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YMCA MISSION

To put Christian principles into practice through programs that build healthy body, mind and spirit to all, we build strong kids, strong families and strong communities.

Purpose

The YMCA child care focuses on nurturing child development, healthy living and social responsibility by providing a safe and healthy place to learn foundational skills and develop healthy, trusting relationships. The YMCA is dedicated to offering a quality and caring child care experience for children during the times parents cannot be there. Programs are set up to accommodate family schedules and offer children a chance to grow and develop in a positive setting, conducive to developing values and skills.

Child Care Philosophy

The YMCA child care programs are designed to offer well supervised, safe, quality and positive care for your children during the times you cannot be there yourself. Our programs are set up to accommodate both working and non-working parents and offer children an opportunity to grow and develop in an enriching, multi-choice, encouraging as well as pressure-free environment. Our programs are designed to promote creativity and build self-esteem while developing each child's full potential.

Goal

The goal of the YMCA Child Care Services is to supplement and strengthen the kind of learning and guidance provided by the child's parents and/or guardians.

Programs

YMCA Childcare Services accepts registrations for Day Care, Pre-school and School Age programs.

Program Structure

The YMCA Child Care Department is overseen by the Association Childcare Services Director who is overseen by the CEO. The YMCA is governed by a volunteer board of directors. Each YMCA branch location has a Child Care Director and one or more School Age Child Care (SACC) Director(s) that oversee their programs. All staff is answerable to the Director who in turn is answerable to the Association Childcare Services Director who in turn is answerable to the CEO.

Delegation of Authority is as follows:

1. YMCA CEO
2. Association Childcare Services Director
3. Program Directors
4. Lead Teacher/Lead Counselor
5. Teacher/Counselor
6. Assist Teacher/Support Staff

Parents may contact the Program Directors with questions or concerns related to the program.

Program	Age	Capacity	Ratio	
Full Day Child Care Program	4 weeks – 5 years	capacities vary by site	Birth -2 2-2.5 2.5-3 3-4 4-5 5-6 6+	1:4 1:6 1:8 1:10 1:13 1:17 1-18
BB4C Chippewa Falls 4K Eau Claire	Must be 4 on or before September 1 st of the year upon which they enter the program	capacities vary by site	4-5 4-5	1:9 1:10
SACC Program	5 through 12 years	capacities vary by site	5-6 6+	1:17 1:18

Site Locations

Site	Location	Capacity	Ages	Hours	Dates
Eau Claire Sites					
Flynn Elementary	1430 Lee Street	32	5-13	6:30AM-8:45 AM 3:00 PM-6:00 PM	Follows Eau Claire School District Calendar
Locust Lane Elementary	3245 Locust Lane	32	5-13	6:30AM-8:45 AM 3:00 PM-6:00 PM	Follows Eau Claire School District Calendar
Manz Elementary	1000 E. Fillmore Avenue	45	5-13	6:30AM-8:45 AM 3:00 PM-6:00 PM	Follows Eau Claire School District Calendar
Meadowview Elementary	4714 East Fairfax Street	52	5-13	6:30AM-8:45 AM 3:00 PM-6:00 PM	Follows Eau Claire School District Calendar
Montessori	400 Cameron Street	8	5-13	6:30AM-8:45 AM 3:00 PM-6:00 PM	Follows Eau Claire School District Calendar
Northwoods Elementary	3600 Northwoods Lane	45	5-13	6:30AM-8:45 AM 3:00 PM-6:00 PM	Follows Eau Claire School District Calendar
Putnam Elementary	633 W. MacArthur Avenue	55	5-13	6:30AM-8:45 AM 3:00 PM-6:00 PM	Follows Eau Claire School District Calendar
Robbins Elementary	3832 E. Hamilton Avenue	63	5-13	6:30AM-8:45 AM 3:00 PM-6:00 PM	Follows Eau Claire School District Calendar
Sam Davey Elementary	3000 Starr Avenue	36	5-13	6:30AM-8:45 AM 3:00 PM-6:00 PM	Follows Eau Claire School District Calendar

St. James	2502 11th Street	20	5-13	6:30AM-8:45 AM 3:00 PM-6:00 PM	Follows Eau Claire School District Calendar
St. Mary's	1828 Lynn Avenue, Altoona 54720	12	5-13	6:30AM-8:45 AM 3:00 PM-6:00 PM	Follows Eau Claire School District Calendar
Eau Claire YMCA Child Development Center	700 Graham Ave, Eau Claire, WI 54701	149	4 wks-13 yrs.	6:30-AM-6:00 PM	January – December Monday-Friday
Eau Claire YMCA SACC	700 Graham Ave, Eau Claire, WI 54701	113	5-13	6:30-AM-6:00 PM	January – December Monday-Friday
YMCA Indoor Sports Center	3456 Craig Road, Eau Claire, WI 54701	152	5-14	6:00-AM-6:00 PM	January – December Monday-Friday
Chippewa Falls Sites					
Chippewa Falls Family YMCA	611 Jefferson Avenue	32	5-13	6:00 AM-6:00 PM	January – December Monday-Friday
YMCA Early Learning Community	630 Miller Street	162	4 wks-13 yrs.	6:00 AM-6:00 PM	January – December Monday-Friday
Halmstad Elementary	565 E South Avenue	32	5-13	2:30 PM-6:00 PM	Follows Chippewa Falls School District Calendar
Hillcrest Elementary	1200 Miles Street	32	5-13	2:30 PM-6:00 PM	Follows Chippewa Falls School District Calendar
Parkview Elementary	501 Jefferson Avenue	32	5-13	2:30 PM-6:00 PM	Follows Chippewa Falls School District Calendar
Southview Elementary	615 A. Street	32	5-13	2:30 PM-6:00 PM	Follows Chippewa Falls School District Calendar
Stillson Elementary	17250 County Hwy J	32	5-13	2:30 PM-6:00 PM	Follows Chippewa Falls School District Calendar

