



HICKORY HILL
ACADEMY

Family Handbook

Early Childhood and Summer Program

Kids Express Learning Center, Inc.
(dba **Hickory Hill Academy**)

Matthew R. Dahl
Owner/President

Hickory Hill Academy Early Childhood and Summer on the Farm Program

(608) 845-3245 | Info@hickoryhillacademy.com | HickoryHillAcademy.com

EARLY CHILDHOOD PROGRAM: 1623 South High Point Road, Madison, WI 53719

ADMINISTRATIVE OFFICES - Upper Level of Dahlhouse unless otherwise noted

President
Early Childhood Director
Summer On the Farm Director
Curriculum & Instruction Directors (ECE, LS/MS)
Accounting Manager
Admissions Director
Human Resources Manager
Registrar/Administrative Assistant
Wellness Coordinator (*office is in LS/MS (K-8) Building*)

EARLY CHILDHOOD CLASSROOMS

Building #1 - The Dahlhouse

Velveteen Rabbit
Corgiville Fair Nursery
Make Way for Ducklings
Time of Wonder
The Giving Tree
Over in the Meadow
Wind in the Willows

Building #2 - Big Red Barn

Big Red Barn
Hayloft

Building #3 - Main Building

The Teddy Bears' Picnic
Paddington Station
The Secret Garden
Hey Diddle Diddle

SUMMER ON THE FARM CLASSROOMS FOR SCHOOL AGE CHILDREN - LS/MS (K-8) BUILDING:

1719 South High Point Road, Madison, WI 53719

Teal A	Teal B
Orange A	Orange B
Yellow A	Yellow B
Blue A	Blue B

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PART I: INTRODUCTION

1. VISION, MISSION, VALUES

Vision: Cultivating Compassionate Leaders

Mission: Hickory Hill Academy cultivates children’s growth in a stimulating and compassionate environment. Our supportive teachers engage the curiosities and needs of each child, fostering self-esteem, the confidence needed to benefit from our robust academic programs, and the interest to embark on a journey of lifelong learning. Our focus on empathy, character, and individual well being encourages our children to envision how they will serve their community beyond the expanse of our campus.

Values: LEADERS

- L - Listen (Seeking first to understand, then be understood)
- E - Empathy (Ability to respect what another person is experiencing)
- A - Accepting (Who are we to judge?)
- D - Disciplined (Choosing the hard right, versus the easy wrong)
- E - Ethical (Never being afraid to do what’s right)
- R - Respectful (The Golden Rule)
- S - Selfless (Placing others before ourselves)

2. PHILOSOPHY OF HICKORY HILL ACADEMY (HHA)

We believe children are capable, curious, self-directed learners who respond positively to warm, loving guidance. Children crave intellectual stimulation and depend on encouragement and support to grow emotionally, morally, and socially strong. This philosophy is integrated throughout our early childhood program and Summer on the Farm program.

3. HISTORY OF HHA

Prairie View Farm, where Hickory Hill Academy (formerly Kids Express Learning Center) now resides, was once home to our founders, the Dahl Family, from 1986 to 2005. The property served as a popular gathering place for youth groups, sports teams, and their families. Observing young people enjoying picnics on the lawn, games in the meadows, sleepovers under the stars, and interacting with animals in the pastures, the Dahls were inspired to share their property’s gifts with others. The school was founded in the spring of 1996 and chartered as a for-profit organization under Wisconsin state law.

Phase I of HHA was housed in one large classroom that had previously served as a boathouse, storage shed, and art studio. Renovated in 1996, the building became a preschool-kindergarten facility –and opened to admit HHA’s first students—nine boys!

Enrollment grew steadily, prompting HHA’s Phase II to begin during the summer of 1997, and resulting in the addition of offices and two more classrooms. In January 2002, our 150-year-old barn’s renovation was complete, followed by further renovations to complete the Corgiville Fair Nursery to welcome infants and toddlers.

Phase III began during the summer of 2005 when the Dahl family home, now known as “The Dahlhouse,” transformed into four beautiful new classrooms. In 2008, a new wing to The Dahlhouse added three new classrooms, two gyms, and our administrative offices.

In 2019, Phase IV of HHA began with program expansion through the 8th grade. Construction of a new

school building was completed in August of 2023. The new school opened for the 23/24 Academic Year, further supporting the learning of our elementary and middle school students.

Set on a picturesque ten-acre farmette, HHA hosts a variety of extraordinary indoor and outdoor learning environments. Home to animals such as alpacas, sheep, and goats, the campus also offers a large sports court, golf putting green, pond, child-centric organic vegetable, herb, and flower gardens, forested trails, a nature study bus, two gyms, and more. Read on to learn about our curriculum and enrichment programs for children from infants through middle school.

4. WISCONSIN DCF CHILD CARE LICENSING

HHA is licensed by Wisconsin’s Department of Children and Families and may serve up to 260 children, ages 12 weeks to 12 years, at one time. HHA is open 5 days a week, 12 months per year.

Wisconsin Licensing Rules for Group Child Care Centers is available online at: <https://dcf.wisconsin.gov/files/publications/pdf/205.pdf>, and, upon request, in the office and in classrooms. HHA’s Family Handbook is also available in the office, in classrooms, and on our website at HickoryHillAcademy.com. HHA licensing information and non-compliance notices are posted in the lobby of Building #1.

5. ACCREDITATION

HHA is proud that our early childhood program is accredited by the National Association for the Education of Young Children (NAEYC). For more information about NAEYC Accreditation, go to:

[Benefits of Accreditation | NAEYC](#).

6. LIABILITY INSURANCE: Cincinnati Insurance Company

PART II: APPLICATION PROCESS, ENROLLMENT, RECORDS

1. NON-DISCRIMINATION POLICY

Hickory Hill Academy (HHA) does not discriminate based on age, race, ethnicity, socio-economic status, gender, sexual orientation, creed or religion, political persuasion, veteran’s status, or disability in administration of its admission, education, employment, or programming policies and practices.

2. AGES WE SERVE

Academic Year: 12 weeks to pre-K

Summer on the Farm: 12 weeks to 12 years

3. ENROLLMENT OPTIONS

Infants and Toddlers (under 2 years) - Full time enrollment only

2 years to 12 years - Full time and part time enrollment options

Full time - 5 days a week
Part time - 3 days a week (M,W,F) or 2 days a week (T,Th)

Children are enrolled to attend five, three, or two days a week, and are assigned to classrooms based on age and availability. Those enrolled for three days a week attend HHA on Mondays, Wednesdays, and

Fridays. Those enrolled for two days a week attend on Tuesdays and Thursdays. Children under the age of 2 at the start of an enrollment period must enroll for all five days per week.

4. ENROLLMENT PERIODS

HHA offers high quality infant and toddler care, preschool, and pre-kindergarten (pre-K) programs. Additionally, we offer outstanding summer camp programs for children through the sixth grade. Though we enroll children throughout the calendar year, HHA has two distinct enrollment periods: The Academic School Year and Summer on the Farm. Children enroll, via separate applications, to attend either or both programs.

a. The Academic School Year (ASY)

HHA's ASY begins in late August or early September and generally runs through early June. HHA operates as a school during this time, with the school calendar reflecting time off for teachers to be with their families during holidays, for professional development (teachers must meet annual continuing education requirements), staff training (including CPR and First Aid Certification, and much more), meetings, in-services, and parent/teacher conferences.

b. Summer on the Farm (SOF)

SOF is composed of two sessions. Session 1 runs from June into July. Session 2 runs from July into August (consult the school calendar for exact dates). Children under age two must be enrolled for both summer sessions, while children 2.5 to 12 years old may enroll for either or both sessions.

5. HOURS OF OPERATION, EXTENDED CARE OPTIONS

HHA is open Monday through Friday year round.

School Day: 8:00 a.m. - 3:30 p.m.

Extended Care Options: 7:30-8:00 a.m., and/or 3:30-5:30 p.m.

HHA offers Before School care, 7:30-8:00 a.m., and After School care, 3:30-5:30 p.m. There are additional fees for extended care. Children may be signed up for specific days, or parents/guardians may request extended care on short notice, as needed, although space may be limited.

Fees are billed for all days contracted for extended care. Adjustments are not made based on the child's actual attendance. Please see our fee schedule for specific costs.

6. APPLYING FOR ENROLLMENT

a. Current Families

Families with children currently enrolled at HHA are given priority consideration in securing future enrollment schedules of their choice, provided they submit enrollment applications and application processing fees to HHA by specific deadlines. Academic School Year and "Summer on the Farm" applications are filled out online, through the Parent Portal.

b. Returning Families

Families having previously enrolled children at HHA are given second priority consideration in securing the enrollment schedules of their choice, provided they submit the enrollment application and application

processing fee to HHA by specific deadlines. These families should obtain applications through the Parent Portal.

c. New Families

New families who wish to apply should fill out an Inquiry Form via our website, under the admissions tab. Applications may be submitted at any time throughout the calendar year and are processed in the order in which they are received. Enrollment is offered once HHA has met obligations to current and returning families.

7. WAITLIST

If HHA cannot offer parents/guardians their desired schedule, the child's name is added to a "waitlist" and the family is notified when an opening becomes available. It is important to maintain contact with HHA while on the waitlist. Please inform the Admissions Team promptly if you wish to alter a schedule request.

Families on the waitlist have two business days to respond to a placement offer. If HHA does not receive a written commitment to accept a placement offer, within two business days, the next family on the waitlist will be offered the opening. Families who are unable to accept a position when it comes available may keep their name on the waitlist for the next available position. Families declining a second placement offer will be removed from the waitlist and encouraged to re-apply later. This will ensure timely service for the remaining families on the list.

8. SCHEDULE CHANGE REQUEST

Families unable to initially obtain the schedule they most desire may notify the Admissions Director to request a change of schedule. Parents/guardians of currently enrolled or previously-enrolled children will have first and second priority, respectively, in obtaining desired scheduled changes. Parents/guardians have two business days to accept or reject a new schedule offer.

9. FINANCIAL INFORMATION

Every effort is made to maintain accurate records through our computerized management and accounting program. Should you ever have questions regarding your invoices or the status of your account, please contact our Accounting Manager.

a. Application Fee

A non-refundable application processing fee must be paid with any application. For current/existing families, this fee will be added to the next tuition invoice as appropriate.

b. Program Fees and Payment Schedule

The Academic School Year generally begins in late August/early September and ends at the end of May of the following year. Tuition for the academic year is based on a 40-week period and is billed in ten equal installments, due on the 15th of each month, with the first payment due on August 15th and the last payment due on May 15th. Lower School and Middle School families may pay in a single installment to receive a reduced rate.

Summer on the Farm runs in two 6-week sessions from June through August. Tuition for the first session of Summer on the Farm is due on June 15th, and tuition due for the second session of Summer on the Farm is due on July 15th.

There are no tuition adjustments for snow days, holidays, family vacations, non-attendance on field trips, absence due to illness, or absence for other voluntary reasons.

