not given for discharge of a child, tuition may be billed up to two weeks from the date notice is received. A written notice should be submitted to administration.

The center reserves the right to initiate the discharge of a child based on potentially dangerous behavior, lack of payment, or disrespect of CCCC staff. This is a last resort after all other options have been explored.

GENERAL POLICIES

Ill Child Policy

In order to attend care at CCCC, children should be feeling well. Feeling well means being able to participate in regular classroom activities, not needing additional care (such as 1:1), not experiencing any significant discomfort, and are not considered contagious with any illness. Any symptoms listed below are to be understood as conditions to keep your children home unless otherwise approved by management. Should a child become ill while in care at the center, management will be notified as well as the parent. The parent may be asked to pick up the child as soon as possible. **In addition to the above symptoms, any and all symptoms listed below would classify the child as an ill child, as referenced several times below.** In addition, the Director/Administrator may require a child to be cleared by a physician before returning to the center. CCCC is neither licensed nor staffed for sick child care.

Children will be sent home and should be kept home if any of the following symptoms/diagnoses apply:

- **Temperature is 100.4 F or higher:** Fever may or may not signify the presence of a serious or contagious illness. Child care staff are not qualified to make that determination. The child may not return until they have been fever free for 24 hours (without taking medication to control temperature), unless otherwise specified below.
- **Symptoms and signs of possible severe illness:** For example, unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficulty breathing, wheezing or other unusual behavior. Parents are encouraged and may be required to seek medical evaluation/clearance before returning to the center.
- **Bacterial infection:** If a child is diagnosed with a contagious bacterial infection such as strep throat or bacterial pneumonia, they may be contagious up to 24 hours after starting medications and may not return to the center until no longer considered contagious. If the bacterial infection is not considered contagious, such as an ear infection or UTI, the child may return to the center as long as they are no longer meeting criteria of an ill child.
- **Diarrhea:** (Defined as stool of pure liquid form) Your child must be kept home and/or will be sent home if your child soils a large portion of their clothing or cannot control their bowel movements (in older children), or if they have two diarrhea bowel movements in 45 minutes. (Longer than 45 minutes if associated with other symptoms such as stomach cramps, fever, or if the child requires special attention.) The presence of diarrhea increases the likelihood of exposure of other children and staff to the infectious agents that may cause illnesses. Children must remain home for 24 hours after diarrhea is no longer present.
- **Vomiting:** Vomiting may signify the presence of a contagious illness. To prevent the spread of illness to other children and staff, the child will need to be picked up by the parents if vomiting occurs at CCCC or kept home if vomiting occurs at home. We ask that the child remain home for 24 hours after vomiting is no longer present.
- **Rash:** Unexplained skin lesions or a rash that continues to spread may signify an infectious illness. To avoid potentially exposing other children, the child will need to be picked up unless a parent/guardian is able to provide an explanation outside of an infectious illness. Unidentified rashes must receive clearance from a physician before the child is able to return to CCCC.
- **Purulent Conjunctivitis (pink eye):** Defined as pink or red conjunctiva (the normally white portion of the eye) with white or yellow discharge, usually accompanied by itching. The child must be on antibiotics for at least 24 hours and/or must be considered no longer contagious before they may return to CCCC. In

addition, if a child who is at the center presents with symptoms of pink eye, parents will be asked to pick up their child and get medically cleared before returning to the center.

- **Head lice, Scabies and Other Infestation:** At discovery of initial episode and/or if found during re-examination, these conditions are extremely contagious and, if left untreated, may quickly spread through CCCC. The affected child must receive an appropriate treatment as recommended by Public Health Officials and may not return to the center until 24 hours after treatment has been initiated or as recommended by a physician. A packet outlining these recommendations is available in CCCC's office.
- **RSV:** If a child tests positive for RSV, they may not return to care until they have been symptom free for 24 hours and the child is no longer meeting the criteria of being an ill child OR 10 days after onset of symptoms, whichever comes first. If the RSV positive child is in the downstairs classrooms, administration may be more strict on keeping children home from those rooms.
- **Covid19:** If Covid-19 is suspected, the child will be sent home. A negative PCR test will be required prior to returning to the center. If the child is diagnosed with Covid-19 they must not return for 10 days from symptom onset or as directed by physician/local health department. If a child is considered a close contact, they may not return until at least 10 days after last exposure or after day 7 and receiving a negative PCR test. Please see full Covid-19 Sick Policy Amendment for additional details.

In general, CCCC requests that you please keep your sick children home. Use your best judgment before bringing them in if they are presenting any symptoms, but especially those listed above.

Medication

Center staff may give prescription or non-prescription medication to a child or apply parent- or Center-provided and labeled sunscreen or insect repellent to a child only under the following conditions:

- A written authorization dated and signed by the parent is on file.
- The medication is in the original container and labeled with the child's name. The label must also include the dosage and directions for administration. Physicians may also fax dosages to CCCC for parents' convenience.
- A written record, including type of medication given, dosage, time, date and the name of the person administering the medication, shall be made in CCCC medications and injury log book on the same day that the medication was administered. The recording of the application of sunscreen or insect repellent is not required.