Days Closed/Emergency Closings

- Day Care is open year round with the exception of certain holidays and staff development days.
- School Age – separate programs run during the school year and during the summer months.
Closed for certain holidays and staff development days.

All Childcare Programs are closed for the following days:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- The day after Thanksgiving
- Christmas Eve Day
- Christmas Day
- One day per year for a staff development day – date changes from year to year – parents will be notified at least one month in advance.

If emergency closing is necessary, the YMCA will notify the Directors who then notify the parents.

Full time staff will receive holiday pay for the following days:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

Child Care Objectives

In addition to the YMCA's traditional mission of enhancing spirit, mind and body, our objectives are:

- A. To create a comfortable environment that allows each child to develop self-confidence, self-awareness and a positive self-image
- B. To create an opportunity for positive social interaction, and to help foster an awareness of personal potential.
- C. To provide a program that allows for the individual uniqueness of each child by planning a wide variety of experiences.
- D. To establish an atmosphere of stability, safety and trust.
- E. To provide a program that stimulates each child's natural creativity, curiosity and eagerness to learn.
- F. To foster an atmosphere of openness and to encourage parent participation and input for the benefit of each participant.
- G. To continually strive to improve and refine the program by providing creative and comprehensive child care services.

Licensing

YMCA Child Care programs are licensed through the Department of Children and Families, Division of Children and Family Services. DCF 251-Licensing rules for Group Day Care centers will be posted throughout the center for parent review and references.

All YMCA Child Care programs will display the group day care license near the entrance for parent/guardian review. This license will reflect days, hours and months of operation, ages of children to be served as well as the maximum number of children to be served at any given time. The most recent licensing inspection report will be posted next to the license including any non-compliance or enforcement actions. The YMCA will comply with all laws governing facilities and operations.

Enrollment

No one is guaranteed a spot without confirmation from the child care office. Program registration consists of completing and submitting the following fees and forms listed in the confidential "Child Records/Files".

Registration fee and security deposit (1st payment) is required to secure a spot in the program. Payments are non-refundable.

A child's start date is a minimum of 3 business days from the date the forms are turned into the YMCA. Some locations offer online registration. For those sites that do not offer online registration, please contact the YMCA to speak with the Director of the program you wish to enroll in.

Payments

- Parents/Guardians will sign a payment contract outlining the fees and due dates for payments.
- Rates are subject to change annually.
- Payments are non-refundable.
- Rate brochures will be made available to parents/guardians prior to enrollment.
- Late payments will result in a late payment fee and may be cause for discharge from the program.
- Additionally, parents/guardians will be charged a late pickup fee in the event that they are late in picking up their child(ren) from a child care program.
- Parents/Guardians will be notified in advance of any additional fees for a field trip.

Child Attendance

Parents/guardians are required to record their child's attendance daily by signing them in and out. Non-electronic versions of sign in and out sheets need to include accurate arrival and departure times. (This is a state mandated policy). Staff will check the sign in and out throughout the day to ensure proper documentation of each child's arrival and departure. After parents sign their child out, they take responsibility for their child's safety.

- Teachers will maintain responsibility for every child in their care by having them within sight and sound supervision at all times. Staff will carry tracking devices/notebooks with them at all times when they are not in their classroom to track children in attendance by placing names and faces together.

- It is imperative that we are notified if your child will not be attending the program on a normally scheduled date. Please notify us as soon as possible if your child will be absent. If your child is scheduled to attend and you have not contacted the Center by 9 am; the Center Director or Classroom Teacher will contact the parent or emergency contact asking about the child's whereabouts. It is imperative that parents provide the center with updated information regarding phone numbers and emergency data.

Parent/Guardian Visits

Parents/Guardians are welcome and encouraged to visit their children whenever they wish throughout the scheduled program. (Unless access is denied by court order/A copy of the court order must be provided to the Center Director).

Donations

The Early Learning center will accept donations. Please consider visiting our Donation Station. Select a card from the child's classroom and donate the requested item. We also take extra clothes and old toys as long as they are in good condition. Any other more specific donations, please see the Director.

Parent/Guardian Communication

1. Parent communication is done through:
2. Newsletters
3. E-mails
4. Websites and/or other software
5. Parent communication boards
6. File boxes
7. Phone calls
8. Texts
9. Verbally communication with Y staff

Parents and staff are equally responsible for communicating with one another. This should be done on a daily basis.