HHA tuition sheets are available to parents/guardians both online and in our administrative office. In addition to the fees outlined on tuition sheets (which include rates for extended care and details regarding semi-annual fees), families may incur additional expenses, or savings, through the means indicated below.

c. Late Enrollment

Tuition is prorated accordingly for children who are enrolled to begin attending after the beginning of the school year or summer session. Tuition is due on your child's first day.

d. Late Payments

A \$50.00 late fee is assessed for late payments. If an account is delinquent for two months, the child will not be able to attend HHA until the account is brought into balance. A fee of \$30 will be incurred for any failed payment.

e. Late Pick-Up Fee

A \$10.00 fee is assessed to a family's account for the first ten minutes past the time when a child should have been picked up. A \$20 fee is added for any portion of a ten-minute block, thereafter. If you will be late for a 3:30 p.m. dismissal, you may wish to contact your child's teacher and ask to have your child go to the After School program, thus paying an After School drop in fee as opposed to a late pick-up fee (refer to After School pricing on HHA tuition sheet).

f. Special Event Fees

Families may be billed nominal fees for special events such as field trips, special lunches, and/or occasional supplies for projects. Families will have advance notice of events/needs/costs and will have the opportunity to decline participation. Said fees will be added to the next tuition invoice as appropriate.

g. Automatic Payment Processing System

With convenience, efficiency, and security in mind, we utilize an automated payment processing system, Blackbaud Tuition Management. Payment options include monthly debits from a bank account or debit/credit card (MasterCard and Visa).

To participate in this program, families will have Tuition Management accounts created at the time of enrollment. Your family's account balance will then be paid automatically on the due date for each billing period.

h. Financially Assisted Families

HHA accepts funding through Wisconsin Shares, CCTAP (UW-Madison), and Child Care Aware. HHA must receive authorization for these types of aid at least two weeks prior to the child's first day of attendance.

i. Federal Tax Identification #: 39-1634927

10. ENROLLMENT, CHILDREN'S RECORDS, CONFIDENTIALITY, BRIGHTWHEEL APP

Parents/guardians work with the Admissions Team to determine availability and placement. Having accepted a placement offer, parents/guardians receive a contract for the enrollment period (either the Academic School Year or Summer on the Farm). After returning the signed contract and deposit, accordingly, parents/guardians will receive an email with instructions for additional steps needed to complete enrollment. Parents/guardians will begin receiving regular invoices from Tuition Management in accordance with their child's enrollment timing and the billing schedule.

a. Children's Records Requirements

Prior to a child's first day, parents/guardians should ensure that the HHA office has successfully processed all forms necessary for your child to begin.

Licensed by the State of Wisconsin and accredited through the National Association for the Education of Young Children (NAEYC), HHA must comply with the requirements of both entities. We must, therefore, require families to provide and update information routinely as a condition for uninterrupted care. It is imperative that children's records are kept current. Currently, information is collected through Magnus Health and Brightwheel. Depending on your child's age, you will be assigned the appropriate requirements in Magnus Health.

The following requirements are collected in Magnus Health:

- Vital Health Record
- Child Health Report (completed for children under 5)
- Immunization Record
- Intake for Child Under 2 Years Old (Must be updated at least every 3 months until the child turns 2)

Requirement collected in Brightwheel App:

- Authorized Pick-Up Persons

b. Confidentiality and Disclosure of Student Records

Student records are the property of HHA, which is charged with their safekeeping and security. It is HHA's responsibility to ensure that the confidentiality of the information contained in these files is maintained. While disclosure of information in the school's files may be made to parents/guardians regarding their children's status, disclosures will not be made that would reveal private information about other students and individuals.

A student or parent/guardian of a student is permitted (unless restricted by court order) to:

- examine all student records kept by the school pertaining to that student, while accompanied by a person designated by the Early Childhood Director; and
- receive a copy of any student record (the school may charge a fee to cover the costs of copying the document(s)).

Access to student records may also be granted, upon the assurance of confidentiality and with parent/guardians' consent, to professionals who are planning for or delivering education, health, social or other support services to a student.

The professional referred to in this section is required to:

- ensure in writing, to maintain the privacy of the student's family with respect to matters disclosed in

- the record; and
- not use or disclose the information in the student record except for the specific purposes for which the information was provided.

Access to student records may also be granted without parental consent:

- to school authorities when defending any claim or potential claim against the school; and
- in compliance with a court order.

If a student's parents/guardians are separated or divorced, the Early Childhood Director may receive requests from the non-custodial parent for student record information or for visits with the student at school. In these cases, the Early Childhood Director or designate will confirm the entitlement of the non-custodial parent to obtain such information or contact with the student. This will include reviewing applicable court orders respecting custody of and access to the students and other relevant documents. The custodial parent should be notified of a non-custodial parent's request for student information or for contact with the student at school. If the Early Childhood Director or designate is unsure of the legal entitlement of the non-custodial parent or if there is serious conflict between parents/guardians with respect to the request, then the Early Childhood Director will obtain legal advice.

c. Parents/Guardians Residing at Separate Addresses

If your family needs HHA communications to be sent to multiple addresses, please email the Registrar regarding your specific needs.

d. Brightwheel App Requirement

Hickory Hill Academy requires that all Early Childhood Families and Summer on the Farm Families have the Brightwheel App on their phone. This is the primary way we track attendance. This is also the primary way of communication between families and teachers. You will receive an invitation to Brightwheel from Hickory Hill Academy.

All Approved/Authorized Pick-Ups will also need to have the Brightwheel App. Brightwheel is the only way Hickory Hill Academy keeps track of who is authorized ("Approved Pick Up") to pick up children. Parents can add as many adults needed to the Approved Pick-Up area in Brightwheel. Those adults will also need to have the Brightwheel App in order to check in and check out the child with their 4 digit pin. If an adult is not listed as an Approved Pick Up in Brightwheel, they will not be able to take the child home.

e. Parent-Authorized Pick Ups

Individuals must be parent-authorized to pick up a child and must be prepared to show state/federally issued photo identification. Staff must not allow someone they do not recognize as a parent/authorized individual to pick up a child unless the individual provides proper ID and is at least 18 years of age. As stated above, All authorized individuals should be listed in Brightwheel as Approved Pick-ups. For single-occurrence pick up changes, please notify the child's teachers by including the following information in an email - name, relationship to child, phone number, and home address.

II. WITHDRAWAL/TERMINATION OF ENROLLMENT CONTRACT

a. Withdrawal/Termination of Summer Enrollment Contract

Application fees and deposits are non-refundable. Verbal communication of intent to cancel or alter a contract is not acceptable notification. Parents/guardians must ensure that HHA's Admissions Team has received, by May 1, written notice of any intent to terminate a summer enrollment contract. If said notice is not in the Admission's Team possession by May 1, then tuition obligations must be fulfilled per the signed contract.

b. Withdrawal/Termination of Academic Year Enrollment Contract

Application fees and deposits are non-refundable. All withdrawals of academic year enrollment contracts must be written and delivered to HHA's Admissions Team. Verbal communication of intent to cancel or alter a contract to the Admissions Team or other HHA employee is not acceptable notification. HHA's Early Childhood and Lower/Middle School programs are subject to separate withdrawal/termination policies.

A contract may be terminated before the start of the academic year by June 1 with no penalty other than forfeiture of the contract deposit. After June 1, the parent/guardian assumes full responsibility for the entirety of the tuition for which the contract is applicable through at least October 31. Termination dates between November 1 and April 1 are allowed with no penalty other than the forfeiture of the contract deposit. A written notice must be received by the Admissions Team 30 days before the termination date. After April 1, parents/guardians assume full financial responsibility for the entirety of the tuition for which the contract is applicable.

Written notice of intent to terminate an Early Childhood academic year contract must be in the Admission's Team possession by March 2nd for families to avoid having to pay tuition for the remainder of the HHA academic year. However, families must pay tuition for 30 days after the written withdrawal/termination notice is in the Admission's Team possession. Families that do not ensure HHA Admissions Team possession by March 2nd of written notice of intent to withdraw/terminate a contract are obligated to fulfill the terms of the contract and to pay tuition for the remainder of the HHA academic year.

If HHA determines that a parent must withdraw a child, tuition reimbursement will be granted for the remainder of the month of withdrawal and no additional tuition payments will be required. Registration fees, tuition deposits, and classroom fees are non-refundable.

The enrollment agreement between Hickory Hill Academy and families of enrolled children will be terminated if one or more of the following situations occur:

- The school year has come to an end.
- The parents/guardians of the child allow their HHA account to become delinquent.
- HHA Student Services Team determines that HHA lacks the resources needed to support a child's needs.
- Parents/guardians fail to comply with HHA rules relating to the arrival and departure of a child.
- The school determines it is not in the best interest of the school or other children enrolled at the school to have the child in attendance.

When a child has unusually challenging behaviors, HHA teachers and administrators will work diligently with parents/guardians and, as appropriate, other adults who support the child, to develop strategies to meet the child's needs and bring about improvement. In rare cases, if the team of parents/guardians, teachers, and perhaps other professionals cannot implement appropriately successful strategies, HHA may suspend or terminate a child's enrollment.

PART III: HHA SCHOOL COMMUNITY - WORKING TOGETHER

To be successful, Hickory Hill Academy partners with families to embrace the school's mission, share its core values, and fully support its curriculum, faculty and staff. When joined by a common set of beliefs and purposes, the school and its parents/guardians form a powerful team with far-reaching positive effects on

children and the entire school community.

Working together, parents/guardians and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based upon civility, honesty, and respect. Please understand that, when we refer to our “school community”, we are including parents/guardians.

1. PARENT/GUARDIAN INVOLVEMENT

Education is a shared partnership between parents/guardians and the school. A high degree of contact is encouraged and should begin with the child’s teacher who is the main contact between the school and home. When parents/guardians have any questions or comments regarding a child’s academic work or behavior, the first step is to contact the teacher directly. We believe open communication between parents/guardians and teachers will enhance the child’s progress. In addition to formal meetings related to education, there are a number of activities in which parents/guardians are encouraged to take part such as extracurricular activities, school events, and parent teacher conferences.

Parents/guardians may stop in to visit or observe their child at any time, and we encourage parents/guardians to participate in school activities and events as they are able to.

Occasionally HHA surveys families to request feedback on our programs. We welcome feedback and suggestions, and strive for continuous program improvement.

Volunteering

We invite parents/guardians to share their time, talents, traditions, and/or interests with their children’s classroom communities. Parents/guardians volunteer to share photos from a trip abroad, help children with an art or cooking project, read a book to the class, or chaperone a field trip, for example. In our ongoing efforts to keep children safe, we are kindly asking all volunteers to participate in a school sponsored background check. The goal is not to invade anyone’s privacy, but to make sure everyone who is working directly with children has been properly screened. If a parent would like to volunteer, our Human Resources Manager will provide a form to fill out and return. Once we have verified the information with our background check provider, we will let teachers know of parents who have been approved to volunteer at HHA. Thank you in advance for any willingness to lend your time and expertise to our community.

2. PROFESSIONAL STAFF

HHA places emphasis on having a highly qualified, professional staff. All staff members have completed the coursework necessary to meet state requirements for working with young children and meet state and NAEYC (National Association for the Education of Young Children, through which HHA is accredited) hiring and records retention requirements. All staff must pass criminal background checks, and staff members who work with children must submit a health report, signed by a physician, indicating the results of a recent TB test and that the individual is medically sound to work with children.

Teachers’ files include documentation of education qualifications, experience, and continuing education documentation. All teachers must obtain a WI Registry certificate for their file. Teaching credentials are submitted to the Wisconsin Registry, Wisconsin’s early childhood professional recognition system, for evaluation and for the assignment of the teacher’s Registry level.