Medication shall be stored so that it is not accessible to children.

Medication requiring refrigeration shall be kept in the refrigerator in a separate covered container clearly labeled "Medication."

Injury / Accidents

Minor injuries such as a cut, scrape, bruise or bump will be treated in the following manner:

- Wash with soap and water.
- Apply bandage or ice as needed,
- Record in the Medical / Accident Log.
- Fill out injury report and give to the parent.
- Head injuries will be reported to parents via phone call immediately after the incident has been attended to.

With serious injuries, the following will take place:

- Immediately administer first aid procedures.
- For non-threatening injuries:
 - Parents will be notified and required to transport their child to a medical facility.
- For threatening injuries:
 - Immediately call 911.
 - Staff person witnessing injury will go to St. Michael's Hospital with child or employee.
 - Parents/emergency contact will be contacted.
- Document injury in the Medical / Accident Log, in the child's file, and on property insurance accident forms.

All staff will be trained in infant/child CPR.

If a child receives a minor injury off-site on a field trip, minor injury procedures should be taken immediately. If a serious injury happens, the serious injury procedures should be followed and CCCC contacted as soon as possible. All classrooms are to have emergency information, cell phones, and first aid kits with them at all times.

Safe Sleep Policy

Infants ranging in age from six weeks to one year in the care of Community Child Care Center will be placed on their back to sleep in an assigned, safety-approved playpen with a tight fitting crib sheet. Once placed on their back, the child shall be allowed to assume the position most comfortable to them if they are able to roll over without assistance. A note from a physician for alternate sleep positions or arrangements may be accepted, if necessary. This note must include detailed sleep instructions, an end date, and the physician's signature. In addition, we highly encourage parents to place their children on their back to sleep while outside of the center.

All staff members, substitutes, and volunteers caring for infants aged 12 months and younger are trained in SIDS prevention and on the implementation of safe sleep practices. When infants are sleeping, staff will position themselves so that all children are continuously supervised by sight and sound. Sleeping infants will be checked individually, and in close proximity, at least 3 times each hour (every 20 minutes).

Blankets, pillows, pacifier attachments, positioning devices, and soft toys are not allowed in the sleep area or to be draped over the side of the playpen at any time. Playpens are placed two feet apart from each other and are pulled away from the wall to allow for proper ventilation. In addition, CCCC is a smoke free environment.

Swaddles and sleep sacks are not recommended but can be used if requested, in writing, and provided by the parent. Blankets or garments that can reach across an infant's face will not be allowed to be used to swaddle an infant. CCCC will provide an obstacle free sleeping surface and a fitted sheet for each child.

If an infant falls asleep in a swing, baby bouncer, or car seat, the child will be removed from the enclosed area immediately and placed to sleep on his or her back in their playpen. If a sleeping infant arrives at the center in a car seat, the child must be moved to their playpen by an infant room teacher, and the car seat should then be removed from the classroom.

During waking hours, infants shall be given ample opportunity for tummy time to encourage the development of their neck and trunk muscles. The development of these muscles further aids in the prevention of SIDS.

If parents insist upon their child/children being placed in the prone or side position without a note from a physician, CCCC reserves the right to terminate care of that infant immediately.

Exposure Control Plan

CCCC is committed to providing a safe and healthful environment for our entire staff. In pursuit of this endeavor, a very specific exposure control plan (ECP) has been developed to eliminate and minimize occupational exposure to blood borne pathogens. The ECP is a key document to assist CCCC in implementing and ensuring compliance with the standard, thereby protecting the employees. The ECP includes: determination of employees' exposure, implementation of various methods of exposure control, Hepatitis B vaccination, post-exposure evaluation and follow-up, communication of hazards to employees and training, recordkeeping, and procedures for evaluating circumstances surrounding an exposure incident.

Child Abuse and Neglect

Any signs of unusual bruises, cuts, burns, or other indications of suspected abuse or neglect of a child will be reported to the Director, recorded in the Medical and Accident Log, and noted in the child's file. Efforts will be made to treat any untreated injuries. Suspected cases of child abuse or neglect will be reported to the Portage County Health and Human Services Department or the Stevens Point Police Department for further action.

Evacuation Procedures

CCCC is committed to providing a safe environment for both the children and staff. Very specific plans have been developed for evacuation during National Emergencies, Tornados, Fires, and Extreme and/or Severe Weather. All staff have proper training in the management of these evacuation procedures, and all children will be educated as to the procedures to follow in the event of a necessary evacuation. Specific details of/about these evacuation procedures are available upon request.

