



Parent Handbook

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Momentum Early Learning's Vision/Mission Statement:

Grow as a cohesive
and fun team with
PURPOSE, engagement,
passion & QUALITY.

Momentum Early Learning is excited to welcome you to our state-of-the-art center. We look forward to getting to know your family and participating in the growth of your child/children. We offer you an opportunity to belong to a new kind of early learning center, which has tapped into today's use of technology and security (web-cams and secured entrance), the highest quality staff (exceeding state requirements) and all of the best equipment, supplies and materials. We strive to stand higher than other child care options by creating a family atmosphere, implementing a creative curriculum in the classrooms, providing new opportunities for growth and learning and assisting your child as they progress toward elementary school. We will work together with parents/legal guardians to provide the best possible care.

GENERAL INFORMATION

HOURS OF OPERATION

Momentum Early Learning is licensed by the State of Wisconsin and is open year round Monday-Friday 6 a.m. to 6 p.m.

AGE OF CHILDREN

We are licensed to care for children aged six weeks through twelve years old. If you are expecting a child, we recommend you register your new baby as soon as possible by filling out the Enrollment form and paying the non-refundable deposit. After we have received your deposit and the requested form, your place with us is assured.

CAPACITY OF CENTERS

The Germantown facility has a maximum enrollment capacity of 146 children. The Sussex facility has a maximum enrollment capacity of 126 children.

OPEN DOOR POLICY

Our facility has an open door policy for parents/legal guardians. Parents/legal guardians are able to visit their child at any time. However, we are bound to abide by court order documentation on file that restricts or prohibits visitation.

SECURED ENTRANCE

Parents/legal guardians will be registered by fingerprint, upon enrollment to gain entrance to our facility. If someone other than the parent/legal guardian needs to pick up or drop off their child, parents/legal guardians need to notify the office prior to the individual's arrival. The individual will have to present picture ID and upon verification, the office will release the child. If the individual does not have picture ID, the parent/legal guardian will be called to verify the individual. If the parent/legal guardian is not found, the child will remain at Momentum until permission from the parent/legal guardian is secured.

STATIONARY SECURE ACCESS WEB CAMERAS

Our facility has stationary security cameras outside of the facility and in each classroom. Our classroom cameras are available for parents/legal guardians to view their child throughout the day. You will only receive access to your child/children's permanent classroom(s). Due to security issues, we will not give camera access to any other classrooms. The access for the classroom cameras is granted through a password protected website link provided only to parents/legal guardians. Please know that we will do our best to keep this system up and running at all times for your convenience. Due to technical difficulties, however, the system may be down at unpredicted times. Please let the center know if you notice a malfunction.

Only one log-in is issued per family. The enrolling parent/legal guardian should share

with their partner/spouse or child's parent only. For the safety of the children, we ask that you do not share your log-in with others. We ask that parents/legal guardians restrict their viewing to 15 minute increments as a courtesy to other parents. Please take into consideration web cameras are provided for a quick glimpse of your child during the day, not for extended periods of viewing. As stated in the Web Camera Form, web camera viewers cannot record, tape, or save to a hard drive or other storage media, or rebroadcast the images of video taken from the web camera. Revocation of web camera usage is at the discretion of Momentum Early Learning Director due to improper use of the web camera.

Users of iPads and iPhones can access web cameras as well as users of laptops and desktop computers. Beware some company's computer security systems prevent access to our web cameras.

We must receive the web camera forms before granting access to the cameras.

Please see: Permission and Acknowledgement Form and Release and Waiver Form located in enrollment packet.

HOLIDAYS

We will be closed on all of the National holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day. In addition, we will be closed the day after Thanksgiving. The center closes early (3 pm) on both Christmas Eve and New Year's Eve. If a holiday falls on a Saturday, the center will be closed on the Friday before. If the holiday falls on a Sunday, the center will close on the following Monday. You are required to pay for a holiday if it lands on your regularly scheduled day. Please include the regular amount with your payment.

ENROLLMENT AND PARENT ORIENTATION

The first step in our enrollment process is to schedule a tour. We encourage parents/legal guardians to bring their child/children along with them to see the facility. This is a good opportunity for the child/children to start to become more comfortable in a new place. If other extended family members would like to see the center, and visit, that is also encouraged. A member of the office team will guide a tour of the center, answer your questions, explain our unique features, review our tour packet, and discuss availability. Contained in the tour packet is our program's philosophy along with tuition information.

Upon enrollment, we schedule a time for parents and the child/children to come into the facility prior to their start date to become familiar with what will be their new surroundings. Additionally, we allow and encourage the parents and the child/children to stay as long as their wish to socialize with the other children, to get to know the teachers and for both teachers and parents to ask any questions they may have. If requested, we schedule multiple meetings prior to start so the child/children are as

comfortable as possible.

To enroll your child/children, a non-refundable registration fee is collected. Once the registration fee is collected, you are given an enrollment packet containing required paperwork needing completion before your child/children's first day of attendance.

An orientation time is scheduled several days before your child/children's first day of attendance to review completed paperwork. Additionally, you and your child/children can meet with the classroom teacher to ensure a smooth transition. At this time we will discuss information on items about routine care items, feeding, sleeping and toileting.

Momentum Early Learning acknowledges the many different cultures of its families and values the diversity these different cultures bring. All center campuses are equipped to make accommodations to provide materials to families in their native language upon request. **Reference APPENDIX A "Translation Procedure"**

ENROLLMENT FORMS

Parents/legal guardians will receive a packet of forms, which will need to be completed and kept on file prior to the child's first day of attendance. These forms are as follows:

- Child Enrollment Form
- Intake (children under 2) updated every 3 months
- Immunization
- Health History and Emergency Care Plan (updated every 3 mos. for children under 2)
- Child Health Report (to be signed by a pediatrician and updated every 6 months for children younger than 2, every 2 years for children older than 2)
- Medication Authorization (if necessary)
- Permission to Transport (school age transportation)
- Web Camera Waivers
- Email Request
- Photo Release Form (Photos will not be used unless signed)
- Parent Agreement
- Link to Parent Handbook Online and Confirmation of Understanding

Parents/legal guardians have the rights to access their child/children's records upon request. If you would like a copy of the records, the Assistant Director/Director will be able to provide within 24 hours of request.

Other forms as required by the Department of Children and Families.

Forms are available in the office and on our website (momentumearlylearning.com). If any information changes, please let us know as soon as possible. In the event of an emergency, we need to be able to call you at any time.

In accordance with the Department of Children and Families, childcare services are available without discrimination on the basis of sex, race, color, creed, disability, sexual orientation, national origin or ancestry. To file a complaint of discrimination write USDA,

Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC, 20250-9410 or call (202) 720-5964 (voice and TDD). Momentum Early Learning is an equal opportunity provider and employer.

FEES

REGISTRATION FEES

The registration fee for all families with one child is \$70. The fee for families with 2 or more children is \$100. This annual, non-refundable fee covers essentials such as toy replacement, State of Wisconsin license fees, office administration, materials and continuing education opportunities.

TUITION PAYMENTS

Your weekly tuition amount is based on the schedule you enrolled for which includes the number of days per week your child/children attends and whether your child/children attends full time or part time. Full time attendance is more than 5 hours per day. Part time (half day) attendance is 5 hours or less. Your tuition will not change, except with the use of Vacation Coupons. It is the same amount whether your child attends or not. It also is the same amount if a holiday occurs on one of your scheduled days, if your child is out sick or there is some other reason your child cannot attend a particular day.

Your tuition amount is provided to you at the time of your enrollment based on your child/children's planned attendance. Tuition must be paid ahead to secure your child's slot for the upcoming weeks. It is the responsibility of the registered parent/legal guardian to be sure your account is up to date and to make weekly payments. Statements are not automatically generated but can be printed at your request or emailed directly to you.

Prior to the week you elect to start, as a parent/legal guardian, you will need to pre-pay for the first week's tuition amount prior to attending. On Thursday of that first week, you will then be billed for two weeks' worth of tuition to reconcile your billing with our normal billing process with tuition due two weeks in advance. Then, you will be billed weekly on an ongoing basis for your tuition in advance two weeks.

School aged children will be charged their regular schedule regardless of school schedule. That is, you are required to pay the same rate throughout the school year even if they are not attending on a non-school day. School aged children attending on non-school days will have an adjusted tuition amount charged for any additional time spent at the center that is greater than their regular day school schedule.

Your account may be audited for accuracy without notice. You will be informed of any inaccuracies and credits will be issued if warranted or additional payment may be required if an error was made.

PRIVATE PAY BILLING CALENDAR – BILLING EXAMPLE

| | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|--------------------|---------------|----------------|------------------|--------------------------|---------------|
| Prior to attending | | | | Pre-Pay for week 1 | |
| Week1 | | | | Bill for week 2 & week 3 | |
| Week2 | | | | Bill for week 4 | |

A weekly amount of tuition is billed weekly every Thursday for the period that is two weeks ahead. If payment is not received by Monday 6 PM making your balance \$0.00, a late payment fee of \$40 will be assessed to your account. Your child will also not be able to attend if you fall behind in your payments. All accounts must be paid in advance in order for your child to receive childcare services the following week.

AGENCY (OR COUNTY ASSISTANCE) BILLING CALENDAR- EXAMPLE

| | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|--------------------------------------|--|----------------|------------------|-----------------|----------------------------|
| Week1 (1 st day of month) | Family transfers monthly child care benefits to pre-pay the monthly tuition via the EBT card | | | | Family Co-Payment* Due 6pm |
| Week2 | | | | | Family Co-Payment* Due 6pm |
| Week3 | | | | | Family Co-Payment* Due 6pm |
| | | | | | Family Co-Payment* Due 6pm |

*Note the family co-payment is the amount of Tuition for the month not covered by the childcare benefits received from the Department of Children and Families. This amount is then split into weekly co-payment amounts.

Agency families can start upon receipt of state authorization on the first of the month. All families are responsible for ensuring the full amount of their tuition is paid whether it is being supplemented through agency assistance or by other means. This includes paying a co-payment, (the difference between Momentum tuition and state reimbursement) and any other amounts not covered through assistance or reimbursement. It is a family's responsibility to work directly with their county assistance agency to ensure authorized amounts are correct.

Payment process for Agency families:

Step 1: Department of Children and Families sends childcare benefit amounts to the EBT vendor to load the EBT card each month.

Step 2: The parent uses the EBT card to initiate the childcare payment or payments to Momentum Early Learning. Parents need to call or go on website to initiate payment through FIS: EBT Parent Pay. Call 877-201-7601 or www.ebtedge.com

Payment should be initiated and transferred from your card to Momentum Early Learning for an entire month's authorized child care benefit on the first of every month.

