



Kids Express Learning Center, Inc. (**KELC**)

Parent Handbook

Revised 02-22-2019

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Kids Express Learning Center (KELC)

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Administrative Offices

Director/Enrollment, ext. 232
Administrative Assistant, ext. 293
Children's Records, ext. 223

Assistant Director, ext. 241
Director of Finance and Marketing, ext. 266
Staff Coordinator/Enrollment Manager, ext. 231

Classrooms

Building #1: The Dahlhouse

Corgiville Fair Nursery, ext. 242
Make Way for Ducklings, ext. 243
The Velveteen Rabbit, ext. 288
Time of Wonder, ext. 245
Over in the Meadow, ext. 286
Wind in the Willows, ext. 285
The Giving Tree, ext. 244

Building #2: Big Red Barn

The Hayloft, ext. 230
Big Red Barn, ext. 229

Building #3: Main Building

The Teddy Bears' Picnic, ext. 227
The Secret Garden, ext. 225
Paddington Station, ext. 226
Hey Diddle Diddle, ext. 224

Hours of Operation:

KELC is open 7:30 a.m. – 5:30 p.m., Monday – Friday. See specific details for Infant/Toddler, Preschool/Kindergarten, and Summer Camp programs, and refer to KELC's calendar for scheduled closings for holidays, breaks, professional development, and parent/teacher conferences.

Licensing Regulations:

KELC is licensed by Wisconsin's Department of Children and Families and may serve up to 217 children at one time. Wisconsin Licensing Rules for Group Child Care Centers is available online at: <https://dcf.wisconsin.gov/files/publications/pdf/4024.pdfm>, and, upon request, in the office and in classrooms. KELC's Parent Handbook is likewise available in the office, in classrooms, and on our website at KidsExpress.com. KELC licensing information is posted in the lobby of Building #3. If a licensing non-compliance notice is issued to KELC, it will be posted in lobby areas of buildings 1 and 3.

Federal Tax ID#: 39-1634927. Please keep number handy for your tax records!

Liability Insurance: Hausmann Insurance of Madison.

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PART I: INTRODUCTION

1. Philosophy of Kids Express Learning Center, Inc. (KELC)

We know children to be capable, curious, self-directed learners who respond positively to warm, loving guidance. Children crave intellectual stimulation and need encouragement and support to grow emotionally, morally, and socially strong.

Our goal is to provide quality education in a rural setting, to gently guide children in their exploration of the world while encouraging our “kids” to “express” themselves in a myriad of ways. Through an abundance of unique and remarkable learning experiences, KELC nurtures children’s natural desire to learn while promoting their confidence in themselves as learners, thus helping each child build a foundation for a satisfying lifetime of learning.

2. History of KELC

Prairie View Farm, home to the Dahl family from 1986 to 2005, served as a popular gathering place for youth groups. Observing young people enjoying picnics on the lawn, games in the meadows, bonfires and sleepovers under the stars, and interacting with animals in the pastures, the Dahls were inspired to share their property’s gifts with others. With the support of their children, Sandra (PhD Education) and Will (PhD Economics) Dahl decided to establish an exceptional early learning center on the scenic farmette. Sandra’s background and interest in curriculum and instruction paired with Will’s expertise in business and marketing provided a sound basis for the realization of Kids Express Learning Center, Inc., founded in the spring of 1996 and chartered as a for-profit organization under Wisconsin law.

Phase I of KELC was housed in one large classroom that had previously served as a boathouse, storage shed, basketball arena, “Highland Elementary School” (not a Dahl enterprise), an art studio, and finally, a college apartment for the Dahl’s oldest son. Renovated in 1996, the building became a preschool-kindergarten facility and opened to admit KELC’s first students—nine boys! Unintentionally, KELC remained the ‘Dahl Farm School for Boys’ until January, 1997, when a brave little girl joined the class.

Enrollment grew steadily, prompting KELC’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 and twenty children joined the Big Red Barn classroom. The Hayloft classroom, in the barn’s upper level, opened for “Summer on the Farm” that year. The following fall, Corgiville Fair Nursery opened to receive infants and toddlers. During the summer of 2005, the Dahl family home, now known as “The Dahlhouse,” transformed into four beautiful new classrooms. Finally, in September, 2010, a new wing to The Dahlhouse added three new classrooms, two gyms, the Badger Kitchen and our Administrative Offices.

KELC is currently licensed to serve two hundred seventeen children at once in thirteen classrooms: Corgiville Fair Nursery, Make Way for Ducklings, The Velveteen Rabbit, The Hayloft, Time of Wonder, Over in the Meadow, Wind in the Willows, The Giving Tree, The Teddy Bears’ Picnic, The Secret Garden, Paddington Station, Hey Diddle Diddle, and the Big Red Barn.

3. What makes Kids Express Learning Center exceptional?

Set on a picturesque ten-acre farmette, KELC hosts a variety of extraordinary indoor and outdoor learning environments. Home to animals such as llamas, alpacas, sheep, and goats, the campus also offers a large sport court, golf putting green, pond, child-centric organic vegetable, herb, and flower gardens, forested trails, a nature study bus, two gyms, and more. KELC is committed to providing the highest quality care and early learning experiences, and to inspiring in children a love of learning and confidence in themselves as learners. Read on to learn about our curriculum and enrichment programs for children from infancy through age twelve.

OVERVIEW of KELC PROGRAMS: Curriculums, Staffing, Learning Environments

Key to KELC's enduring success has been our dedication to excellent pre-academic and academic classroom curriculums and to exceptional enrichment programs (Science and Nature Studies, Bucky Beats (percussion music), Culinary Class, Organic Gardening, Art, Physical Education, Roots & Shoots After School Club, and more). We weave together classroom and enrichment learning experiences to expand upon concepts in various settings: Art lessons coordinate with Nature Study and classroom activities; literature experiences are incorporated within Gardening class activities, and so on. Integrating learning in such ways helps to greatly broaden children's understanding and retention of concepts.

1. Classroom Curriculums

You may hear your child's preschool teacher speak of pre-academic learning. The term refers to the development of basic skills children will need in order to master academic skills. Even very young children can begin to understand sequencing, which is important to acquiring reading and math skills. To introduce the concept, teachers may invite young preschoolers to string beads to make bracelets. Such activity builds fine motor skills, and hand/eye coordination, and is thought to stimulate areas of the brain associated with mathematical reasoning. Next, the teacher will demonstrate a sequence, stringing first a red bead, then a blue bead, then alternating red and blue while encouraging children to create their own sequences. Teachers encourage children to create increasingly complex sequences, over time, to broaden their recognition of introduced concepts.

a. Literacy and Writing

Daily classroom (and some enrichment) activities incorporate quality children's literature, both prose and poetry. For monthly Author Studies, teachers fill classroom bookshelves with works by a particular author and guide the children's exploration of the author's style, illustrations, and more. Author Studies expands children's learning beyond the concrete world of colors and letters, teaching them to explore and express their views of the world. Through such practices, children learn to evaluate information and to make educated guesses (such as guessing who authored a book, based on a cover illustration), and with each validated hypothesis, children develop greater confidence in their own learning potential and abilities.

Thematic units based on children's interests guide specific book selections. Other books are chosen to enhance children's self-perception, and multi-cultural literature is incorporated to broaden children's awareness of the abundant diversity of the world in which we all live.

All children are daily encouraged to interact with printed words and books. KELC's "Big Books" collection (large books designed to be read to a group of children, and to support literacy development) is used to introduce children to the functionality of words and language. Because these books are read repeatedly during a week's time, the language of "Big Books" often becomes part of KELC children's verbal repertoire. Smaller versions of "Big Books" are utilized to encourage pairs or small groups of children to "read" familiar texts. "Pretend reading" promotes literacy development once children begin receiving formal reading instruction.

Children learn through mimicking adult behavior, and exposure to writing, even as an observer, peaks children's interest. Thus, daily opportunities to observe and participate in writing processes abound at KELC. Watching adults write (charts, lists, notes, etc.) offers children opportunities to learn about the writing process without direct, 'pressured' instruction.

The key to developing literacy (both reading and writing) is exposure to meaningful print and gentle encouragement to create meaningful print. For very young learners, scribbling and drawing simple letter/number-like shapes are real and necessary writing stages. Next, children begin to name letters and use them to represent meaning. At this point, adult encouragement and information about "how to write" begins to reap benefits. Planned activities meet the appropriate developmental levels of the children. Examples of writing participation might include creating grocery lists, taking make-believe phone messages in the "office" set up in the classroom's Dramatic Play Center, writing "prescriptions" while role playing in the Dramatic Play "Hospital," or recording information about eating habits of our llama, in the "Nature Center."