Missing Children

In the event of a missing child, the lead teacher will begin looking for the child working backwards from the current position/location. If there are extra staff or chaperones, they will be split up to help monitor the contained children as well as look for the lost child. The Director and Administrator will be notified immediately. Upon their arrival, the Director and Administrator will assume responsibility of searching for the missing child while the other staff or chaperones monitor the contained children. If the child is not found within five (5) minutes the Director or Administrator will notify 911 and the child's parents. If the Director or Administrator are not at the scene within five (5) minutes, the child's lead teacher will notify 911 and the child's parents.

Personnel

Our staff members play an essential role at CCCC. Within the first week at the Center and before a new staff member is scheduled in the classroom each employee goes through an extensive orientation process. During this process all licensing rules, Center policies, procedures, emergency evacuations, first aid procedures, fire extinguisher training, job responsibilities, training in childhood illness recognition, procedure for keeping track of children in care, procedure for sharing important child information and the plan to meet any special needs, procedures for reducing SIDS, the Center schedule of activities, child abuse and neglect laws and reporting, child management techniques, and the procedure for requesting the Director contact parents when a child is absent with no prior notice are reviewed. All of the above mentioned procedures can be found in the CCCC Employee Handbook.

All staff members are required to obtain continuing education on an annual basis in order to expand their knowledge in the child care profession. Some topics that our staff are updated on include, but are not limited to:

- CPR and AED Training
- First Aid
- Child Abuse and Neglect
- Shaken Baby Syndrome Prevention
- Sudden Infant Death Syndrome

- Conscious Discipline

All staff policies, job descriptions, and the evaluation process are available for review upon request from the office.

Pets

We do allow classroom pets at Community Child Care Center. We believe that children learn compassion and responsibility by caring for and learning about animals. Parents or guardians will be notified in writing about the presence or addition of a pet to their child's classroom. Parents are asked to inform staff when their child has allergies to an animal; staff will make sure that child is not exposed to this animal. Classroom pets might include animals such as guinea pigs, crabs, or fish, not reptiles, amphibians, or birds (which potentially pose risks to human health). All pets will be maintained in good health, receive any required vaccinations, and be kept in clean enclosures. Pets will not be allowed outside of their enclosure during mealtimes or nap times. Children and teachers will wash their hands after handling animals. Children will be closely supervised when interacting with pets and will be instructed on kind and safe behavior around animals. In the event that a child is scratched or bitten by an animal, the wound will be treated immediately, an incident report will be completed, and the parent or guardian will be notified.

Babysitting

As a community based center, CCCC is aware that our staff members form very close bonds with the children and families we serve. We support the desire of our employees to babysit your children outside of center hours; however, we assume no responsibility for any services provided by our employees outside of our center. Please respect CCCC by not asking employees to babysit during hours of operation. Furthermore, CCCC prohibits families from approaching staff regarding nannyng in any capacity and reserves the right to pursue further actions if deemed necessary.

Non-discrimination statement

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

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

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

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

This institution is an equal opportunity provider.

ADA (Americans with Disabilities Act) Statement

CCCC does not discriminate against enrollees on the basis of physical, emotional, or mental needs unless their presence would pose a direct threat to the health and safety of others or require a fundamental alteration of our programming. If a child requires individualized attention that requires a level of one-to-one care that cannot be provided by the CCCC staff without detracting from the care of other children, parents will be contacted to discuss appropriate options for keeping the child enrolled. CCCC is not required by the ADA to hire additional staff to provide constant one-to-one supervision of a child with a disability. CCCC will adhere to all requirements set forth in Title III of the ADA.

CHILD EDUCATION

Religious Training

CCCC does not provide any religious training. The celebration of holidays which are centered on religious beliefs proves to be challenging. Child-initiated conversations regarding these holidays are permitted without planning on the part of CCCC staff. In an effort to embrace family diversity CCCC encourages the sharing and incorporation of family traditions and culture. Holidays will be celebrated in a generic/secular sense to incorporate values such as sharing, giving, kindness, and friendship. If you have any questions or wish to share your traditions with the center please contact your child's lead teacher or the center director.

Developmentally Appropriate Programming for Infants and Toddlers

With the exception of our 4K classroom, all classrooms base their standards and curriculum on the Wisconsin Model of Early Learning Standards. The Wisconsin Model Early Learning Standards (WMELS) have been developed by the Wisconsin state departments of Public Instruction, Children and Families, and Health Services. WMELS are based upon research focused on all aspects of children's early learning and development, from birth to the start of first grade. The standards they deconstruct encompass the guiding principles, developmental expectations, and performance and program standards needed for delivering high-quality education and care to young children.

To ensure that teachers are planning an all-inclusive and well-rounded curriculum while also creating positive early childhood environments and experiences, WMELS provides a broad description of children's growth which includes the following domains of development:

- Health and Physical
- Social and Emotional
- Language and Communication (including early literacy)
- Approaches to Learning
- Cognition (including mathematical and scientific thinking) and General Knowledge.