- Teachers will:
 - Schedule individual conferences at the request of parents but will schedule conferences a minimum of twice a year. Parents can always request or deny a conference at any time.
 - Publish monthly class newsletters
 - Post lesson plans to inform parents of classroom activities
 - Post a daily schedule with a tentative timeline as what the day will bring
- Parents of children 4 weeks – 2 years will receive a daily report sheet of their child's daily events, changes in schedule, food amounts, feeding times, children's health, diaper changes, and sleeping habits.
- Parents of children 3 – 5 years will receive a weekly report sheet of their child's daily events and classroom activities.

- Program staff uses a variety of formal and informal strategies (including conversation) to become acquainted with and learn from families about their family structure, their preferred child-rearing practices; and information families wish to share about their socio-economic, linguistic, racial, religious, and cultural backgrounds.
- Program staff will actively use information about families to adapt the environment, curriculum and teaching methods to the families we serve. To better understand the cultural backgrounds of children and families, staff will create a cultural board/area within their classrooms to highlight our individual family cultures with pictures, recipes, and questionnaires, in addition to a variety of other cultural backgrounds. Parents are welcome to share and discuss their cultural backgrounds and the influence it displays within their families at any time with the center.

Babysitting

In accordance with the national YMCA programing; at no time are staff members allowed to babysit or care for children enrolled in any YMCA childcare program outside of the program's operating hours and in the personal homes of their own or the enrolled family's. (Unless the child is a relative)

The YMCA does not assume any responsibility for off-duty employment including, but not limited to legal liability that may occur. Under such circumstances, the YMCA is not an individual's employer and does not provide worker's compensation or other coverage for such non-YMCA employment or activity.

File Box

Each room should have a file box that includes one folder for each child on the roster in alphabetical order to put mail, billing statements, art work and other information in that needs to be sent home with the parents

Pets

Parents/Guardians will be notified in advance of any pets that are currently in the programs, will be visiting the programs, or before they are placed in the program. Parents/Guardians should make staff aware of any pet allergies their child(ren) may have.

Confidentialities

Children's records are confidential. The Wisconsin Administrative Code on confidentiality states "Persons having access to children's records do not discuss or disclose personal information regarding the children and facts learned about the children and their relatives." This does not apply to:

1. The parent or person authorized in writing by the parent to receive the information
2. Any agency assisting in planning for the child when informed written parental consent has been given
3. Agencies authorized under s.48.78. Stats

Child Records/Files

Child files must include the following forms/information:

- Child's Name
- Ethnic Categories
- Racial Categories
- DOB
- Parent Names
- 1st Day of Attendance
- Emergency Form
- Enrollment Form
- Health History & Emergency Care Plan
- Intake Form (under 2)
- Parent Contact Info
 - Address, Phone AND email
- Authorized Persons
- Emergency Contact Info
- Physician-Clinic Emerg. Med. Care Treatment
- Field Trip Transportation Authorization form
- Center Transport Authorization form
- Photos Authorization form
- Health History Form & Emergency Care Plan
- Sunscreen Authorization form
- Bug Spray Authorization form
- SIDS Information form (must be signed)
- Waiver Payment Contract (must be signed)
- Visiting Pets Authorization form
- Receipt of Parent Policy Book (must be signed)
- Health Report and Due Date (must be signed **by physician**)
- Immunization Record
- Food Allergies
- Med/ALLERGIES Med/Conditions

Physical Exams, Immunizations

Children under 2 years of age are to be given a physical exam by licensed physician at least every six months after admission.

Children over 2 years of age are to be given a physical exam by licensed physician at least every two years after admission.

A report signed and dated by a state licensed physician must be provided for the child's file as evidence of a current physical examination (excludes School Age programming).

Information on specific health needs will be shared with all staff assigned to care for the child. A parent meeting will be set up if necessary.

Custody Issue Disputes

Parents/Guardians must provide legal documentation of any decisions made by the court that affect the child in regard to their attendance and care in the YMCA childcare programs. Example: documentation of sole custody.

Curriculum/Programming

YMCA program activities will provide each infant, toddler, pre-school and school age child with experiences to encourage several areas of development, including large/small motor, creative, social, intellectual and cognitive opportunities. Daily moderate to vigorous activities offered. Programs will vary to meet individual needs of the respective children and to reflect the creativity of our teachers/counselors. We utilize creative curriculum for our early childhood programs and focus on theme weeks.

Lesson Plans

Staff members are required to plan developmentally appropriate class schedules and weekly lesson plans.

Staff are ultimately responsible for curriculum and may draw from a number of child-based curricula, including the WMEELS (Wisconsin Model Early Learning Standards) to insure programs are developmentally appropriate. The programs will provide each child with experiences which will encourage the following:

1. Self- Esteem and Positive Self-Image will be developed by:
 - a. Maintaining staff and child interactions which are warm, nurturing and compassionate.
 - b. Providing materials which help the child's progress and challenge the child's developmental level.
 - c. Encouraging each child to develop his/her own independence and problem –solving skills through the use of classroom materials and experience.
 - d. Maintaining a daily routine which is consistent and predictable.
 - e. Planning activities that are consistent with the child's development, interests, experiences, ethnicity and cultural backgrounds. Cultural diversity will be evident in programs, supplies, snacks and meals.
 - f. Using positive communication between adult and child, and child and child.
 - g. Stressing the importance of process, not products, and that each child is valued for individual achievements.
 - h. Allowing children time to transition from activity to activity. Children will not be required to wait in lines between activities.
2. Social Interaction will be encouraged through:
 - a. Creative play experiences.
 - b. Group time.
 - c. Interaction at the meal table.
 - d. Community programs and field trips set up to provide social interaction with outside sources when possible.
 - e. Planned family activities.

