

# UNIVERSITY OF WYOMING

## Early Care and Education Center

### PARENT MANUAL

2008-20089



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## Welcome Families!

Dear Parents,

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

We anticipate a year of tremendous energy and growth for all of us: directors, staff, families, and children. The most important key to success will be our ability to communicate with each other.

You will receive frequent, regular communications about your own child's interests and development, the projects your child's class is engaged in, more general communications about activities of the whole center, and information on scheduled trips and parent meetings or celebrations. From time to time you will receive informational handouts related to child development issues. In addition to regularly scheduled parent-teacher conferences at least twice a year, individual conferences can be scheduled by request of parents or teachers at any time. More importantly, we hope to maintain daily communication as children arrive and leave.

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

Welcome!

Mark Bittner  
Director, UW ECEC

# Contact Information

**ECEC Address:** 250 30<sup>th</sup> Street, Laramie, 82070

**ECEC Phones:** 766-4816; 766-4062

**ECEC Fax:** 766-4093

**ECEC Email and Website:** [early-care@uwyo.edu](mailto:early-care@uwyo.edu)  
<http://uwadmnweb.uwyo.edu/ECEC/>

**ECEC Administrative Assistant:** Tracy Goodspeed

**ECEC Director:**

Mark Bittner, cell: 760-6739

**Family and Consumer Sciences Department Office:**

Department Head, Karen Williams 766-4145

Office Associate Senior, Mona Gupton 766-4145

Accounting Associate Senior, Tracy Bennett 766-4146

## **Licensing/Accreditation**

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

Licensing: As an entity of the University of Wyoming, the Early Care and Education Center is not subject to the Wyoming childcare licensing process, because one state agency cannot regulate another. However, because being licensed is a measure of professionalism and because our goal is to model professionalism and best practices for the college students we teach, we will also seek voluntary licensing available through the Wyoming Department of Family Services. That process will parallel but be separate from the NAEYC Accreditation process.

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

# History of the UW Early Care and Education Center

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

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

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

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

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

School-aged After-school Fun Program: Over the years Student Housing ran a variety of childcare programs, including an in-home childcare program and training for infant-toddler caregivers in the late 1980's and early '90's. After that ended, an after-school program was begun, meeting in the Student Housing Community center. After 2000, the program used space in the basement of Hitchcock House for several years. It was a free program offered on a first-come, first-served basis, enrolling 25 children from Kindergarten through 6<sup>th</sup> grade who lived in student housing. Funding was provided by grants from ASUW, student housing, and federal after-school grant money. The director was a Graduate Assistant provided by Student Housing, and the program was staffed with a lead teacher and part-time assistants. Now fully integrated into the Early Care and Education Center, the after-school class is open to tuition-paying siblings of other children enrolled in UWECEC, with a portion of the openings reserved for children from Student Housing under a scholarship program. The after-school program shares space with the morning-only preschool classrooms, and all of the areas of the facility are available for its use. Integration of children of different ages through shared project work, older children reading to younger children, and "classroom helper" opportunities for the older after-school children are encouraged.

The center is open from 7:30 to 5:30 p.m. fall and spring semesters and 7:30 to 4:30 p.m. during summer session. Programs in both the half-day and full-day classrooms are similar, recognizing that care and education cannot be separated. All offer play-based learning, development of relationships and social skills, and engagement with long-term meaningful projects chosen to take into account student interests. Now in our second year of operation, we are still in a period of experimentation, and change as the teachers, assistants, families, and children learn how best to inhabit the new facility and collaborate to shape the new program into the model it is becoming.

## **Our Philosophy**

We believe that children are strong, intelligent, competent and constantly learning.

We believe that parents know their children best and have the right to be full participants in their children's education.

We believe that teachers are caring professionals trained to support the children in their learning and the parents in their participation.

We believe that teachers are researchers engaged in the creation of new knowledge as they work alongside the children and in collaboration with other adults in the campus community.

We believe that children have a right to a beautiful, caring, responsive environment in which to grow and learn together with other children and adults.

We believe that children, parents, and teachers are all learners and all teachers.

We believe that the college students who participate in our programs at all levels of their study from beginning observations to semester-long internships are unique, integral, and valuable members of our learning/teaching community.