Community Child Care Center also uses the Developmental Checklists Birth to Five from The Early Childhood Direction Center as well as Ages & Stages Questionnaires (ASQ-3). Both of these tools pinpoint developmental progress in children ages 5 and under. These tools are designed to target children at specific age groups and focus on various aspects of development. These checklists assist teachers and caregivers in observing, recording, and evaluating an individual child's skills, knowledge, behaviors, and accomplishments. They allow for a general understanding of child development and when milestones are expected to be reached. Teachers assess and keep record of the Developmental Checklist Birth to Five in each child's portfolio, but parents are asked to fill out and return the ASQ-3's once every six months (ASQ-3's may be sent home more or less frequently depending on the age of the child and whether or not the teacher/parents may want to track specific behaviors or milestones. All parents will have the opportunity to fill out the ASQ-3 at a minimum of once a year).

Infant Room

In the infant room, we strive to meet each child's developmental needs. Per State Licensing we allow each infant to form his or her own eating and sleeping patterns.

At this young age, one of the most important objectives is maintaining consistency between the child's home environment and Center environment. To achieve this consistency, we need to have high communication levels between the parents/guardians and our teaching staff. How your child is comforted, fed, etc. at home, needs to be implemented as similar as possible here at CCCC.

Developmental Goals

- Help infants to feel safe, secure and loved to promote the development of trust
- Grow personally, develop and strengthen a sense of self-identity and self-esteem
- Develop, strengthen, and improve relationships
- Appreciate diversity
- Promote positive self-concept, independence and problem solving skills
- Learn to Respect themselves and others
- Provide a balance of activities, physical, social and emotional
- Let children develop at their own rate
- Meet the needs of the individual child

Toddler 1

In the Toddler 1 room, we will begin to work more with your child on their physical, social, emotional, and language development. Your child will have the opportunity to work on these developmental skills through the variety of activities and play that are offered during their day here at the center. We engage the children in mentally stimulating ways through reading, music, communication, interaction, and a safe, healthy environment where they feel encouraged to explore and interact.

In the Toddler 1 room we begin to work more with expressing emotions, social interaction, and being aware of others' feelings. We do not expect that a child at this age will understand completely how to share or play with others. Therefore, we primarily utilize redirection as a means of behavior management.

Developmental Goals

- Sense of Self
- Social Relations
- Communication & Language
- Physical Activity
- Creative Exploration

Toddler 2

In the Toddler 2 room we have many goals for your child as we continue to work toward their optimal development. In this room, we are strengthening and encouraging social and emotional development through a wide variety of play, art projects, and child-adult interactions.

Developmental Goals

- We will encourage positive social skills, the development of fine motor skills and will provide sensory table experience.
- Their creative imagination will be challenged through the arts.
- Language learning is a priority.
- We would like to see positive communication start to develop between the children.
- Self-help and independence skills are encouraged.
- The children will also be learning to use a spoon, fork and regular cup.
- Also, the children will be learning to recognize shapes, colors and their own names.

- Any other individual goals can be discussed by the parents and teachers.

Developmentally Appropriate Programming for Preschool Children

Preschool 1

Does this describe your child?

- Constantly on the move, except at rest
- Eager to do anything and everything
- Needs to know what you are doing and asks lots of questions
- Wants to do everything by themselves

These are characteristics of healthy 3- and 4-year-olds. At CCCC our Preschool 1 classroom works to provide a safe and nurturing environment for your child to continue developing their social emotional development. Vocabulary and intellectual skills expand rapidly, allowing your child to express ideas, feelings, and solve problems.

Developmental Goals

- Independence
 - Daily helpers
 - Cleaning after meals
 - Self-help skills
 - Nap Preparation and Clean-Up
 - Activity Clean-up
- Behavior Management
 - Clear, developmentally appropriate expectations
 - Redirection
 - Positive guidance and reinforcement

Preschool 2 / 4-K

During the preschool day, your child will learn the skills necessary to prepare them for a happy and successful living experience. The learning environment will stimulate their curiosity and provide meaningful, concrete (first-hand) experiences which are fundamental to the way a young child learns.

Developmental Goals

Our goals are based on the physical, emotional, intellectual and social development needs of the child. Our preschool program will contain the following components:

- Self-esteem and Positive Self-image
 - Encourage cooperation
 - Positive guidance and reinforcement
 - Completion of tasks and creativeness
 - Individual attention and active listening will foster feelings of self-worth and self-importance
- Self-expression and Communication Skills
 - Group time will be a daily activity where each child is given a chance for self-expression on any topic. Others will be attentive to each child. This will increase a child's feeling of self-worth.
 - Communication skills will be reinforced through open-ended conversation and verbal interaction.
- Intellectual Development

Opportunities for intellectual development will be fostered by exposure to the following:

 - Social and Life Skills

- Self-help skills to encourage independence and to promote healthy habits (e.g., personal hygiene, taking care of personal belongings, dressing themselves, shoe tying, manners)
- Units will explain and educate about areas in their lives (e.g., families, plants, animals, insects)
- Academic Skills
 - Math concepts – matching, patterning, seriation, and categorizing objects
 - Numbers and alphabet – recognition of shape and sound, writing and comprehension, name writing

These skills are achieved through daily routines, calendar, stories, games, sensory activities, identification labels, and play.