Step 3: The remaining monthly balance will be divided out into weekly installment co-payments that are due every Friday by the end of the day for the following week. If payments are not received by the end of the day on Friday, your child will not be able to attend Momentum Early Learning the following week. Co-payments can be made through cash, check, or through checking/savings auto withdrawal. Credit cards are an alternate method of payment but will be assessed a 3.4% transaction fee.

Tuition is billed bi-weekly every other Monday for the prior two weeks. If payment by cash or credit is not received by Thursday 6pm making your balance \$0.00, a late payment fee of \$40 will be assessed to your account. Your child will also not be able to attend if you fall behind in your payments. All accounts must be paid in advance in order for your child to receive childcare services the following week.

*First time families must pre-pay the co-pay portion of the first two weeks attendance in advance after agency authorization is confirmed. Payment of this and the registration fee is due prior to the first day of attendance.

METHODS OF PAYMENT FOR BOTH PRIVATE PAY AND AGENCY BILLING

- Cash- will be noted on your account as "Pmt by Cash" and the amount will be seen as a 'credit'.
- Check- will be noted on your account as "Pmt by Check" and the check number will be noted in the "Comments" and the amount will be seen as a 'credit'
- Credit Card- to pay using credit card you must sign up for Tuition Express. Forms are available in the office. Please ask the director or assistant director or visit www.tuitionexpress.com to print a form. Tuition Express parents have access to all transactions using www.tuitionexpress.com. A user account number will be provided to you by the Assistant Director when your information has been 'approved' within the Tuition Express system. This will be noted in your account as

"Pmt Tuition Express". Please note there will be an additional 3.4% per transaction processing fee for using credit cards and an additional 1% transaction processing fee for debit cards.

- Checking/Savings Auto Withdrawal-must sign up with our ACH withdrawal form. Forms are available in the office. Please ask the Director or Assistant Director. This will be noted in your account as "ACH withdrawal". Payments are to be made in the form of a check (payable to: Momentum Early Learning), cash, auto draft from your bank account, or credit card. Please drop check or cash in the drop box located outside the office.
- If tuition goes unpaid for more than two weeks, your child/children will no longer be able to attend Momentum Early Learning until the balance is paid in full.
- If your bill is not current, it also may result in access being removed to view your child on the Webcam until your bill is current.
- Only one parent/legal guardian can be considered the registering parent.

NON-SUFFICIENT FUNDS (NSF) FEES

There is a \$40 fee for NSF checks. Payment in full, including the NSF fee, must be made before the child may return to the center. This payment must be made in the form of a Cashier's check or cash.

CREDIT CARD DECLINATION

There is a \$40 fee if payment made via credit card is declined. Payment in full, including the \$40 fee, must be made before the child/children may return to the center. This payment must be made in the form of a Cashier's check or cash.

VACATION COUPONS

Eligibility for vacation coupons depends on your child's enrollment schedule. Families using a flex schedule do not receive vacation coupons due to the benefits of flex scheduling.

Families with a child or children eligible for vacation coupons will receive their coupons in January to use at their discretion throughout that calendar year. To receive vacation coupons, parents/legal guardians need to stop in the office and sign for them. Eligible new families will receive vacation coupons after attending Momentum Early Learning for 90 days, and we have received all of your completed enrollment paperwork.

Beginning February 1, 2013, vacation coupons are available for a child or children enrolled 3 days a week or more.

Vacation coupons are not offered to families attending less than 2 days per week.

For families starting after January, vacation coupons are pro-rated from January through the end of the year. Please reference the vacation coupon calendar on the next page:

VACATION COUPON CALENDAR - MONTH OF YOUR CHILD'S START

| Days per week | J | F | M | A | M | J | J | A | S | O | N | D |
|---------------|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 5 | 4 | 4 | 3 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| 4 | 4 | 3 | 3 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 3 | 3 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

For example, if your child attends full-time, five days a week, you will receive five full-time coupons if your child starts at Momentum in January. If your child attends three full-time days, you receive three coupons in January. If your child is enrolled in April of the calendar year on a full-time, five days a week schedule, your child will receive 3 vacation coupons to use the balance of the calendar year.

There are multiply ways to use vacation coupons.

Example One: You attend full time (five days per week) and your family is going out of town for a week. You attach five coupons with dates of use written of them. One week is credited to your account.

Example Two: You are full time (five days per week) and you are on a business trip and your child is staying with Grandma for three days, rather than coming to Momentum. You divide your weekly rate by five, multiply by two (for days attended) and pay this amount, attaching three coupons.

Example Three: You attend three days a week and your child is sick for one day. Divide your weekly rate by three, multiply by two (days attended) for your payment and attach one coupon to your check.

Vacation coupons have to be filled out completely to be credited. One vacation coupon equals the credit of one day of care. Due to billing in advance, vacation coupons should be turned into the office prior to or on the day you wish to use them. If your child has been out ill, please remember to turn in your coupons on the day your child returns to Momentum or within one week of their illness.

Vacation coupons are deducted from your account immediately upon receipt, even if the dates are later in the year. Your child may NOT attend on days paid for with vacation credit. Once vacation coupons are used, you are required to pay for every week thereafter.

Vacation coupons expire on December 31 of the calendar year they were issued. If your

child's schedule changes during the year, vacation coupons may be adjusted accordingly to match your child's new schedule.

Vacation coupons cannot be used as part of a two weeks' notice at disenrollment.

LUNCH FEES

Lunch is ordered through our caterer: Aldo's Catering. Lunch prices vary depending on location. All of the lunch orders will be gathered by the office administration. A parent//legal guardian will pay for the lunches they order either through automatic withdrawal, cash or check. The lunches will be billed in advance of the month in which the lunches are ordered.

Please see separate information sheet located in your child's packet for more information.

SNOW EMERGENCY/FACILITY CLOSINGS

In Wisconsin, severe weather happens. Parents will pay their regular fee for the first three closings per year. These closings may be weather related (blizzard) or facility related (no heat or power, for example). If there are more than three closings per calendar year, you will not be charged for the additional days.

10+HOUR RULE/5+HOUR RULE

Children that attend full time over 10 hours a day will be charged an additional \$5 per hour after 10 hours. Children that attend part time over 5 hours a day will be charged an additional \$5 per hour after 5 hours.

LATE PICKUP FEES

Our staff is scheduled until 6:00 pm. In the event that you will be late, please inform the office as soon as possible. A late fee of \$1 per minute per child will be assessed after 6:00pm.

LATE PAYMENT FEES

Your payment secures your child's slot in his/her classroom for the following two weeks. If payment is not made in a timely manner, you risk losing your child's place in the classroom. A late fee of \$40 will be assessed after one late payment (two weeks). An additional \$40 will be added to your account for each missed payment. If second missed payment is not paid in full within five working days, your child will be automatically disenrolled.

RATES

Rates are not pro-rated. We use the posted. Rate increases are not taken at a specific time each year but are taken at the discretion of the center to stay competitive in the market. Rates are reduced when your child moves to the next classroom, or on their birthday whichever is later. This is due to the teacher to student ratio required in classrooms.

NO REFUNDS WILL BE GIVEN AT ANY TIME.

CHILDREN'S ATTENDANCE

Upon enrolling, our families are asked to provide the center with a schedule of approximate drop off/pick up times. It is essential for the scheduling of our staff that families consistently follow their provided schedule. Any change in your child/children's schedule whether it is for one day or more needs to be communicated to the office and your child/children's teacher. In the event your child/children's drop off/pick up times change permanently, we ask for a two week notice.

REPORTING CHILDREN'S ABSENCES

Parents/legal guardians have the responsibility to notify the center if your child/children are ill, attending late, not attending or leaving early. Please let us know if your child/children are ill; we may need to post the illness, informing other parents/legal guardians to look for symptoms in their own child/children. If or when a child/children does not show for a regular scheduled day, the Director/ Assistant Director will call the family within 30 minutes of their regular scheduled day to check on their whereabouts. Contact will be made by calling parent(s)/legal guardian(s) cell phone, home phone and work phone numbers until contact has been made. All attempts to contact the parent(s)/legal guardian(s) will be documented until contact has been made.

ARRIVAL AND DEPARTURE

Arrival time is an important time to ensure a happy day for your child/children. We encourage you to say good-bye. Research shows that sneaking out of the room does not usually work as children realize eventually that you are gone and become very upset. Develop a routine, such as a kiss and hug and leave the room. If you need help, please ask your child/children's teacher for assistance. We would be happy to answer your call, once you leave, to let you know how your child/children are doing. At the end of the day, children may get upset, because they are not quite ready to go home. This is a great sign that they have had a good day. We recommend, in this case, telling children firmly that it is time to go, you will be back tomorrow, and leave with them.

SIGN IN AND OUT

Parents//legal guardians are required by the State of Wisconsin to sign their child/children in and out every day. By using the touch screen in the vestibule to sign your child in and out each day you are filling that requirement.

CHILD TRACKING PROCEDURE

Teachers keep track of the number of children in their classroom at all times by completing Face to Name count form throughout the day. Never take your child/children out of a classroom, the lunchroom or off the playground without talking to their teacher.

This will ensure they know that you and your child/children are leaving. Parents/legal guardians must enter and exit the building through the front door only for security reasons.

RELEASE OF CHILDREN

Children may be released to parents/legal guardians and those listed on the enrollment form as authorized to pick up. If someone other than these designated people need to pick up your child/children, please remember the following:

- Written notice must be given by parent/legal guardian stating who will be picking up their child/children.
- The person picking up must have a valid photo ID.

We may call the parent/legal guardian to confirm the pick-up person if necessary. If the parent/legal guardian cannot be reached and there is a question about the pick-up person, we will NOT release the child/children. This is for the safety and protection of the child/children. In an emergency, we will allow for a verbal confirmation by the parent/legal guardian of a different pick up person, if all those listed are unavailable for pick up.

COMMUNICATION

Daily communication is of great importance with parents/legal guardians and teachers. If a concern or problem arises, parents/legal guardians should address the situation as soon as possible. Primarily parents/legal guardians are asked to address the concern or problem with their child's primary teacher; however, if the concern or problem remains unresolved, please contact the Director/Assistant Director directly.

Parents/legal guardians can request a copy of our policies at any time.

PARENT COMMUNICATION BOARDS

In each classroom, there is a parent communication board. On this board, parents/legal guardians will find weekly lesson plans, monthly snack menus, and daily schedules. There is also a center-wide communication board located in the vestibule. This board contains the following information: monthly snack menu, lunch menu, State of WI license, non-compliance notices and any upcoming events.