HHA plans and implements professional development opportunities for our staff, and holds monthly faculty meetings to keep our teachers informed and knowledgeable. There are additional opportunities to attend annual conferences, workshops, coursework, and networking with other teachers. Lastly, ongoing

classroom experience with coaching feedback helps our staff maintain professional skills.

3. STUDENT SUPPORT TEAM

HHA's Student Support Team (SST) provides guidance and resources for students with unique learning needs in collaboration with families, HHA faculty, and our community. HHA's Student Support Team is composed of teaching Faculty, our Early Childhood Director, and, if appropriate, our Wellness Director. Additional HHA Faculty with associated expertise contribute intermittently to the SST.

As a team, we emphasize early intervention and collaborative practice with families to support optimal academic and social-emotional growth. Our SST problem-solves to enhance educational programming while individually addressing student needs. We respond to needs for classroom assistance, analyze tricky learning situations, and advise/coach faculty members. We assist with the collaborative process and in designing effective interventions using a student-centered, individualized, strategic approach. HHA's SST plays a vital role in supporting faculty's self-efficacy, helping students increase confidence and independence, and reinforcing HHA's welcoming, inclusive school culture.

In some cases, the team will develop a Personalized Learning or Support Plan for a student, which outlines effective strategies and instructional supports associated with the student's learning goals. Screening tools may be used to assist in this process. Families will be involved in the development of Personalized Learning or Support Plans, and progress notes will be shared with the SST and family over time.

4. TEACHER/CHILD RATIOS, MAX GROUP SIZES

Ratio standards set by Wisconsin's Department of Children and Families appear in the chart below. HHA ensures adherence to state ratio requirements and typically has an additional teacher join classrooms during pre-academic and academic small group learning periods.

Age of Children (in years)	Adult/Child Ratio	Max. Group Size
0-2	1:4	8
2-2.5	1:6	12
2.5-3	1:8	16
3-4	1:10	20
4-5	1:13	26
5-6	1:17	34
6-10	1:18	36

5. REMARKABLE LEARNING ENVIRONMENTS AT HHA

HHA's 13 beautifully designed early childhood classrooms are located among the three buildings on the early childhood campus: The Dahlhouse, The Big Red Barn, and the Main Building. Each classroom is furnished with high quality, age appropriate furnishings and materials. With a nod to the rich legacy of our founders, each classroom is named after a classic children's book. Families can arrive and depart to each classroom door directly, where they complete the arrival and departure process.

Classrooms for school aged children attending Summer on the Farm are located in our beautiful, state of

the art K8 building. Furnishings and materials in these classrooms are uniquely designed for our older school aged children.

In addition, HHA has more areas that are considered as learning environments, both indoors and outdoors. Spending time in these areas is very much encouraged and scheduled as part of our programming.

a. Farmer Will's Nature Nook (Bus)

The Nature Nook is a charmingly transformed school bus sporting heated floors, air-conditioning, microscopes, and other tools for science, nature and STEM learning. Children enjoy conducting experiments, and learning about nature, science, basic engineering, physics, math, and technology.

b. The HHA Forest

HHA's Forest is a sensory-rich outdoor classroom where, with guidance from our science and nature studies specialist, children explore and track seasonal and life cycle changes of woodland plants and animals and learn techniques for tracking, identifying, and observing our forest dwellers, among other great learning experiences.

c. Prairie View Farm

Our Prairie View Farm, nestled between playgrounds, children's gardens and sports field, allows children to safely observe and interact with animals such as goats and sheep, to learn about the animals and about being responsible for them. A nearby fish and frog pond offers a way for children to observe pond life from a safe distance. Lessons in animal care and life cycles, and comical animal antics, foster children's interests and knowledge in the world of animals.

d. The Children's Gardens

HHA's Children's Gardens grace the upper campus with flower beds, gazebo, butterfly gardens, herbs, fruit, and vegetable plots, whimsically sculpted shrubbery, and environments that beckon children to come and be surrounded by the natural beauty they help to nurture. Here, enthusiastic young gardeners enjoy tasting produce off the vine, gathering ingredients for recipes, and preparing and sharing tasty creations in the gardens.

e. Little Augusta Golf Green

Little Augusta's golf green, tee box, and floral gardens beckon young learners to exercise their cognitive, physical, and social skills as they learn about and engage in the sport of golf – all while their senses are treated to the beauty of the gardens, and to the birds and butterflies who are frequent visitors to the area. Families are welcome to use the golf green with their children after picking up their child(ren).

f. HHA's Three Distinct Playgrounds and Nature Playground

We have three separate, fenced in playgrounds for various ages of children. We spend time outdoors daily unless there is inclement weather. Each playground has a climber and a sand area, with various toys that the children can use each day. The Nature Playground is a large, cleared woodland gathering area with stump seating, a chalkboard, a tire tunnel and a natural playground. Nature lessons, picnics, and sing-alongs help to make this magical area a favorite for children and their teachers.

g. Sports Court

The Sports Court is a paved area that includes basketball hoops and a shed with bikes, balls, and other

large motor materials. Children enjoy big body play here along with learning games and having dance parties.

h. Little Cabin in the Woods

The Little Cabin in the Woods is a warm, inviting, sensory rich space for small groups of children to explore. All groups are invited to use the space. Sensory play helps children work through feelings and emotions, and helps children to self regulate. Social emotional skills are practiced and nurtured here.

i. Big Red Gym and Little Engine That Could (small gym)

Located in the lowest level of Building #1, the Dahlhouse, our two gyms are used often, especially on rainy days or days when it's too hot or too cold to venture outside. Each gym is equipped with large motor materials that the children can use, such as bikes, balls, and tumbling mats.

j. The Observatory at the K8 Building

From time to time, the children on the early childhood campus will walk over to the K8 Building and visit the Observatory, which is full of tropical foliage and trees.

PART IV: PROGRAM OVERVIEW

1. CURRICULUM AND PROGRAMMING

The HHA early childhood program curriculum is aligned with research-based best practices as outlined in Wisconsin Model Early Standards (WMELS - WI Department of Public Instruction), and NAEYC Accreditation guidelines. The research shows that the most effective curriculum for young children is play-based.

Learning domains such as social emotional learning, early literacy, early mathematics and science, early writing, language development, creative arts (music, art, dance, dramatic play), outdoor and nature learning, and physical development are integrated into the curriculum. Teachers thoughtfully and intentionally select materials and plan activities across all domains for the children to explore.

The classroom is set up with defined learning areas with developmentally appropriate and interesting materials that the children can interact with and explore. The children engage in hands-on activities that allow them to use their senses and practice skills. Teachers at times lead large and small group activities, and at other times children lead their own play and discovery while teachers observe, interact, and support/scaffold their learning. Teachers understand and honor children's zone of proximal development by providing scaffolds and opportunities to build skills at their own pace in a safe and supportive environment.

Teachers develop individualized play-based curriculum through observation and interactions with the children. In an ongoing manner, teachers collect information about each child in terms of their development, interests, preferences, and challenges. Teachers carefully use this knowledge of the children's developmental levels, their interests, and parents' goals to plan the environment and materials that the children will interact with. As we consider this information, the goal is to approach development through an assets-based lens rather than a deficit focus. We identify what the child(ren) can do on the continuum of learning.

Through play, the children are able to learn and practice skills until they reach mastery. Each skill that is mastered allows for the children to move through the continuum of learning. Each skill builds upon the last. It is important that each child be allowed to develop at their own pace and sequence, and not be rushed through developmental stages that he/she is not ready for. For example, before a child can hold a pencil, the child needs an opportunity to practice fine motor skills such as a finger-thumb grasp, threading beads with a string, practice with a spoon/fork, paint with a paintbrush, etc.

Some specific curriculum programs our teachers may use include:

- RULER (developed at Yale University) - Social Emotional Curriculum for all ages
- Pyramid Model strategies - Social Emotional Supports, Visual Schedules
- Emergent Curriculum - Based on children's interests and teachable moments
- Heggerty - Phonemic and Phonological Awareness (4K only)
- Handwriting Without Tears (4K only)

2. DAILY SCHEDULE/ROUTINE

The teachers create a daily schedule or routine for the class to follow. This routine is important because it creates a predictable, safe and secure foundation that the children can depend upon. This helps children develop trust and a sense of security, and the children feel more confident to explore the environment and activities.

The daily schedule will vary by age group and classroom, since the developmental needs of the children change over time. The daily schedule will include morning and afternoon snack, lunch, free play, centers and learning time, group time, specials, rest/nap time, and outdoor time. The teachers will ensure that there is a balance of active and quiet times, child led and teacher led activities, and large group and small group activities. Individual classroom schedules will be included in the welcome letter that teachers send to families prior to the first day of attendance.

3. ENRICHMENT PROGRAMS (SPECIALS)

HHA is pleased to offer enrichment programs throughout the year for children.

Nature Studies and STEM

HHA's beautiful 10 acre campus presents natural opportunities to heighten focus on the study of nature. HHA's nature trail, pond, and animals support many unique educational opportunities. Visits to these areas allow students to observe aspects of the natural world in context and highlight the relationships between topics of study. Whether it is chemistry, physics, or biology, HHA's Nature Studies and STEM teacher takes pride in elevating even very young children's understanding of science and the natural world. Children's enthusiasm for this program demonstrates its success in boosting children's confidence in their learning abilities and their excitement for exploring and learning about the world.

Music & Movement

Music & movement classes foster children's sensory, motor and social development in the context of music, physical activity and FUN! Children learn to follow directions, to regulate their movement tempo, learn spatial and body awareness, and to interact positively with others. Language development is encouraged through the use of music and movement related vocabulary.

World Languages

Historically HHA has included language specials such as Spanish and Mandarin, depending on availability of specialists to teach these languages.

Additional specials are offered during Summer on the Farm. These may include yoga, garage band, archery, artists in action, culinary, theater, dance, and more.

4. LEARNING DURING SUMMER ON THE FARM

While the primary goal of Summer on the Farm is to ensure that children are having fun and spending plenty of time outdoors in special activities, learning is also a focus of our program. Academic learning during Summer on the Farm supports structure in the day and provides an opportunity for continuity of learning and a potential deepening of current skills.

Teachers will ensure that children have time for reading (read alouds and independent reading), writing/journaling, math, social and emotional learning, and social studies.

5. FIELD TRIPS

HHA offers field trips for school aged children during Summer On the Farm, and for preschool-aged children field trip opportunities when possible. Families will be notified of planned field trips a week or more in advance. For each field trip, HHA staff arrange bus transportation through a licensed service provider. Every HHA enrolled child must be closely supervised and within sight of either the parent/guardian or an HHA staff member.

Our risk management strategy involves doing our best to ensure safe trips and excursions for our students and staff. As a school, we make every effort to ensure that insurance, adherence to the law, accepted safety standards, and emergency procedures are in place. If you are ever uncomfortable with an activity, please do not hesitate to contact us immediately to discuss concerns. If by the end you still do not feel happy with the risks involved, then it is your right and prerogative to opt out from participating. Please note, HHA is not able to provide care for students who opt out from participation in the field trip.

While on school trips, students are ambassadors for the school. Hickory Hill Academy and its chaperones hold participants to a high code of behavior and a significant level of personal investment and responsibility is expected from each participant joining the team. When HHA students are on excursions away from the school we expect our students to abide by all school rules.