- Physical Development
 - Small Muscle Development and Creative Expression
 - Art activities will be organized to provide for each child’s own individual creation. Activities for following directions and creative expression will be incorporated.
 - Dramatic play – Our home living Center will encourage children to use their imaginations to recreate experiences they have seen and been involved in.
 - Music and movement – Children will be encouraged to express themselves through dancing, music, and instruments.
 - Large Muscle Development
 - Physical skills such as running, hopping, skipping, use of balls, tricycles, scooters, climbing structures, balancing equipment and exercise records will be part of the daily routine.

Our program will give ample opportunities for choice time, which will give children time to practice the skills they have learned.

The preschool program will have teacher-directed and child-initiated activities, quiet and active times and work in large and small groups.

The program and activities will provide for and encourage the use of other cultural and ethnic differences, in such a way as to include languages, special needs, foods, customs, lifestyles, clothing and celebrations.

Supply List

4-K supply lists are available at many stores or online at <http://www.wisp.k12.wi.us>

4-K Registration Policy

CCCC is a school district sponsored 4-year-old kindergarten site. If your child is 4 years old on or before September 1 of any given year, his or her primary classroom will be the 4-K room. Parents are responsible for registering their child for 4-K through the school district. The school district then reimburses CCCC to cover the additional cost of 4-K program operations. The child will not be allowed in 4-K if they are not registered with the district.

General Center Schedule

Start	End	Description of activities
6:45 a.m.	7:45 a.m.	Children arrive and check into assigned rooms. As more children arrive they are grouped by age. Games, stories, and free play with developmentally appropriate toys and equipment.
7:45 a.m.	8:00 a.m.	Children clean up toys, move to their rooms, and wash up for breakfast.
8:00 a.m.	8:30 a.m.	Breakfast. Breakfast consists of milk, with two or more of the following components: bread or bread alternative, fruit, vegetable, meat or meat alternative.
8:30 a.m.	9:00 a.m.	Children interact with peers and have individual contact with teachers.
9:00 a.m.	10:15 a.m.	Group Time, Art, Special Activities
10:15 a.m.	10:45 a.m.	Outdoor play, weather permitting.
10:45 a.m.	11:00 a.m.	Children prepare their nap mats and wash up for lunch.
11:00 a.m.	11:30 a.m.	Lunch: A full hot lunch program is served in the classroom on a rotating menu. Meals consist of meat/meat alternative, vegetable, fruit, bread or bread alternative, and milk.
11:30 a.m.	2:00 p.m.	Rest time: Time period adjusted to the age of the children and the activity of the day. State licensing requires each child be allowed to form and follow his or her own patterns of sleeping and waking
2:00 p.m.	2:30 p.m.	Snack Time: Children clean up nap mats, wash up, and eat snack. Snack consists of two or more of the following components: milk, meat or meat alternative, bread or bread alternative, vegetable, fruit.
2:30 p.m.	5:00 p.m.	Outdoor play, weather permitting, free choice.
5:00 p.m.	5:45 p.m.	Indoor free choice. Late snack. Pick-up of children.
Note: Diapering, toilet training, or toileting take place throughout the day as needed.		

Communication with Parents

The Infant and Toddler 1 and Toddler 2 teachers fill out daily sheets depicting times of bottles, diaper changes, naps, meals, and activities. Preschool 1 and Preschool 2 also send home notes communicating about the children's activities. These notes are less detailed and less frequent in nature. Parents, teachers, and Administration may also communicate through Brightwheel messaging. This option will become available to you after downloading and receiving access to the Brightwheel app. You may also reach out to Administration at any time using email.

Field Trips

CCCC provides no transportation. Parents are responsible for bringing their child to and from the center. For field trips, the Stevens Point City Bus may provide transportation. For occasional field trips beyond the city bus route, a private chartered bus or the Stevens Point School District Bus Program may provide transportation. Children may also participate in walking field trips. If a parent wishes to transport their child(ren) to a field trip destination, the child must first be signed out of care with CCCC.

Any time staff and children are away from the center the following measures must be in place:

- Staff has a complete checklist of children in attendance with them at **ALL** times
- Children will wear their assigned classroom t-shirts
- Name to face attendance check is done by all teachers present
- Inform bus driver of head count for safety

- Before departure of bus, **ALL** teachers will confirm that all children and staff are present and accounted for
- One teacher will be assigned as the last person to leave the bus. This teacher is responsible to ensure that every child and staff member has exited the bus.

If any steps are missed in this procedure, disciplinary action will be taken and could end in termination of employment.

Parents are required to sign a permission slip acknowledging notification of each field trip.