## **Our Approach**

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

## **Our Environment**

We seek to create a warm and welcoming environment for children and adults.

We value the teaching function of a carefully prepared environment.

Our six classrooms are arranged in two wings, a shorter infant/toddler wing and a longer preschool/school-age wing bordering two sides of our central multi-purpose room.

The other wings house administrative and nurse's offices, kitchen, library, sun and science room, and college classroom.

The multi-purpose room is the heart of the school, the site for meeting and greeting, fantasy and physical play, performances, parent meetings, and community dinners.

Learning spaces extend outdoors for each age.

## **Our Curriculum**

Our teachers work from a solid grounding in child development, educational philosophy, and knowledge of developmentally appropriate practices. As well-prepared professionals, they are in a position to maximize the educational opportunities that arise in every interaction throughout the day together.

Through observation and documentation, with tape recordings and photographs, we strive to stay attuned to the children's thought processes and level of understanding. In what has been likened to a game of catch, the skillful teacher "catches" the child's ideas, then tosses new learning opportunities back to challenge growth of skills and deeper thinking. It is a form of continuous assessment of teaching and learning.

Our goal is to foster the development of each child's many kinds of intelligence: not only linguistic and mathematical, but also musical, visual-spatial, physical, scientific, and social.

# Observation in Rooms

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

Any time a student or professor requests any type of assessment, videotaping, or photography for research purposes, those have to be approved by the UW Institutional Review Board and the ECEC program Co-Directors.

Students who observe in the each of the classrooms will typically spend the majority of their observation time in the ECEC Observation room which is located at the end of the hallway on the northwest end of the facility. In this room, students are able to watch each of the rooms on a computer screen while listening to conversations via headphones. Each classroom as well as the Sun and Science room is equipped with two cameras and multiple microphones which are suspended from the ceiling. Students are then able to manipulate the cameras through the computers in the Observation Room by panning and zooming to the activity they need to observe.

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

# Financial Operations

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

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

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

Our center follows the University of Wyoming academic calendar. Parents will choose an annual calendar that best suits their needs. Full-day or half-day programs are available. Full-day programs are from 7:30 a.m. to 5:30 p.m. Half-day programs are from 8:00 a.m. to 12:00 p.m. The center will follow UW summer hours (7:30 a.m. to 4:30 p.m.).

## **Please read and remember:**

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

The school-age program is available from 3:00-5:30 p.m. only. As with the other programs, parents will choose an annual calendar that best suits their needs. At the present time our center cannot accommodate school-age care in the summer, however we are looking into the possibility of doing so. Please let us know if this is of interest to you.

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

The center does accept AFDC or TANF families through the Department of Family Services. Parents will be responsible for paying the amount listed on the DFS contract as well as any difference between what DFS pays and the total contract with UW ECEC.

## **2008-2009 FEE STRUCTURE**

### **Infant Care (Ages 3 months through 13 months)**

Full Day	\$654/month
Half Day	\$456/month

### **Toddler/Preschool Care (Ages 13-35 months/3-5 years)**

Full Day	\$550/month
Half Day	\$415/month

### **School-Age Care (Kindergarten-6th grade)**

Option A	\$286/month
Option B (*expanded calendar)	\$310/month

\*Ask about the expanded calendar available for parents who need care for their school-age child(ren) on full- and half-day public school closures.

## **PAYMENT OPTIONS**

Parents can choose from three payments options:

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

If you choose the option of paying at the Cashiers Office, a payment booklet will be provided to you. Questions about payments should be directed to Family and Consumer Sciences Department Head Karen Williams (766-4145) or the administrative staff Tracy Bennett (766-4146) or Mona Gupton (766-4145). Parents who have their childcare subsidized by federal programs must choose the Cashier's Office payment option.

All financial information, parent calendars and the parent handbook are available on our webpage <http://uwadmnweb.uwyo.edu/ECEC/>

# UW Early Care and Education Center Policies - General

**\*\*Please read the following policies carefully and sign in the designated area below\*\***

## **I. Acceptance Policies and Admission Procedures**

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

## **II. Attendance**

- A. Regular attendance is encouraged. It facilitates adjustment to the program and maximizes the positive benefits of the program for the child.
- B. Please see Illness Exclusion Policy below and read the Health and Safety section. It is for your benefit as well as that of other families attending the center that a child who is ill not attend the program.
- C. If a child will be absent, please call the center as soon as possible.