Parents/guardians may chaperone (though adult seating on the bus may be limited) and must sign an authorization for their children to participate in each field trip. Unenrolled siblings may not attend HHA sponsored trips. Chaperones must complete a background check with our Human Resources Manager. See Volunteer information in the parent/guardian involvement section.

6. HHA TRADITIONS AND EVENTS

Parent Orientation Night: Early each fall, HHA hosts parent orientation to help parents/guardians become acquainted with teachers and program offerings. Please check our school calendar for the exact dates of the orientation events.

Birthdays: We invite you to celebrate your child's birthday with the class. You may wish to join your child for lunch that day, or provide a healthy snack (oatmeal cookies, fruit and dip, crackers and cheese, yogurt, chocolate milk, etc.) to share with classmates. It is preferable to provide snacks that have ingredients listed on the package. Please consult teachers regarding any food allergies present among classmates, if providing snacks. When special treats are supplied by families, they will be served along with our snacks but not instead of. In lieu of snacks, you may wish to contribute a book, educational game, toy, or puzzle to the class.

"Child of the Week": This tradition is celebrated in most classrooms to nurture self-esteem and demonstrate the classroom community's genuine interest in each of its members. During a child's special week, the child's family may join the child for lunch, bring in a special treat, or share a book or activity with

the class. We ask parents/guardians to provide a poster board photo display, celebrating the child. Please consult teachers regarding guidelines for foods brought into the classroom.

Portrait Days: Individual and class photographs are typically taken in mid-September. Check the school calendar for precise dates.

Spirit Days: Occasionally, HHA has "Spirit Day". Spirit Days are dress up days and a dress up theme will be shared with families and staff for each planned day.

Harvest Party: Each September, HHA hosts a well-loved event to celebrate the bounty of fall. Families gather for an early evening of festival-type activities and foods.

Harry Hustle: This fun event happens in October and is an opportunity for us to highlight physical fitness in the form of a fun run/walk on campus. There is music, a DJ, and prizes upon completion of the course.

Scholastic Book Fair: In early Spring, HHA hosts a week long book fair with affordable, quality children's books that are offered for sale through Scholastic Book Club. Classrooms earn points, via purchases, which allow teachers to obtain free books and materials for their classrooms. Parents/guardians who wish to donate to their child's classroom may do so.

Read Across America: In early March each year, we celebrate Dr. Seuss' birthday and his many contributions to children's literature. Guests from the Madison community read favorite children's books to the kids and children's book characters (Cat in the Hat, Curious George, The Man in the Yellow Hat, etc.) often join us for the morning's finale, an all school dance party!.

National Week of the Young Child (WOYC): One week in April is nationally designated for celebrating young children, every year. During WOYC, HHA provides special treats and entertainment for the children and hosts an evening event for families.

National Teacher Appreciation Week: The first week in May is nationally designated as a time to say Thank You to teachers, for their vital role in children's lives.

Dairy Day: June is Dairy Month, and we celebrate with cows and calves on campus, and local Dairy Princesses who help the children learn about dairy cattle and the ways in which farm families serve our community. The annual event includes delicious dairy products.

Annual Parent Appreciation Events: Classroom teachers plan classroom community events, near the end of the school year, to honor and thank parents/guardians for their trust and many contributions.

7. HOLIDAYS

HHA attempts to celebrate holidays that are celebrated within the HHA community. We encourage families to lead class celebrations of special holidays and traditions which their own family values. Doing so is not only an educationally enriching experience for the children but also for the teachers. HHA does not offer religious instruction as part of the daily program.

8. SUPPLIES

Parents/guardians must supply an extra set of size and seasonally appropriate clothing for each child. Extra clothes are kept in each child's cubby, in a zipper-lock plastic bag labeled with the child's name. For children who are actively potty training, please provide additional clothing and underwear. Whenever your child uses extra clothes, please provide a new set the following day.

Children's winter apparel should include a warm coat, snowsuit or snow pants, boots, hat, extra mittens, and extra socks. Please take home outdoor clothing daily, to allow cleaners easy access to cubby areas. Be sure to label all of your child's belongings, including coats, shoes, and boots.

For infants (under 1 year), please provide:

- Bottles with nipples and lids, enough for the day plus one spare. Per licensing, each bottle should be labeled with the child's first and last name, contents, and date.
- Formula or breast milk
- Sleep sack for safe sleep in the crib. HHA provides crib sheets and will launder them weekly or as needed.
- Pacifier (if applicable)
- Diapers and wipes
- Diaper cream or ointment (if applicable) Written parent authorization to apply is required. Ask teachers for a form.
- At least 3 complete changes of clothes and socks (in a zipper-lock bag).
- Laminated pictures of your child and family (with faces clearly identifiable, please - no sunglasses), to be placed in the child's "cubby" or in a Classroom Families 'book.'
- Baby cereals, pureed foods, finger foods, and lunch when appropriate.
- Sun hat/sun protective clothing.

For children beyond infancy (1 yr and older), please provide:

- Sunscreen/insect repellent, if desired. Items must be labeled with the child's name and parents/guardians must complete an authorization form.
- At least 2 changes of clothes and shoes (in a zipper-lock bag).
- Laminated pictures of your child and family (with faces clearly identifiable, please - no sunglasses), to be placed in the child's "cubby" or in a Classroom Families 'book.'
- Soft, small "rest buddy." HHA provides and launders all bedding.
- Lunch, with a cold pack. Hot food should be kept in a thermos.
- Water bottle, labeled with the child's first and last name.

For all children, please bring any additional items noted in the classroom Welcome Letters distributed by the child's classroom teachers.

Note: Your child's name or initials need to appear on all belongings. Please label all items. Thank you!

9. YOUR CHILD'S FIRST DAY

If you suspect your child may have difficulty separating from you, if it is your child's first experience in an early childhood program, or if your child's first language is not English, you may wish to visit HHA with your child prior to the first day at HHA. While here, we suggest the following: help your child find a place to play, use the teacher's name often, join in at story-time or snack-time, or visit the playground with the class. Try to learn one or two other children's names. You can accompany your child to the bathroom and show your child how to use the soap dispenser, and paper towels. Please note, a parent or guardian must always

supervise the child during such a visit. Student visits should be arranged with the Admissions Team or with the Early Childhood Director.

Saying Goodbye and Parting Suggestions

Children often have difficulty separating from their parents/guardians during the first days of school. However, prolonged good-byes often raise a child's anxiety and may unsettle other children. We advise parents/guardians to tell their children when they'll see them ("after nature class"), that they will be eager to hear about the child's day, and that they are mindful of appearing confident in entrusting the child's care to her teachers.

Be assured that we will comfort and reassure your child. Feel free to message on Brightwheel, call, email, or stop in to see how your child is doing. Teachers can advise you on how to 'discreetly' check on your child. If you are concerned about separation anxiety, speak with teachers or the Early Childhood Director.

PART V: COMMUNICATION

I. PARENT/TEACHER COMMUNICATION

Parent/teacher communication is essential to our program. Teachers may have little opportunity to converse while supervising children, but welcome Brightwheel App messages, phone calls, emails, and notes in the classroom communication notebook, and can arrange to meet with parents/guardians outside of classrooms. Teachers often respond to Brightwheel messages and emails during children's rest time, in the preschool years, but please avoid calling during nap time, if possible. Upon request, translators can be provided.

Please use Brightwheel messaging to inform teachers of important or time sensitive matters. Please also check for messages from HHA Faculty about any time sensitive matters.

Parents/guardians who need to communicate with a teacher upon arrival should use the Brightwheel App or leave a detailed message in the classroom communication notebook (next to the sign-in/out sheet) – doing so helps to ensure that teachers can recall details that may be missed during busy arrival periods.

A parent/guardian information board in each classroom displays lesson plans and schedules for each classroom (including enrichment classes), the month's snack menu, classroom news, and more. This information is disseminated via email and/or children's mailboxes and teachers summarize the day's activities on classroom whiteboards.

a. Notification About Child Absences and Late Arrivals

If your child will not be attending school or arriving late on their scheduled day, please notify your child's teachers via Brightwheel message, preferably by 9am. Please note that teachers are required to contact parents/guardians if a child is absent without notification from the family.

b. Notification About Child Appointments

If your child has a mid day appointment, please use the Brightwheel App messages to inform the teacher of the appointment time, when the child will be picked up, and whether or not the child will return to school. Parents/guardians are required to check out their child when they are leaving the school and check in when they return.

c. Brightwheel Communication

Teachers will keep track of diapers, meals, naps and activities on the Brightwheel App under “Activities”. Teachers may share a few words about what your child is learning about, activities your child is enjoying, and may also share photos a couple of times a week, minimally. Teachers will notify families via Brightwheel if their child is not feeling well and will be clear about whether or not the child needs to be picked up due to illness (see Ill Child policy). Teachers will notify families about any injuries via Brightwheel, including head bumps. (see Injuries in the Health policies section). If a parent/guardian can't be reached via Brightwheel, staff may email or call parents/guardians.

d. Classroom Newsletters

Teachers will send a weekly classroom newsletter via email on Fridays. The newsletter includes highlights from the week's learning activities, photos, information about the following week's activities, reminders, updates from administration, and upcoming important dates.

e. Parent/Teacher Conferences

HHA offers parent teacher conferences twice per year, once in fall and once in spring. During the fall Parent/Teacher Conferences, parents/guardians and teachers establish goals for the child. Throughout the school year, teachers nurture each child's growth and development within the HHA curriculum and with attention to established goals. At the same time, teachers are creating an assessment portfolio for each child, demonstrating each child's development and progress toward goals. During spring “Parent/Teacher Conferences,” parents/guardians and teachers review the child's portfolio and development in areas such as creative representation and expression, language and literacy, math, physical development, science, social and emotional growth, and more. Parent input is important and helps us create meaningful shared goals for the children.

2. COMMUNICATIONS TO/FROM ADMINISTRATION

a. Administration Contacts

Families should feel free to contact the appropriate members of administration by phone or email with any questions or concerns.

Admissions Director - Enrollment, schedule changes, contracts

Early Childhood Director and Summer on the Farm Director - Questions and concerns about the program, operations, health policies, and staff.

Registrar - Questions about forms and paperwork for child's records, Brightwheel registration

Accounting Manager - Questions about billing, fees, tax statements

b. Weekly Updates from Administration

Weekly updates from administration will be added to each classroom's weekly newsletter that is sent via email on Fridays.

c. Monthly Newsletter

The Early Childhood Program will send out a monthly newsletter during the academic year for families with features such as curriculum highlights, faculty spotlight, event highlights, photos, family resources, and

important upcoming dates.

d. Announcements

The early childhood director will occasionally send out announcements to families about staff changes, time sensitive updates, and communicable illness exposure notices.

3. GRIEVANCE PROCEDURE

If you have concerns that you feel need to be addressed, please follow these steps:

- Set up an appointment to speak with your child's teachers. State your concerns and ask how the teachers might resolve the situation.
- If you are not satisfied, inform the teachers that it would be helpful to review the situation with the assistance of an administrator.
- Contact the Early Childhood Director or Summer on the Farm Director.

4. APPROPRIATE LANGUAGE

We must all model respectful behavior. Any adult using inappropriate or threatening language, tone, or body language will be asked to leave HHA premises.