Rhyming and auditory discrimination games, as well as simple spelling and word-guessing games specifically promote reading readiness. Teachers encourage "inventive" spelling, knowing that children begin spelling words by recognizing a letter that represents the first sound they hear in a word. Thus, a child may suggest "B" as the spelling for the word "boy." Inventive spelling is shown to promote writing readiness.

b. Mathematics

KELC teachers prepare lesson plans aimed at engaging young children in mathematics and problem-solving in natural settings on a daily basis. Eight content areas make up the mathematics curriculum important to children's future success: Numeration, the oral counting and recognition of numbers, occurs during 'calendar time,' math games, and daily routines such as lining up for recess or creating teams for outdoor games. Measurement, learning about length, weight, volume and time, is incorporated into casual classroom science and gardening activities. Children learn about basic shapes (Geometry) in common but important activities like completing art projects or playing in the block area. Passing out soccer balls in PE class teaches Basic Operation or learning how to 'use' numbers in daily life. Patterns/Sequence games and activities engage children in creating wooden bead necklaces, sorting items by color, etc. Money concepts, for example, are introduced in dramatic play as children make change in the pretend grocery store or pizza shop. Classroom clocks and calendars help children begin to understand the concept of units of time. The concept of data and chance are introduced when children create graphs depicting 'favorite ice cream flavors' or 'predictions of the first snowfall.'

c. Social and Emotional Development

Among the most important roles of preschool teachers is to teach young children how to effectively and rewardingly express themselves, to value themselves and others, and to nurture every aspect of a young child's healthy social and emotional growth. Good preschool teachers help children to develop a greater understanding of the world, of community, and of acceptance, so that children can make the most of connecting with others and with the abundant environments they will encounter. As you read on, you will see that children's social and emotional development are nurtured in virtually every activity, program, and learning center at KELC.

d. Art

Through daily art activities, teachers encourage children to use various tools, materials (paintbrushes, finger-paints, scissors, sponges, balls, paste, glue, clay, collage ingredients, etc.), and techniques to explore elements of line, shape, color and texture. Each child has the opportunity to enjoy at least two different art media experiences daily, and children have frequent opportunities to describe their play and/or projects to adults and peers. Recognizing children's accomplishments helps to build their self-esteem and encourages the freedom necessary for continued creative expression.

Typically, during "Summer on the Farm," children attend dedicated art classes in KELC's art classroom. While they have learned about and experimented with various art media and techniques in their classrooms, in summer's dedicated Art classes, children learn about various artists and styles, and will create their own impressions of famous artworks.

e. Music & Movement

Given the abundance of research demonstrating that music and movement enhance children's development in areas of language, literacy, math, spatial-temporal reasoning, memory, attention, social development, auditory and vestibular systems, listening skills, motor control, overall IQ, and more, it is no surprise that babies around the world bounce to a beat before they can walk, and that young children find it difficult to be still. The developing brain seeks that which nourishes it, and music and movement nourish the young child's development remarkably well. Understanding the importance of music and movement, KELC has a long-standing Music & Movement program specifically designed to enrich the learning, development, and enjoyment of young children. Bucky Beats music class compliments our program by presenting percussion music activities throughout the age groups.

f. Learning about the World: Cultural Diversity

Preschool-kindergarten curriculums explore world cultures. Cooking experiences, music, stories, and classroom visitors help make lessons especially engaging, sensory-rich, and memorable. Explorations may include food, art, history, literature, music, dance, clothing, and more. We encourage families to share their cultures, traditions, and holiday celebrations with their children's classroom communities by introducing the class to traditional foods, crafts, or accessories representing their family's traditions. Cultural diversity is celebrated in literature selections on a regular basis. Multicultural children's literature provides children opportunities to learn to recognize and respect diversity in lifestyle and language. Every attempt is made to offer a culturally rich and inclusive environment at KELC.

2. Enrichment Learning

a. Science and Nature Studies

During the school year, Science and Nature Studies center around a strong science curriculum which explores science via highly interactive and age appropriate approaches to learning. Topics from many scientific disciplines are sampled throughout the school year and presented via demonstrations, participatory experiments, and new technologies. Emphasis is placed on the process of discovering facts using the scientific method. Materials or samples related to the week's topic are normally made available for firsthand observation. Children are encouraged to engage all of their senses in learning; to observe, touch, smell, listen, and even taste.

“Summer on the Farm” presents natural opportunities to heighten focus on the study of nature. KELC’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, KELC’s Science and Nature Studies 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.

b. Gardening Program

KELC’s gardening program embraces every aspect of children’s development while expanding upon all areas of our curriculum through meaningful, hands-on learning experiences in the most natural and tranquilly stimulating environments. Multicultural studies flourish in the gardens as teachers and children pick, wash, and prepare produce for recipes from around the world. Literary experiences take root in the gardens as children gather in the hollow of a giant sunflower stand, read about Native American gardens, and then emerge to plant a “Three Sisters Garden.” Mathematical principles are applied to gardening as children estimate distances for planting seeds and measure volumes and quantities of ingredients for recipes made in the gardens.

c. Physical Education (PE)

PE classes foster children’s motor and social development in the context of physical activity and FUN! During the Olympics, for example, children may learn about the Olympic Games and help conduct a KELC Olympiad. Classes introduce locomotor and non-locomotor skills and concepts, including body/spatial awareness. Children learn to follow directions, to regulate their movement tempo, and to interact positively with others in a physically active setting. During “Summer on the Farm,” PE classes assume a sports camp approach, offering opportunities to learn about different sports and group games, and to improve coordination, ball skills, and more.

d. “Roots & Shoots” Environmental After School Club

KELC’s After School program is affiliated with the Jane Goodall Institute’s “Roots & Shoots” program, which ‘fosters respect and compassion for all living things, understanding of all cultures and beliefs, and strives to inspire each individual to take action to make the world a better place for people, animals, and the environment.’ After School teachers and children host events, such as food drives and fund raising, to help people and animals throughout the world.

While our actions to help create a better world are part of the culture of After School Club, children spend most of their time learning and growing within a variety of environments on KELC's ten-acre campus, including forest trails, gardens, playgrounds, Farmer Will's Nature Nook, and much more. As the school day ends (at 3:30 p.m.), children attending After School combine with attendees from two to three classrooms to form an After School 'club.' Each club enjoys a wide variety of activities from four specific categories (see, also, "e. School-Age After School Program."):

- Gross motor activities take place on/in the playgrounds, tennis court, woodlands, gardens, and more, as children play nature themed games, explore nature, and assist teachers in the gardens.
- Science activities foster exploration, experimentation, and more in-depth examination of each week's themes—to be based on the Nature Studies themes taught during the school day.
- Art in After School focuses on nature themes. Individual projects are taken home, while other projects create works which remain in classrooms.
- Music, movement, and story time activities support participation in instructional dance, yoga, and free movement. Other times, teachers read to the children, children explore books independently, and students listen to books on tape. Activities relate to weekly nature themes.

Classroom environments offer After School children opportunities to enjoy dramatic play, block zones, opportunities to relax, and more.

Visit rootsandshoots.org for more information on the Jane Goodall Institute's "Roots & Shoots."

3. Goals and Benefits of Curriculum

a. Intellectual Growth

Intellectual growth occurs as children are exposed to and respond to a vast array of stimuli, through interaction with a variety of people and environments, and begin to reference their own experiences to shape their own ideas. Through science classes, problem solving activities, animal feeding, gardening, sensory experiences, literature circle, math activities, art, dance, group games and other activities, KELC children enjoy a variety of daily experiences that stimulate intellectual responses. KELC integrates learning across environments, encouraging children to be on the lookout for the relationships between varied aspects of their environments and to consider questions and ideas from multiple angles.

b. Social Development

KELC teachers excel at helping children develop skills to express themselves while at the same time learning to respect others' viewpoints and individual differences. Children at KELC have ample opportunities to develop relationships through one-to-one interaction with peers and teachers, through cooperative play (sharing items in the Sensory Table, for example), and via

collective play such as building block forts, acting out 'schemes' in "Dramatic Play," engaging in group games, music & movement activities, outdoor recesses, and more.

Throughout activities and across curriculums, professional early childhood educators guide children in engaging, supportive, and creative ways, toward a positive sense of self and regard for others.

c. Emotional Growth, Self-Esteem

Children develop self-esteem as they come to regard themselves as valued and capable, and KELC teachers promote such positive development in multiple ways. As children accomplish tasks, large or small, they receive sincere recognition for their individual talents and efforts; children are given desirable 'roles' as calendar helper, door holder, snack helper, etc., as a means to contribute and be recognized for their contributions to their classroom community; they are encouraged to present their ideas to their teachers and peers at "Circle Time;" their artwork is proudly displayed throughout classrooms, and many classrooms choose to celebrate each child as "Child of the Week," within the classroom community.

d. Self-Expression and Communication Skills

Creative expression is a cornerstone of our programs. Each day, teachers encourage the children to express themselves as they play, sing, dance, draw, role-play, write, build with blocks, work on self-directed projects, and so on. KELC children enjoy problem solving activities that prompt creative thought processes while teachers encourage them to express themselves in a variety of appropriate and properly bold ways. While encouraging independence and self-direction (hence, self-esteem and much more), teachers assure children that it is always appropriate to ask for help when they need it.

As children need guidance to resolve disputes or to make amends, teachers work with them, modeling appropriate language and strategies to help the children hone skills to express their wants and needs and to listen to and appreciate the same in others. Soon, children master simple communication and negotiation skills and become both confident and competent at resolving conflicts and expressing their interests. With proper guidance, children also learn when it is appropriate to seek adult help to resolve a problem. Establishing such skills early in life affords children a comfortable, confident base from which to broaden interpersonal skills, throughout life.

Young children are "wired" to develop language and our classrooms are designed to help them make the most of this developmental stage. Classrooms are rich, thriving linguistic environments wherein children's language-based knowledge and skills are bound to expand greatly as they listen to stories and poems, learn new words to describe experiences, sing songs which expand their vocabularies, and notice words posted on classroom objects (giving the written word concrete meaning).

