



Family Handbook

Helping Young Children Grow
Since 1969

**SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
EARLY CHILDHOOD CENTER**

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PROGRAM ORIENTATION

Mission and Purpose

The SIUE Early Childhood Center was established in 1969 to provide an educational program for children of students pursuing their educational careers at Southern Illinois University Edwardsville. The Center also provides care for children of SIUE faculty and staff. The Early Childhood Center sees itself as a supplement to the child's family by providing quality care for children ages two months through five years (ages 6-9 years during summer) while their parents participate within the university.

The Center is a nationally accredited program designed to meet the developmental needs of the children. Teachers and Assistants provide a developmentally appropriate curriculum, which stimulates growth in the areas of intellectual, linguistic, social, emotional, and physical development. Each child is allowed the opportunity to express his/her own ideas and feelings through a well-rounded curriculum including activities in the areas of art, large and small motor development, language, literature, science, math, dramatic play, music and creative movement.

Our Philosophy

We believe...

- that all children are individuals who learn in their own way and at their own pace
- that play is the most important process through which young children learn
- that children learn best through educational experiences that are developmentally appropriate
- that parents are a vital part of the learning process
- in a collaborative approach to education
- children learn from each other as well as from role models
- a qualified, dedicated staff is critical to the development and maintenance of a quality early education program

Multicultural Education

The Early Childhood Center respects the individuality of children and their families. This means:

- The staff and children acknowledge holidays; however, they do not participate in elaborate celebrations of them. For example, there will be no elaborate Halloween celebration, but there will be a celebration of the harvest season.
- The environment reflects diversity.
- Prejudiced behavior is not accepted.

The Center adheres to and follows the principles outlined in the Anti-Bias Curriculum (Derman-Sparks, et al, National Association for the Education of Young Children, 1989.)

Program Objectives

1. Assist children in learning to live comfortably in a social environment in addition to the family.
2. Develop a respect for individual and cultural differences through discussion, literature, and role modeling.
3. Provide opportunities for the children to interact, guided by models of socially acceptable behavior.

4. Enhance the child's self-esteem, self-awareness, and self-confidence by offering many opportunities for a child to succeed, express ideas, and understand his/her emotions and to attain skills to control them.
5. Provide opportunities for math, science, reading, memory skills, language development, and social science.
6. Increase attention span and follow simple directions.
7. Foster creativity and self-expression through art, music, and dramatic play.
8. Develop small muscles by using scissors, paste, clay, blocks, puzzles, beads, pegs, etc.
9. Develop large muscles through outdoor activities such as climbing, riding a tricycle, running, etc.
10. Stimulate and encourage curiosity and provide opportunities for problem solving.
11. Encourage children to take care of their own needs with support from the adults in their environment.

The Importance Of Play

Our program philosophy is based on the premise that children learn about the world around them through play (active involvement with other children, adults, and materials). Children need years of experience with real objects and events before they are ready to understand the meaning of symbols such as letters and numbers. Learning takes place as young children *touch, manipulate, and experiment* with things and *interact* with people. The teacher's role is to create an environment that supports the ideas and experiences of children and invites them to observe, be active, make choices, and experiment. Because our program is designed to maximize individual development and promote developmentally appropriate practices, our activities focus on the *process* of learning. Therefore, the emphasis is on the experiences of the children rather than the results of those experiences. For example, painting is more important than what has been painted; building with blocks is more important than what is built. Each child has his or her own set of possibilities and we help those possibilities unfold. Days are filled with planned and spontaneous moments of learning. There is time allowed for active outdoor play, imaginative games, independent discovery, and group activities.

Observing & Documenting Children's Learning

Children's work and experiences are documented in a variety of ways, including written observations, photographs, audio and videotapes, and collections of children's work. This documentation is displayed throughout the Center, and we encourage parents to talk with their children and teachers about the various images of children's creating and thinking. Documentation is one of the many ways that we try to demonstrate our view of children as members of a group as well as unique individuals. We hope to offer glimpses into many aspects of growth including social and emotional development, cognitive development such as cause and effect, classification concepts and problem solving, creativity, cooperative behavior and conflict resolution styles. We also strive to make visible--children's dispositions about learning and thinking, relationships, and creativity.