## **III. Arrival and Departure**

- A. It is necessary for an adult to bring the child into the center and sign the child in at the front desk. The child must be signed out before leaving the center. Only persons pre-identified on the appropriate form will be allowed to pick up the child.
- B. Children should not arrive before 7:30; they must be picked up promptly at noon after the morning session or no later than 5:30 for the full-day session (7:30-4:30 during summer session). Families picking up children after these hours are subject to a late pick-up fee. **If parents or others picking up a child are 5 minutes late, a penalty of \$10 will automatically be assessed. At the end of each week, the total late fees owed will be figured from the computer and will be posted to the child's check-in screen by dismissal time on Monday** (or first business day after a holiday). **Payment in check** (made to U.W. Early Care and

Education Center) or cash is due to our Office Associate upon check-in the following morning. If lateness continues, the Directors and teachers involved will meet with parents to resolve the problem.

This policy is to eliminate habitual late pick-ups that force Lead Teachers and Assistant Teachers to remain at the Center waiting on parents and missing their own University classes and/or responsibilities.

- C. Parents are encouraged to linger and spend time with their child at arrival and departure, either looking at the books and documentation provided in the reception area, playing together in the multi-purpose room, or talking with the child's teacher in the classrooms.
- D. School-closing policies: the Center will follow the university schedule. There will be no child care available during academic vacation periods, study days, registration, and parent/teacher conferences. In case of weather emergencies, the Center will follow the policy for the whole university related to school closing.

**IV. Fees and Fee Policies - Please thoroughly read the Financial Operations section.**

**V. Health and Illness Exclusion Policy – Please thoroughly read the Health and Safety section.**

**VI. Supplies**

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

**VII. Discipline Policy-Please thoroughly read the discipline policy**

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

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

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

### Step 1: Problem Solving

Utilize a 5 step problem-solving technique (Crary, 1984) with the child(ren). The process is appropriate for children ages 1 year and older. It takes a lot of time and adult guidance at first and may look a bit different depending upon the age of the child. However, when used consistently, the children will learn the process and it becomes a very effective tool for classroom management as it encourages interpersonal relationships.

1. **Gather data:** ask both people involved to tell what happened, what they want, how they feel.
2. **State the problem:** Make a simple statement describing the problem without judgement. "Susan wants to use the blocks and Mike wants to use the blocks. We have a problem."
3. **Brainstorm solutions:** encourage the people to think of as many ways as possible that the problem could be solved. Ask others not involved in the problem for ideas. Do not evaluate the solutions suggested.
4. **Ask for a decision:** ask one person which way they want to solve the problem. Ask the other if that's ok with them; if not, ask them how they want to solve the problem. When there is consensus, a decision is made.
5. **Follow-up:** say to those involved, "you solved the problem. That's wonderful!" or give a hug, or indicate in some way that you are pleased for them for solving their problem.

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

### Step 2: Parent involvement

If a child continues to struggle with a specific situation or the situation is at a severe enough

level, parents or guardians will be contacted to meet with the child's teacher and/or program directors. During that time, a shared plan will be discussed and agreed to which may include: shared problem solving with parents, teachers, and child, outside resources for help such as books, parenting classes, or counseling. Multiple meetings may be needed for additional information or feedback and discussion on progress or regression.

### Step 3: Professional involvement

In the event that a child's behavior does not improve significantly after utilizing Steps 1 and 2, it may be necessary to involve other professionals outside of the UWECEC. These professionals can include but are not limited to: Staff from the UW Counseling Center, UW faculty from Family and Consumer Sciences, Early Childhood Education, Communication Disorders, or Psychology, staff from the Developmental Preschool, or private therapists or psychologists.

When a team is identified to assist the child, parents, and teachers at the Center, it will be determined if the child qualifies for an IEP (Individualized Education Plan) and details will be shared with the identified team.