Individually or as a group, children often retell stories they have come to know through their teachers. The children may use puppets and flannel boards with flannel cutouts and related picture books to tell a story, perhaps to expand upon the familiar, or to create their own (individual or group composed) tales. Such activity leads to children blending 'natural language' with 'book language,' expanding their fluency. Teachers may record children's stories and share

them with the class, recognizing the children's talents, contributions, and value to their community, and encouraging other children to express their ideas and talents, creativity.

e. Motor Development

Children require a great deal of small and large motor movement and manipulation to aid in development. Small (fine) hand and finger muscles develop strength and coordination as children manipulate small objects with their hands and fingers. Thus, KELC children have daily "centers time," when table activities invite them to engage in a number of activities which promote fine motor development, such as using small paint brushes, scissors, feathers, and/or beads to make necklaces, building Lego structures, using lacing boards, practicing a crochet stitch, experimenting with musical instruments, putting together puzzles, and so on.

Large muscles, such as those of the torso and limbs, develop strength and coordination as children run, jump, climb, skip, hop, swing, walk on a balance beam, carry animal feed, dance, pedal a tricycle, do obstacle courses, and take part in other activities which flourish in KELC's Physical Education program, as well as during recess, Music & Movement activities, and Nature Studies. Large movement activities also promote enormously important sensory-motor integration.

4. Portfolio Assessment

Portfolios are a comprehensive assessment tool designed to document your child's growth and development in each area of KELC's curriculum. As part of the portfolio process, teachers observe, assess, and document children's developmental progress. They also incorporate individualized goals for each child, goals which are set jointly by parents and teachers during each school year. Portfolio data guide teachers in writing daily lesson plans and individualized programs to meet each child's needs.

Portfolios provide a compilation of work samples and photographs of each child actively engaged in activities, and teachers provide anecdotes and notations on each child's progress in all subject areas, including Creative Representation and Expression, Language and Literacy, Math, Science, Physical Development, Social and Emotional Growth, and more. Portfolios, given to parents at the end of each academic school year, are an informative developmental keepsake for families.

5. Program/Classroom Schedules

Children have an innate drive to gather information about their environment and rely heavily on sensory experiences to do so: Babies 'mouth everything,' toddlers 'must touch everything,' preschoolers 'move constantly,' and young children are drawn to explore the outdoors, to gather and to tactually and visually examine rocks, sticks, leaves, and shells. KELC teachers understand how children learn, and know that children's interest must be engaged in order for them to do so. Given this framework, KELC provides young children a wealth of learning experiences, on an individual basis, and in small and large groups. Meaningful learning, through active, and intellectually stimulating and rewarding experiences, is at the heart of our program.

Daily classroom schedules balance active and outdoor activities with focused and indoor activities, and structured activities with “Free Choice” time. Examples of activities include Morning Community Circle time, Music & Movement, Small Group Learning Centers (focusing on development in areas of fine motor, cognition, language and literacy, mathematical thinking, and more), Free Choice Play time, Science and Nature Study, Physical Education, and Playground time.

Routines such as toileting, eating, and shifting activities are planned to avoid keeping children waiting in lines or assembled in large groups during transitional periods. Toileting is suggested before groups go outside to play, before any group activity such as creative movement or story time, and before and after snack or lunchtime. For examples of classroom schedules, please visit our website at KidsExpress.com.

6. Professional Staff

KELC places emphasis on having a highly qualified, professional staff. Minimally, lead teachers and co-teachers have bachelor’s degrees in early childhood/primary education or a related field. Several teachers may have multiple and/or advanced degrees in child-related fields.

All staff members have completed 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 KELC 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 results of a recent TB test and that the individual is medically sound to work with children.

Teachers’ files include copies of teaching degrees, licenses, Registry level, and continuing education documentation. Teaching staff credentials are submitted to The Registry, Wisconsin’s early childhood professional recognition system, for evaluation and for the assignment of the teacher’s Registry level.

Annual conferences, in-services, workshops, coursework, networking with other teachers, and, of course, ongoing classroom experience help our staff maintain professional skills.

7. Teacher/Child Ratios

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

State of Wisconsin Regulations: Teacher/Child Ratio Chart

<u>Children's Age Range</u>	<u>Teacher/Child Ratio</u>	<u>Max. Children in Class</u>
6 weeks to 2 years	1 to 4	8
2 to 2.5 years	1 to 6	12
2.5 – 3 years	1 to 8	16
3 to 4 years	1 to 10	20
4 to 5 years	1 to 13	24
5 to 6 years	1 to 17	32
6 years and over	1 to 18	32

8. Remarkable Learning Environments at KELC

a. Farmer Will's Nature Nook

The Nature Nook is a charmingly transformed school bus sporting heated floors, air-conditioning, microscopes and other tools for examining fossils, conducting experiments, and learning about nature, science, basic physics and basic chemistry.

b. The KELC Forest

KELC'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, meadow, and vineyard, allows children to safely observe and interact with animals such as llamas, alpacas, sheep, and goats, to learn about the animals and about being responsible for them. 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

KELC's organic Children's Gardens grace the upper campus with flower beds, gazebo, butterfly gardens, herb, 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. Children may crawl through a gourd tunnel into a bean sprout teepee, listen to stories in the shade of giant sunflowers, and may learn about Native American three sisters gardens before planting one. Here, enthusiastic young gardeners assume active roles here as elsewhere. Children compost leftovers and help the Master Gardener to plan, plant, and care for the gardens. All enjoy tasting produce off the vine, gathering ingredients for recipes, and preparing and sharing tasty creations in the gardens.

e. The Little Cabin in the Woods

provides a cozy retreat for small reading groups, "Writers Workshop" gatherings, or, in summer, for the school-age Engineering/Robotics enrichment class.

f. 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.

g. KELC's Campsite

The Campsite, KELC's newest addition to our outdoor learning environments, is a large, cleared woodland area with wooden benches and a large teepee structure (created by the summer school age campers from logs and tree trunks saved from forest clearing). Supervised by teachers and a skilled carpenter, children don safety glasses and leather gloves as they carry tree branches and trunks to the campsite and work with hand held tools to create their own structures. Nature lessons, picnics and sing-alongs help to make this magical area a favorite for children and their teachers.

PROGRAM SPECIFICS

KELC offers the highest quality infant and toddler care, preschool, four-year-old (4K) and five-year-old kindergarten programs. Additionally, we offer outstanding summer camp programs for children through age twelve. Though we enroll children throughout the calendar year, KELC 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.

1. The Academic School Year (ASY)

KELC's ASY begins in late August or early September and runs through early June. KELC 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 trainings (including CPR and First Aid Certification, and much more), meetings, in-services, and parent/teacher conferences.

2. "Summer on the Farm" (SOF)

SOF is composed of two sessions. Session I runs from June into July. Session II runs from July into August (consult 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.

3. Program Options/Hours of Operation

a. Infant, Toddler, and Two-Year-Old Programs

Programs for infants, toddlers, and young two-year-old children run from 7:30 a.m. until 5:30 p.m. 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 KELC on Mondays, Wednesdays, and Fridays. Those enrolled for two days a week attend on Tuesdays and Thursdays.

b. Preschool – Kindergarten Programs

Preschool, which may include children as young as 2.5 years old at the beginning of the school year, and kindergarten programs run from 8:00 a.m. until 11:30 am for half day morning class and 8:00 a.m. until 3:30 p.m. for our full day class (see “Extended Care,” following). During the academic school year, children who are 2.5 by September 1 may enroll for our half-day morning program.

Children are closely grouped according to age, though five-year-old and ‘older’ four-year-old children may be placed in our four-five kindergarten class. Children are enrolled to attend five days a week, three days a week (Mondays, Wednesdays, and Fridays), or two days a week (Tuesdays and Thursdays). Those attending five-year-old kindergarten must enroll for a minimum of three days a week.

c. “Summer on the Farm” (SOF)

Each summer, the KELC campus is transformed to reflect a camp atmosphere, with activities planned for fun in the sun. Children enjoy indoor and outdoor activities designed to challenge them cognitively in an active, but also relaxed atmosphere. Homeroom teachers plan activities which continue to encourage growth in literacy, math, music, art, and other more typical early childhood activities.

Enrichment programs create a unique atmosphere during “Summer on the Farm.” All campers enjoy rich learning experiences in the gardens, nature center, sports areas, art studio, and more. School-age campers enjoy selections such as Yoga, Zumba, Art, Gardening, Sports, Science and Nature Studies, Engineering/Robotics, Gymnastics, Culinary School, and Rock & Roll for Kids. The school-age campers also have weekly field trips.

SOF hours of operation include only the full day options as listed above in Section b. School-age program hours are the same as those noted for preschool and kindergarten age children, with options for extended care—see below.

d. Extended Care

For children enrolled in 8:00 a.m. -3:30 p.m. programs, KELC offers Before School care, 7:30-8:00 a.m., and After School care (“Roots & Shoots” Environmental After School Club), 3:30-5:30 p.m. There are additional fees for extended care. Children may be signed up for specific days, or parents may request extended care on short notice, as needed.

Fees are billed for all days contracted for extended care (adjustments are not made based on child’s actual attendance). Please see our fee schedule for specific costs.