- f. Teacher-directed planned activities.
 - g. Music, songs, and finger plays.
- 3. Self-Expression and Communication Skills will be encouraged and developed through:
 - a. Group story time where children participate.
 - b. Acting out stories and plays.
 - c. Readily available tapes and books.
 - d. Creative play experiences.
 - e. Teacher directed activities.
- 4. Creative Expression will be encouraged through:
 - a. Readily available access to creative art materials and creative play equipment.
 - b. Opportunities to use constructive toys.
 - c. Exposure to the fine arts.
 - d. Use of community resources.
- 5. Large/Small Muscle Development will be developed by:
 - a. Using climbing apparatus, playground equipment, participating in group activities and classes at the Y, and gym equipment.
 - b. Using puzzles, beads, blocks, art materials, pegs, stacking toys, and finger plays.
 - c. Daily moderate to vigorous physical activities will be provided outdoors whenever possible.
 - d. Sensory activities
- 6. Intellectual Growth will be developed through:
 - a. Learning centers that challenge children.
 - b. Homework assistance when appropriate.
 - c. Opportunities to participate in decision making.

Wash in Policy

All children should wash their hands before entering the classroom or beginning any activities in the classroom when being dropped off by a parent.

Classroom/Site Schedules

Pre-school and School Age Programs

Schedules will be planned to include an appropriate balance of the following:

1. **Active and Quiet Activities:** Children are encouraged to engage with others and also to have their personal time and space.
2. **Large Group Activities:** Children are encouraged to interact in a large group, take turns, participate themselves and allow others to participate with them. Both indoor and outdoor activities will be offered. Outdoor activities will take place for a minimum of 30 minutes per day (weather permitting)
3. **Small Group Activities:** Children are assisted in developing particular skills. Those skills include cutting, tracing, balancing, hand-eye coordination, color and shape identification, board games, indoor, outdoor activities and more.
4. **Literacy Time:** Participants are exposed to age-appropriate literature and are encouraged to use their imagination, to build a vocabulary and to develop listening skills.

5. **Academic Achievement:** Children will be provided with activities that stimulate learning, including literacy, science, arts, nature, fitness, sports, dancing, cooking, healthy habits, and social and moral development. Holiday celebrations and cultural awareness will also be incorporated.
6. **Meal/Snack Time:** Children will be encouraged to learn group cooperation, language development, personal discipline, social interaction, nutrition and to try a variety of different foods.
7. **Rest:** Children under 5 years old and in care more than 4 hours will be given an opportunity to nap or rest. If a child doesn't sleep after 30 minutes rest, they will be allowed to get up and have quiet activities.
8. **Individual Choice:** Children will be provided with ample time throughout the day to make their own choices in selecting a variety of activities. School age children will be provided with a minimum of 3 choices and childcare with a minimum of 5.
9. **Clean-up time:** Children are taught to be respectful of people, places and things. They will take part in the group effort to keep environments clean and safe through clean-up.
10. **Social Skills Development:** The Y Core Values of caring, honesty, respect and responsibility are reinforced in all activities and built into all lesson plans. Children will also be encouraged to practice personal hygiene and participate in the care of their environment.

Routines relating to activities such as bedtime, diapering and toileting should be used as opportunities for language development and other learning experiences.

Drinking water should be offered to the children several times daily.

11. **Self Help Skills:** All children must be potty trained before transitioning into the Three year old classroom. Teachers will work towards accomplishing bathroom independence as part of their lessons in the two-year old room. Parents are encouraged to work diligently toward this achievement at home as well.

Infant/Toddler Programs

- Wash In/Out: Please
- Children will receive individualized care and will be allowed to follow their own schedules. This schedule will simulate as much as possible that of home. Parents and teachers will communicate daily.
- Teachers will provide language development and other learning experiences for infants during normal routines, such as eating and diapering.
- Infant and toddlers will be provided with a variety of safe toys. Play will be emphasized as a learning and growth experience.
- All children will receive physical contact and attention including being held, rocked, talked to and sung to.
- Soft music will be used during most hours of center operation.
- Daily communication with parents will insure the child's schedule is as consistent as possible with that of the home.
- The position and location of a non-walking child, when awake, is to be changed at least every 30 minutes.
- Leftover milk or formula should be discarded after each feeding. Bottles should be rinsed after each feeding.
- A child unable to hold a bottle should be held whenever a bottle is given. Bottles may not be propped.

- Commercial baby food that is opened and food that is center prepared should be covered, dated and refrigerated. If not used within 24 hours, left over food should be discarded.
- Children should be encouraged to experiment with self-feeding with their hands and spoons.
- All food and formula must be labeled with the child's name.
- Routines relating to activities such as bedtime, diapering and toileting should be used as opportunities for language development and other learning experiences.
- Drinking water should be offered to the children several times daily.