DAILY SHEETS

All children, infant through preschool, receive a daily sheet documenting their activities throughout the day. Daily sheets include information about your child's basic needs such as diapering, feeding and sleeping. It will also contain information regarding how your child felt during the day, what they learned, and what their favorite part of the day was. We encourage parents/legal guardians to have conversations with their children about their day using their daily sheet.

EMAIL

E-mail is a great way for parents/legal guardians to communicate with our Director/ Assistant Director any changes, questions, or concerns you may have. Each staff member has a Momentum e-mail to send pictures, notes, or other communication to you as needed. However, verbal communication with our staff is the best form due to the busy schedule of our staff which limits their opportunity to check their e-mail.

CONVERSATION

We hope you form a special bond with your child/children's teacher and feel comfortable talking to them on a regular basis. Please be cognizant, of their priority to care for the children and set up a conference time if you need their attention for an extended period of time.

Accommodations can be made if at any time, the parent/legal guardian require a confidential meeting space with either the child's teacher or Director. Schedule your meeting with the Director either face-to-face or through email. A designated space will be reserved for the meeting per the parent/legal guardian request.

MONTHLY NOTES

Every month, a communication e-mail will be sent to all parents/legal guardians. This note is very informative about the activities at Momentum that month, upcoming events, key reminders for parents, fun activities and treats for family time and much more. On occasion, pictures of fun learning activities are also included as well as classroom highlights.

WEBSITE

Momentum Early Learning offers an informative website (www.momentumearlylearning.com) for current and prospective parents/legal guardians. Momentumearlylearning.com provides information on current events, recent news, teacher biography's, lunch and snack menus, Web Cam access, parent testimonials and other valuable information about our programs.

FACEBOOK

Our Facebook page offers parents regular updates on classroom themes, field trips, special events along with providing a centralized communication board for all Momentum families.

(Sussex: www.facebook.com/momentumearlylearning)

(Germantown: www.facebook.com/Momentum.Early.Learning.GermantownWI)

PARENT NETWORK

We offer a great opportunity for our parents to connect using our Parent Network. It is completely voluntary and confidential. With your consent, we provide to other parents/legal guardians on the network your contact information (e-mail or phone number), the age of your child/children, and the classroom(s) they are currently in.

It is a great opportunity for parents/legal guardians to get to know each other, arrange play dates, or simply compare parenting notes. If you are interested in being involved in our Parent Network, please let our Director/Assistant Director know.

PARENT/TEACHER CONFERENCES

Parent/Teacher conferences are held twice per school year, in the spring and fall. Teachers enjoy sitting with parents to discuss their child/children and their progress. Together, parents and teachers create a focus plan for each child to progress in learning key skills and reaching milestones. Open communication is the best way to create a positive learning environment so each child can succeed. Teachers are available to meet after 5:00 pm for several evenings to accommodate parent/legal guardians schedules during Parent/Teacher conference time.

PARENT SURVEY

As a center, we are constantly striving to improve our quality. We want to offer your child/children the very best care and education possible to prepare them for a lifelong love of learning. Your feedback is always important to us and helps us make important decisions on changes and specific quality and policy improvements. Our annual parent surveys are sent out in June. Once the results of the survey are tabulated, a summary is sent to you highlighting the strengths of the center, areas of improvement and the center's plan for changes based on the results of the survey. You are always encouraged to discuss any concerns or issues at any time throughout the year not just during the survey.

FAMILY INVOLVEMENT

Four times a year, the center hosts family events to showcase the children's work as well as offer social opportunities for families. Early in the year, the center hosts an Art Show and Pre-K Open House that highlights process art infants through preschool created. In May, there is a Spring Program and Pre-K Graduation where the preschool children sing songs and we celebrate the graduation of our pre-kindergarteners. In late summer, the center hosts a summer party with a new theme each year that is packed with fun games, treats, and other entertainment. Finally, in December we have Jingle Mingle; a holiday party like no other where our preschool children sing seasonal songs and families have a chance to mingle while they jingle. All families are encouraged to attend our center events. Information about center events can be found in the Monthly Note. Invitations for events are also sent home several weeks prior to the event.

CHILD CUSTODY

We will abide by legal decisions made by the court. We request copies of any legal decisions and will keep all information confidential.

WITHDRAWAL FROM MOMENTUM

Parent/Legal Guardian Request

- Requires a written notice, and two weeks paid notice.

Momentum Initiated

- Withdrawal from center initiated by Momentum could be for the following, such as but not limited to:
 - For consistent behavioral issue
 - Late or non-payment of tuition or fees
 - Consistent late pick ups
 - Harassment or disrespectful treatment of any staff person by a child or parent/legal guardian
 - Not following policies (security, paperwork, sickness, communication and other policies)
 - Inability of program to meet needs of the child

Prior to any discharge or disenrollment of a child, documentation from Center Director will be discussed with the family in a face-to-face meeting. Attempts at multiple communications will occur depending on the potential withdrawal reason.

Discharge is at the discretion of Momentum Early Learning. This could be an immediate discharge, or a 7 day notice depending on the infraction.

Appeals Process

If a family feels their child was wrongly discharged the following appeals process will be used:

1. The parent or legal guardian will state, in writing, the concern/conflict according to their viewpoint, within 2 days of termination of enrollment.
2. A meeting will be held between the family, Director, and the Owner to discuss the situation and work towards a solution.
3. The Director/Owner will make a final written decision concerning enrollment status within 2 days of the meeting.
 - The written notice will be given/delivered to the parent/legal guardian.

FACILITY

RISK MANAGEMENT

Our facilities are dedicated to providing a safe and secure environment. Each entry and exit is locked at all times. These entries and exits are monitored by security cameras and personnel. Our facilities have central fire alarms and sprinkler systems. Emergency evacuation plans are posted in every room of our facilities, in the event of an emergency. All staff are certified in CPR and first aid procedures, or will be certified within 3 months of hire.

SHOE FREE INFANT ROOMS

Infants spend a lot of time on the floor, exploring their environment. In order to keep this space as clean as possible, we ask that anyone entering remove their shoes or put on plastic booties (over their shoes). We appreciate your understanding.

EMERGENCIES AND EMERGENCY CLOSINGS

Severe Weather: In the event of a thunderstorm warning, we will keep children indoors and monitor the situation. In the event that a tornado warning has been issued, we will take appropriate coverage (see evacuation plans near classroom doors).

Power loss: (which lasts more than one hour) each parent/legal guardian will be contacted to pick up their child within an hour.

Snow Days: Closings will be decided on a case by case basis, but we will attempt to stay open when possible. Please check local radio and television stations for closings. If weather conditions deteriorate during a regular school day and we decide to close early, we will contact parents/legal guardians to pick up child/children within an hour.

In terms of billing, we will charge regularly for the first three closings that occur (either for weather or other facility emergency such as no heat). If there are further closings (more than three) throughout the same calendar year, you will not be charged.

Complete Evacuation: If we are required to completely evacuate the building (in the event of a flash flood, fire or other emergency that threatens the integrity of the structure, we can be found at:

Sussex Campus – Subway - 49 N5267 Executive Dr. (across Executive Drive in the Corporate Center)

Germantown Camus –Christian Counseling Center - W175N11120 Stonewood Dr

Teachers will take children’s records in the event of an emergency.

Building Service Loss: In the event our facility loses main power to items such as heat, air conditioning, water, electricity, telephone, or any plumbing problems, the Facility Manager will be contacted immediately. If our facility’s main power is not restored within one hour, staff members will contact parents/legal guardians to pick-up their child/children within one hour of notification. In the event our form of communication is inactive (phone and internet service), parents will be contacted by cell phone by the Director/Assistant Director.

Emergency numbers: Located by the phone in the child care classroom is a list of emergency contact numbers. Additionally, an adult is listed that is within 5 minutes of the center in the event of an emergency.

Emergency supplies: Each classroom will have a flashlight. Additional flashlights, blankets, radio, extra batteries, and extra first aid supplies are located in the Director’s office.

PARKING

There are designated parking spots in the front of the building for parents/legal guardians dropping off and picking up. Please take advantage of these spots but be considerate and limit your time in the center to 10-15 minutes so other parents can also park close. **DO NOT** leave your automobile running. Turn it off while you are in the center.

CONCEALED CARRY LAW

According to Licensing Regulation DCF 251.06 (2) (c), firearms, ammunition and other potentially dangerous items may not be kept on the premises (of a child care center). For more information and frequently asked questions, please see the Department of Justice's website: www.doj.state.wi.us.

PETS

Momentum Early Learning is a pet free facility. Due to allergies of children, we will not allow pets in our facilities.

POSITIVE GUIDANCE AND DISCIPLINE

The teacher's role is to help children grow in a positive way and learn about acceptable behavior in the classroom, specifically and in society, in general. Teachers are required to read and utilize suggestions from **Appendix C**, Managing Crying Info Packet on appropriate ways to manage crying, fussing, or distraught children.

If a child acts out, often times, there is an underlying reason. Teachers will look beyond the behavior and understand the child. Younger children may need extra attention when exhibiting bad behavior. This seems contradictory. Teachers may think they are reinforcing bad behavior, but in truth, it is showing them that you like them regardless of what they do.

Time-outs are prohibited under the age of three, not more than one minute per year of age (not to exceed five minutes) and teachers will do their best to avoid them for older children, as well. Time-out is not a first choice, but a last resort technique for a child who is harming another or in danger of harming him/herself and give a child the opportunity to calm down and cool off after a frustrating situation.

Younger children should be redirected, their attention taken elsewhere, but their behavior explained in simple terms. Older children may be taken away from their activity, but allowed another choice (after talking about the behavior). In extreme cases, teachers will call for help from the office. The Director/Assistant Director will remove the child from the classroom and will call the parent/legal guardian, if necessary.

We do our best to prevent any disrespectful behavior, bullying or physical harm to come to any of our children as Safety is one of our core values. Momentum Early Learning does have a policy on biting. **Refer to Appendix D.**

At Momentum Early Learning, children will be treated with respect at all times. No matter how poor behavior may get, staff will treat the children as you would want to be treated. If staff is having a difficult time with one child or a difficult day in general, they are asked to contact the office for help.

CLASSROOM INFORMATION

CELEBRATING HOLIDAYS

Holidays are special times to provide opportunities to teach children about other family's values and traditions. It is a great time to talk about differences, inclusion and how the world consists of many different kinds of people and families, and that we are all people and our differences make us special. No religious training is offered at Momentum Early Learning. However, the below holidays could be discussed for educational purposes.