PART II: APPLICATION PROCESS, ENROLLMENT

1. Non-Discrimination Policy

Kids Express Learning Center, Inc. (KELC) does not discriminate based on age, race, origin, 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. Applying for Enrollment

Applications for Current/Returning and New Student are available through Active Network. To apply for a position on our roster, parents visit our website's home page and locate the Admissions tab. All enrollment is handled online through Active Network.

a. Current Families

Families with children currently enrolled at KELC are given first priority in securing future enrollment schedules of their choice, provided they submit enrollment applications and application processing fee to KELC by specific deadlines. Academic School Year and "Summer on the Farm" applications are filled out online, through Active Network, in November.

b. Returning Families

Families having previously enrolled children at KELC are given second priority in securing the enrollment schedules of their choice, provided they submit the enrollment application and application processing fee to KELC by December of the calendar year preceding the desired school year or summer camp enrollment period. These families should obtain applications from sources noted above (#2).

c. New Families

A New Student Enrollment Application with the application processing fee may be submitted at any time throughout the calendar year. These applications are dated as they arrive and are processed in the order in which they are received once KELC has met obligations to current and returning families.

3. Waiting List

If KELC cannot offer parents their desired schedule, the child's name is added to a "waiting list" and the family is notified when an opening becomes available. It is important to maintain contact with KELC while on the waiting list. We will contact you periodically, and we recommend that you email our enrollment manager, quarterly, regarding your continued interest in keeping your child's name on the list. Please inform the enrollment manager promptly if you wish to alter a schedule request.

Families on the waiting list have two business days to respond to a placement offer. If KELC does not receive a verbal commitment to accept a placement offer, within two business days, the next family on the waiting list will be offered the opening. Parents who are uncertain about future schedule needs may request to be put on the waiting list when they submit an

application and may indicate their schedule preferences once their needs become clear. In this case, submitting an application early can still work in the family's interest.

4. Schedule Change Request

Families unable to initially obtain the schedule they most desire may complete a Change of Schedule Request form, available in classrooms or by contacting the Staff Coordinator, and will then be placed on a waiting list for the desired schedule. Parents of currently enrolled or previously enrolled children will have first and second priority, respectively, in obtaining desired scheduled changes. Parents have three days to accept or reject a new schedule offer.

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 call our Director of Marketing & Finance at (608) 845-3245, Extension 266.

1. Application Fee

A non-refundable processing fee must be paid with any application. Specific fees are indicated on enrollment applications.

2. Program Fees and Payment Schedule

The Academic School Year begins in late August or early September and ends in June of the following year. Tuition for the academic year is based on a 40 or 41-week period and is billed in ten equal installments, due on the 15th of each month, with the first payment due August 15 and the last payment due on May 15. Parents may pay on a monthly basis or for the entire academic year. "Summer on the Farm" tuition is due on or prior to the first day of each summer session.

There are no tuition adjustments for snow days, holidays, family vacations, non-attendance on field trips, absence due to illness, or absence for other reasons. KELC does not offer sibling discounts or reduced fees based on other factors, as to do so would hinder our ability to maintain the level and quality of programming we offer.

KELC pricing sheets are available to parents. In addition to the fees outlined on pricing sheets (which include rates for extended care, and details regarding semi-annual snack and materials fees), families may incur additional expenses, or savings, through means indicated below.

a. Late Enrollment

Tuition is pro-rated 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.

b. Late Payments

A \$50.00 late fee is assessed for payments arriving after the due date. Accounts 30 days in arrears are charged an additional 1% carrying fee. If an account is delinquent for two months,

the child will not be able to attend KELC until the account is brought into balance. A \$15.00 fee will be billed for any check returned for insufficient bank funds.

c. 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 fee as opposed to a late pick up fee (refer to After School pricing on KELC pricing sheet).

d. Lunch Fee

Teachers will make a nutritious lunch for a child whose lunch has been forgotten, left at home, etc. A \$3.00 lunch fee will be added to the family's next invoice.

e. Special Event Fees

Families may be billed nominal fees for special events such as field trips, special lunches, and/or for 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.

f. Change of Schedule Fee

Families wishing to change their child's schedule must complete a Change of Schedule Request form, available in classrooms or by contacting the Staff Coordinator. If the desired opening is not immediately available, the child's name will be placed on a waiting list. Parents of currently enrolled or previously enrolled children have first and second priority, respectively, in obtaining desired scheduled changes. Parents have three days to accept or reject a new schedule offer. If KELC does not receive written acceptance of the new schedule offer within three business days, the next family on the waiting list will be offered the opening.

If an even change or reduction is made in the number of days a child will attend KELC, a one-time \$50.00 charge will be added to the next month's invoice. A 30 days' written notice must be given by March 1 in order to reduce a schedule. No charge will be assessed if days are added to the child's schedule or if parents accept a schedule other than the one they indicated as their first choice.

3. Automatic Payment Processing System

With convenience, efficiency, and security in mind, we utilize an automated payment processing system, Tuition Express (part of our childcare management system), which allows us to process tuition payments safely and efficiently through an electronic funds transfer (EFT) from your checking or savings account.

To participate in this program, please complete our "Automatic Payment Authorization" form. Your family's account balance will then be paid automatically on the due date for each billing period. We encourage families to enroll in this payment system, as it will be convenient for you and efficient for us. Because we cannot efficiently accommodate two systems at once, accounts not authorizing EFT will be charged a \$25 handling fee each billing period.

4. Financially Assisted Families

KELC is not able to offer financial assistance to offset tuition costs. The University of Wisconsin may provide assistance to parents who are university students, and Dane County may have programs to assist families (contact the county Human Services Office to determine eligibility). KELC must have a contract from the county, verifying the number of hours the county is willing to support, at least two weeks prior to the child's first day of attendance.

5. Donations

Donations, greatly appreciated, may be designated to support a particular program or interest, such as Teacher Appreciation Day, environmental education, classroom books/equipment, etc. Classrooms are provided a budget each year, but project work is costly. Donations of fabric or art and cooking supplies are particularly helpful (KELC's Federal Tax ID number is 39-1634927).

ENROLLMENT, NECESSITIES, TRIPS AND TRADITIONS

Parents work with the Enrollment Manager to determine availability and placement. Having accepted a placement offer, parents receive a contract for the agreed upon enrollment period (typically the academic school year or the summer camp program, "Summer on the Farm"). After returning the signed contract and indicated deposit, accordingly, parents will receive an email from our Children's Records Manager with instructions for online registration. It is important to read the email and submit forms, online, per the brief email instructions. Parents will begin receiving regular invoices from our Director of Finance and Marketing, in accordance with their child's enrollment timing and the billing schedule.

1. Children's Records Requirements

Licensed by the State of Wisconsin and accredited through the National Association for the Education of Young Children (naeyc), KELC must comply with requirements of both entities and must, therefore, require families to provide and update required information accordingly, as a condition for uninterrupted care. It is imperative to keep your child's records up-to-date.

Forms (provided online) include but are not limited to the following:

- Registration Form ("part 1" of online registration); includes contact information, preferences and permissions
- Health History and Emergency Care Plan - Contact office if any special care instructions.
- Child Health Report (Health Policy section, Part III). Completed by physician. Must be updated at least every 6 months for child up to age 2; every 2 years thereafter.
- Immunization Record (see Health Policy section [Part III] for more details.)
- Intake for Child Under 2; section of Registration Form. Must be updated at least every 3 months until child turns 2.

Please review the Health Policy section of this handbook and notices from Children's Records, to remain informed of on-going record requirements and health record updating schedules.

2. Checklist for School Entrance

Prior to your child's first day, ensure that our Children's Records Office has successfully processed all forms necessary for your child to begin.

For children beyond infancy, please provide:

- Sunscreen/insect repellent, if desired. Items must be labeled with child's name and parent must complete an authorization form in classrooms.
- Change of clothes and shoes (in a zip-lock bag). Please see below, "3. Apparel Supplies."
- Laminated pictures of your child and family (with faces clearly identifiable, please - no sunglasses), to be placed in child's "cubby" or in a Classroom Families 'book.'
- Soft, Beanie Baby-size "rest buddy." KELC provides and launders all bedding.
- Lunch, with a cold pack. Hot food should be kept in a thermos.

Note: Child's name or initials need to appear on all belongings!

For all children, please bring items noted in the classroom letter of welcome.

3. Apparel Supplies

Parent 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 struggling with 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 needs: 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 and be sure to label all of your child's belongings, including coats, shoes, and boots.

4. Arrival and Departure Procedures and Recommendations

- Children must be closely supervised by an adult, **18 years or older**, responsible for dropping off/picking up children.
- Individuals must be parent-authorized (and at least 18) to pick up a child and must be prepared to show state/federally issues photo identification.
- Greet teachers and ensure that they are aware of your child's arrival and departure.
- **Sign-in/sign-out** your child on child's arriving/departing each time.
- Help your child wash hands and stow belongings in child's cubby, upon arrival.
- Check your child's mailbox and read the classroom whiteboard (summary of the day's activities) before departing for the day.
- Never **leave children alone in a parked car**, even if the engine is not running.
- Children under age 6 **must hold an adult's hand** when approaching or present in KELC traffic areas/parking lots.

Please be aware of the following:

- Teachers must be alert to children arriving/departing and have limited ability to converse during arrival/departure periods. See section below: Parent/Teacher Communication.
- Use classroom notebook (near sign-in/out sheet) to inform teachers of important matters.
- Staff must not allow someone they do not recognize as a parent/authorized individual to pick up a child unless individual provides proper ID and is at least 18 years old.
- Parents must provide written authorization for any individual to pick up child.
- Please do not arrive early or late without arranging for extended care.
- Teachers have limited time to plan activities, set-up, clean-up, meet with their teams, and often have time sensitive commitments at the end of their work day.
- Please do not bring older siblings into Corgiville Fair Nursery or Make Way for Ducklings. Please drop off older children in their classrooms, first, and pick them up after picking up your infant/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.