CHILD GUIDANCE

Conscious Discipline

Regarding children's behaviors in correlation with classroom management, Community Child Care Center implements the principles of Conscious Discipline (CD). Conscious Discipline provides a comprehensive, social-emotional program that is based on several components. These components include but are not limited to current brain research, child development data, and developmentally appropriate practices. All aspects of Conscious Discipline focus on creating a safe, connected environment for children to learn, grow, and practice the skills needed for healthy social, emotional, and academic development. Research shows that Conscious Discipline decreases aggression, impulsivity and hyperactivity in children while creating a positive environment in the school and home.

The CD approach is an "adult first" model designed to develop awareness, shift mindsets, and build new foundational skills that assist teachers and school staff to become more effective teachers. CD's model and professional development have a strong focus on helping adults become aware of and able to regulate their emotions so they can support young children's social-emotional learning and development. CD aims to strengthen relationships among adults and children in the program and help children develop social-emotional skills that promote positive interactions and help them manage their emotions and conflicts that arise. We would encourage you to check out the website www.consciousdiscipline.com to see how Dr. Bailey's brain research is changing the way we think about discipline and classroom management.

Discipline Policy

At CCCC we strive to maintain a positive discipline policy that encourages children to learn self-discipline and helps build their self-esteem. As we are working with very young children, our primary focus and goal is always the prevention of misbehavior. However, when working with children, we realize that misbehavior is not always easily preventable. Our teachers understand that the discipline of young children involves using positive guidance to enhance the likelihood that the children will develop good habits and positive decision making abilities which will promote success throughout their educational experience.

- **Setting realistic expectations and rules for children's behavior**
We recognize that oppositional behavior is normal for young children as they are developing into young individuals. Therefore, our teachers work to set rules that are age appropriate while still providing the children structure and creating a safe learning environment.
- **Prevention—creating an environment that increases the children's likelihood of behaving appropriately**
Having a daily routine that the children understand and are able to follow is an excellent preventative measure to reduce confusion and frustration on the child's part throughout the day. Our teachers create lesson plans which are focused on engaging the children in fun and exciting learning experiences. Large and small group activities are planned for the children, and the teachers frequently introduce new materials and activities to help hold their interests. Constant assessment of classrooms to anticipate possible problems helps to prevent issues before they even occur.
- **Using positive communication techniques**
We believe in providing a nurturing and supportive environment for the children in our care. Children need to feel loved, safe, and important in order to thrive. Giving frequent hugs and openly expressing affection helps to build a bond of trust between the teacher and child. This is another way to create an environment which supports preventing misbehavior. Close supervision and interaction with children is important to keeping them happy and safe.

- **Redirection**

Redirection involves diverting the child/children's attention away from misbehavior, or potential misbehavior, to another activity. Providing children with alternative options can often help to diffuse a situation before it gets out of hand. When redirecting a child, teachers will tell children what they can do, rather than what they cannot do. For example, instead of saying "Don't color on the wall," a teacher should say "We can color on paper over at the table." That way the child's feelings and goals are recognized while they are learning the appropriate behavior.

- **Logical Consequences**

When misbehavior does occur, and action needs to be taken, logical consequences will be used. For example, if a child dumps their water bottle out on the floor, they will be asked to help clean up the spill. While they are helping clean up, the teacher can help the child understand the consequences of their behavior. In the example of the dumped water bottle, the teacher can explain to the child that if the mess were left there, another child could slip and fall in the water.

We will never use discipline techniques that may be psychologically, emotionally or physically painful, discomforting, dangerous or potentially injurious. Examples of techniques we **will not** use include spanking, hitting, pinching, shaking, slapping, twisting, throwing or inflicting any other form of corporal punishment, verbal abuse, threats or derogatory remarks about the child or the child's family.

Our overall goal is to teach our children problem solving skills and strategies to help them resolve conflicts on their own. Teaching them valuable skills such as active listening, empathy, good decision making, etc. will help the children thrive as they learn and grow. Using positive guidance and supporting good decisions is the best way to prevent misbehavior.

Managing Crying, Fussing, or Distraught Children

No child will be disciplined for being fussy, distraught, or for crying. Teachers are encouraged to determine what is causing the fussiness and help the child feel more comfortable. Management and support staff are available to aid whenever needed. This includes, but is not limited to, bringing the child into the office to recuperate or temporarily relieving the teacher in order to cool down.

Biting

Children biting other children is one of the most common and most difficult behaviors in group childcare. For many toddlers, the biting stage is just a passing problem. Toddlers try it out as a way to get what they want from another toddler. They are in the process of learning what is socially acceptable and what is not. They discover that biting is a sure-fire way to cause the other child to drop what they are holding so the biter can pick it up. However, they experience the disapproval of the adults nearby and eventually learn other ways of gaining possession of objects or expressing difficult feelings. For other children, biting can be a persistent and chronic problem.

They may bite for a variety of reasons: teething, frustration, boredom, inadequate language skills, stress or change in the environment, feeling threatened, or to feel a sense of power. No matter what the cause, biting in a group situation causes strong feelings in all involved. It does help, however, to be aware of the potential problem before it happens, and to form a plan of action if it does occur. The following plan of action will be used if and when biting occurs in any of our rooms.