PART VI: HHA POLICIES

I. ARRIVAL AND DEPARTURE POLICIES - EARLY CHILDHOOD PROGRAM

- Teachers must be alert to children arriving/departing. Please be sure to greet teachers and ensure that they are aware of your child's arrival and departure. Families should not allow children to walk on their own from the parking lot to the classroom. This is very important so that we can properly account for each child in our care.
- Parents must check their child in and out each day for both arrival and departure. Please do this when you are physically with your child for pickup (instead of before you reach the classroom.)
- Please let us know if your child will be arriving late or absent. If a child is absent without prior notification to HHA, teachers are required to contact families.
- Please help your child wash hands and stow belongings in your child's cubby, upon arrival.
- Check your child's mailbox and cubby often. If low on extra clothing, please replenish.
- Please do not arrive early or late without arranging for extended care.
- Please do not bring older siblings into the Infant & Toddler classrooms. Please drop off older children in their classrooms first, and pick them up after picking up your toddler. We apologize for any inconvenience, but to ensure the safety and health of children in these rooms, we must minimize traffic and congestion in these areas.
- **For the first two weeks of enrollment, please bring your ID with you when picking up your child.** Parents/Guardians and authorized pick up persons must always be prepared to show photo ID at pick up in case there is a sub or new teacher in the classroom.

Staff may be concerned about releasing a child to a parent or parent-authorized person who...

- Appears too ill to drive competently.

- Appears to have been drinking alcohol or to be under the influence of any type of drug.

If staff are concerned about releasing a child to a parent or parent-authorized person, staff may offer to contact a parent-designated emergency backup person to pick up the child or may contact local law enforcement. While any such situation would be uncomfortable for all, our main concern must be for the safety of all HHA children and families.

2. ARRIVAL AND DEPARTURE POLICIES - SUMMER ON THE FARM SCHOOL AGED CHILDREN AT K8 BUILDING

- For the K-8 building, families will drop off and pick up their child using the pick up/drop off lane. Staff will be there to assist you with the check in/check out process at drop off/pick up.
- When dropping off and picking up your child, your child will need to be checked in and out using Brightwheel. Please make sure to have your name plate visible in your front windshield during pick up times to better assist our staff. Before you drive away, please make sure that the check in/check out process is complete.
- Please let us know if your child will be arriving late or absent. If a child is absent without prior notification to HHA, teachers are required to contact families.
- Please do not arrive early or late without arranging for extended care.
- ***For the first two weeks of enrollment, please bring your ID with you when picking up your child.*** Parents/Guardians and authorized pick up persons must always be prepared to show photo ID at pick up in case there is a sub or new teacher in the classroom.

3. REST TIME POLICY, SAFE SLEEP FOR INFANTS

Children under 5 years of age who are in care for more than four hours are required by state law to have a 30-minute rest time. A child who is not asleep after 30 minutes of rest will be permitted to engage in quiet activities. Children who fall asleep are permitted to sleep until they awaken.

In conjunction with state regulations, staff will not withhold or force naps. Children will generally be allowed to nap as long as they need to. Staff are generally not able to wake sleeping children even at the request of a parent/guardian. However, in rare circumstances, staff can wake a sleeping child if the parent/guardian provides a signed, dated doctor's note specifying how long the child should sleep, and at what point the child should be awakened.

For children 12 months to 5 years, HHA supplies each child with an individual sheet-covered rest mat or cot and a blanket. Parents/guardians may provide a "lovey" or comfort item for their child's rest time. During rest time, mats/cots are placed at least two feet from other mats/cots. Sheets and blankets are laundered, and rest mats are sanitized at least once a week, by HHA staff.

For infants under 12 months, HHA provides a crib with a tightly fitted sheet. Parents should provide a sleep sack or sleep clothes for their child to sleep in. HHA follows Safe Sleep procedures for infants, which are designed to prevent SIDS/SUIDS. All infants shall be placed on their backs in a crib for sleeping. The child shall be allowed to assume the position most comfortable when able to roll over unassisted. If an infant falls asleep elsewhere, the infant will be moved to the crib. No soft items, including lovies, blankets, pillows, or positioners are allowed in cribs. Swaddling is not recommended, but is permitted if requested in writing by a parent, but children may not be swaddled in a blanket, per DCF licensing rules.

4. DIAPERING/TOILETING POLICY

- Parents/guardians are responsible for providing diapers, wipes, and any diaper ointments/creams.
- Wet/soiled diapers are checked and/or changed at least every 2 hours, and after the child awakes from nap. Wet or soiled diapers and clothing will be changed promptly.
- Staff wear disposable gloves when changing diapers, and wash hands after each diaper change.
- Children will not be left unattended on a surface from which they might fall.
- All toilet articles will be kept in a sanitary condition.
- Diaper changing surfaces are cleaned with soap and water and disinfectant before and after each use.
- Soiled reusable/cloth diapers will be placed in a plastic bag labeled with the child's name, and sent home daily.
- Disposable diapers will be placed in a plastic-lined, covered container, and disposed of frequently throughout the day.
- A sink adjacent to the changing table, equipped with an automatic faucet, is dedicated to diapering procedures. Caregivers will wash their hands with soap and running water before and after each diapering or assistance with toileting routines.
- Staff will apply lotions/creams at diapering time, in accordance with parents/guardians' written instructions.
- After diapering or toileting, children's hands are washed with soap and water.
- Toilet training will be initiated when a child is ready (after 18 months of age) and in consultation with the parents/guardians.

5. TOILET TRAINING

HHA teachers will plan toilet training in cooperation with the parents/guardians so that a child's toileting routine is consistent between the center and the child's home. Toilet learning strategies will be positive in nature and no child will be disciplined for toileting mistakes. During toilet training, children must be wearing underpants, diapers or pull ups. HHA teachers cannot routinely attempt to toilet train any child under 18 months of age, per DCF licensing rules.

6. DAILY OUTDOOR TIME AND INCLEMENT WEATHER POLICY

a. Daily Outdoor Time

All children at HHA have daily outdoor time, weather permitting. Children who should not go outdoors due to illness should be kept home, to allow for their comfortable recovery. Outdoor play time, specials, and Fun Days will be restricted under the following conditions:

- Temperature above 90°F (heat index/real feel)
- Temperature or wind chills of 0°F or below for children aged 2 yrs and older
- Temperature or wind chills of 20°F or below for children under age 2 yrs
- Air quality advisory suggesting limits on outdoor time
- Wind advisory
- Tornado watch or warning
- Thunderstorms/lightning
- Hail
- Heavy rain

Staff will be mindful of weather conditions and check forecasts, as appropriate, to determine temperature

and wind chill before taking children outdoors. Parents/guardians should send proper winter play clothing every day during the winter months, regardless of daily weather conditions.

b. Closure Due to Inclement Weather

In the event of severe weather conditions or other emergencies, the decision to delay, close early, or not open the school will be at the discretion of the Owner(s). HHA will be closed on an emergency basis (i.e. snow days) when the Madison Metropolitan School District (MMSD) is closed or if there is a weather warning that affects the health and safety of the employees or children. The Division Leaders will advise if we will be open or closed for Cold days. Announcements will be emailed to families and employees, and posted via our company website, Facebook and Live News.

7. ANIMALS POLICY

In keeping with licensing regulations, we notify enrolling families of the number and type of animals at HHA and of their degree of contact with children, and we update parents/guardians, via email, of any changes in the number of animals at the center, or their contact with the children. Also in keeping with licensing and HHA policies, we will inform families in writing of any scheduled animal visits and will seek parent authorization for children's participation.

a. HHA Animals

- HHA animals are kept current on vaccinations against diseases for which vaccines are available and which may pose a health risk to children.
- Animals suspected of having an illness or health condition are treated by a veterinarian and are removed from HHA if recommended by the veterinarian.
- Were an animal to harm a child, HHA would inform the parent, consult a veterinarian to determine the proper course of action, and inform the parent of actions taken.
- HHA animals are kept and handled in a manner that protects both children and animals. Staff and children wash their hands after visiting HHA animals. We ask that parents/guardians who visit the animal area also wash their hands before interacting with children when entering classrooms.
- Animals are kept away from food preparation areas.
- Children are allowed to observe and feed animals only under the supervision of an adult.
- Children are allowed to walk along HHA nature trails to observe and evaluate plant and animal habitats, behaviors, and changes.
- Children may feed and observe wild birds outdoors while supervised by HHA staff.
- Children are allowed to observe the natural habits and life cycle of all animals on HHA's Prairie View Farm, which may include sleeping, playing, mating, birthing, struggling with illnesses, or, sadly, even the natural death of an animal.

b. Visiting Animals

While we strive to enrich children's worlds through both learning about and caring for animals, we must prioritize safety, and minimize any risks with the learning potential of animal contact.

While some families might like to bring a beloved pet to visit their child's school, other families, and staff, cannot be as confident of the animal's temperament or may have allergic reactions. Some may have had negative experiences. Additionally, pet owners may be surprised by a pet's reaction in a new environment

like a school or toward individuals.

Weighing potential risks and benefits, we have decided not to allow staff or family pets to visit HHA, but to restrict animals on campus to HHA farm animals, animal visits arranged for special events and learning opportunities, wild animals naturally occurring across campus, and service animals as defined by Wisconsin state statutes.

8. HEALTH POLICIES

HHA health policies reflect the requirements of Wisconsin's Department of Health, Public Health Madison Dane County (PHMDC), Department of Children and Families (DFC), National Association for the Education of Young Children (NAEYC), and the Department of Public Instruction (DPI).

a. Health Records

HHA requires our parents/guardians to maintain up-to-date health records at HHA. Every student must have up-to-date information on their online medical account, along with an updated immunization record. Note: HHA reserves and acts on the right to refuse care for children while parents/guardians are noncompliant with records requirements.

Immunization Record (IR): This record must be completed for each student. A copy of the record may be obtained from the child's healthcare provider, through the Wisconsin Immunization Registry or a completed Student or Child Care Immunization Record may be submitted. Parents/guardians may 'waive' requirements, using the IR form. If immunizations are waived for a medical reason, a physician must also sign the IR. The record should be updated anytime a new vaccine is received. A new waiver will be required when there is a new vaccine required per state requirements. Note: The state may require centers to temporarily exclude children who are under-vaccinated if a vaccine-preventable disease for which they are susceptible occurs at the center.

Child Health Report (completed for children under 5): This report must be signed by a medical provider and reflect the child's most recent physical exam. Please note: For children under 2, records on file must document a physical at least every 6 months. For children over age 2, records must indicate a physical within 12 months prior to admittance or shortly thereafter, and at least every 24 months thereafter.

b. Children with Special Health Considerations

All HHA teachers are kept informed of issues identified by parents/guardians on a child's Health History and Emergency Care Plan. Parents/guardians must communicate all special care or medical conditions in writing to the Early Childhood Director or Assistant Director as soon as conditions are confirmed..

c. Food Allergies/Sensitivities Policy

HHA uses a system of checks and balances to protect children with identified food allergies. The Early Childhood Director or Summer Camp Director will meet with the parents/guardians of each child who has a severe allergy to ensure that the school fully understands the extent of the allergy and the appropriate emergency response. An individualized plan to minimize risk to the child will be created, ensuring that the right people are given the appropriate information (including teachers, substitute teachers, volunteers, non-teaching staff) and that the school has the appropriate permissions from the parents/guardians, including permission to administer any emergency medications. Please contact the Early Childhood Director or Summer Camp Director with any questions/concerns regarding special care.