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 alcoholic or to be under the influence of any type of drug.
- If concerned about releasing a child to a parent or parent-authorized person, staff may... Offer to contact a parent-designated emergency back-up 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 KELC children and families.

5. Child's First Day (Be sure to read about Arrival and Departure Procedures.)

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 KELC with him prior to his first day at KELC. While here, 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. Accompany your child to the bathroom and show him how to use the soap dispenser, etc. A parent or guardian must supervise the child at all times during such a visit.

6. Parting Suggestions

Children often have difficulty separating from parents during the first days of school. However, prolonged good-byes often raise a child's anxiety and may unsettle other children. We advise parents 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 entrusting the child's care to her teachers.

Be assured that we will comfort and reassure your child. Feel free to 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 Director.

7. Parent/Teacher Communication

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

Parents who need to communicate with a teacher upon arrival should 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 which may be missed during busy arrival periods.

A Parent 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, as well and teachers summarize the day's activities on classroom whiteboards.

At fall "Parent/Teacher Conversations" parents and teachers establish goals for the child. Throughout the school year teachers nurture each child's growth and development within KELC curriculum and with attention to established goals. At the same time, teachers are creating a "Portfolio" for each child, demonstrating each child's development and progress toward goals. At spring "Parent/Teacher Conferences" parents and teacher 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.

We encourage parents to share their time, talents, traditions, and/or interests with their children's classroom communities. Parents may 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. Parents may stop in to observe or visit their child at any time, and we encourage parents to observe activities such as Nature Studies, Gardening, and so on.

8. Field Trips

Classrooms with children 3 years and older, in full-day programs, participate in 4-8 field trips during the school year. Generally, during "Summer on the Farm" only school-age children (who have completed 5-year-old kindergarten or beyond) take field trips.

KELC arranges bus transportation for field trips through a licensed service provider. Parents may chaperone (though adult seating on bus may be limited), and must sign an authorization for their children to participate in each field trip.

Every KELC enrolled child must be closely supervised at all times and within sight of either his/her parent or a KELC staff member. Unenrolled siblings attending field trips must be transported and supervised by their parents.

Parents may authorize in writing (email suffices) a relative, sitter, etc. (who is **at least 18 years**

of age) to chaperone their children on field trips, in which case the field trip transportation and supervision rules for parents apply to the chaperone. Authorizations must include the chaperones full name and telephone number, and chaperones must present a current driver's license, state ID, or passport.

9. KELC Traditions

Birthdays: We invite you to celebrate your child's birthday with his/her 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 cut into shapes, chocolate milk, etc.) for him to share with classmates. Please consult teachers regarding any food allergies present among classmates, if providing snacks. In lieu of snacks, you may wish to contribute a book, educational game, toy, or puzzle to the class.

Parent Orientation Night: Early each fall, KELC hosts Parent Orientation to help parents become acquainted with teachers and program offerings. Parents of children in the School-age Extended Care Program are encouraged to attend a separate Parent Orientation Night, specifically dedicated to our School-age program. Please check our school calendar for the exact dates of these events.

"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, her family may join the child for lunch, bring in a special treat, or share a book or activity with the class. We ask parents to provide a poster board photo display, celebrating the child. Please consult teachers regarding guidelines for foods brought into classroom.

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

Scholastic Book Club: Each month, affordable, quality children's books 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 who wish to make a donation to their child's classroom may check the classroom's wish list for specific titles.

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

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, among other activities, Bucky Badger and UW Spirit Squad members often join us for the morning's finale, a "Jump Around" music fest in our own Little Red Gym.

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 ways in which farm families serve us. The annual event includes delicious dairy products.

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.

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

Summer Social Events: Music, games, and special events highlighting summer camp activities create special family memories of these formative years.

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

KELC Community in Action: Throughout the year, the KELC community comes together to help others. Some of our long-standing commitments to community action include:

“Koats for Kids”

Led by our After School “Roots & Shoots” program, each fall, our school community makes significant contributions to area children, through the “Koats for Kids” campaign, donating new and gently worn winter apparel to children in need.

Second Harvest Food Drive

The KELC community also generously participates in the area’s biggest food drive, each fall. For more information, visit Secondharvestmadison.org.

Heifer International Fund Raiser

During Week of the Young Child, the KELC community contributes enough funds for Heifer International to purchase 3-4 animals. The livestock, along with training in caring for the animals, is provided to families around the world, to help them gain a sustainable source of food and income. For more information, visit heifer.org.

PART III: KELC POLICIES

CONFIDENTIALITY

KELC adheres to licensing and professional standards for maintaining privacy, be it that of children, families, or staff. Children's records are accessible to their parents, KELC administrators, Wisconsin licensing specialists, and teachers. Records may be shared with individuals acting on a child's behalf in an emergency situation, as well.

POTTY-TRAINING

KELC has a potty-trained requirement for children over three years of age (exceptions made, based on needs, with Director approval). KELC considers a child potty-trained when s/he is able and willing to control urination and bowel movements and uses a toilet with little or no assistance (children in pull-ups are not fully potty-trained). An occasional accident is to be expected with young children.

HEALTH POLICY

KELC health policies reflect requirements of Wisconsin's Department of Health, Department of Children and Families, the National Association for the Education of Young Children (naeyc), through which KELC is accredited, and parent and teacher feedback.

1. Health Records

Per licensing and naeyc requirements, KELC requires parents to maintain up-to-date health records at KELC, including Wisconsin's Child Health Report and Immunization Record or "Wisconsin Immunization Registry."

a. Child Health Report

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 (naeyc and state requirements differ. Please follow instructions provided by the Records Office or contact the office regarding questions or concerns.

b. Immunization Record (IR)

Parents must provide KELC with an immunization record indicating that the child is up-to-date on immunizations per requirements outlined on Wisconsin's Immunization Record (IR) form (provided by KELC, online), or parents must 'waive' requirements, using the IR form. If, for medical reasons, vaccines should be limited, a physician must also sign the IR. Parents must provide KELC with an updated immunization record whenever a child receives a vaccine indicated on the IR, or when a child would be "due" for vaccines, per the state's schedule (indicated on the IR).

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.

Note: KELC reserves and acts on the right to refuse care for children while parents/guardians are noncompliant with records requirements.

2. Children with Special Health Considerations

All KELC teachers are kept informed of issues identified by parents on a child's Health History and Emergency Care Plan. Parents must communicate any and all special care, medical conditions, etc., in writing, via the Children's Records Office.

3. Food Allergies/Sensitivities Policy

KELC uses a system of checks and balances to protect children with identified food allergies. Please contact the Children's Records Manager with any questions/concerns re special care.

4. Ill Child/Contagious Conditions Procedure

Children exhibiting symptoms of elevated temperature, diarrhea, vomiting, lethargy, sore throat, rash, inflammation around eyes, eye or ear drainage, significant nasal drainage, persistent or hacking cough, or Ringworm must be kept home unless parents provide a physician note indicating that the child need not be excluded from participation in center activities. Any child not well enough to participate in outdoor activities, however, must be kept comfortable, at home. See (c) Exclusion Period, below.

Please inform your child's teacher if your child will be absent or will arrive later than usual!

a. Ill Child at KELC

When a child appears to be ill, teachers attempt to contact the parent/s. If unable to reach parents, teachers 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 no more than 1 hour.

b. Isolation

Per state regulations, children with symptoms of vomiting, diarrhea or other conditions having the potential to affect the health of others will be isolated until they are picked up. An isolation area is provided for the care of children who appear to be ill. The child is provided with a crib, cot (sheet and blanket, as appropriate) in an isolation room or area with a staff member within sight and auditory range of the child, until the child is picked up.

c. Exclusion Period

Following the onset (either at home or at KELC) of symptoms noted under "4. Ill Child/Contagious Conditions Procedure" and/or other symptoms of contagious illnesses, a child must be symptom-free for at least 24 hours, in the absence of medications which might suppress symptoms, before returning to KELC; or the parent must provide a note from the child's doctor indicating that the child is well enough to return, and the child must be able to participate fully in all activities.

d. Observation

Per state regulations, teachers observe arriving children for symptoms of illness, injury, or unusual behavior/appearance. Teachers record (in medications and injury log book) and report to the Director any unusual bruises, contusions, lacerations, burns, seemingly unusual illness, or emotional state.

e. Elevated Body Temperature

If a child is found to have an axillary (underarm) temperature of 98.0-99.5°F (≈ 99-100.5 internal temperature), teachers will attempt to contact the parent/s and will take the child's temperature again in 20 minutes. If the child's axillary reading is 99.6°F or higher at that time, the child must be picked up. Teachers should take the second temperature knowing the child has not been lying down, covered, or swaddled for 20 minutes prior. If a child's axillary reading is 100°F or higher at any point, even immediately upon waking, the child must be picked up as soon as possible, and within 1 hour.

Additionally, a child 7-months or older who has an axillary reading of 98-99.5°F and has any of the following symptoms must be picked up: uncharacteristically sleepy, clingy, poor appetite; sad/inconsolable; unwilling to participate in activities; flushed or pallid; cough or other sign of respiratory illness; verbally indicates physical discomfort.

Teachers will provide parents with documentation of time and temperature readings, plus any additional noted symptoms. Children must remain free of all noted symptoms for at least 24 hours without medication before returning to KELC.