When a child is bitten:

For the victim:

1. Separate the victim from the biter.
2. Comfort the child.

3. Administer first aid.
4. Write an accident report and notify parents of the victim (in writing).

For the biter:

1. The biter is immediately removed with no emotion, using words such as “biting is not OK – it hurts.” Avoid any immediate response that reinforces the biting or calls attention to the biter. The caring attention is focused on the victim.
2. The biter is not allowed to return to the play and is talked to on a level that the child can understand. “I can see that you want that truck, but I can’t let you hurt him. We don’t put our teeth on people.”
3. Redirect the child to other play.
4. Write an accident report and notify the parents of the biter.

If a child bites at least four times in two weeks:

1. Room staff meet with the Director on a routine basis for advice, support and strategy planning.
2. Chart every occurrence, including **attempted bites**, and indicate location, time, participants, behaviors, staff present, and circumstances.
3. Let all parents involved know that there is a problem and the procedures that will be followed to deal with it.

If biting continues or increases:

1. “Shadow” children who indicate a tendency to bite:
 - Prevent biting situations before they occur.
 - Teach non-biting responses to situations and reinforce appropriate behavior.
 - Adapt the program to better fit the individual child’s needs.
2. “Shadow” children who have a tendency to be bitten:
 - Prevent biting situations.
 - Teach responses to potential biting situations: “No” or “Don’t hurt me!”
3. Work together as partners with the parents of both biting children and frequent victims to keep all informed and develop a joint strategy for change.
4. Hold a conference with the parents of the biting child to develop a written plan of action. Schedule follow-up meetings or telephone conversations as needed.

If shadowing and other techniques have not proved beneficial and biting has not decreased:

1. Consider early transition of a child “stuck” in a biting behavior pattern for a change of environment, if developmentally appropriate.
2. Prepare the parents of the biting child for the possibility that the child may have to be removed from the Center and help them to make contingency plans.
3. If the Director and Administrator feel it is in the best interest of the child, Center, and other children, terminate the child from Center enrollment for the duration of the biting stage. Written warning will be given to the parents before this action will be taken.

***All other forms of one child injuring another will be treated in a similar manner unless management feels that the attacker is a serious threat to the other children. This includes scratching, pushing, kicking, etc.**

Please Remember:

Biting can occur without warning, is difficult to defend against, and provokes strong emotional responses in the biter, the victim, the parents, and the caregivers involved. Because of the strong emotional response, when informed about an injury, please be respectful of the teachers involved. They are trained to prevent this kind of situation and will do everything in their power to avoid it, but cannot prevent all injuries. If administration feels as though teachers are being disrespected in anyway the family may be asked to leave the Center

Termination/Suspension

Community Childcare Center reserves the right to terminate or suspend a child from the program if the child is consistently unable to gain control and persists in aggressive behaviors that pose a threat to their peers and/or the staff. (Please refer to Americans with Disabilities Act Statement located in the Parent Handbook). Staff will document incidents of aggression on incident report forms and in a personal behavior log. When there are children for whom aggression is an on-going issue, a parent conference will be scheduled with the director and lead teacher and a written plan will be formulated.

The Written Plan shall include, but not be limited to:

1. Goals and activities designed to help the child self-regulate.
2. Addressing issues that may be contributing to disruptive behavior.
3. Responsibilities of the parent, child and Community Childcare staff to ensure positive outcomes of the child's behavior.
4. Termination from the program may occur if chronic aggressive or disruptive behavior continues.

Please note: The ADA does not require the center to provide individualized attention to a child with disabilities if it were to detract from the staff's care of the other children.

4K Program Considerations:

A child may be suspended or terminated from the childcare program but still attend the 4K program if it is safe to do so.

IEP (Independent Education Program)-If a child has an IEP through the school district, their IEP team will be included in the meeting to discuss options other than suspension and termination.

NUTRITION

General Information

CCCC serves 2 meals and 2 snacks per day to children in attendance at no additional cost. CCCC participates in the USDA Child Nutrition Program and therefore meets or exceeds the nutrition requirements set in the rules for Group Child Care Centers.

Food is served family style with each child serving him/herself when possible and as ability allows. Children are encouraged to assist in the washing of tables, setting of dinnerware and clean-up afterwards. Nutrition education is received by the children through planned curriculum, units, and cooking activities.

Children are encouraged to try all types of foods in order to introduce new or reintroduce unpopular dishes.

Menu Posting

Menus are posted in the entryway for your convenience. All menus have the approval of the USDA Food Program and provide for two-thirds of a child's daily nutritional requirements.

Food Allergies and Special Diets

Children's allergies must be documented on the Health History and Emergency Care form. Special dietary needs must also be documented on the CACFP Special Dietary Needs Tracking form.

Staff are informed of special dietary needs, allergies, nutritional supplements or problems of any of the children upon enrollment. All children with food allergies are listed and posted in the kitchen and the child’s classroom. Food substitutions requested, due to allergies or special dietary needs and authorized by a licensed health care provider, are provided within reason by the Center. Parents with children who are not to be served certain foods because of religion, choice, or ethnic background are to speak with the teachers and/or Administrator about what they are allowed to eat or can bring in their own meals and snacks.