Infant Program Provides

The Early Learning Center will provide infant children with Wipes, Formula, Baby food and Infant Cereal. You may choose to use the products the center offers. If you wish to use a different brand then offered, you must provide your own.

Nutrition Policies

School Age

The YMCA provides snack for the afterschool program. Parents provide lunch for their children when there are school out days and for summer camp.

Day Care Schedule of Snacks and Meals

- | | |
|--------------------|-------------------------|
| • Time Present: | Number of meals/snacks: |
| • 2.5-4 hours | 1 snack |
| • 4-8 hours | 1 snack and 1 meal |
| • 8-10 hours | 2 snacks and 1 meal |
| • 10 hours or more | 2 meals and 2-3 snacks |

Food Service Personnel and Training

Cooks are required to attend food program trainings annually.

Menu Planning

- Cooks will be responsible for planning the snack/meals which includes age appropriate foods.
- A variety of foods will be offered to represent diversity.
- Staff will notify parents of any menu changes by indicating the change on the posted menu.

Meal Service Routines

- All children and staff must wash their hands with soap and water before eating.
- Staff and children will sit together at tables and chairs that are appropriate for the size and age of the child.
- Lunch will be served family style in day care.
- Infants will be held when bottle feeding.
- Young toddlers will be served by the staff but encouraged to feed themselves. Children one year and older are encouraged to serve themselves.
- Snack will be served family style in day care, pre-school and school age.
- Children will be encouraged to try foods from each of the food groups that are offered.
- Food will not be withheld or force fed, and will not be used as a reward.
- The schedule for meals and snacks will include time for socialization.

- Tables will be washed with soap and water followed by a sanitation solution, before and after snacks and lunches. Children helping will be permitted to use soap and water one.

Special Diet Needs

- Children's specific needs and allergies must be listed on the enrollment form and posted in the program area for staff.
- Parents must inform the program if a child requires a substitute food item during the program hours. In such cases, the parents will be expected to bring the item. In such cases, a doctor's note may be required.

Safe Food Practices/Cleanliness

- A. Storage of Perishable Foods
 - Refrigerators will be maintained at 40 degrees F or below and freezers at 0 degrees F.
 - A clearly visible thermometer will be kept in each unit.
 - Foods out of their original sealed packaging will be covered, labeled and dated.
- B. Storage of Non-perishable Foods
 - Foods will be stored in clean, dry, ventilated and lighted storerooms or areas.
 - Foods out of their original sealed packaging will be stored in metal, glass, or food grade plastic containers with tight fitting covers and will be labeled and dated.
 - Foods will be stored off the floor.
- C. All foods will be stored in such a manner as to prevent contamination by sewage, waste water backflow, condensation, leakage or vermin.
- D. Infant bottles will be placed in water for warming.

Peanut Free Zone

The Early Learning center is a nut free zone. We do not serve items that contain nuts or nut product. We also ask that any special treats brought from home are store bought and also nut free.

Special Treats

Special treats will be provided on occasion with an emphasis on healthy food choices such as fruits, vegetables, whole grains and milk. Treats must be store bought and include the manufacturer's label with ingredients.

Sick Child Policy

Children who are enrolled in the child care must be healthy to attend. Care is taken to sanitize toys and equipment, food is handled properly, and hands are washed endlessly. However, children do get sick while they are in our care, even with the many precautions that are taken. When children get sick we do ask you to be available or have a backup available to pick up your sick child and make him/her comfortable. We are not doctors so we cannot make assessments as to why your child may not be feeling well. We can only document symptoms and then ask you to discuss them with your doctor.

Parents will need to pick up a sick child if the child's temperature is 101 degrees or higher. The temperature will be determined by the teacher using the manufacturer recommendations of the

thermometer. The teacher will take the temperature a second time with another thermometer to compare the readings. Children who are sent home with an elevated temperature of 101 degrees or more may return to the center **24 hours after the fever is gone.** You may not mask the fever with a fever reducing medication, such as Tylenol. If the fever returns you will again be asked to remove your child from the center until the fever is gone. Children may return to the center the same day if parents have a Dr.'s excuse stating that the child does not have a contagious illness that jeopardizes the health of the other children.

Children who vomit one time in the child care will be sent home as this is usually a symptom of illness. They will **not be allowed to return for 24 hours or until the symptoms are gone.**

Children with two diarrhea/loose stools will be sent home. **They may not return for 24 hours or until the symptoms are gone.**

Medication

The Y staff will administer medication to a child only under the following circumstances:

1. The prescription is in the child's name and the parents/guardians have completed a medication authorization form, listing the medication and specific directions as to time and dosage.
2. Parents will need to fill out a medication authorization form for all non-prescription medication. The authorization will include the child's name, birthdate, name of medication and be signed by the parent. The dates will be listed for administering such medication and the written authorization will be kept in the child's file. General authorizations that exceed the length of time specified on the medication label are prohibited.
3. Diaper cream, sunscreen, insect repellent and lotions can be applied with written parental permission and do not need to be recorded in med logs.

Medication will be stored in a separate, labeled container, away from children's reach.

Entries are to be made in the medical log book for each time medication is administered.

Missed Medicine

If medicine is missed, the Child Care Director will notify the parent.