If a parent is not willing to participate in the Step 3 process or all other resources are exhausted, the UWECEC reserves the right to remove the child from the Center on a permanent basis.

## **VIII. Miscellaneous General Program Policies**

- A. The Child Care Food Program (CACFP) will be made available to children at no separate charge regardless of race, color, national origin, age, sex, or handicap, and there is no discrimination in the course of the meal service. The UW ECEC will provide breakfast for all age groups, lunch for full day attendees, and an afternoon snack for full day and half-day afternoon attendees. Parents of infants have the option of participating in the CACFP as well. (Including infants who are formula and/or breast fed.)
- B. Program will follow the UW schedule. There will be no child care available during academic vacation periods, study days, registration, and parent/teacher conferences.
- C. The program will follow a 7:30 am-5:30 p.m. daily schedule during fall and spring semesters and a 7:30 am- 4:30 p.m. during summer session.
- D. All clothing and nap materials must be taken home at the end of each week to be washed.
- E. Parents must walk child inside the Center at the beginning of each day and sign the child in at the front desk, they must also sign the child out at the end of each day. All families are asked to go in and out through the front door so that we may better monitor attendance.

# UW Early Care and Education Center Policies – Health and Safety

## I. Child/Family Expectations (General Health)

A. Each child should show evidence of health and accident coverage.

B. All children must have **current** immunization card (from a physician or public health nurse) within 30 days of acceptance at UWECEC.

C. A daily health check will be conducted when each child arrives at the Center. If the director or head teacher determines that the child's health does not meet the Center's health standards, as listed below in accordance with Wyoming Childcare Licensing Rules, the child will not be allowed to attend the Center until he/she is well again. **If your child does not feel well enough to participate comfortably in all program activities (including outdoor activities), even without a fever, the child should stay at home.**

1. Any child who cannot participate in a regular child care program due to discomfort, injury or other symptoms of illness may be refused for care by the facility staff.
2. Facility serving well children may not admit a child who has any of the illnesses/symptoms of illness specified below:
  - a. Diarrhea, when it is due to disease spread by fecal contamination as determined by a physician; accompanied by evidence of dehydration or fluid loss, identified by sunken eyes or poor skin elasticity; accompanied by abnormal stools with blood or mucus; accompanied by a history of poor fluid intake or unusual drowsiness; or continued beyond four days unless a physician provides written documentation that it is safe to readmit the child for care. (6-13) Wyoming Childcare Licensing Rules, revised July 1, 2001.
  - b. Severe pain or discomfort.
  - c. Two or more episodes of acute vomiting within a period of 24 hours.
  - d. Difficult or rapid breathing.
  - e. Yellowish eyes or skin.
  - f. If a child has a fever, the child will not be allowed to attend the center until he/she is well again and has been without a fever for 24 hours. This means no fever ***without*** Tylenol or Motrin. These medications are very effective in reducing the fever and helping the child to feel better, but do nothing to cure the underlying cause of illness.

The following temperatures are considered to be elevated:

- **Oral or tympanic temperature that is greater than or equal to 101 degrees Fahrenheit.**
  - **Axillary (arm pit) temperature that is greater than or equal to 100 degrees Fahrenheit.**
- g. Untreated head lice
  - h. Untreated scabies
  - i. Children suspected of being in contagious stages of chicken pox, pertussis, measles, mumps, rubella or diphtheria
  - j. Skin rashes, excluding diaper rash, lasting more than 1 day
3. Children with the following symptoms should be excluded from child care *unless* they are under the care of a physician, *and* the physician has approved in writing their return to child care:
- a. Skin rashes, excluding diaper rash, lasting more than one day
  - b. Swollen joints or visibly enlarged lymph nodes
  - c. Elevated oral temperature of 101 degrees
  - d. Blood in urine (6-14) Wyoming Childcare Licensing Rules, revised July 1, 2001
  - e. If a child develops a health problem, enough information should be available at the Center so that the child can be picked up within one hour. Please provide accessible emergency numbers. This is **very** important.