Children appearing ill must be isolated, per licensing, and picked up right away.

f. Diarrhea

Diarrhea is characterized by watery, unformed, or increased number of stools beyond a child's normal pattern. Teachers will attempt to contact parent/s at first indication of diarrhea. If a child has two episodes of diarrhea within an 8-hour period (including any episode at home), the child must be isolated from other children and picked up right away. See b. Isolation and c. Exclusion Period.

g. Vomiting

When a child vomits, s/he must be picked up and, per licensing, will be isolated (see b. Isolation) from peers (and comforted) during the interim. Caregivers in infant rooms will be careful not to mistake "spitting up" for vomiting. See c. Exclusion Period.

h. Skin Rash

Parents must provide a doctor's note indicating that it is appropriate for a child having a rash to be admitted to the center.

i. Conjunctivitis, "Pink Eye"

Conjunctivitis, or "Pink Eye," is a bacterial or viral eye infection. It spreads from direct contact with an infected person, or through secretions. First symptoms occur 1-3 days after exposure. A child with eye discharge must be kept away from KELC until eyes have been free of discharge for 24 hours and the child is able to participate in activities as before being symptomatic.

j. Ear Infections

Children may show signs of ear infections, such as pulling on ears, reluctance to nurse/eat, elevated temperature, difficulty sleeping, inability to attend to play, need for continuous comforting, and/or excessive crying. When infants, toddlers, and young children exhibit one or more of the above symptoms, teachers may ask parents to keep them home until symptoms improve.

A child diagnosed with an ear infection must be symptom-free for 24 hours before returning to KELC. A child diagnosed with an ear infection but having no ear drainage or other symptoms of the illness may attend the center without interruption.

k. Head Lice

Head lice are common, particularly among young children. They are not indicative of poor hygiene, and they do not jump or fly, but are spread mostly from hair to hair contact.

Parents and teachers have a responsibility to monitor children for all communicable conditions and to communicate to each other any concerns regarding the same. KELC teachers are alert to signs of lice and will do head checks when given cause to consider their classrooms may be 'at risk.' Upon discovering lice or nits (eggs) in a child's hair, parents and teachers must immediately inform one another. Teachers will post notice of possible exposure but will not share personally identifying information.

Children found to have lice will be sent home for treatment. Parents will need to provide proof of treatment, to the office, prior to returning the child to the classroom. Proof of treatment includes: a doctor's note, certificate from a business that provides lice treatment, or an empty package of commercial lice treatment. Please consult office staff to see if other items might qualify, as appropriate.

A child found to have nits within ¼ inch of the scalp and who has not had treatment in the past 30 days will be sent home for treatment. Proof of treatment will need to be provided, again. Children found to have nits, but who have been treated within the past 30 days and have provided KELC with proof of treatment will not be excluded from class. If the treatment used indicates additional treatment is needed, teachers will follow-up with parents to ensure that follow up treatment has occurred.

5. Communicable Disease Procedures

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

A child with a known or suspected reportable communicable disease (see details, below) must not be present at KELC 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 office will be notified.
- If a child is found to have a reportable communicable disease, KELC will observe exposed children for symptoms and inform parents 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 KELC 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.

6. Staff Health Qualifications

Staff members who work directly with children are asked to submit to KELC 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 KELC's care.

7. 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.
- 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, for each child. Soiled clothing will be rinsed and placed in a plastic bag.

8. Universal Precautions

Staff members attend annual training regarding 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.

9. Injuries

Parents must complete forms (provided by KELC, mostly online) and authorize KELC to seek emergency medical care as we deem appropriate. Teachers will inform a parent, as quickly as possible, should their child incur a significant injury, or any injury to head or face. When teachers are aware of a minor injury, not to head or face, they will inform the parent when the child is picked up. Per state law, KELC maintains incident/accident logs and reports to a licensing specialist any injury requiring medical care.

a. Treatment of children who are injured:

In the event that emergency care is needed, KELC will...

- Call 911 and follow dispatch instructions.
- Request that ambulance transport child to American Family Children's Hospital.
- Attempt to contact parent/s.
- Attempt to contact parent-designated emergency contact person/s if unable to reach parent.
- KELC 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 treatment of serious but non-life-threatening and minor injuries, as learned in the Basic First Aid classes, will be followed.
- An Incident Report is completed for any injury occurring at KELC. A copy of the report is kept in the child's file and the incident is noted in an incident logbook. At least twice a year, logbooks are reviewed to ensure that preventative measures are being taken.

b. Parental Notification

Parent of enrolled children shall be notified:

- If 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

10. Medication

There are numerous licensing and naeyc (accreditation) requirements for keeping and administering over-the-counter products and any medications. **It is a considerable task and responsibility to the center and staff to manage these products in keeping with requirements, making parent cooperation a necessary component of the process.**

Staff will administer prescription/non-prescription medication only under the following conditions:

- Parent submits a properly completed Authorization to Administer Medication, through the Children's Records office (please make an appointment ahead of time whenever possible).
- Parent provides medication in its original packaging, and labels container and packaging with child's name, dosage, and instructions for use.

Note: KELC cannot keep over the counter medications beyond a short period of time without having written instructions from a physician to do so.

A written record, including type of medication given, dosage, time, date, and name or initials of person administering the medication must be made in KELC's medical log book on the same day that the medication is administered. Medications are stored in a locked cabinet and/or in the refrigerator, in a locked metal box. Some medications will be kept by teachers while on field trips and on the KELC campus. If a dosage is missed or an amount is given in error, parents will be made aware and particulars will be noted in the medical log.

Note: **Medication, ointment, lotion, lip balm**, etc., must *never* be placed in a child's lunch container or backpack. Parents must give all such items directly to a teacher, so that items can be secured out of reach of children.

11. Rest Time Policy

Infants nap according to their own schedules and an effort is made to align naps with schedules requested by parents. 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 quiet time will be permitted to leave his/her nap mat/cot, and to engage in quiet activities. Children who fall asleep are permitted to sleep until they awaken.

In conjunction with state regulations, staff will not wake children under 3 years of age. With proper doctor and parent authorization, staff may attempt to wake a napping child who is 3 or older if able to do so using gentle persuasion.

KELC supplies each child an individual sheet-covered rest mat or cot and a blanket (or crib, for infants). 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 KELC staff.

Due to space limitations, we cannot accommodate pillows or blankets from home. Your child may bring a small, soft (Beanie Baby size) "rest buddy," however.

12. Diapering/Toileting Policy (See, also, Potty-Training Policy)

- Wet/soiled diapers are changed promptly, and at least every 2 hours. Wet or soiled clothing will be changed promptly.
- Soft, absorbent, disposable towels or clean, reusable towels which have been laundered between each use will be used for cleaning children.
- Staff wear disposable gloves when changing diapers.
- 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 diapers will be rinsed, 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.
- Safety pins will be kept out of reach of children.
- 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 parent instructions.
- After diapering or toileting, children's hands are cleansed with soap and water or a disposable towel used only once.
- Toilet training will be initiated when a child is ready and in consultation with the parents.

NUTRITION POLICY

1. Infants and Toddlers

- Infants are fed per individual schedules, to meet their on-demand needs for nourishment.
- For infants up to 12 months old, parents must provide a day's supply of chilled breast milk, in bottles (to be refrigerated at KELC), or factory sealed formula and a daily supply of empty bottles to be kept at KELC. In lieu of formula or breast milk, parents may supply milk or milk substitute along with written physician directions for providing substitute to child.
- 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 manufacturer's directions.
- Infants over 12 months of age are given Grade A pasteurized vitamin D whole milk if parents direct staff to offer this milk to the child.
- Parents provide bottles/nipples.
- Bottles are warmed in a crockpot or bottle warmer.
- Bottle are returned to parents at the end of the day, to be thoroughly cleaned by parents.
- Purified water from a commercially supplied/serviced water dispenser is offered to infants and toddlers several times a day. This water contains fluoride.
- Infants are held when bottle-fed by caregivers. Bottles are never propped for feeding.
- Infants who prefer to hold their bottles will be supervised and not allowed to lie prone while feeding.
- Infants are held or seated in an infant seat, for feeding, until they can sit in a highchair.
- When parents begin giving their child baby food or solid foods, they should inform staff and begin supplying these items.
- Parents 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.
- KELC 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 KELC).
- Lunches should include a protein, two foods from the fruit/vegetable group (and milk—provided by KELC). 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:

<u>Child’s presence in care:</u>	<u>Number of snacks/meals offered:</u>
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
10 hours	2 meals and 2-3 snacks

2. Children in Preschool and Summer School-Age Programs

Families must provide a 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. Lunches are stored in the classroom. Please include an ice pack with your child’s lunch. Hot food should be kept in a thermos. Teachers do not heat children’s lunch items. All lunches should be labeled with the child’s name. If a child has no lunch, KELC will provide a lunch and a small fee will be applied to the family’s account.

KELC provides a morning and afternoon snack. Snacks meet USDA requirements (see requirements at end of handbook). When special treats are supplied by families, they will be served along with our snack. Any changes made to snack menus will be noted in the classrooms. Appropriate snack and meal times will be scheduled in each classroom.

Classroom tables and chairs are ‘child-size.’ Teachers join the children for snacks and meals, promoting conversational and social skills, as well as table manners and sound sanitary habits.