Communicable Diseases

- When a diagnosis of a communicable disease (such as chicken pox, head lice, strep throat, etc.) is made, the exposed children shall be watched for symptoms of the disease.
- All parents/guardians shall be notified through a posting in the program, with respect to confidentiality.
- A child may be readmitted, without a statement from a physician after a communicable disease, if the child has been absent for the period of time designated by the Department of Health and Family Services.

Child Management Techniques

1. The goal of the YMCA is to guide children in becoming cooperative, happy, and responsible participants through positive, non-threatening teaching techniques involving problem solving, communication and negotiation skills.
2. Guidance shall not damage the child's self-image or embarrass the children involved. Emphasis will be placed on the positive in order to enhance self-esteem, respect and self-control. Redirection is used whenever possible. Limits will be displayed and reinforced through active listening, example: messages, giving information, contingencies, making choices and natural consequences.
3. Environmental room arrangements and setting of limits shall be carried out to help each child learn self-control, how to make correct choices, identify feelings and develop a healthy understanding and respect for feelings of others. The environment will provide optimal space for children to become involved in both group and solitary play. It will be arranged with specific areas, each with set limits and visually accessible to staff.
4. Guidance shall be ongoing throughout the day in all activities in which children participate. The classroom environment will establish room limits.
5. Room arrangement shall consist of preset limits in each area to enable children to recognize a problem in advance and determine what is expected of them in case of overcrowding in an area.
6. Children will use the art of communication and negotiation in settling any dispute that arises between them. Caregivers will be in close proximity to encourage children, and to use active listening to help facilitate negotiation skills.
7. Management of crying, fussing, or distraught children will be addressed through nurturing of individual needs through the use of rocking/comforting, reading stories or one-on-one break away times.
8. Daily schedules and weekly lesson plans will be posted inside all classrooms and will be followed to provide consistency in helping children thrive and build their bond of trust with caregivers.
9. Staff will demonstrate a calm demeanor, politeness and gentleness with children through actions and tone of voice.
10. Teacher action will help children learn self-control, choose alternatives, identify feelings and develop understanding and respect of feelings for others.
11. Teachers will communicate regularly with families regarding behavior concerns.
12. Every effort will be made by staff to enlist the cooperation of the child and parents to solve problems.
13. Whenever possible, logical and natural consequences will be used as a format for discipline. Any disciplinary action shall be carried out by staff only, not by volunteers, observers or other children.

Guidance Techniques

Children under 3 years of age:

1. Staff will locate themselves closer to the child.
2. Staff will redirect the child's individual activity.
3. Staff will provide a separate activity for the child.
4. Staff will consult with parents or guardians.

Children over 3 years of age:

1. Staff will locate themselves closer to the child.
2. Staff will redirect the child's individual activity.
3. Staff will provide a separate activity for the child.
4. Staff will guide the child through a "re-do or do-over"
5. Refocus Time: Defined as removing a child from a situation in a non-humiliating manner and placing the child in a designated location in order to interrupt the unacceptable behavior.
 - a. Time will not exceed five minutes.
 - b. Staff will consult with parents or guardians.

Discipline

Our goal is to guide children in becoming happy, responsible, and cooperative participants through positive teaching techniques. In the event that behavior requires discipline:

1. Discipline should be individual to each child and situation. Always consider each child and their needs, abilities and development. No one single technique will work with every child every time.
2. Discipline should be appropriate for the age and developmental stage of each child. The child should always be within your site and sound. Children 3 years of age and older may have a "Refocus Time" in which the child may be removed from the group in a non-humiliating manner and placed in a designated location in order to interrupt the unacceptable behavior for one minute for each year old that they are not to exceed 5 minutes.
3. It is important that limits be consistently maintained.
4. No child should be labeled "bad" or "naughty" for any reason.
5. Discipline should be basically positive: training, not correcting; guiding, not punishing; arranging conditions for learning, not just inhibiting and restricting.
6. No corporal punishment. No child may ever be physically grabbed, squeezed or spanked.
7. Using verbal putdowns or humiliating a child is unacceptable. We must impose limits in a way which respects the child's feelings.
8. We all must continually strive to learn as much as possible about children and child development in order to understand their behaviors and feelings.

The following factors shall contribute to good discipline:

- **Modeling by caregivers:** Demonstrate calm demeanor, politeness and gentleness with children through actions, facial expressions, and tone of voice.
- **Classroom environment:** Provide optimal space for children to become involved in both group and solitary play. Classroom will be arranged in specific areas, each with set limits and visually accessible to caregivers.
- **Planned activities:** Provide optimal amount of activities to keep each child involved at his/her developmental level.
- **Related curriculum:** Involve interpersonal relationships of children and siblings, identifying feelings and developing a positive self-image along with self-control, politeness, respect, and safety.
- **Ongoing scheduled evaluations:** Examine daily routine, evaluate and adjust transitional activities with the intent of accommodating the needs of all children.
- **Redirection:** Awareness of classroom climate indicating potential misbehavior. Be informed of family situations, talking privately with children and families involved, and provide guidance. Give choices, and encourage communication and negotiation skills between children.
- **Transitions:** Children will be divided into small groups when transitioning out of their classroom on their way to a different activity to avoid waiting in lines. Songs or finger plays will be used to help direct children.
- **Setting clear limits:** Discussion with children on what is expected and what is considered appropriate behavior. Safety and respect for others are the main concern.
- **Development of children's self-image:** In order to make guidance a learning experience and enhance the child's self-esteem, the caregiver will:
 - Allow children to express their feelings by providing acceptable avenues; physical activities, discussions, group activities, and communication.
 - Allow children to express their vocabulary and show that all people have emotions and must use self-control.