Ingredients lists of any snacks provided by HHA are available upon request.

Exposure to scented products can adversely affect a person's health. Scented products, even in the smallest amounts, can trigger a reaction in individuals with certain medical conditions or sensitivities. Wherever possible, we ask that the HHA community not wear perfume, cologne, body sprays, lotions or any heavily scented products.

d. Ill Child/Contagious Conditions Procedure

HHA strives to maintain a happy and healthy learning environment. Therefore, a child with a fever or exhibiting symptoms of a contagious illness such as diarrhea, vomiting, unusual lethargy, sore throat, rash, inflammation around the eyes, eye or ear drainage, significant nasal drainage, or a persistent or hacking cough that interferes with activities, must be kept home unless parents/guardians provide a provider's note indicating that the child need not be excluded from participation in center activities. Any child not well enough to participate in outdoor activities should remain home.

In addition to these symptoms, all students and staff will be required to follow the Health & Safety Policy.

In early childhood programs, state regulations require that teachers observe arriving children for symptoms of illness, injury, or unusual behavior/appearance. Teachers keep records in a medications and injury logbook and report to the Early Childhood Director any unusual bruises, contusions, lacerations, burns, seemingly unusual illness, or emotional state.

Ill Child at HHA: When a child appears ill, staff will attempt to contact the parent/s. If unable to reach parents/guardians, staff will attempt to contact a parent-authorized individual to pick up the child. An ill child must be picked up as soon as possible but within one hour. .

Children with symptoms of vomiting, diarrhea, fever or other conditions having the potential to affect the health of others will be isolated until they are picked up. An appropriately supervised isolation area will be provided for the care of children who appear ill. A cot and sheet will be provided and the child will be comforted until they are picked up by a parent/guardian or emergency contact person.

Fever: A fever is defined as an internal body temperature of 100.4° F or higher. A child with a temperature of 100.4° or higher will be sent home. Please note, a child with a temperature of less than 100.4°, who is exhibiting other symptoms of illness that prevents participation in all classroom activities, will also be sent home. A child may return when they have been fever-free for at least 24 hours without the use of fever-reducing medications and if their other symptoms have improved so that they are able to participate in all indoor and outdoor activities.

Diarrhea: Diarrhea is characterized by watery, unformed, or an increased number of stools beyond a child's normal pattern. Staff will attempt to contact the parent/guardian at the first indication of diarrhea. A child who has two or more episodes of diarrhea that is not associated with a change in diet or other known non-infectious cause (i.e. antibiotic usage) will be sent home. In order to return to school, a child must have no episodes of diarrhea for at least 24 hours and be able to tolerate a regular diet.

Vomiting: A child who vomits (unrelated to crying, coughing, gag reflex) must be picked up. Prior to returning to school, the child must have no vomiting episodes for at least 24 hours and be able to tolerate a regular diet.

Skin Rash: A child with a skin rash that is rapidly spreading or of an infectious origin should remain home. Parents/guardians must provide a doctor's note indicating that it is appropriate for the child having a rash to be admitted to the center.

Conjunctivitis, "Pink Eye": Conjunctivitis, or "Pink Eye," is a bacterial or viral eye infection spread from

direct contact with an infected person, or through secretions. A child with red eyes and drainage must remain home until the eyes have been free of discharge for 24 hours and the child is well enough to participate in classroom activities or with a provider's note indicating the child is appropriate to attend.

Ear Infections: A child diagnosed with an ear infection must be fever-free for 24 hours, free of any ear drainage and able to participate in all classroom activities before returning to HHA. A child diagnosed with an ear infection but having no ear drainage or fever may attend the center without interruption if the child is well enough to participate in all classroom activities.

Strep throat: A child diagnosed with strep throat should remain home until fever-free for at least 24 hours and at least 24 hours following the initiation of antibiotics.

Head Lice: Head lice are common, particularly among young children. They are not indicative of poor hygiene, and they do not jump or fly as often assumed, but are spread mostly from hair-to-hair contact. If a child is found to have live lice, parents/guardians will be notified on the day of identification. The child will not be sent home early, but parents/guardians will be asked to provide proof of lice treatment prior to the child's next day of attendance. If nits are found in a child's hair, parents/guardians will be notified, but the child will not be excluded from class. Classroom screenings will not take place unless a child is exhibiting symptoms or there is a specific cause for concern.

Other Conditions: For other conditions not specified, the Wisconsin Childhood Communicable Diseases chart produced by the Department of Health Services will be utilized to determine a safe return to school.

e. Communicable Disease Procedures

HHA is required to report to the state any occurrence of certain diseases on campus such as chickenpox, infectious hepatitis, measles, mumps, poliomyelitis, scarlet fever, whooping cough, diphtheria, meningitis, and outbreaks of Covid 19. HHA must provide notification of exposure to reportable communicable diseases, identifying the disease and the number within the local population known to have contracted it. Notifications do not include personally identifying information.

A child with a known or suspected reportable communicable disease (see details, below) must not be present at HHA during the period in which the disease is communicable. The following protocols apply:

- When a child is suspected of having a reportable communicable disease, the local public health officials will be notified.
- If a child is found to have a reportable communicable disease, HHA will observe exposed children for symptoms and inform parents/guardians of exposure and symptoms associated with the disease (staff will not share personally identifying information).
- A child who has contracted a reportable communicable disease may return to HHA with a physician's note approving the return, or once the child has been absent for a period of time equal to the longest usual incubation period of the disease, as specified by the Wisconsin Department of Health.

f. Staff Health Requirements

Staff members who work directly with children are asked to submit a state health report signed by a medical professional, indicating that the individual is medically sound to work with children. No one whose behavior or symptoms of illness give reasonable concern for the safety of children may be in contact with the children in HHA's care.

g. Health Precautions

- Children's hands must be washed with soap and running water upon entering a classroom.
- Children's hands must be washed before eating and after toileting/diapering.
- Hands and faces are washed after meals.
- Bodily secretions (runny noses, eye drainage) will be wiped with a disposable tissue used only once and placed in a plastic-lined container. Individuals wiping up secretions will wash their hands immediately afterward.
- Bodily secretions on surfaces will be washed with soap and water and disinfected. Hands will be washed immediately.
- Wet or soiled clothing will be changed promptly, using clean clothing supplied by parents/guardians, for each child. Soiled clothing will be placed in a plastic bag to be sent home.

h. Universal Precautions

Staff members use universal precautions for dealing with bodily fluids and follow proper protocols when dealing with secretions. Staff members use disposable gloves to avoid direct contact with bodily fluids and immediately wash their hands afterward. Staff clean and disinfect surfaces exposed to bodily fluids.

i. Injuries

Parents/guardians must indicate on the Student Enrollment Form that HHA is authorized to seek emergency medical care as appropriate. Staff will inform a parent, as quickly as possible, should their child incur a significant injury or any injury to the head or face. When staff members are aware of a minor injury, not to the head or face, they will inform the parent via an email or Brightwheel message during the day or when the child is picked up. Per state law, HHA maintains incident/accident logs and reports any injury requiring medical care to a licensing specialist. Log books are reviewed regularly by HHA administrators.

Treatment Of Injured Child: HHA will have adequate first aid supplies, including gloves, medical tape, and bandages. Superficial wounds will be cleaned with soap and water and protected with bandages. Routine procedures for the treatment of serious but non-life-threatening and minor injuries, as learned in the basic first aid classes, will be followed.

If emergency care is needed, HHA will...

- Call 911 and follow dispatch instructions.
- Request an ambulance or transport the child to American Family Children's Hospital.
- Attempt to contact parent/guardian.
- Attempt to contact parent-designated emergency contact person/s if unable to reach the parent.

Parental Notification: Parents/guardians of enrolled children shall be notified:

- If a child has been exposed to a suspected or confirmed communicable disease
- Immediately if the child becomes ill or is seriously injured
- When a child has received any injury to the head or face

j. Concussion/Head Injury

Parents/guardians will be notified immediately for every head injury, and the staff will monitor the child for signs of concussion. If a student is knocked unconscious, an ambulance will be called. If a concussion is suspected, the student will be removed from activities until a parent/guardian or emergency contact person is contacted to pick them up and a follow-up evaluation with a medical provider will be recommended. If a diagnosis of a concussion is made, parents/guardians should provide any relevant care instructions from their provider so that the school has an accurate and up-to-date record of all such injuries. A student with a known concussion will not be allowed to participate in school activities until cleared by a note from a provider.

k. Medication

There are numerous state regulations, licensing, and NAEYC requirements for keeping and administering over-the-counter products and any medications. It is a considerable task and responsibility of the school and staff to manage these products in keeping with requirements, making parent cooperation a necessary component of the process. If a child requires medication while at school, an appointment should be made with the Early Childhood Director or Summer Camp Director to review the medication and necessary documentation.

Staff will administer prescription medication with written instructions from a practitioner and written consent from a parent or guardian using the Authorization to Administer Medication form. This form can be obtained from the Early Childhood Director or Assistant Director. According to state law, the medication must be in the original packaging and include the following information in a legible format: name of the student, name of the prescriber, name of the prescription medication, dosage, effective date and directions.

Students who require life-saving medications must have the medication available on campus no later than their first day of attendance. The child will not be allowed to attend HHA at any time without the medication. If the student has a School Emergency Plan, this should be provided to the school as well.

Staff will administer non-prescription medication to a student with written instructions and consent of a parent or guardian using the Authorization to Administer Medication form. This form can be obtained from the Early Childhood Director or Summer Camp Director upon request. Written parent instructions must match the medication label's instructions. If the medication is to be administered for a prolonged period or in a way that differs from the label or if the label indicates that a healthcare provider should be consulted based on the child's age or weight, written instructions from the child's practitioner must be provided. A practitioner is defined as a physician, naturopathic doctor, dentist, optometrist, physician assistant, advance practice nurse prescriber or podiatrist. The medication must be provided in the original container and clearly labeled with the student's name.

Non-regulated products such as nutritional supplements, essential oils, herbal remedies or homeopathic supplements will not be administered by staff members on campus due to the lack of regulation surrounding these products. If a parent wishes for their child to receive these products, dosing outside of school hours should be considered. A parent may come to campus and administer the product to their child.

A written record, including the type of medication given, dosage, time, date, and name or initials of the person administering the medication will be made in HHA's medical logbook on the same day that the medication is administered. Medications are stored in an area that is inaccessible to children and/or in the refrigerator out of reach of children. Emergency medications will be kept by teachers while on field trips and on HHA campus. If a dosage is missed or an amount is given in error, parents/guardians will be made aware, and particulars will be noted in the medical logbook.

I. Non-Medicated Products

Parents/guardians should apply sunscreen and/or insect repellent to their child prior to their arrival in the morning. If a parent/guardian wishes to have sunscreen or insect repellent reapplied to their child in the afternoon, they may request a Sunscreen/Insect Repellent Authorization form from their child's teachers. This form must be completed and returned to the classroom with the product labeled with the child's name.