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

DISCIPLINE POLICY

Providing a variety of pleasant, engaging, and stimulating play and learning activities helps children to become active, productive, self-directed members of their classrooms and communities. Children need to be allowed the freedom to make many decisions on their own, within acceptable limits. Adult guidance and association with children at KELC will be unobtrusive, but always available to boost the development of children’s skills in decision making, self-expression, and respecting and negotiating with others.

1. Positive Guidance

Within an atmosphere of freedom balanced with guidance, necessary rules are incorporated into routines. For example:

When introducing a new activity, teachers explain simple rules for participation.

When disruptions occur between children, a teacher intervenes to help parties understand why the confrontation has occurred and to assist them in finding an agreeable solution. Simple courtesies are incorporated into daily lessons/activities: saying please and thank you, waiting patiently for a turn to paint, not interrupting when others are speaking, etc. Safety, care of toys/supplies, good sanitary habits, and consideration of the needs and feelings of others will be part of our lesson objectives.

KELC teachers model positive interactions, understanding that children mimic adult behavior. A positive attitude is a quality to be sought after and treasured in early childhood educators. Using a calm voice, positive and reinforcing words, praising good behavior, and having a problem-solving approach to interactions with children are all means KELC teachers employ to help children feel at ease and to encourage young learners to develop similar interpersonal skills.

Discipline is at times a challenge to all educators. Many opportunities will be offered for KELC teachers to share books, articles, and insights related to classroom management and discipline. In addition, ongoing professional trainings, both within and outside of KELC, help teachers refine their skills in this important area of early childhood education.

Mindful planning of activities helps ensure that children are able to operate at their best. Quiet activities are balanced with activities that require movement, and teacher directed activities are kept to a minimum while free choice learning activities are maximized. Stimulating, child-centered curriculum captures and holds children's interests and minimizes time available for behavioral challenges to occur. Planning also means examining the daily schedule and noting when children find it difficult to cooperate. A teacher may find the need to plan for more effective transition activities, for example.

KELC in-service training for teachers includes the following instructions:

- When giving directions, be sure to have the child's attention.
- Allow children to ask questions before beginning an activity.
- Encourage children to ask questions.
- Give children choices whenever possible.
- Foreshadow transitions/activity changes. For example, teachers typically announce, "Five minutes until we line up to go inside," followed shortly thereafter with, "We will line-up in two minutes."
- Never plead or threaten, or physically handle a child in any way that is not calm and non-threatening.
- Invite children to participate in an activity but never try to force participation.
- Direct children to a new activity when the present activity is completed.
- Use a calm, quiet voice as much as possible.
- Meet the child at eye level when conversing with him/her.
- Praise, praise, praise whenever a child or group of children deserves the compliment. Positive reinforcement is a key to successful classroom discipline.

2. Difficult Situations

It is helpful to identify the causes of difficult behaviors. Behaviors such as refusal to participate, hitting, biting, throwing items, or making unkind remarks have underlying causes, such as:

fear	jealousy	loneliness
fatigue	confusion	hyperactivity
anger	embarrassment	over-stimulation
curiosity	boredom	sleepiness
insecurity	shyness	hurt feelings
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?"

Make light of toilet accidents and never embarrass a child.

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 the child and avoid 'triggers.'

3. Biting Policy (for preschool programs)

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. Any bite area will be washed with soap and water and a cold-pack may be applied. After speaking with the children, a teacher will call the children's parents. If your child has bitten someone, you may be asked to pick him/her up right away—we understand that this may be inconvenient for you, but it is important to impress upon children that biting must not occur at school. If there are three or more incidents involving the same child, teachers will meet with parents to discuss possible causes for the behavior and to devise a plan of action.

4. "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 KELC. 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 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 s/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/her classroom community, and encourages the child to make amends, if appropriate. Children are not removed from their classrooms for time away.

5. Prohibited Treatment of Children

Teachers are prohibited from behaving in ways that are frightening or harmful to a child, and must not behave in prohibited ways, even upon parent request. Examples of prohibited teacher behavior include:

Any form of corporal punishment

Derogatory or disparaging remarks about a child, child's family, or others, in child's presence

Forcibly restricting movement or enclosing a child in a confined space—such as a closet

Withholding or forcing meals, snacks, or naps

Punishing for lapses in toilet training.

Leaving a crying child alone in a corner of a classroom/playground.

Trainings and guidance will be provided to staff on appropriate ways to discipline and manage behaviors.

WITHDRAWAL/TERMINATION OF ENROLLMENT CONTRACT

1. 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 KELC's Director has received, by May 15, written notice of any intent to terminate a summer enrollment contract. If said notice is not in the Director's possession by May 15, then tuition obligations must be fulfilled per signed contract.

2. Withdrawal/Termination of School Year Enrollment Contract

Application fees and deposits are non-refundable. Verbal communication of intent to cancel or alter a contract is not acceptable notification. An academic year contract may be terminated prior to October 1, with 60 days written notice from the parent/guardian, and from October 2 to April 1 with 30 days written notice. 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 a school year contract must be in the Director's possession by March 2 for families to avoid having to pay tuition for the remainder of the KELC school year. However, families must pay tuition for 30 days after written withdrawal/termination notice is in Director's possession.

Families that do not ensure KELC Director's possession, by March 2, of written notice of intent to withdraw enrollment/terminate a contract are obligated to fulfill the terms of the contract and to pay tuition for the remainder of the KELC school year.

Note: For any child who attends KELC on or after April 1, families must meet tuition obligations through the end of the KELC school year.

If KELC determines that a parent must withdraw a child, a tuition reimbursement will be granted for the remainder of the month of withdrawal and any payment made for tuition beyond that month. Registration fees, tuition deposits, and classroom fees are non-refundable.

The enrollment agreement between Kids Express Learning Center, Inc. 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 KELC account to become delinquent.

KELC Director determines that KELC lacks resources needed to support a child's needs.

Parents fail to comply with KELC rules relating to 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.

We at KELC take pride in our abilities to meet the needs of children entrusted to our care and guidance. Children, like adults, are complex individuals with varied personalities, experiences, challenges, and gifts. An important part of our role in children's lives is to help them develop confidence in their abilities to appropriately express themselves and to thrive within diverse communities.

When a child has unusually challenging behaviors, KELC teachers and administrators will work diligently with parents 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, teachers, and perhaps other professionals cannot implement appropriately successful strategies, KELC may suspend or terminate a child's enrollment.

SAFETY POLICY

KELC has policies in place to help ensure safety for all (see health section, medication, etc.), but the children of this community are especially dependent upon all of us, staff, parents, and other caregivers, to work together and to adhere to safety policies and precautions to ensure the best outcomes.

1. Security Locked Buildings

KELC buildings are locked all hours of the day (with exceptions for some special events). Parents must ring a doorbell to be let in. Visitors must ring to be let in, at a live camera monitored entrance, and must check in at the office and obtain a name badge. The office then informs teachers, via email, about the visitor on campus.

2. Parking

Parents may park along the 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. A sign is posted to this effect.

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 KELC must bring the child to the teachers and pick up the child from the child's class group, signing the child in/out.

3. Release of Child

Please see Arrival Departure Procedures. Additionally, please note that KELC can only refuse to release a child or to share information in the child's file with a parent of the child if KELC has a copy of a court order indicating that a parent should not be allowed access to his or her child.

4. Safety Response Preparedness

KELC conducts drills and inspections in accordance with state statutes. Fire drills are held monthly. Tornado drills are held in the spring. Stranger danger drills are practiced at random intervals. Fire extinguishers are inspected annually by Badger Fire Protection. Teachers receive regular training on operation of fire extinguishers.

5. Supervision

Staff are required to know at all times how many children are under their care and must count lined-up children, prior to leaving a classroom for any activity, and again, upon arriving at their destination (playground, bus, etc.), and to keep children within sight and hearing range. 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.

6. CPR and First Aid Training

All KELC staff members who supervise children are certified in infant/child/adult CPR and receive training and recertification every 2 years. Staff members also receive regular training in First Aid.

7. Children with Identified Health Risks

Parents must indicate on a child's Health History and Emergency Care Plan any known medical issues or other special circumstances which staff should be aware of. Medications (such as Epi-Pens) which might be needed in an emergency, are kept close at hand, yet inaccessible to children. Precautions are taken to prevent children's exposure to known allergens.

8. Inclement Weather Policy

a. Daily Outdoor Time

All children at KELC 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 playtime will be restricted under the following conditions:

- Temperature above 90°F
- Temperature or wind chills of 0°F or below for children age 2 and above
- Temperature or wind chills of 20°F or below for children under age 2
- Air quality advisory suggesting limits on outdoor time
- Wind advisory
- Tornado watch

Teachers may decide to take children 2 and older outside for shortened play periods when the temperature/wind chill is between -5°F and -1°F, or may decide to take children under 2 outdoors for a shortened period when the temperature/wind chill is between 15°F and 19°F.

Staff will be mindful of weather conditions and check forecasts, as appropriate, to determine temperature and wind chill before taking children outdoors. Parents should send proper winter play clothing every day during the winter months, regardless of daily weather conditions.

b. Closure Due to Inclement Weather

Please be aware of any weather-related risks. KELC will delay opening or close in accordance with decisions made by Madison Metropolitan School District (MMSD). However, we will remain open when MMSD closes due to temperature or windchill factors. When KELC will close due to inclement weather, we will alert families via email and will post details on our Facebook page as well.