Prohibited Discipline/Treatment

Children will not be subjected to the following treatment:

- Spanking, hitting, or other corporal punishment.
- Verbal abuse or derogatory remarks.
- Tying, binding, or confining.
- Withholding or forcing food or naps.
- Punishing for lapses in toilet training.

The above treatments are prohibited even at parental request.

Physical or verbal abuse will never be used to resolve conflict.

Biting

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 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:

1. The biting will be interrupted and it will be stated to "use gentle touches".
 - a. If the biting becomes an ongoing or consistent problem
 - i. The biting will be interrupted with a firm "No...we don't bite people."
2. Staff will stay calm and will not overreact.
3. The bitten child will be comforted.
4. Staff will remove the biter from the situation. The biter will be given something to do that is satisfying.
5. 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.
6. 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 sent to the licensing consultant within 48 hours
7. Confidentiality of all children involved will be maintained.
8. The bitten area should continue to be observed by parents and staff for signs of infection.

Bullying Prevention and Response

Our goal at the Y is to provide an environment which is safe, caring and respectful for all children. Bullying is unacceptable in all YMCA childcare programs.

Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied.

Examples of bullying include but are not limited to:

- Physical, social and or emotional attacks
- Social exclusion and or isolation
- Teasing, rumors, put-downs
- Anything based on sex, race, color, religion, national origin, and sexual orientation
- Physical, mental, emotional, learning disability or handicap

Consequences for children who bully

Participants who engage in any form of bullying behavior will be subject to disciplinary action in accordance with the YMCA policy.

Serious Guidance

Here at the YMCA, we want to do all we can to provide each child a safe and fun learning environment. We ask for parent support in providing the best experience possible for their child(ren) and all of our children. We talk and work with the children on expectations and behaviors and ask that parents talk with their child(ren) to remind them of our expectations and rules (Listed below).

YMCA Core Values:

1. Honesty: Telling the truth
2. Caring: Speaking kindly, using nice words, including others when appropriate.
3. Respect: Keeping hands and feet to yourself, treating all others, children and adults, in kind ways.
4. Responsibility: Children are required to follow all behavior expectations.

Our behavior program designed to highlight specific and consistent expectations throughout the YMCA. The YMCA Behavior Matrix is a chart of all expectations and will be posted at all sites as a visual reminder.

Children who demonstrate positive leadership skills in the areas of honesty, caring, respect and responsibility will be recognized for their efforts.

Children who choose not to follow YMCA expectations may receive a minor or major infraction. Infraction definitions are what we believe are most suitable for children. Definitions are included.

- Children receiving a minor infraction will discuss the negative behavior with a staff member. Afterwards, the infraction will be written up and held for documentation. Parents may or may not be notified of minor infractions. A third infraction for the same inappropriate behavior within a 30-day period will result in a major infraction. Consequences for all minor infractions will be determined by the staff member or the site supervisor.
- Children receiving a major infraction will meet with the site supervisor or staff designee. Parents of children who receive a major infraction will be notified by the issuing staff member or site supervisor within 24 hours. All major infractions will be documented. Consequences for all major infractions will be determined by the staff member or the site supervisor.
- Should a child still fail to meet expectations and receive a 3rd major infraction, a wrap-around team meeting will be held, which will include the child, parent/guardian, YMCA lead teacher and a YMCA Director. The goal of the meeting is to clarify behavior expectations and create support mechanisms. Procedures are in place for students who receive a 4th and/or 5th major infraction. Any child who receives 5 major infractions will be expelled from the YMCA child care services program.
- In addition to the inappropriate behavior, we will be documenting the time, location, and possible motivation for the behavior. By doing this, we are able to take a systematic look at the

YMCA program and determine if changes need to be made in certain areas of the site, time periods, etc.

Please note that the above policy is being implemented not because we have major problems at the YMCA but rather to challenge our children to be respectful and responsible throughout their entire day. Should you have any questions, feel free to contact the YMCA Child Care Department.

YMCA Infraction Definitions

- **Minor**
 - Inappropriate Language: Disruptive language not suited for YMCA use; includes name calling.
 - Inappropriate Touching: Not keeping hands, feet, etc. to oneself.
 - Noncompliant: Not following YMCA expectations or staff directives.
 - Disruption: A disorderly outburst causing interruption.
 - Property Misuse: Not handling YMCA or someone's property in a protective way or as it is intended or allowed to be used.
 - Dress Code: Not following guidelines for respectful dress for the YMCA.
 - Lying: Deliberate act of hiding or changing the truth.
 - Inappropriate Display of Affection: Participation in affectionate behavior not suited for the YMCA program.
 - Unsafe Behavior: Activity that could be harmful to oneself or others.
- **Major**
 - Profanity: Use of obscene or foul language including swearing and slurs.
 - Physical Aggression: Intentional use of force against another including inappropriate contact or throwing of objects possibly causing harm.
 - Defiance: Intentionally ignoring a staff delivered directive or knowingly breaking a YMCA expectation after being redirected.
 - Left Assigned Area: Child left assigned area without YMCA staff permission.
 - Bullying: Covert/overt, extreme verbal, cyber, or physical behavior that is purposeful, harassing, and directed toward a specific child. Could be a repeated aggressive behavior towards the same child.
 - Vandalism: Intentional and malicious destruction of property of others causing financial loss.
 - Stealing: Intentional taking another person's property without that person's permission.
 - Weapons: Possession of a knife, gun, ammunition or anything associated with causing harm towards another person.
- **Third Minor:** Student has received a third minor for the same inappropriate behavior within a 30-day period.