- New Year's Eve/Day
- Martin Luther King Jr. Day
- Valentine's Day
- Easter
- St. Patrick's Day
- St. Nicholas
- Presidents Birthdays
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- April Fool's Day
- Cinco De Mayo
- Mother's Day
- Father's Day
- Grandparents Day
- Halloween
- Election Day
- Ground Hog Day
- Thanksgiving
- Christmas

CELEBRATING BIRTHDAYS

Children's birthdays will be celebrated within their classroom. If you have a special tradition or custom in your family that you wish to share, your teacher will do the best

to accommodate that cultural aspect of a celebration. Likewise, if you prefer to have your class not celebrate your child's birthday, please make the teacher aware. If you would like to bring a special treat, we recommend a healthy snack such as fruit or cheese. Any treat must be store bought and individually sealed, with an ingredients label attached. The treats will be reviewed by the teacher prior to distribution to the children. Please bring enough for the entire class and be aware of possible food allergies. Parents/legal guardians are welcome to participate in this celebration. Make sure to discuss this with your child's teacher in advance.

PERSONAL BELONGINGS

There will be designated days throughout the year when children are allowed to bring an item from home such as "Show and Tell". Teachers will notify families when "Show and Tell" days are. There are guidelines to what is not acceptable such as: money, candy, food, gum, weapons, breakable objects, and any items regarding violence or profanity. Please do not allow your child to bring items from home to school that maybe a distraction or get lost.

CLOTHING

Children need to be dressed properly for the season. Shoes with the toes covered ensure safe feet for the children. Clothing should also be appropriate for many types of activities, especially messy projects and painting. Parents/legal guardians need to provide two (2) additional changes of clothing (which will need to be restocked per changing season and as need arises).

Please be sure to label ALL clothing items, staff will make an effort to keep track of each child's clothing, however we are not responsible for lost articles. A lost and found box will be located near the front entrance.

Depending on the season, appropriate outdoor clothing includes:

- Snow pants
- Hat
- Scarf
- Mittens/gloves
- Jacket
- Boots
- Swimsuit
- Light sweaters

SCHEDULES

We staff according to your child/children's scheduled hours of attendance. We require two weeks' written notice for a schedule change. Changes can only be made if there is available space in your child's classroom.

Center activity schedules detailing meal times and outdoor times are posted in the center office, and in each classroom. To plan for early morning and late afternoon care (6:00 to 8:30 a.m. and from 5:30 p.m. to 6:00 p.m.) children may be combined in mixed age groups. To accommodate the individual and developmental differences in these age groups, carefully planned activities and choices will need to be coordinated. The early morning plan will be implemented by the opening teacher, and the late afternoon plan will be implemented by the closing teacher.

LESSON PLANS

Teachers plan weekly lesson plans following biweekly center themes. Using Creative Curriculum as a guide, teachers implement their lesson plans daily. Lesson plans are posted inside your child's classroom on the parent board for your reference. The back of your child's daily sheet also reflects the classroom's daily lessons so you can talk with your child at home about what they learned at school. Please let your child's teacher know if you have questions. For more details on age appropriate programming and how we align to the Wisconsin Model Early Standards **Reference APPENDIX B "Curriculum Philosophy"**

TRANSITIONS

Children will graduate from one room to the next based on their own developmental readiness and chronological age. A transition email with information regarding the timeline of your child's transition to their new classroom goes out to parents prior to the start of visits. Children are introduced to their new teachers, classroom, and the skills necessary to move to the next classroom up to two weeks before their birthday. All teachers involved will help your child become familiar with his/her new environment as well as communicate with parents/legal guardians to achieve a smooth transition for all parties involved.

When children are transitioning to a new classroom, the teachers and parents will work together. All efforts will be made to make this transition smooth. Since all children handle change differently, the following will be a guide that the Momentum staff will use. If needed, another week to be added to the transition. Below is an example of a typical first week in the new classroom:

- 1st Day- Current teacher takes child over to show the room and meet the new teachers. The current teacher will stay as long as needed until the child feels comfortable in their new environment, or until time allows.
- 2nd Day- Child visits in the morning after morning snack until lunch time. If needed, the teacher will stay with the child until he/she shows signs of comfort, (i.e: playing with other children, engaged with toys and/or another teacher).
- 3rd Day- Current teacher will take the child to visit before lunch. He/she will stay in classroom until after nap.
- 4th Day- Child is dropped off in new room and stays until lunch time.
- 5th Day- Child visits after nap and is picked up in new room

OUTDOOR ACTIVITY

The outdoor play space at all Momentum Early Learning campus' is an additional learning place for our children. Many new and exciting learning experiences happen outdoors. Children go outside twice daily, weather permitting. Children age two and up will go outside when the temperature is 0°F and above (including the wind chill) and below 90°F. Children under two will go outside when the temperature is above 20°F, (including the wind chill) and below 90°F. No children will go outside on an Air Quality Watch Day (per the Wisconsin DNR). No children will remain indoors while their classroom is outdoors. Parents/legal guardians are responsible for providing their child/children with appropriate outdoor clothing in all seasons.

IN-HOUSE FIELD TRIPS

Parents/legal guardians will be notified in advance of planned in-house field trips. In-house field trips may include but are not limited to: special guests, musicians, storytellers and magicians. Parental/legal guardian permission is required for all in-house field trips. Parents/legal guardians reserve the right to withdraw their child/children from any in-house field trip upon request. Parents/legal guardians are welcome to participate in all of our in-house field trips.

OFF PREMISES FIELD TRIPS

Children over the age of two will enjoy the opportunity to attend play performances, visit the zoo, visit the pumpkin patch, and other field trips if such activities enhance the learning experience. Parents/legal guardians will be notified in advance of the date, time and destination of the trip. In addition if there are any fees associated with the trip. A permission slip with a signature is required. Parents/legal guardians are encouraged to attend.

Safety is the first priority of any teacher on a field trip. Teachers will count their children in the classroom, once on the bus, at arrival at the field trip location, when ready to leave the field trip location, on the bus and at arrival at the center. If a child is ever missing on a field trip, staff will notify management of the facility to assist in the search. If staff is unable to find the child within five minutes, the police the parents/legal guardians will be notified. If a child is injured on a field trip, the same injury procedure is followed outlined in "Injuries and Accidents".

TRANSPORTATION

Momentum Early Learning offers transportation to and from area elementary schools by a center provided vehicle, or through a contracted bus company. Our policy outlines the necessary safety procedures to follow while children are in our care, as well as the necessary record checks of all drivers, vehicle inspections and emergency procedures to be followed.

Motor vehicle availability or emergency vehicle availability: Center provided

transportation will be available for emergency situations. All drivers will have an annual driver record performed that will be kept in a binder, along with children’s emergency numbers and information, and transportation forms on each child stating days needing pick up and drop off. A binder will be kept that tracks a child’s in and out times when the child enters and exits the vehicle (name to face attendance sheet completed).

All management staff will be trained to assist drivers with children who have limited ability to respond in an emergency situation. If a child has any special needs that would help them remain safe while being transported, we provide the driver with the necessary materials and equipment to assist the child requiring assistance. We do not allow any volunteer drivers to transport our children.

All vehicles are equipped with appropriate restraints, a first aid kit and the driver has a cell phone available for emergency situations. Vehicles are inspected yearly for D.O.T., as well as monthly inspections for alarm functioning checks, oil, windshield wipers, and lights.

When the center vehicle is used for field trips, all parents/legal guardians will be notified in writing of the date, time, and destination of the field trip for parents to sign and return prior to the trip.

Prior to evacuating, the driver will walk through the vehicle to check all rows to ensure no child is left unattended in the vehicle and the safety alarm buzzer will be turned off at that time, once the vehicle has been cleared of children.

Momentum Early Learning follows the guideline below on child passenger safety:

Wisconsin Child Passenger Safety Law

| | Under 1 yr | 1-3 yrs | 4-7 yrs | 8-18 yrs |
|--------------------------|---|--------------------------------------|---|---|
| Less than 20 lbs | Rear-facing car seat | | | |
| 21-40 lbs | Rear-facing car seat | Rear or Front-facing car seat | | |
| 41-80 lbs Under 4' 9" | | Front-facing car seat | Front-facing car seat or Booster seat + lap and shoulder belt | Booster seat + lap and shoulder belt or seat belt |
| 80+ lbs | Booster seat + lap and shoulder belt or seat belt | | | |

For info: 866-511-9467 or www.wcpsa.com

Information on the Wisconsin Child Passenger Safety Law can be found on the Department of Transportation website: <http://www.dot.wisconsin.gov/safety/vehicle/child/docs/cps-law-card.pdf>. See Appendix J Resource List; Car Safety Seat Information.

SCREEN TIME

Momentum Early Learning is proud to have ‘Technology’ as one of its core values. The use of tablets in the classroom for learning purposes ties into the technology core value. Children in our preschool classrooms (Creative Explorers, Little Scholars and Pre-K – ages 3 and older) will have the opportunity to utilize a tablet for learning activities and games. If the child chooses not to use the tablets, other activities will be available. Children rotate on a daily basis during set times within a class schedule to have use of

the tablet. Children who are school age (5-12) will have no more than 60 minutes of screen time per day. A child from 3 years to 5 years will not have more than 30 minutes of screen time with the tablet or other electronic device per week. Children under 3 years old do not use the tablets or other electronic devices as a regular part of learning activities and are not planned to have any screen time in a week.

STAFF

CENTER STAFF

It is our intention to meet State requirements for staff. Rooms will generally be staffed by consistent teachers. Our teachers are trained and dedicated early childhood professionals. Our lead teachers will have at least their Bachelor's degree or their Associates degree in child care or a related field. Every staff member also is required to maintain certification in Infant and Child CPR, AED and First Aid. Teachers/child care workers will have completed Shaken Baby and SIDS training prior to start of employment. Staff will be trained in Mandated Reporter - Child Abuse and Neglect and completed updated trainings every two years. Momentum staff will attend monthly staff meetings, trainings, and also trained in communication, Creative Curriculum, cleaning, professionalism, managing difficult behaviors, positive reinforcement and many other topics. Full time staff (over 20 hours per week) is required to receive 25 hours of continuing education per year. Part time staff (20 hours or fewer per week) is required to attend 15 hours of training per year.

VOLUNTEERS

The State requires that volunteers and student teachers must be at least 18 years of age, and participate in orientation. Momentum requires volunteers and student teachers to complete and pass a criminal background check. Volunteers are not factored into the staff-to-child ratios. There is a two hour minimum training requirement prior to working in the classroom as well. Student teachers who are not employed with the center are also ineligible for the staff-to-child ratios. Students attending local colleges and working toward their child care degree are required to observe in classrooms. We encourage their participation here at Momentum. They are not counted in the ratios and are never alone with the children.