## **II. Teacher/Center Expectations (General Health)**

- A. All center staff will receive a TB test upon their employment.
- B. Lead teachers will become licensed in CPR and First Aid within 3 months of hiring.
- C. Teachers and assistant teachers will attend approved Blood Borne Pathogens training and follow the recommended procedures when diapering or toileting children or dealing with any bodily fluids.
- D. Center staff will report to parents any evidence of injury or potential health problems.
- E. Center staff will isolate a sick child, with an adult present, in the nurse's office until parents come to pick up the child.
- F. Uncertainties about whether exclusion from school is necessary will be decided by the Nursing Consultant provided through the School of Health Sciences.
- G. Only the Nursing Consultant or approved ECEC staff who have completed the medication administration training will administer medications to children. Medications can only be given when:
  - 1. Prescribed by a licensed health professional or
  - 2. If over-the-counter, is accompanied with a medication consent form given the center by the parents or legal guardian.
  - 3. Any deviation from recommended dosage must be accompanied by a physician's written instructions.
  - 4. Medications must bear their original prescription label or manufacturer's

- label, be in safety-lock containers, and be stored safely with regard to temperature, light and other physical storage requirements.
5. A medication consent form must have been completed by the parent or legal guardian and include specific instructions for the date, time, and dosage to be administered.
  6. Child care staff who administer medication shall have received training approved by the Department of Family Services on administration of medicine.
- H. Medications will be stored in the dedicated refrigerated in the nurse's office or in a cool, dark cabinet inaccessible to children in the nurse's office.
- I. A written record of all medication given to children shall be kept, including date, time, amount of medication and signature of person administering it.
- J. Center staff will keep the general environment clean and tidy; they will clean and sanitize the tables, toys and learning materials according the requirements of Wyoming Child Care Licensing Rules (which will be available in the Directors' offices for parents to examine).
- K. Center staff will follow Licensing and WestEd guidelines for diapering procedure. The procedures will be posted in the infant and toddler rooms.

### **III. General Safety**

- A. Both indoors and outside, children will be closely supervised by an appropriate number of care givers. They will be taught basic safety information.
- B. At least two adults will accompany groups of children on field trips.
- C. Center play equipment will be kept clean and in good repair. In accordance with national playground safety standards, climbing structures and swings will be surrounded by adequately large fall zones of appropriate-depth approved shock-absorbing materials.
- D. Children will not play and eat at the same time.
- E. Infants and toddlers will not be allowed to sleep with bottles.
- F. Infants and toddlers will not be left unattended on high surfaces such as changing tables or lofts.
- G. Children in vans on field trips, or babies and toddlers in strollers, will be appropriately seat-belted.
- H. Drivers of field trip vehicles will have a current university defensive driving training certificate.

### **IV. Suspected Child Abuse**

- A. Any staff person observing evidence or suspected evidence of child abuse is required by law to report it to either Department of Family Services or the local police.
- B. Procedures for reporting suspected abuse include:
  1. Observe carefully and document in writing, note date and time and circumstances.
  2. Report the evidence of suspected abuse to one of the Directors.
  3. Report the information either to Department of Family Services or the

- police.
4. Do nothing more until instructed by the investigating authority.

**V. Building Security**

- A. Only the front door is accessible to entry, and it is watched by either the Administrative Assistant or Director. (A card-entry system is planned).
- B. Children will be allowed to be picked up only by people on the parent's pre-approved list.
- C. Every classroom has direct phone access to the front desk.

**VI. Emergency Procedures**

- A. Regular monthly fire drills will be conducted, and fire drill instructions and paths will be posted in each room.
- B. In case of injury to a child or staff member, parent/emergency contact person will be called; the Nurse Consultant and the person's physician will be contacted, and if the injury appears potentially serious, Ivinson Hospital, directly across 30<sup>th</sup> street, will be contacted.
- C. In case of a civil or personal threat, formal lock down procedures will be instituted. All children will be gathered in their assigned classrooms, both inner and outer doors locked, and children kept away from windows. Phone communication via the intra-building system and/or cell phones will be maintained. Each classroom has toilet facilities and water. Each class will maintain a small emergency supply of ready-to-eat food on hand. Each teacher will have a phone list for her class in the room at all times.
- D. In case of severe weather such as tornado, all children and staff will take shelter in the most protected parts of the building, especially the conference room, adult bathrooms, and hall on the support side of the building, all rooms with no windows. Secondary shelters would be the college technology classroom (with one small window), the library, the bathrooms in each classroom, and the infant sleep room and nursing room.
- E. In case a building evacuation ever became necessary, the infants, toddlers, and Toddler Transition rooms would go to the UW Apartments office on Arrowhead Lane; preschool classes and the after-school program would go to the Family Housing Community Center on Kendrick Street. Both buildings are a short walk from the center. Infants would be transported in the heavy-duty evacuation crib, toddlers in the multi-passenger stroller-van and supplementary strollers. Class lists would be taken and parents called.