Thank you for your assistance in discussing these expectations with your child and in helping to provide a safe and fun environment for everyone.

Discharge Policy

1. Withdrawal from the Center at Parent's Request
 - a. Two week notice of withdrawal is required in writing to the Association Child Care Services Director. The enrollment fee is non-fundable.
 - b. Two weeks prior notice is required for schedule changes, which affect the number of days or hours that your child will attend. The center director will work on special circumstances, which require shorter notice.
 - c. Your signature on the enrollment form verifies your agreement and understanding of the policies listed.
2. Withdrawal from the Center at the Center's Request
 - a. In the event that the parents/guardians and the staff are unable to come to a mutually satisfying course of action after identifying and processing a concern, the Association Child Care Services Director reserves the right to cancel the enrollment of the child.
 - b. Written notification prior to withdrawal is not required if the withdrawal is requested by the center.
 - c. The YMCA reserves the right to withdraw a child from the program for any of the following reasons:
 - i. Non-payment of fees
 - ii. Repeated failure of parents to pick up the child on time
 - iii. Failure to provide the center with current medical information
 - iv. Chronic or disruptive behavior as discussed in the guidance policy
 - v. The program is not contributing to the child's emotional/physical development
 - vi. Hostility and lack of cooperation on the part of the parents towards staff
 - vii. Conduct which endangers property, health, and safety of others engaged at the center or while under supervision of school authority
3. Appeal/Complaints Process
 - a. Parents may appeal a center's decision to withdraw a child from the program
 - b. Appeals should be in writing to the YMCA Center Director, CEO or Association Child Care Services Director.
 - c. The YMCA Directors will consider the appeal and a written decision will be mailed to the parents within one week of receipt
4. Closure of a Center or Service by the YMCA
 - a. If the YMCA should have to close its services for an indefinite period of time, the parents would be notified of the closing with as much advance notice as possible and any unused paid fees would be refunded.

Outdoor Activities

Outdoor play space is provided for children. School Age programs utilize school playgrounds for large muscle development and sport activities. Children in the day care program will take advantage of outdoor activities daily weather permitting.

- Children should be dressed appropriately for the weather. Weather permitting, we go outdoors for at least a half an hour daily.
- Parent provided sunscreen will be applied to children prior to going outside. Parents should provide sunscreen with an SPF of 50 and sign a permission slip for Y to apply sunscreen.

Religious Training and Holiday Celebrations

All programs will celebrate generally recognized holidays along with holidays from various cultures. These celebrations will help children learn about, understand and appreciate the diversity of various cultures and beliefs. Please bring any questions or concerns to the program director.

Non-Discrimination/Anti-Bias Curriculum

The YMCA is committed to provide equal opportunities and does not discriminate by race, color, sex, age, national origin, religion, creed or special needs. Classrooms each plan an area to highlight each family culture/story. As early childhood professionals we understand that at an early age children can absorb our society's biases of gender, age, color, language and physical characteristics. We believe that the anti-bias curriculum that we embrace supports children as they explore, celebrate and understand differences. We challenge children and ourselves to:

- Explore issues of fairness as seen from a child's perspective
- See conflict as a challenge in problem solving
- Be open to differing perspectives, ideas attitudes, and behaviors
- Monitor our words and actions from unconscious bias or prejudice
- Recognize and demonstrate respect for diversity among people
- Discuss with parents any information on special needs for their children
- Develop a meeting time for staff and parents to discuss any special needs a child may have and how to work together to meet the needs of that child

Cultural Diversity

All child care programs incorporate cultural diversity through anti-bias themes, which includes songs, games, cooking, art activities, field trips and visitors. We have also enhanced our environment with dolls, other toys and posters depicting multi-cultural activity. Anyone with questions or concerns should contact the program director.

Water Activities

We offer swimming to children ages 3 and older for most programs. Adult supervision is present in the pool at all times and lifeguards are on duty.

Walking Field Trips

Walking field trips are offered in all child care programs. Staff to child ratios are always followed (at least 2 staff must be present for any field trip that goes beyond the view of the YMCA building) and the child's emergency information is taken with staff.

Field Trips

Field trips outside the Y are part of the curriculum for Day Care, Pre-School and summer School Age programs. Advance written notice is given regarding details of each field trip. Parents sign off for field trips during the enrollment process. Emergency procedures will be taken on all field trips. Parents/Guardians will be notified in advance of any additional fees for a field trip.

Receipt of Parent Handbook

I have received, understand and agree to abide by the policies and terms of the YMCA Parent Policy Handbook.

Child's Name (Print): _____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____

Date: _____