Addressing Concerns/Grievances

Complaints/Grievances by parents, staff or board members shall be addressed in a confidential and timely manner. Whenever possible/comfortable complaints should be addressed face to face with the person the complaint is about (when applicable). No person will be punished or given consequences for expressing a concern/grievance. (See the whistleblower policy) Effort will be made to resolve the issue to both parties' satisfaction when possible, if it is not possible parties will be notified as to the reason resolution is not possible.

The following steps should be followed in the event of a parent concern/grievance:

1. The parent should initiate a conversation with the intent of coming to a resolution directly with the person there is an issue with\who is responsible for your type of concern (see chart). This conversation is expected to be respectful.
2. If the concern continues, is unable to reach resolution, or you feel you cannot speak to the person you have a grievance with alone, ask to set up a meeting with a member of Administration or the Executive Board. This will be documented on the parent concern form.
3. Administration or the Executive Board will either speak with the person or schedule a meeting to address the problem between the two parties. (This will also be documented on the parent concern form)
4. If a situation is not able to be resolved, the Administration or the Executive Board may make a final decision or will notify the person initiating the grievance on why the grievance is unable to be resolved and any additional actions or steps to take. (documented on the parent concern form)

Person/Entity Responsible	Director	Administrator	Executive Board of Directors
Types of Concerns	-Tuition Billing -Lesson Plans/Curriculum -Concerns about Teachers. -Scheduling -Licensing -Continuing Education	-HR types of questions: benefits, payroll, taxes etc. -Food Program -Continuing Education	-Concerns about administrative staff. -Concerns that have not been addressed satisfactorily by administrative staff. -Concerns about the Board of Directors.

ABOUT THE BOARD OF DIRECTORS

Dear Community Child Care Center Parents,

CCCC's Board of Directors would like to take this opportunity to provide information to you regarding CCCC's Board of Directors and why we strongly encourage your involvement with the Board.

CCCC is a non-profit organization that was established to operate exclusively for educational purposes. By being non-profit, CCCC is governed by a Board of Directors. Primarily, the Board's responsibilities are as follows:

- Monitor CCCC's Operations by supporting the Executive staff as needed, ensuring we have financial controls in place, and approving the annual budgets.
- Create/suggest new Policies and Procedures as needed to ensure we are not only in compliance with state licensing requirements but also to provide a safe, nurturing and supportive environment for children in attendance at CCCC.

Another aspect of being a non-profit organization is that any money taken in by CCCC for tuition, donations, etc. that exceeds money going out for expenses such as mortgage, utilities, staff salaries, supplies, etc. is left in CCCC to be used for improvements to CCCC and its programs. This typically allows us to be competitive in our tuition rates. On the other hand, when money going out for expenses exceeds the money coming in, the Board must come together and determine other ways to bring in money to ensure CCCC's financial stability such as tuition increases, additional fundraising, etc.

By becoming an active Board Member, you can assist us in making decisions that will help us continue to provide a safe, secure, family-like environment that will aid in the success of your child's development and help prepare them for their future.

In order to keep CCCC open and operating as a non-profit organization, we need at minimum seven (7) active board members. We almost always will have some current Board members that are near the end of their time at CCCC and will be moving on to the next chapter in their child's lives, which leaves vacant spots on the Board that need to be filled with new members.

We strongly encourage you to attend our monthly Board meetings, which are typically set for the first Tuesday of each month starting at 6 p.m., to see for yourself what our Board is all about. Childcare is typically provided during the meetings.

If you have any questions or concerns, please feel free to contact the Administrator / Executive Director or the Director. If need be, they will be able to put you in contact with one of our Executive Board Members.

Thank you for taking the time to read this letter. Future involvement by you on the Board is greatly appreciated.

The entire CCCC Board of Directors

STATEMENT OF UNDERSTANDING

We have read and understand all CCCC policies described in the Parent Handbook.

Parent's Name (Printed): _____

Signature

Date

Parent's Name (Printed): _____

Signature

Date

First and Last Name(s) of Child(ren): _____

Parent Concern Form

Name (first and last): _____

Child's Name: _____

Parent phone: _____ Parent email: _____

Teacher's Name: _____

Today's Date: _____ Date of incident: _____

Describe incident/concern:

What is your desired outcome?

What communication has already been attempted? (check all that apply)

Spoke with teacher	<input type="checkbox"/>	Spoke with another staff. Name _____	<input type="checkbox"/>
Spoke with Director	<input type="checkbox"/>	I have not had other communication about this.	<input type="checkbox"/>

For Director/Person addressing incident:

What was done to resolve the issue?

Are parties satisfied with the outcome? If not, provide reasoning

Parent Signature : _____ Date: _____

Director/Staff Signature: _____

Other Signature: _____