The *Caring for our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs* includes recommendation that “Each center and organized small family childcare home system shall utilize the services of a health consultant” (American Academy of Pediatrics, 2002, p.32). In an effort to follow this recommendation, the Early Care and Education Center (ECEC) formed an agreement with the Fay Whitney School of Nursing within the University of Wyoming, College of Health Sciences so that one of their affiliated nurses and UW nursing students provide child care health consultant services.

### Role of the Child Care Health Consultant & Benefits

The role of the consultant is to help providers improve the health, safety, and overall quality of childcare programs through consultation, staff training, and resource referral (Cianciolo, 2002). Topics might include health assessments, immunizations, nutrition, safety and injury prevention, identifying and caring for children with special needs, sanitation and communicable disease prevention, and health promotion for staff, parents, and children. Over the course of the semester our nursing consultant and/or the nursing students will provide educational programs for children, parents and/or staff. In addition, they will provide brief health assessments as requested by childcare providers or parents when specific health issues are identified such as looking at rashes and minor injuries. The childcare health consultant also serves as a “bridge” to a variety of specialized services in the community and state.

### References

American Academy of Pediatrics & American Public Health Association (2002). *Caring for our Children*. U.S. Department of Health and Human Services Administration. Maternal and Child Health Bureau.

Cianciolo, S. (2001). Child care health consultants. *Healthy Child Care* 4 (3), <http://healthychild.net/articles/mc24consultant.html>

### Resources

**For more information, please refer to the following resources:**

American Academy of Pediatrics; 800-433-9016; [www.aap.org](http://www.aap.org)

Healthy Child Care America Campaign [www.healthychildcare.org](http://www.healthychildcare.org)

National Child Care Information Center; 800-616-2242; [www.nccic.org](http://www.nccic.org)

National Resource Center for Health and Safety in Child Care; 800-598-KIDS; [nrc.uchsc.edu](http://nrc.uchsc.edu)

National Training Institute for Child Care Health Consultants; [www.sph.unc.edu/courses/childcare](http://www.sph.unc.edu/courses/childcare)

# Communication

- I. Daily communication: we will make ourselves available to talk with parents at the beginning and ending of the day. Infant and toddler rooms will provide daily health, feeding and elimination, and activity information for each child. We need your insights into any changes in your child's routines (whatever age your child) or into any special fears or worries we need to be aware of.
- II. Class newsletters: information will be sent home on a regular schedule to parents about ongoing work and special events in the classroom.
- III. Center newsletter: once a month a comprehensive newsletter will be sent home which will include schedules of parent meetings and family events and other features of general interest.
- IV. Parent conferences: will be held at least once each semester and may be scheduled by parents or teachers at any time as needed.
- V. There will be parent meetings, both at the classroom level and at the all-school level, scheduled to introduce new educational ideas, to give parents a taste of the activities at the center, to celebrate the completion of projects, for building a sense of community, and for a variety of other purposes. We invite your suggestions and involvement in planning.
- VI. We will use transcriptions of audio recordings, digital photos, and video footage to document all kinds of ongoing work of children and teachers. This documentation will be posted for display to help children keep track of project experiences, to provide context to college students as they plan lessons and activities, for teacher analysis, reflection, assessment, and planning, and for communication with parents about the evolving curriculum of the program and research discoveries of teachers and children. We invite you as parents to become involved in the documentation process, too.

I have read and agree to abide by the above policies and procedures while my child(ren) are in attendance at the UW Early Care and Education Center.

Parent Signature \_\_\_\_\_  
(both if applicable)

\_\_\_\_\_

Date \_\_\_\_\_