Please note: If Madison schools are to open 2 hours late, KELC will open 2 hours late (at 9:30 a.m.). If Madison schools close early, we will close at the same time. However, if Madison only cancels after school activities, our After School program typically remains open.

9. Animals Policy

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

a. KELC Animals

- KELC animals are kept current on vaccines 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 would be removed from KELC if so recommended by the veterinarian.

- Were an animal to harm a child, KELC would inform the parent, consult a veterinarian to determine proper course of action, and inform parent of actions taken.
- KELC animals are kept and handled in a manner which protects both children and animals. Staff and children wash hands after visiting KELC animals. We ask that parents who visit the animal area also wash their hands before interacting with children on 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 KELC nature trails in order to observe and evaluate plant and animal habitats, behaviors, and changes.
- Children may feed and observe wild birds while supervised by KELC staff.
- Children are allowed to observe the natural habits and life cycle of all animals on KELC'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 learning to care for animals, we must prioritize safety, and minimize and balance 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. Some may have had negative experiences, and pet owners can be surprised by a pet's reaction in a new environment or toward individuals.

Weighing potential risks and benefits, we have decided not to allow staff or family pets to visit KELC, but to restrict animals on campus to KELC farm animals, animal visits arranged by the Director for special events and learning opportunities, wild animals naturally occurring across campus, of course, and service animals as defined by Wisconsin statutes (and ADA compliant):

"Service animal" means a guide dog, signal dog, or other animal that is individually trained or is being trained to do work or perform tasks for the benefit of a person with a disability, including the work or task of guiding a person with impaired vision, alerting a person with impaired hearing to intruders or sound, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.

Any service animal at KELC must be kept under control without care or handling from staff, must have as little contact as possible with surfaces children handle, and must not interact with individuals the animal does not serve.

10. Reporting Abuse and Neglect

Per state regulations, KELC ensures that all staff members having contact with children have received training in 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.

11. Concealed Weapons Policy

Weapons, concealed or otherwise, are prohibited on property owned and operated by Kids Express Learning Center, Inc.

MISCELLANEOUS POLICIES—IMPORTANT!

1. Custody Issues

KELC will refuse to release a child or to share information in the child's file with a parent of the child if KELC has a copy of a court order indicating that a parent should not be allowed access to his or her child.

2. Parents Residing at Separate Addresses

If your family needs communication to be sent to multiple addresses, please email an office staff member regarding your specific needs.

3. Dress Code for Children's Aides

Aides/special assistants to individual children are required to follow KELC's dress code and policies. Please consult our Staff Coordinator to obtain information to forward to aides, as applicable.

4. Holidays Policy

KELC attempts to celebrate holidays that are celebrated within the KELC 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.

5. Children's Video Policy

Showing videos for extended periods, or frequently, is not considered good childcare practice. Therefore, KELC has developed the following policy regarding videos: Educational videos that expand on a classroom theme or curriculum activity are allowed provided they are no longer than 20 minutes per viewing period. These types of videos may include, but are not limited to topics such as stories, wildlife, songs, nature, or science. Movies are not considered educational videos and may not be shown unless permission is obtained from KELC administration. Teaching staff shall limit the use of educational videos to 20 minutes per month, unless granted permission by the Staff Coordinator or Director.

Videos or movies are not to be used in place of outdoor, large motor movement due to inclement weather. When weather inhibits outdoor activity, staff shall include large motor movement activities indoors, for a minimum of 20 minutes. Music and movement activities will suffice, as well as circle games, exercises, dancing, Nerf ball games, hide & seek games, classroom obstacle courses, etc.

6. Solicitation Policy

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

7. Use of KELC Name/Logo Policy

Kids Express Learning Center, Inc. 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.

8. Inappropriate Language

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

9. 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 Director or Staff Coordinator to arrange a joint meeting to resolve the issue.

Infant Meal Patterns



United States Department of Agriculture

PREVIOUS AND UPDATED INFANT MEAL PATTERNS: LETS COMPARE

	PREVIOUS			UPDATED	
	0-3 Months	4-7 Months	8-11 MONTHS	0-5 MONTHS	6-11 MONTHS
Breakfast	4-6 fl oz breastmilk or formula	4-8 fl oz breastmilk or formula 0-3 tbsp infant cereal	6-8 fl oz breastmilk or formula 2-4 tbsp infant cereal 1-4 tbsp vegetable, fruit or both	4-6 fl oz breastmilk or formula	6-8 fl oz breastmilk or formula 0-4 tbsp infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas; or 0-2 oz cheese; or 0-4 oz (volume) cottage cheese; or 0-4 oz yogurt; or a combination* 0-2 tbsp vegetable, fruit or both*
Lunch or Supper	4-6 fl oz breastmilk or formula	4-8 fl oz breastmilk or formula 0-3 tbsp infant cereal 0-3 tbsp vegetable, fruit or both	6-8 fl oz breastmilk or formula 2-4 tbsp infant cereal; and/or 1-4 tbsp meat, fish, poultry, egg yolk, cooked dry beans or peas; or ½ -2oz cheese; or 1-4 oz (volume) cottage cheese; or 1-4 oz (weight) cheese food or cheese spread; or a combination 1-4 tbsp vegetable, fruit or both	4-6 fl oz breastmilk or formula	6-8 fl oz breast milk or formula 0-4 tbsp infant cereal, meat, fish, poultry, whole egg, cooked dry beans or peas; or 0-2 oz cheese; or 0-4 oz (volume) cottage cheese; or 0-4 oz yogurt; or a combination* 0-2 tbsp vegetable, fruit or both*
Snack	4-6 fl oz breastmilk or formula	4-6 fl oz breastmilk or formula	2-4 fl oz breastmilk, formula, or fruit juice 0-½ bread slice or 0-2 crackers	4-6 fl oz breastmilk or formula	2-4 fl oz breastmilk or formula 0-½ bread slice; or 0-2 crackers; or 0-4 tbsp infant cereal or ready-to-eat cereal* 0-2 tbsp vegetable, fruit or both*

*Required when infant is developmentally ready.
All serving sizes are minimum quantities of the food components that are required to be served.

For more information, please visit www.fns.usda.gov/cacfp/child-and-adult-care-food-program.
Questions? Contact your State or Regional Office.
USDA is an equal opportunity employer and provider.



Infant Meal Patterns



United States Department of Agriculture



Making Every Sip Count

- Unflavored whole milk must be served to 1 year olds; unflavored low-fat or fat-free milk must be served to children 2 through 5 years old; and unflavored low-fat, unflavored fat-free, or flavored fat-free milk must be served to children 6 years old and older and adults;
- Non-dairy milk substitutes that are nutritionally equivalent to milk may be served in place of milk to children or adults with medical or special dietary needs; and
- Yogurt may be served in place of milk once per day for adults only.



Additional Improvements

- Extends offer versus serve to at-risk afterschool programs; and
- Frying is not allowed as a way of preparing foods on-site.

Breakfast Meal Patterns

	Ages 1-2		Ages 3-5		Ages 4-12 & 13-18		Adults	
	Previous	Updated	Previous	Updated	Previous	Updated	Previous	Updated
Milk	½ cup	½ cup	¾ cup	¾ cup	1 cup	1 cup	1 cup	1 cup
Vegetables, fruit, or both	¼ cup	¼ cup	½ cup	½ cup	½ cup	½ cup	½ cup	½ cup
Grains	½ serving	½ oz eq*	½ serving	½ oz eq*	1 serving	1 oz eq*	2 servings	2 oz eq*

*Meat and meat alternates may be used to substitute the entire grains component a maximum of three times per week.
Oz eq = ounce equivalents

Lunch and Supper Meal Patterns

	Ages 1-2		Ages 3-5		Ages 4-12 & 13-18		Adults	
	Previous	Updated	Previous	Updated	Previous	Updated	Previous	Updated
Milk	½ cup	½ cup	¾ cup	¾ cup	1 cup	1 cup	1 cup	1 cup*
Meat and meat alternates	1 oz	1 oz	1 ½ oz	1 ½ oz	2 oz	2 oz	2 oz	2 oz
Vegetables	¼ cup	⅙ cup	½ cup	¼ cup	¾ cup	½ cup	1 cup	½ cup
Fruits		⅙ cup		¼ cup		¼ cup		½ cup
Grains	½ serving	½ oz eq	½ serving	½ oz eq	1 serving	1 oz eq	2 servings	2 oz eq

*A serving of milk is not required at supper meals for adults
Oz eq = ounce equivalents

Snack Meal Patterns

	Ages 1-2		Ages 3-5		Ages 4-12 & 13-18		Adults	
	Previous	Updated	Previous	Updated	Previous	Updated	Previous	Updated
Milk	½ cup	½ cup	½ cup	½ cup	1 cup	1 cup	1 cup	1 cup
Meat and meat alternates	½ oz	½ oz	½ oz	½ oz	1 oz	1 oz	1 oz	1 oz
Vegetables	½ cup	½ cup	½ cup	½ cup	¾ cup	¾ cup	½ cup	½ cup
Fruit		½ cup		½ cup		¾ cup		¾ cup
Grains	½ serving	½ oz eq	½ serving	½ oz eq	1 serving	1oz eq	1 servings	1 oz eq

Select 2 of the 5 components for snack.
Oz eq = ounce equivalents

Note: All serving sizes are minimum quantities of the food components that are required to be served.

For more information, please visit www.fns.usda.gov/cacfp/child-and-adult-care-food-program.
Questions? Contact your State or Regional Office.
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