TEACHERS PROVIDING CHILD CARE OFF PREMISES

We understand how difficult it is to find high quality care in your home. Teachers employed with Momentum Early Learning are allowed to provide care for children on their own time, as long as it does not interfere with their regularly scheduled hours. Under these circumstances, the teacher and family will acknowledge (using the Babysitting Release form) that Momentum Early Learning is not liable for anything related to this voluntary activity, outside of work time. The Babysitting Release form must be signed by all parties (parents and teacher) and filed in child and employee files.

HEALTH AND SAFETY

ILLNESS

Children who are ill should not be brought to the center. The following symptoms should be considered as a reason for exclusion from the center:

- A temperature of 101.1° F. or higher
- Vomiting or diarrhea has occurred more than once in the past 24 hours
- A contagious disease such as chicken pox, strep throat or pink eye
- An unidentified rash
- Severe congested cough that is persistent
- Constant, thick colored nasal discharge, along with deep chest cough.

We understand you have busy lives. We will do our best to keep your child at school. However, for the health and safety of the other children and staff, we ask that you error on the side of caution and keep your child home if their health is questionable.

If your child becomes ill with one of the above mentioned symptoms or is unable to participate in routine classroom activities, we will ask that you pick up your child within one hour of notification to reduce the spread of germs. Your child will be kept separate from the other children while they wait for you.

Your child may return to the center once they are symptom free for 24 hours. Please be mindful that in order to reduce or eliminate “bugs” from the center, you may need to keep your child home for several days. The center will report all communicable diseases to the local health department, State licensing and parents of children affected in the center.

The center will maintain a medical log on all children. All injuries to the child and first aid administered will be documented in this log. Observation of injury to child sustained outside our care, changes in their appearance and behavior will also be documented.

Medication will not be given unless a completed Medication Authorization form is on file.

CHILD MEDICATION: Medication needs to come to the center in its original packaging with pharmacy directions included. All medication will be stored in the front office (unless it’s an emergency medication and needs to be kept in the classroom or refrigerator). Parents need to fill out a Medicine Administration form. Medication will be administered by the Assistant Director or Director. If there is a missed dose or error in administering the medication, parents will be notified immediately upon discovery of error. If necessary, “911” will be called.

CHILDREN WITH SPECIAL ABILITIES

When a child comes to us with special abilities or health care needs, information will only be shared with staff directly involved with the care of the child. If specialized equipment is needed, the parent or legal guardian will train staff in proper procedures.

We meet the needs of all children within the reasonable accommodations under the American Disabilities Act (ADA). If a child requires one on one attention full time, our staff may not be able to accommodate these needs.

SPECIAL ACCOMMODATIONS

Our center will make every effort to accommodate children with differing abilities and needs. Each child will be accommodated on an individual basis. Teachers, parents and management will work together to best serve each child. Teachers working with children with differing abilities will be informed of the child's special health care needs including any physical, emotional, social, or cognitive abilities with confidentiality and sensitivity.

Any children on a special diet based on a food allergy will be served upon the written request of a parent/legal guardian. The center will try to accommodate the child's food requirements, however the parents/legal guardians may be asked to provide supplemental foods. All food regiments must follow Licensing Rules and Regulations for Group Day Care Centers. A child with a special diet, based on a medical condition, excluding food allergies, but including nutrient concentrates and supplements, may be served only upon written instruction from the child's physician.

IMMUNIZATIONS AND PHYSICAL EXAMINATIONS

The State requires children to be immunized in accordance with standard pediatric practice in order to be admitted to the center. Children must follow the State of Wisconsin recommended immunization schedule and provide a written record to the center. If your child does not receive immunizations because of personal or religious reasons, parent/legal guardian needs to submit this in writing and needs to indicate on Day Care Immunization Record form. It is the parent's/legal guardian's responsibility to keep us up to date when their child receives their inoculations.

LICE

We have a NO NIT policy. In the event Momentum is notified of a case of lice, we will head check all children in the affected classroom(s). The affected classroom(s) will be closed and then thoroughly cleaned as soon as possible. All soft items that are unable to be washed will be bagged up. All families will be notified of the lice occurrence and all children who have been in the affected classroom(s) will have their head checked upon entering the center to confirm the absence of nits and live lice before allowed back into the classroom(s). No children will be allowed to return to the center until they have ZERO nits and/or live lice. There is no exemption to this policy. We will provide parents/legal guardians with information regarding eliminating lice from their home, car, and child as well as will offer head checks to parents/legal guardians upon request.

FIRST AID

Teachers at the center are trained in First Aid, AED and CPR (Infant, Child and Adult). According to State of WI licensing standards, teachers are able to wash a wound with soap and water, apply an ice pack (if necessary), or place a Band-Aid/bandage (if

necessary). Teachers are not able to remove a sliver or stinger. Parents/legal guardian will be called if additional medical attention is needed or if the injury is severe enough that your child needs to be taken to the doctor.

INJURIES AND ACCIDENTS

Accident/Incident reports will be filled out when children are injured at Momentum Early Learning. An injury that requires a report is anything that requires cleansing, a band-aid, an ice pack, or any medical attention. Teachers who witness the accident or injury will fill out the accident/incident form; parents/legal guardians should then sign the form upon notification of accident/incident. These forms are kept in the child's classroom file.

Parents/legal guardians will be notified immediately of any head injuries or injuries that require professional medical attention (these injuries will be reported to State within 48 hours of the occurrence). If parents/legal guardians cannot be reached in the event of an emergency, the center will make all efforts to contact another person on the child's emergency card. In critical emergency circumstances, 911 may be called before a parent is notified.

ALLERGIES

Upon enrollment, the parent/legal guardian completes the health history forms to communicate any and all allergies to teachers and staff. In addition, the parent/legal guardian needs to explain to teachers about the child's allergies in detail and together agree on steps to be taken to ensure the child's allergies are understood and all precautions are taken. It is Momentum's policy to keep all allergies confidential and not share information with other families.

All children's names and allergies are listed in each classroom file, the Director's file, and on Emergency Cards. Medication for allergies are left in the classroom and taken when children leave the center for field trips or stroller time in the neighborhood.

All children's allergies are posted in a confidential, easy to access place in the classroom and in the kitchen. Kitchen staff is made aware of all children with their allergies and restrictions.

NUT CONTROLLED ENVIRONMENT

What does this mean?

- We will not serve peanut butter, anything made with peanut butter or nuts of any kind.
- We will not serve anything whose label states it was processed in a plant that also processed products with nuts.
- We ask parents who are bringing food from home to not bring anything containing these products.

Why become "Nut Controlled?"

- Nut allergies are unique. Other allergies can be managed by avoiding the items that cause a reaction. But children with nut allergies may react to traces of nuts in the air. Also, nuts are full of natural oils that are difficult to clean.

- Therefore, doing our best to reduce the risk is our best answer to protect all of the children. We do understand, however, that eliminating the risk altogether is extremely difficult, given that some children may eat peanut butter before attending childcare.

SNACKS AND LUNCH

Our center offers an optional hot lunch program to children age one to twelve years. Lunch is prepared by an outside caterer, Aldo's Catering. This food is prepared in a USDA certified facility, and delivered hot to our centers each day. This service is at an additional charge to you and is non-refundable in the event your child does not attend that day. Lunches are pre-purchased for a month at a time. An email will be sent to families with the next month's lunch menu. Families need to return menus to the office specifying the days and amount of lunches desired to place their orders.

If you choose not to order hot lunch for your child/children, you are required to provide a lunch from home that meets the state of Wisconsin guidelines. This includes a protein, a vegetable and/or fruit (minimum of 2) and a whole grain. We will provide milk. If your child has an allergy to milk, we recommend that you bring in an alternative. We can store it in the kitchen (or classroom) and use it for your child exclusively.

In the event your child does not have a lunch, whether they typically have hot lunch and it was not ordered for them or lunch was forgotten at home, the center will provide a lunch for your child consisting of the required food components using a combination of food kept on hand at the center for snacks. You will be notified of the missing lunch and subsequent lunch substitution by either an email or phone call from the office staff.

A special diet, based on a medical condition, excluding food allergies, but including nutrient concentrates and supplements, such as feeding tubes, diabetic, gluten free, etc, may be served only upon written instruction of your child's physician and upon your request. A special diet based on a food allergy may be served upon your written consent.

Infant meals are supplied by parents/legal guardians. Children under 1 year of age will only be given breast milk or formula. Any milk substitutes need to be in a written authorization from the child's health care professional. After one year of age, children that are eating table foods can be offered the hot lunch option through Aldo's Catering. Snack menus are located on all communication boards as well as online. Aldo's Catering menus are available in the Office and posted in the center.

OTHER NOTES:

- School-aged children are given a snack once they arrive from school.
- Food will never be used as a reward or punishment within Momentum Early Learning Center.
- Morning and afternoon snack costs are included in your weekly tuition.
- Should a child ever be hungry, we will do everything we can to make sure that they are fed.
- Food service personnel receives 4 hours of training per year

TOILET TRAINING

Toilet training will be started when both the child's parents/legal guardians and teachers feel it is appropriate. The child also needs to be over 18 months of age. Parents/legal guardians and teachers are asked to discuss their thoughts regarding this process prior to starting toilet training to provide the child with consistency in this important developmental stage. We cannot use individual potty chairs, because of the hygiene factor, but are happy to offer child size toilets to reduce the fear during this developmental stage. During potty training, when a child urinates or defecates his or her underwear, it is our policy to not clean the underwear. The underwear will be bagged and returned to the parent at the end of the day.

DIAPERING

The State of WI states teachers should change children's wet or soiled diapers promptly. Momentum Early Learning requires teachers to actively change diapers every two hours at a minimum. Parents/legal guardians are responsible for providing their child with wipes, diapers and ointment (if necessary). Teachers will notify parents/legal guardians when their child's supply is low.

REST/NAP TIME

Licensing guidelines state that a child under 5 years of age in care for more than 4 hours shall have a nap or rest period. Children are not required to lie down in order to have a rest period. A rest period could be a time of solo play such as reading books, working puzzles or other solitary quiet activities. If the child does not nap after 30 minutes or awakens early he/she receives a quiet activity such as but not limited to: puzzles, books, stuffed animals, etc... These activities can occur in a moderately lit area that does not disturb other sleeping children.

Parents/legal guardians are responsible for providing a blanket or sleeping bag for their child. We ask that you take these items home to launder on your child's last scheduled day of the week. We will wash the cot and crib sheets once a week unless soiled, then they are laundered immediately.