Non-medicated products such as diaper cream, lotion, lip balm, etc. may be administered if the Authorization to Administer Parent Provided Product form is completed and returned to the classroom with the product labeled with the child's name.

Note: Medications, ointment, lotion, lip balm, etc., must never be placed in a child's lunch container or backpack. Medications must be given to the Early Childhood Director or Assistant Director, not to the teachers. Ointments, lotions, lip balm, sunscreen, etc. must be given directly to a teacher so that items can be secured out of reach of children.

9. NUTRITION POLICY

a. Infants & Toddlers

- Parents/guardians provide bottles/nipples.
- Bottles must be labeled with the child's first and last name, contents, and date.
- Breast milk not used within 24 hours is discarded.
- Formula/milk leftovers are discarded after a feeding.
- Formula must be iron-enriched and mixed according to the manufacturer's directions.
- Infants over 12 months of age are given Grade A pasteurized vitamin D whole milk if parents/guardians direct staff to offer this milk to the child.
- Bottles are warmed in a bottle warmer or under running water.
- Bottles are returned to parents/guardians at the end of the day, to be thoroughly cleaned by parents/guardians.
- Purified water from a commercially supplied/serviced water dispenser is offered to toddlers several times a day. This water contains fluoride.
- When parents/guardians begin giving their child baby food or solid foods, they should inform staff and begin supplying these items.
- Parents/guardians provide either a week's supply of sealed, store-bought baby food for their toddlers who eat soft foods or, daily, provide home-prepared meals in a lunchbox (with a cold pack or thermos, as appropriate).
- Toddlers have scheduled group meals and snacks, but caregivers also accommodate individual needs.
- HHA provides snacks consisting of two food groups (milk, juice, crackers, fruit, vegetables, etc.), for children who eat table foods.
- Breakfast meals should include fruit or juice, and cereal/grain (and milk—provided by HHA).
- Lunch should include a protein, two foods from the fruit/vegetable group, and something to drink. Each meal should provide 1/3 of the child's daily nutritional requirements.
- Toddlers typically strive for independence, particularly in self-feeding. Thus, their lunches should include

prepared finger foods.

- Wide-based highchairs with safety straps are provided for children who are not able to sit in a chair at a table. Eating utensils and cups are scaled to size for small children.

In accordance with Wisconsin Administrative Code (“licensing”), snacks and meals will be offered, minimally, as indicated below:

Child’s presence in care	Number of snacks/meals offered
At least 2.2 hours, but less than 4	1 snack
At least 4 but less than 8 hours	1 snack and 1 meal
At least 8 but less than 10 hours	2 snacks and 1 meal

b. Food guidelines for lunches and snacks

Families must provide lunch for their children enrolled in full-day programs. Please see USDA Child Meal Patterns at the end of this handbook and ensure that your child’s lunch, or any snacks you may provide, meet the meal pattern requirements for your child’s age.

Please supply a drink for your child. If supplying juice, and not milk, please include a dairy food in your child’s lunch. Lunch is stored in the classroom. Please include an ice pack with your child’s lunch. Hot food should be kept in a thermos. Teachers are not able to heat children’s lunch items. All lunches should be labeled with the child’s name. If a child arrives at school without a lunch, HHA will contact the child’s parents to bring lunch for the child.

HHA provides morning and afternoon snacks. Appropriate snack and mealtimes will be scheduled in each classroom. Snacks meet USDA requirements (see Child Meal Pattern chart). Any changes made to snack menus will be noted in the classrooms. Teachers join the children for snacks and meals, promoting conversational and social skills.

Parents/guardians must supply appropriate substitutes when a child is unable to eat HHA snacks or milk, due to an allergy or parental preference.

10. SAFETY POLICIES

HHA has policies in place to help ensure safety for all, but the children of this community are especially dependent upon all of us, staff, parents/guardians, and other caregivers, to work together and to adhere to safety policies and precautions to ensure the best outcomes.

a. Mandated Reporting Procedure

Wisconsin law requires all employees of Wisconsin schools to report suspected child abuse and neglect/child maltreatment (mandated reporting), Wis. Stat. sec. 48.981(2)(a)16m. Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or sexually exploited by a parent/guardian or other person, or needs protection, is legally responsible to report it.

Per state regulations, HHA ensures that all staff members having contact with children have received mandated reporter training, which includes child abuse and neglect laws, how to identify signs of abuse and neglect, and the process for reporting. Staff members are required by law to report concerns should they know or have reason to suspect that a child has been neglected or harmed. Reports are made to Dane

County Social Services. There are several different forms of child maltreatment:

- **Physical Abuse:** non-accidental physical injury inflicted on a child
- **Emotional Damage:** harm to a child's psychological or intellectual functioning for which the child's parent, guardian, or legal custodian has neglected, refused, or been unable to for reasons other than poverty to obtain necessary treatment or take steps to ameliorate the symptoms
- **Sexual Abuse:** inappropriate sexual behavior with a child; sex trafficking and sexual exploitation
- **Methamphetamine** manufacture in a child's home, on the premises of a child's home, in a motor vehicle on the premises of a child's home, or where a reasonable person should have known that the manufacture would be seen, smelled, or heard by a child is considered child abuse
- **Neglect:** failure, refusal or inability on the part of a caregiver, for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child. 'Seriously endanger' includes potential as well as actual harm to the child.

Parents/guardians who desire more information are requested to meet with the Early Childhood Director or Summer on the Farm Director.

b. Securely Locked Buildings

HHA buildings are locked at all hours of the day (with exceptions for some special events).

Parents/guardians must ring a doorbell to be let inside HHA buildings. Upon arrival, all visitors must report to the Administrative Office in The Dahlhouse or at the K8 building front desk, obtain a name badge, and check-in and check-out at the office.

c. Parking

Parents/guardians may park along HHA's driveway and in the large lot at the end of the long driveway. At the request of the Town of Middleton Board, and to ensure children's safety, only staff and visitors may park in the small lot adjacent to The Dahlhouse.

To ensure children's safety, please do not leave your car running, unattended. Please do not leave unsupervised children in vehicles.

The person dropping off/picking up a child at HHA must accompany the child to the teachers and pick up the child from the child's class group.

d. Emergency Response Preparedness

HHA conducts drills and inspections in accordance with state statutes. Fire drills are held monthly. Tornado drills are held monthly from April through October. Active intruder procedures are reviewed with teachers and staff. Fire extinguishers are inspected annually by a third party provider.

e. Supervision of Children

Parents/Guardians may never leave children alone anywhere on campus, or in a parked car, even if the engine is not running. All children must be supervised at all times for the safety of all. Parents/Guardians should always make sure the teacher is aware when dropping off or picking up a child so that teachers have accurate counts.

Teaching staff is required to always know the names and number of children in their care, and to keep children within sight and hearing range. Additionally, staff must complete name-to-face counts of children, prior to leaving a classroom for any activity, and again, upon arriving at their destination (playground, bus,

etc.). Staff members are trained to check all rows of a bus, once children have disembarked, and to check bathrooms and all areas of a classroom when vacating for a drill/emergency.

f. First Aid/CPR/AED Training

All Teaching staff who supervise children are certified in Adult, Child and Baby First Aid/CPR/AED and receive training and recertification every 2 years.

g. Weapons Policy

A weapon is an instrument designed or used to injure or intimidate another person. This includes items generally understood to be weapons as well as replicas of weapons. Weapons are not allowed:

- In the school
- On school grounds
- On the way to and from school
- At any school-related activity

The school will not readily accept explanations for being in possession of a weapon or potential weapon. Explanations such as “I forgot I had it” or “It’s not mine” are not acceptable. Violation of this policy can result in HHA suspension or expulsion, according to the circumstances.

h. Drugs, Alcohol, and Tobacco Policy

While on any HHA property, it is ABSOLUTELY FORBIDDEN for persons to be in possession of, traffic in, or consume any part of any illegal drug, tobacco, or alcohol of any kind. This policy shall also apply to the illicit use of prescription drugs or other controlled substances. This policy includes e-cigarettes, ENDS (electronic nicotine delivery systems), vaporizers, or nicotine gum. Cigarette smoking is not allowed on any part of HHA property.

II. CHILD GUIDANCE POLICY

At Hickory Hill Academy our community approaches student behavior through a way of teaching that creates a safe, compassionate, and joyful classroom and schoolwide climate for all children. Teachers understand that all of children’s needs—academic, social, emotional, and physical—are important. The teachers work with the children to create an environment that responds to all of those needs so that your child can do his or her best learning. The teachers at Hickory Hill take time to model and teach children how to translate classroom expectations into action in a wide variety of situations.

Our school-wide expectations are:

- Take care of ourselves.
- Take care of others.
- Take care of our school.

When students do not follow our expectations, teachers may use a variety of age appropriate guidance strategies to help children learn to make safe and proper behavioral decisions. With young children (early childhood program), we take into account the child’s age and developmental level of understanding behavioral expectations. Positive guidance strategies are incorporated into daily routines.

Positive guidance strategies include:

- Teachers use a calm voice and positive, reassuring words when guiding children.
- Teachers are at eye level to the child when talking to children.
- Teachers model positive behaviors and language.

- Teachers foreshadow upcoming transitions.
- Teachers tell a child what they want the child to do, rather than what not to do. Example: “Walking feet please.” instead of “Don’t run!”
- Teachers give choices whenever possible.
- Teachers use a firm voice when stopping hurting or unsafe behavior. Teachers redirect the child to a safer activity.
- Teachers talk with children about feelings and what to do when they are mad, sad, etc.
- Teachers teach breathing and other calming techniques.
- Teachers encourage prosocial behavior among children and between children and adults.
- Teachers praise children for their efforts to make positive behavior choices.

When unwanted or unsafe behaviors occur, it is helpful to identify possible causes of unwanted behaviors. Behaviors such as refusal to participate, hitting, biting, throwing items, or making unkind remarks have underlying causes. For our very youngest students, they simply have not learned yet what is expected or safe, so they need adults to help them learn. They need opportunities to practice better choices. For some children, causes might include fear, jealousy, loneliness, fatigue, confusion, anger, embarrassment, over-stimulation, curiosity, boredom, hunger, illness, problems at home. When difficult situations arise, teachers use the following strategies: Redirect a child to another activity. Redirect a group to a different activity. Encourage the use of words to solve problems and model ways for children to express themselves effectively. Prompt children to express their feelings, using phrases/questions such as, “You look sad,” or, “How did that make you feel?” Encourage them to take a leading role: “What can you do to make it better?” Intervene if a child hits, kicks, or bites, saying, for example, “You may not hit.” Depending on a child’s age, s/he may have quiet “time away” from the group. After an incident, a teacher will facilitate reconciliation between children.

When a child frequently exhibits challenging behavior, teachers note what precipitates the behavior, in an effort to determine causes, and will work with parents and possibly other support people to identify the best ways for teachers to respond to and to support the child.

The teacher may:

- Simply give a reminder or tell the child to do something different.
- Have the child sit closer to the teacher or other adult (often just being closer to an adult helps children remember what they’re supposed to do).
- Use “take-a-break” (the child goes to a distraction-free space in the room for a little while to regain self-control).
- Limit the child’s choice of activities for a while (teacher offers 2 or 3 options).
- Guide the child in fixing problems caused by his or her mistake (for example, helping the adult/teacher clean up if she or he made a mess in the bathroom).