SUNSCREEN AND INSECT REPELLENT APPLICATION

It is recommended that all children use sunscreen for the duration of the camp. State licensing requires us to have written permission to apply sunscreen on each child as well as specifying the brand and SPF. The sunscreen also must not be expired. We have a program at Momentum Early Learning to make it easier for parents and teachers regarding sunscreen application and consent. Momentum Early Learning will be ordering one brand of sunscreen that has been reviewed and recommended by a dermatologist. (Below is the web address to the brand of sunscreen). This will help us ensure that each child has sunscreen that is not expired and that everyone who participates will have the same brand applied, which saves time and gets the children outside faster. We highly

encourage our families to participate in this program. When you participate in this program there would be an initial fee of \$10 per child. If we need to order additional sunscreen one or more times during the summer, we will ask that you pay this fee again at that time. The authorization form is included at the end of this handbook.

<http://www.rmsunscreen.com/spf50sunscreens.aspx>

If you elect not to participate in the sunscreen program, it is encouraged that sunscreen still be brought in. An authorization form is required to apply sunscreen; these forms must be filled out for each individual child and each item separately. Sunscreen can only be used by the child who brought in the protective spray. There will be no sharing of sunscreen and no application of sunscreen without a signed form. Older children may apply their own protective spray and then wash their hands. Any child applying their own sunscreen will be double-checked by the staff.

Insect repellent may also be used for the summer for children. An authorization form is required to apply insect repellent; this form must be filled out for each individual child and each item separately. Insect repellent can only be used by the child who brought in the protective spray. There will be no sharing of insect repellent and no application of insect repellent without a signed form.

SHOE POLICY FOR SAFETY

Children in the toddler classrooms through school age are required to wear hard soled shoes at all times. This includes children keeping shoes on while napping. In the event of an evacuation, children must leave the building immediately and there is no time to put on their shoes. Also, many foot injuries happen if open shoes are worn on the playground or for field trips. Children may wear sandals, but they must have a closed toe and a solid back. Sandals with an ankle strap or open in the front and back are not safe for children playing on blacktop or on playground equipment.

EMERGENCY DRILLS

The center will conduct monthly planned and unplanned fire and/or severe weather drills. Fire drills will be conducted monthly along with severe weather drills monthly through the months of April-October. Our centers have designated safety zones for such drills. A layout of these routes and safety zones is posted by all classroom doors.

IMPAIRMENT

If an authorized pick-up person arrives at the center and appears to be impaired by drugs or alcohol, the Assistant Director/Director in charge will attempt to keep the individual at the center, away from the children while another staff member contacts an alternate pick-up person. If the person who appears to be impaired by drugs or alcohol takes the child, the Assistant Director/Director will contact the local Police Department and give as much detail regarding the vehicle, including the license plate number if possible. This will be done to diminish the risk of your child, you, or another person

being seriously injured.

MISSING OR LOST CHILD

Teachers count children regularly and match face to name throughout the day. When the class transitions to another play space (for example, the playground or lunchroom), teachers take a count before they leave the classroom and when they are ready to return to the classroom. Teachers scan and count the room many times throughout the day to keep track of all children.

In the event that a child is missing from his/her classroom, all available staff will search the center to locate the missing child. If the child is not located after 5 minutes the center will notify the child's parents/legal guardians, and local law enforcement immediately.

REPORTING SUSPECTED CHILD ABUSE AND NEGLECT

The Department of Children and Families policy states that all child care staff is mandated reporters for child abuse and neglect. Any staff member suspecting child abuse and or neglect must notify county CPS and the Assistant Director/ Director immediately for the safety of the child. Please understand that for the protection of the child, we will call Social Services when there is any evidence of abuse or neglect. Staff is required to attend Mandated Reporter training on Child Abuse and Neglect every 2 years.

NOTIFICATION OF COMMUNICABLE DISEASES

In the event any child is diagnosed with a communicable disease, a notice will be posted on the classroom door with the date of occurrence, and the number of outbreaks. This notice will be posted for 7 days after exposure. The name of the persons involved will be kept confidential. Contagious illnesses may require parents/legal guardians to get their child tested/cultured prior to returning to our center.

SUDDEN INFANT DEATH SYNDROME RISK REDUCTION

All Momentum Staff that will care for children under one year of age will receive training Sudden Infant Death Syndrome and will be trained and follow these risk reduction procedures:

Infant & Toddler Bedding (251.09(1)(k))

- Sheets or blankets used to cover the child shall be tucked tightly under the mattress and shall be kept away from the child's mouth and nose.
- Swaddling of infants is permitted if requested by the parent up until the age of 6 months. Momentum Early Learning must have a written and signed note from the parent before allowing to be swaddled.
- If the child pulls the blanket out during nap time the provider must ensure that that blanket is kept away from the child's mouth and nose. The use of

blanket sleepers or sleep sacks is recommended.

Soft Materials in Cribs (251.09(L))

- Children younger than one year of age may not sleep in a crib or playpen that contains soft materials such as sheepskins, pillows, fluffy blankets, bumper pads or stuffed animals.
- Fluffy blankets such as quilts and comforters contain more than one layer of fabric or batting are also not allowed to be with a sleeping child under the age of one in a crib or playpen.

Individual Sleep Patterns (251.09 (2)(b))

- Each infant and each toddler shall be allowed to form and follow his or her own pattern of sleeping and waking.
- There shall be no specifically scheduled nap time for all infants (younger than the age of one) as a group.
- As children begin to mature, a child's schedule will be changed to slowly eliminate the a.m. nap and slowly integrate the child into the center schedule. Priority shall be given to the individual eating and sleep needs of the child.

Sleep Position (251.09(2)(bm))

- Each child younger than one year of age shall be placed to sleep on his or her back in a crib unless otherwise specified in writing by the child's physician. The child shall be allowed to assume the position most comfortable to him or her when able to roll over unassisted.
- If a child falls asleep in a swing or car seat, the child must be removed from the swing or car seat and placed to sleep on his or her back in a crib.

CONFIDENTIALITY

At Momentum Early Learning we respect the privacy of our families and hold all information confidential. All staff are trained on confidentiality guidelines during their new hire orientation.

CHANGING POLICIES AND PROCEDURES

At Momentum Early Learning we hold the right to change and or edit any policy/procedure at any time. These changes or edits will be submitted to the State Licensors and each parent/legal guardian will receive a revised copy of the new policy/procedure. You will be given 30 days' notice for any changes.

NECESSARY AND SUGGESTED ITEMS TO BRING FROM HOME

(LABEL ALL ITEMS)

INFANTS

- Swaddle or Sleep Sack
- Bottles, pre-made dated and labeled with your child's name
- Diapers and wipes
- Ointment (if applicable)
- Pacifiers (if applicable)
- 2 Changes of clothing
- Food (cereal, juice, foods), dated and labeled with your child's name
- Picture of Family
- Sunscreen and Hat (for summer months)
- Snowsuit (with mittens & hat - winter months)

TODDLERS

- Blanket
- Diapers
- Wipes
- Ointment (if applicable)
- Pacifiers (if applicable)
- 2 Changes of clothing (top, bottom, underwear, socks)
- Food/Drinks (if applicable), dated and labeled with your child's name
- Picture of Family
- Sunscreen and hat (for summer months)
- Insect repellent (if applicable)
- Snow gear (mittens, hat, snow pants, boots- for winter months)

TWOS

- Blanket
- Diapers/Pull-up/Training Pants
- Wipes
- 2 Changes of clothing (top, bottom, underwear, socks)
- Sunscreen and hat (for summer months)

- Insect repellent (if applicable)
- Snow gear (mittens, hat, snow pants, boots- for winter months)
- Swimsuit and towel (summer)

THREES

- Blanket
- 2 Changes of clothing (top, bottom, underwear, socks)
- Sunscreen (for summer months)
- Insect repellent (if applicable)
- Snow gear (mittens, hat, snow pants, boots- for winter months)
- Swimsuit and towel (summer)

FOURS

- Blanket
- 1 Change of clothing (top, bottom, underwear, socks)
- Sunscreen (for summer months)
- Insect repellent (if applicable)
- Snow gear (mittens, hat, snow pants, boots- for winter months)
- Swimsuit and towel (summer)

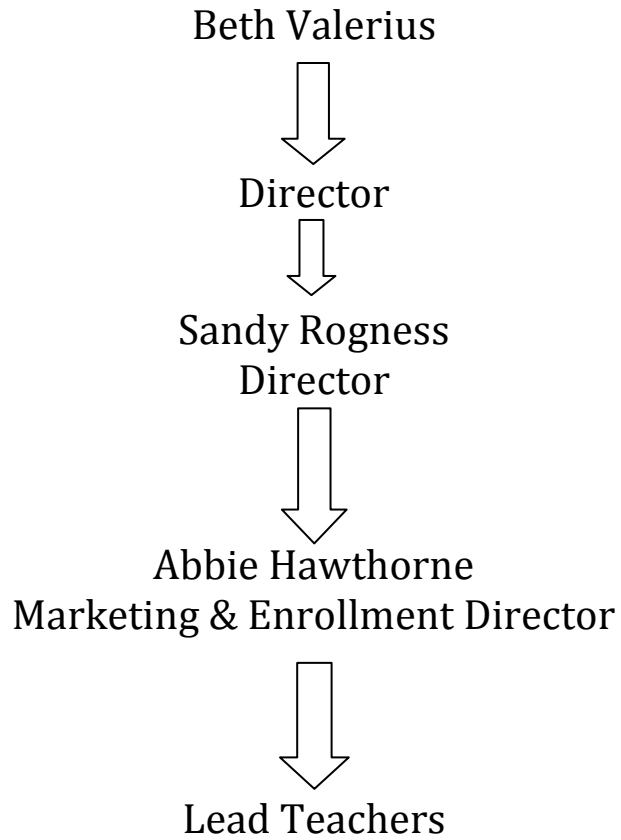
SCHOOL AGE

- Sunscreen (for summer months)
- Insect repellent (if applicable)
- Swimsuit and towel (summer)

ITEMS TO LEAVE AT HOME

- Toys of any kind (except on special days)
- Candy
- Gum
- Anything Unlabeled

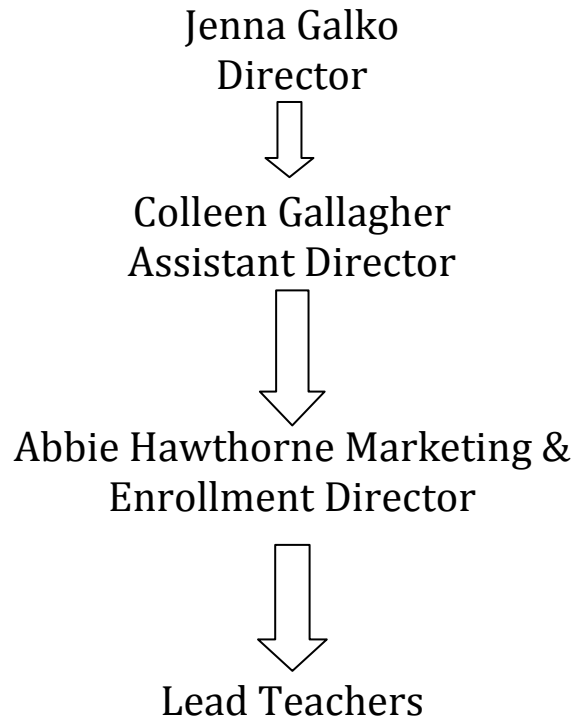
Germantown Campus Delegation of Authority



Germantown 5 Minute contact: Sandy Rogness

Sussex Campus

Delegation of Authority



Sussex 5 Minute contact: Debra Sonnemann, Teacher

APPENDICES

APPENDIX A

Language Accommodation Process



Language Accommodation Process

When a family requests policies, forms or information in a language other than English the following steps will take place.

State Licensing Forms:

1. Go to <http://dcf.wi.gov/childcare/licensed/Forms.htm>
2. On this site, click on 'Translated'
3. You are then able to select forms in either Hmong, Russian or Spanish.

Momentum Forms:

Upon request, staff will translate documents

APPENDIX B

Curriculum Philosophy

ONCE LEARNING BEGINS...IT'S ALL ABOUT MOMENTUM!

TO PROVIDE A QUALITY PROGRAM THAT PROVIDES A SAFE AND NURTURING ENVIRONMENT, A DEVELOPMENTALLY APPROPRIATE CURRICULUM THAT STIMULATES SOCIAL, EMOTIONAL, PHYSICAL AND COGNITIVE GROWTH.

Our Education Philosophy

Momentum Early Learning's curriculum is based on several key ideas:

1. Children learn through play in both their learning experiences and their environment.
2. Daily routines and meaningful experiences enhance children's learning.
3. Children develop every day in five main areas of development: health and physical development, social and emotional development, language development and communication, approaches to learning, and cognition and general knowledge.
4. Literacy and language development are encouraged daily in the classroom.
5. Opportunities for exploration and discovery encourage children to love learning.
6. A strong classroom community—learning environment enables children to develop confidence, creativity, and lifelong critical thinking skills.
7. The teaching staff use developmentally appropriate practices in the classroom and take advantage of teachable moments.
8. The teaching staff makes adjustments in their teaching to meet the strengths, needs and interests of individual children.
9. Positive reinforcement and guidance is necessary for building relationships with children.
10. Parent partnerships are a key ingredient to child care/school success.

Curriculum Components

Momentum Early Learning's curriculum is based on three components:

- Wisconsin Model Early Learning Standards
- YoungStar Standards
- Creative Curriculum

We emphasize Creative Curriculum in our curriculum because of the strong goals and objectives for development and learning. These goals and objectives are used with children birth through kindergarten. Each goal and objective is progressive and is divided into developmentally appropriate steps. The content areas Creative Curriculum emphasizes are social-emotional development, physical development, language development, cognitive development, literacy, mathematics, science and technology, social studies, and the arts. Creative Curriculum strives for a full classroom learning experience and incorporates hands on learning in conjunction with teacher/child interaction.

Creative Curriculum is research based, widely used in the early childhood community and meets the Wisconsin Model Early Learning Standards. The Wisconsin Model Early Learning Standards guiding principles include: all children are capable and competent; early relationships matter; a child's early learning and development is multi-dimensional; expectations for children must be guided by knowledge of child growth and development; children are individuals who develop at various rates; children are members of cultural groups that share

developmental patterns; children exhibit a range of skills and competencies within any domain of development; children learn through play and the active exploration of their environment; and parents are children's primary and most important caregivers and educators.

Creative Curriculum is also recognized by YoungStar, the Wisconsin Child Care Rating Program, as a developmentally appropriate curriculum for young children and an important indicator of quality education.

The Teaching Cycle

The teaching cycle is from the Wisconsin Model Early Learning Standards and is a continuous cycle of ongoing assessment, planning and curriculum goals, and implementation. Children are observed by the teachers daily in order to help them better plan for their development. The teachers use anecdotal notes, interactions with children and group time, and reviews of children's work to gain an accurate assessment of a child's knowledge and skill. This ongoing assessment and gathering of information helps the teachers determine what the child can do and what the child is ready to learn next.

Once individual learning goals are identified, the teachers can decide what should be done to promote development and what they want the children to learn. Individual goals are identified, prioritized and planned for in both the individual lesson plan and group lesson plan. Teachers then provide meaningful activities that support the individual and group goals guided by supportive interactions and relationships. During this phase, the teachers collect information for the next planning phase to write new individual and group goals.

Developmental Assessments and Individual Child Portfolios

Creative Curriculum Developmental Assessments are done four times a year and focus on each child's individual developments. These assessments are used as tools for the teachers to make adjustments in their teaching to optimize the learning opportunities they present to the children to encourage continuous growth and development. More formal assessments are done at the request of the parent in regards to developmental concerns, but because children vary so much in their development, referrals to physicians will be made if an issue is considered.

Teachers prepare individual child portfolios for children of all ages. A child's portfolio consists of:

- Child Profile Pages highlighting developmental milestones, favorite activities, close friends and family connections
- Pictures of the child
- Artwork and other artifacts of learning
- Developmental Assessments and individual planning forms complete with goals and observations

Teachers continually work on individual child portfolios throughout the year and share them with parents at parent/teacher conferences. Parent/teacher conferences are held in the spring and fall, or as requested by either staff or parent. Strong parent communication is a critical component of a child's education and parent teacher conferences are just one component of that. Upon withdrawal from the center the child's portfolio is sent home with his/her parents.

Classroom Learning Environments

Classrooms are well organized and equipped with developmentally appropriate materials. Materials in the learning centers are rotated frequently and are changed to reflect the center's themes each week. Areas are provided for relaxation and comfort as well as areas for quiet and active learning. Classrooms have daily schedules, except infants who are on their own schedule, and develop routines that allow the children to

actively participate in their day. Transitions are planned for, reducing the need for children to wait. Songs, finger plays and games are utilized to create a fun atmosphere while children move from activity to activity. Classrooms promote diversity throughout their learning centers and teachers counteract culturally insensitive behavior by establishing a classroom community with rules of fairness and acceptance.

Learning Centers include:

- Blocks—children create, design and build, learn math concepts and problem solve
- Dramatic play—children learn social skills, sharing, imitate gender roles and explore pretend play
- Art—children learn to explore different materials and foster their creativity and self-expression
- Library—children read books either alone or together, exercising literacy skills even before they can read
- Discovery/Science—children experience nature and science in the classroom with a variety of materials and by conducting simple experiments
- Fine Motor—children sort, classify, create patterns and manipulate materials while developing hand-eye coordination and problem solving skills
- Gross Motor—children play outside to improve their physical skills, to expend energy and to help promote a healthy lifestyle

Character Development and Positive Guidance

We understand that children (even infants) start child care with differences, including whether they were breast or bottle-fed, have pets or siblings, recently moved, attended another child care or stayed home. We know that families are different in their composition and that cultures have different traditions and beliefs. We believe that children incorporate all of these differences making them unique. Here at Momentum we value the unique.

The teacher's role is to help children grow in a positive way and to learn about acceptable behaviors in the classroom and in the community. We understand the need in today's world to encourage such developmental skills as respect, empathy, responsibility and kindness. The teaching staff role model the following traits:

- **Respect** towards the environment (by recycling and reducing our carbon footprint), towards our classroom materials (treating our supplies well so they last), towards each other (understanding we are all different), and towards adults (their knowledge and experience is worthwhile).
- **Empathy** towards each other and towards animals and nature.
- **Responsibility** to be true to ourselves, to be truthful, to pick up after ourselves, and for our own happiness.
- **Kindness** to all, to animals and to nature.

Development through the Early Years

Infants (Six Weeks-One Year)

Cuddly Cuties by nature are on their own schedules. This allows for their own temperament and patterns to guide their day. They choose when to eat, sleep and play. We partner with parents to keep their child's schedule consistent from home to child care and vice versa.

One of our goals with infants is to optimize our interactions with them by using their daily care and routine as a time to communicate. Diapering, eating (or drinking) and playing with toys are examples of teachable moments of learning. Language development is an ongoing focus in the infant classrooms as we communicate and converse with the children throughout their day.

Experiences and activities are used to give infants a variety of opportunities for growth. Swings, high chairs, boppies, exersaucers, bouncy chairs and playing on the floor offer infants different experiences throughout the day. Walks in the stroller offer infants the opportunity to experience the outdoors in a safe manner. Different settings stimulate curiosity, communication, self-esteem, belonging, and developmental growth. Art experiences are offered for older babies providing opportunities to stimulate their senses and encourage fine motor growth. Music and singing are important for this age and are a part of each day.

Toddlers (One to Two Years)

Social-emotional development is one of the focuses in Mobile Tykes and Trailblazing Tots. Toddlers are learning about themselves, others, and how they relate to each other. Learning to work through their emotions and frustrations is a constant challenge. Classroom environments are nurturing, stimulating, and offer a variety of materials to aid in learning to share.

The teaching staff strives to build confidence in the toddlers by celebrating their accomplishments and assisting them should they need help working through a problem. By providing an environment that is easily accessible to toddlers and includes toddler size table and chairs, teaching a toddler independence becomes an achievable goal.

A predictable daily schedule and routine help toddlers work through their fears and insecurities. Art projects, music and physical activities are favorites of toddlers and are prominent in the classroom throughout the day. Children at this age are increasingly mobile and are exploring new environments with enthusiasm. They are discovering how things work, how things make them feel and how to express themselves.

Twos

Independence is important to the children in Chatter Bugs and Lively Learners. Children at this age want to attempt and complete as many tasks as they can independently. Due to this drive for independence, two year olds tend to get frustrated frequently and expend a lot of energy learning how to identify and cope with their feelings. Empathy, to recognize a person in need of comfort and to have the ability to offer another comfort, develops at this age. Children at this age are beginning to experiment with cause and effect as they work through how their choices affect others.