When a student needs additional support, HHA staff may:

- Have the child spend a period of time at home.
- Meet with the child and/or parents/guardians to find other solutions.

A unified approach and partnership between home and school always helps children learn to make the best decisions. With families’ help, we can have a collaborative approach to help all of the children at HHA to become responsible citizens. Our staff will establish expectations and procedures that promote this positive learning climate.

Major Violations:

Major Violations are characterized as slapping, biting, scratching, kicking, pinching or hurting another person, throwing hard objects, pushing and shoving, fits of rage, showing private body parts, or lack of body control when paired with anger, running away from the group, or using verbally aggressive language--all of which may or may not be provoked.

Classroom Procedure for Major Violations

1. The teacher observing the major violations will determine whether an incident report is to be completed. (3 or more in a day)
2. The teacher will document each incident with a description of the situation that led to the event.
3. A parent will be required to sign the incident report and the report will be placed in the child's portfolio.
4. The teacher will notify the parent to discuss the problem via email with the Student support teacher (SST) and Director copied.
5. After three major violations considered unprovoked, the parent will be called to come to school to discuss a discipline plan with the classroom teachers and SST teacher. The teacher and parent will administer the discipline plan.
6. If three more major violations occur in a nine week period, the parent must come in and pick up his or her child for the remainder of the day.
7. If a child is picked up three times by a parent for a major violation, the program will not allow the child to attend school for one week. A conference with the director is then required before a child can return to school. A new discipline plan will be written at this time.
8. A child who returns after a week of absence and has three additional major violations will be dismissed from school for the rest of the year. The child will need the approval of the director and a healthcare professional to attend the preschool for the following year.

We strongly believe that children want to and can meet expectations. We value partnering with parents/guardians to help students do well in school and feel good about going to school.

Teachers at Hickory Hill Academy never use physical punishment, psychological abuse, or coercion when responding to a child. Prohibited Actions include:

Examples of physical punishment: Shaking, hitting, spanking, slapping, squeezing, kicking, biting, pinching.

Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection.

Examples of coercion: Rough handling (shoving, pulling, pushing, grasping any body part); **physical restraint** (forcing a child to sit down, lie down, or stay down) except when restraint is necessary to protect the child or others from harm.

12. BITING POLICY

Biting can be upsetting for children, teachers and parents/guardians, and there are multiple reasons children bite others. For toddlers, biting may occur due to teething/swollen gums, lack of language and social skills, and space issues. Toddlers do not yet fully understand the consequences of their behavior. For older children, biting sometimes happens as a means of expressing strong emotions and feelings.

Any bite areas will be washed with soap and water and a cold pack may be applied. Parents/guardians of the child who was bitten will be notified about the bite and first aid given. Parents/guardians of the child who bit will also be notified. For confidentiality, we cannot disclose the name of the other child. If a bite breaks the skin, our Early Childhood Director or Assistant Director will assess the injury and may provide further recommendations.

For toddlers, every effort will be made to provide teethingers, and teachers will support language learning and social emotional skill building. Older children involved in biting incidents are given an opportunity to tell a teacher what happened. The teacher emphasizes appropriate behaviors to use in the future. If biting becomes an ongoing issue, teachers and the Early Childhood Director will meet with parents/guardians to discuss possible causes for the behavior and to devise a support plan. Reasonable actions will be taken to support the child including modifying the environment, routines or interactions within the group, and/or shadowing the child in order to help diminish the biting.

Occasionally a child's biting behavior is excessively disruptive or harmful to individual children or the class. If the teacher and director concur that they need additional support and expertise to best meet a child's needs, some or all of the following steps will be required of the family:

- Additional parent/teacher conference will be held. The purpose of the conference is to clearly define the problem, re-examine possible causes, brainstorm any changes the staff and/or family can make and reinforce consistency between home and school.
- Families may be requested to come to the center to speak directly to their child about expectations for behavior at school, or may be asked to take their child home for the remainder of the day. Typically these are interim measures until there is a resolution of the issues.
- Community resources or professional support (for example from Birth to Three) may be sought. The Early Childhood Director facilitates the referral process, working with parents/guardians, staff, and specialists.

13. "TIME AWAY" POLICY

A time away from the group may be assigned for behaviors that are aggressive or destructive. Time away interrupts unacceptable behavior and gives a child space to consider his or her feelings and behaviors. The strategy is rarely used at HHA. It is not to be used with children under three years of age. The number of minutes a child has 'time away' is not to exceed the child's age (3 minutes for a 3-year-old, for example); nor, for any child, is time away ever to exceed 5 minutes.

Any time away is taken in a specified area within the visual and auditory range of staff. A teacher explains to the child reasons for the time away and gently discusses the situation with the child afterward, likely asking what she or he can do next time, and assisting the child, as appropriate, in considering better options. The teacher subtly affirms the child's value within his or her classroom community and encourages the child to make amends, if appropriate. Children are typically not removed from their classrooms for time away.

14. BULLYING & HARASSMENT POLICY

All members of the school community are committed to ensuring a safe, supportive environment based on the school's values of learning, respect and cooperation. Hickory Hill Academy does not tolerate bullying or harassment. General awareness of issues around bullying and harassment is raised through discussion in the classroom and whenever it fits the natural context of other classes.

HHA staff has a responsibility to support and exemplify the policy of the school and to stress the virtues of respect and tolerance, both through their personal relationships and in their teaching.

Parents/guardians are actively encouraged to support the school and accept the school's considered actions when their children are found to be involved in bullying or harassment, and to work in partnership with the school toward resolution of these difficulties.

15. ANTI-DISCRIMINATION POLICY

The school is committed to ensuring that no HHA programs are in existence or are proposed that would, in theory or in practice, promote or foster doctrines of:

- Racial or ethnic superiority or persecution
- Religions intolerance or persecution
- Social change through violent action
- Sedition

In addition, the school is committed to continuously developing strategies to make students feel valued, respected and connected with the school community. Our priority is the protection of students' physical safety, social connectedness, and inclusiveness including protection from all forms of bullying, regardless of their gender, race, culture, religion or sexual orientation.

16. SOLICITATION POLICY

HHA has a No Solicitation Policy. We do not post advertisements for products or services unrelated to the operation of HHA.

17. USE OF HHA NAME/LOGO POLICY

Hickory Hill Academy has secured copyright protection for its name and logo. Therefore, it is not legal to attach our business name or logo to any print or verbal entity without our written permission.

PART VII: ADDITIONAL INFORMATION

1. USDA CHILD MEAL PATTERNS

BREAKFAST MEAL PATTERNS Serve Milk, Grains*, Vegetables or Fruit

COMPONENT	AGES 1-2	AGES 3-5	AGES 6-18	ADULTS
Milk	1/2 cup	3/4 cup	1 cup	1 cup
Vegetables, Fruit or Both	1/4 cup	1/2 cup	1/2 cup	1/2 cup
Grains	1/2 oz eq	1/2 oz eq	1 oz eq	2 oz eq

* Meat and meat alternates may be served in place of the entire grains component at breakfast a maximum of three times per week. oz eq = ounce equivalents

LUNCH & SUPPER MEAL PATTERNS Serve all 5 components

COMPONENT	AGES 1-2	AGES 3-5	AGES 6-18	ADULTS
Milk	1/2 cup	3/4 cup	1 cup	1 cup*
Meat & Meat Alternates	1 oz	1 1/2 oz	2 oz	2 oz
Vegetables	1/8 cup	1/4 cup	1/2 cup	1/2 cup
Fruit	1/8 cup	1/4 cup	1/4 cup	1/2 cup
Grains	1/2 oz eq	1/2 oz eq	1 oz eq	2 oz eq

*A serving of milk is not required at supper meals for adults

oz eq = ounce equivalents

SNACK MEAL PATTERNS Serve 2 of the 5 components

COMPONENT	AGES 1-2	AGES 3-5	AGES 6-18	ADULTS
Milk	1/2 cup	1/2 cup	1 cup	1 cup
Meat & Meat Alternates	1/2 oz	1/2 oz	1 oz	1 oz
Vegetables	1/2 cup	1/2 cup	3/4 cup	1/2 cup
Fruit	1/2 cup	1/2 cup	3/4 cup	1/2 cup
Grains	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq

oz eq = ounce equivalents

2. COMMUNITY RESOURCES FOR HHA FAMILIES

DCF Child Care Licensing	Child Care Regulation Information for Parents
YoungStar Child Care Rating System	YoungStar For Parents
4-C Community Coordinated Child Care	4-C.org
WI Model Early Learning Standards	Wisconsin Model Early Learning Standards Fifth Edition
WI Dept of Public Instruction - Play-Based Learning (Play is the Way!)	Early Childhood Education and Importance of Play Wisconsin Department of Public Instruction
NAEYC - Resources for Families	For Families NAEYC
Developmentally Appropriate Practice	Developmentally Appropriate Practice (DAP) Position Statement NAEYC
NAEYC Accreditation Information	Benefits of Accreditation NAEYC
Developmental Milestones (in English and Spanish)	CDC's Developmental Milestones CDC
ASQ Developmental Screening	ASQ Developmental Screening
Wayfinder - For referrals to a wide array of supports and services that are free and confidential.	Wisconsin Wayfinder: Essential Children's Resources
Birth to Three Services	Wisconsin Birth to 3 Program for Families
IRS Publication 503 with details on the Child & Dependent Care Credit	https://www.irs.gov/forms-pubs/about-publication-503
Wisconsin Shares - financial assistance	Wisconsin Shares Child Care Subsidy Program
CCTAP - UW Madison	Child Care Tuition Assistance Program (CCTAP)
Child Care Aware (military families)	Military and DoD Child Care Assistance - Child Care Aware® of America
Positive Parenting Tips	Positive Parenting Tips CDC
Feelings Thermometer (social emotional resource)	OCMH Feelings Thermometer
NAEYC - Resources for Families	For Families NAEYC
WI Dept. of Health Services - Dane County Resources for Families	Dane County Resources and Contacts Wisconsin Department of Health Services
WIC - Supplemental Nutrition Program for Women, Infants and Children	Women, Infants & Children (WIC) Program Public Health Madison & Dane County
Second Harvest Food Bank Southern WI	Second Harvest Foodbank of Southern Wisconsin
Dane County Community Programs (English and Spanish)	Community Programs Department of Human Services

Environmental Health Information for Dane County	Environmental Health Public Health Madison & Dane County
Health Services from Madison Dane County Public Health (in multiple languages)	Health Services Public Health Madison & Dane County
Latest News from Madison Dane County Public Health	Media Public Health Madison & Dane County
Immunization Requirements for Schools and Child Care Programs	Immunization Requirements Wisconsin Department of Health Services
VCF Program - Immunization Support for Families	Immunizations: Vaccines for Children Program Information for Parents and Patients Wisconsin Department of Health Services
Safe Sleep for Infants under 12 months	Ways to Reduce Baby's Risk Safe to Sleep®
Going Green at Home - Eco Friendly Ideas for Families	Going Green at Home: Get Your Child Involved NAEYC 7 Great Tips for Eco-Friendly Living With Kids - Tamborasi
Consumer Product Safety Commission (recall notices)	Recalls CPSC.gov
Safety Info for Families	Safety Education CPSC.gov A Safety Checklist for Parents
First Aid Guide for Families	First Aid Guide for Parents & Caregivers - HealthyChildren.org