Two year olds change developmentally in a dramatic way in just one year and learn so many new skills like potty training, conversational language skills, playing with peers, sharing, the beginning of problem solving, gross motor skills and more. Small and large group times are incorporated in their daily schedule to prepare them for the preschool classrooms. Introduction to letters and numbers as well as other basic concepts advance their active learning. This age in particular is a sponge for new information and continually amazes adults with their ability to learn.

Communication typically grows by leaps and bounds from 2-3 years old. Often there is a language explosion and the children exercise their new found ability to communicate continually. The children love to be read to which further stimulates vocabulary and word usage. There are times children this age become frustrated by their inability to express themselves, particularly their emotions. Teachers encourage and acknowledge children's emotions and allow them the opportunity to feel comfortable in being angry, frustrated or overwhelmed.

Toilet training is a huge part of learning in this age group as well (not before 18 months). It is a great time to teach body basics, assist them in gaining control of their body and becoming more autonomous. We teach this skill in a non-threatening manner and encourage the children as they become ready to toilet train. It often

becomes a social experience as well as a goal of independence.

Preschool (Three to Four Years)

Children in Creative Explorers and Little Scholars are developing socially and emotionally by recognizing their feelings and how their actions affect other's feelings. They demonstrate more independence and self-control, learning to take responsibility for their own actions and well-being. Their communication skills are becoming more complex, making it easier to understand and communicate with them. Preschool children are also beginning to trust persons outside of their families and are developing strong bonds with their teachers and friends.

Preschool children can follow rules and routines, and understand consequences. They learn to take initiative and assert themselves in social situations. Preschool children show persistence and curiosity, applying what they have learned to new scenarios. They work together in groups toward a common goal. Teachers encourage children to work through problems and expand their knowledge by trying new things and moving away from their comfort zone.

Preschool teachers foster a strong community atmosphere for learning. Teachers plan intentionally while maintaining the flexibility to respond to the changing interests and abilities of the children. Preschool teachers use exploration and discovery as a way of learning enabling children to develop confidence, creativity, and lifelong critical thinking skills. Teachers adjust their teaching to meet the strengths, needs, and interests of individual children with an emphasis on math, literacy and overall development.

Pre-Kindergarten (Four to Five Years)

Our motto in Junior Leaders is *Start Early, Finish Ready!* and our goal is to give our Pre-K children the best start to their academic education as we can. Our Pre-K program embraces classroom learning experiences using hands-on learning and teachable moments. There is ongoing focus on building character skills and independence. Each child has an individualized lesson plan in mathematics and literacy to help them achieve attainable goals in each area of learning at their own pace. Our DPI certified Pre-K teacher strives to create a classroom community where the children's interests and abilities influence the planning of the classroom activities giving the children an active role in their learning.

To prepare children for 5K in the school district, we have developed a full day program to mirror a kindergarten schedule including morning and afternoon learning, snack and lunch times, recess and a short rest period to better prepare them for the transition from preschool to kindergarten. Our Pre-K is open to children who are 4 years old on or before September 1 of the current school year and runs from September to June.

School Age

Children ages 5-12 years old make new friends away from their school or neighborhood in our before and/or after school program. They develop camaraderie in playing games and traveling to and from school. Children have opportunities after school to expend energy, enjoy a snack and do other activities before tackling homework.

Camp Velocity, our summer day camp for 5-10 year olds, is a popular destination for school agers during their summer vacation. They enjoy numerous field trips, experiments with science, cooking, and other unique experiences enhancing the fun of summer. Creativity is encouraged through the use of a variety of materials and activities. Teachers use the children's interest and creative ideas to enhance planning camp activities and implementing them. Teachers also promote health and wellness by promoting exercise and proper nutrition.

APPENDIX C

Managing Crying Info Packet

MANAGING CRYING INFANTS

When a baby is crying constantly, caring for that infant can be overwhelming and wearing for child care providers. This can be very frustrating especially when the baby is inconsolable. There are several techniques to try to console infants that are crying. **Never shake a baby!** Permanent damage and even death can result from shaking a baby. Because infants' heads are heavier than their neck muscles can support, the movement associated with shaking a baby causes the infants brain to bounce back and forth with the skull and may rupture or tear blood vessels, nerves and brain tissue and often leads to death. Infants who survive often experience many permanent effects as a result including but not limited to developmental delays, blindness, hearing loss, seizures, speech and learning difficulties, and paralysis.

Techniques to calm crying infants:

1. Ensure the infant has its basic needs met as crying may be the result of being hungry or a soiled diaper.
2. Inspect the clothing to check if it is pinching the infant or too tight. Look for signs that may indicate this to be the case.
3. Wrapping the baby tightly or swaddling (only under 6 months old) is another technique that helps an infant feel secure.
4. Often babies are comforted when they are held close to a caregiver's body.
5. An infant may be eating or drinking too fast. Also, ensure the baby is being burped to relieve any gas building up while eating or drinking.
6. Babies are often comforted through movement. Rocking a baby in your arms or in a chair swaying back and forth may work well. Likewise, walking or motion in a stroller outside with fresh air may also calm crying.
7. Try gently using a warm wash cloth on the infant's face as water may help calm the baby.
8. Infant massage may also work to provide relief.
9. Singing lullabies or humming can be soothing to a crying infant.
10. Listening to a sound machine with relaxing sounds or soft music can also calm a crying baby.
11. When parents approve, a baby may also be comforted by a pacifier.
12. Sometimes crying can be the result of gas or bloating, so investigating options for alternate formulas or gas drops may be worth discussing with the parents.
13. Work with the parents to see if there are techniques they use that work well to sooth the infant.

If none of these techniques work, it is best to separate yourself from the situation. See if another provider can assist with the infant for a period of time, or call the director to ask for help.

If the crying still continues, then be sure to call the parents/legal guardian. It may be a good idea for the infant to be seen by a doctor to ensure there are no other serious issues.

APPENDIX D

Momentum Early Learning Biting Policy

MOMENTUM EARLY LEARNING BITING POLICY

Biting is a natural developmental stage that many children go through. It is usually a temporary condition that is most common between thirteen and twenty-four months of age. The safety of the children at the center is our primary concern. The center's biting policy addresses the actions the staff will take if a biting incident occurs.

Toddlers bite other toddlers for many different reasons. A child might be teething or overly tired and frustrated. He or she might be experimenting or trying to get the attention of the teacher or his peers. Toddlers have poor verbal skills and are impulsive without a lot of self-control. Sometimes biting occurs for no apparent reason. The center will encourage the children to "use their words" if they become angry or frustrated. The staff members will maintain a close and constant supervision of the children at all times.

The following steps will be taken if a biting incident occurs at our center:

The biting will be interrupted with a firm "No...teeth are for eating!"

Staff will stay calm and will not overreact.

The bitten child will be comforted.

Staff will remove the biter from the situation. The biter will be given something to do that is satisfying.

The wound of the bitten child shall be assessed and cleansed with soap and water. If it is determined that there was a blood exposure further steps need to be taken under Procedure for Incidents involving Blood Exposure.

The parents of both children will be notified of the biting incident. Appropriate forms will be filled out (Incident Report). Note: If a bite requires medical treatment, a copy of the incident report must be mailed to the appropriate regional licensing office within five business days of the incident.

Confidentiality of all children involved will be maintained.

The bitten area should continue to be observed by parents and staff for signs of infection.

TIPS TO MINIMIZE CHILDREN BITING AT MOMENTUM EARLY LEARNING

Teachers are trained to do the following to try to minimize the biting behavior, which parents can also try at home:

Let the child know in words and manner that biting is unacceptable. Adults' most stern manner and words should be reserved for acts such as biting.

Remove the biting child from the situation and focus caring attention on the victim.

Examine the context in which the biting occurred and look for patterns. Was it crowded? Too few toys? Too little to do? Too much waiting? Is a child upset over another child taking a toy? Is the biting child getting the attention and care he/she deserves at all times? Change the environment, routines, or activities if necessary.

Work with the biting child on resolving conflict or frustration in a more appropriate manner, including using words if the child is capable.

Observe a child who is a short-term chronic biter to get an idea about when he or she is likely to bite. Some children, for example, may bite not when they are angry or frustrated, but when they are very excited.

Identify children likely to be bitten and make special efforts to reduce their chance of becoming victims.

Do not casually attribute willfulness or maliciousness. Toddlers explore anything that interests them with the mouth, and that includes other bodies.

If biting continues, continue to observe the group closely. Apply additional resources as necessary to shadow the child.

Confidentiality will be maintained at all times.

WHAT TO DO IF YOUR CHILD IS BITTEN?

There is not much worse than seeing a bite mark on your child, and worse, infant and toddler bites are often on the face. All of our parental primal instincts as our child's protector come into play. It is natural to be upset. Try to keep in mind that it is a consequence of the group situation and not really the fault of the child, the family, or the program. Your child might as easily have been the biter. Our center does not release the name of the biting child for that reason.

HOW LONG WILL MOMENTUM EARLY LEARNING STICK WITH A BITING CHILD?

Good childcare centers work very hard to make the program work for every child, and take extraordinary measures to help a child overcome the "biting habit." Sometimes it feels to parents (and occasionally staff) that too much time passes before a child is disenrolled. Occasionally they might be right. However, there is no clear line to indicate

when program adaptations have failed to meet the child's needs and the family needs to find another child care arrangement. Momentum Early Learning will handle each situation on a case-by-case basis.

The good news is that all biting children grow out of it, most often in their twos. This happens to the great relief of all: the biting child, the other children and their parents, the staff, and most of all, the biting child's family.

PROCEDURE FOR INCIDENTS INVOLVING BLOOD EXPOSURE

If the skin is broken, apply direct pressure with a soft, clean cloth until bleeding slows, then apply a bandage. Staff will follow universal precautions procedures if the skin is broken and bleeding. If the skin is broken, parents or guardians and the child care director will be notified immediately. Incident will be recorded on an accident form and in the accident book/medical log and will include first aid treatment steps take, the child's first and last name, the date and time of the injury and location of the bite. Staff will wash hands with soap and warm running water after tend to any bite injury.

Confirmation of Understanding and Compliance with Momentum Early Learning's Parent/Legal Guardian Guidelines and Procedures/Policies

I confirm that I have read and understand Momentum Early Learning's Parent/Legal Guardian Guidelines and Procedures and Policies. By signing this confirmation, I am agreeing to comply with all procedures and policies. I also am aware that if at any time, I have questions or concerns regarding guidelines, procedures or policies I will address them with the Director or Assistant Director.

Parent/Legal Guardian Name (Printed): _____

Parent Signature: _____

Date Signed: ____/____/____