Children are observed in the context of meaningful activities and daily routines with familiar materials and playmates. Teachers develop a collection of these observations and examples of children's work that highlight ongoing growth and change. Information for an individual child is compiled especially through anecdotal observations. Such observations help teachers understand the child's world and plan experiences that are relevant and appropriate to the children both individually and in the context of the group. Teachers use various techniques to organize their anecdotal observations of development. They also collect samples of individual children's work to help demonstrate a child's unique style of development and expression.

Conferences & Developmental Documentation

Conferences are held twice a year in the fall and in the spring; however, we encourage daily dialogue with your child's teachers. Communication with parents is an essential part of each day at Early Childhood Center and it is important to our accreditation process.

During the more formal bi-annual conferences, time is allotted for the teacher to be out of the room to talk with parents without the distractions of other activity (We believe it is important **not** to talk about children in front of them, therefore, the children remain in the classroom). Conferences are also a good opportunity to get to know one another and to review your child's development and portfolio assessment. They are also used to discuss any concerns parents and teachers may have. Parents are encouraged to ask for a conference any other time of the year if they have any concerns that cannot be addressed in the classroom. Parent may also reach staff by email.

Licensing

The Center is licensed to provide services to children ages 2 years – 12 years through the Illinois Department of Children and Family Services. This agency regulates the care we provide and reviews our program through unannounced visits and regularly scheduled re-licensing visits. We are required to meet their standards for staffing, discipline, health, safety, curriculum, equipment and materials, nutrition, transportation, records, and reports.

Staffing

Our Center is staffed by professionals and SIUE students with varying degrees of education and experience. The Head Teachers have at least a bachelor's degree in Early Childhood Education or a related field. The Assistant Teachers have an Associate Degree in Child Development, Early Childhood Education, or a Child Development Associate (CDA) Credential. Student workers, interns, and volunteers supplement the staffing and assist the head staff with the implementation of the program. All staff receives training previous to employment as well as on-going training to develop and strengthen their skills. All full time staff are certified in CPR and First Aid.

Our **teacher-child ratio** is:

- 1:4 for two year olds (group size 12)
- 1:7 for preschool (group size 18)
- 1:10 for school-age(group size 20)

Professional Development

The Early Childhood Center sustains a high level of energy and commitment among its staff through ongoing professional development and training. Such in-service professional development bridges early childhood theory and practice, and encourages self-motivation and ownership for professional growth. Each staff member participates in an orientation that covers areas including health and safety, child abuse identification, evacuation procedures, nutrition, family relations, program approaches, and child development.

The Center Director works directly with teachers mentoring as well as meeting regularly with teaching staff as part of on-going staff development. The Early Childhood Center encourages continuing education for all staff members, including providing 5 staff development days annually and offering financial support for workshops and college course work. Individual professional development plans are also coordinated with the Center Director to meet the needs of both programs and staff members.

Daily Schedule

The Center is open Monday through Friday from 7:30 AM to 5:30 PM.

Typical Daily Schedule

- OPEN- 9:15 AM - Free Play
- 9:15 AM-10:00 AM - Group Time/Morning Snack
- 10:00 AM-10:45 AM- Outdoor Play or Large Motor Room
- 10:45 AM-11:45 AM- Free play
- 11:45 AM-12:30 PM- Group Time/Lunch
- 12:30 PM-3:00 PM - Transition/Rest Time
- 2:00 PM-3:00 PM - Outdoor Play or Large Motor Room
- 3:00 PM-4:00 PM - Group Time/Afternoon Snack
- 4:00 PM-5:00 PM - Free play
- 5:00 PM- CLOSE - Large Motor Room or Playground

*Exact meal times, nap times, outdoor and free play times will vary according to age groups. Refer to the daily schedule posted in your child's classroom for specific times.

Rest Time

All children are required to rest on a cot from 12:30 PM - 2:30 PM (12:30 PM-3:00 PM in the 2/3's room). We make every effort possible to provide an environment which is quiet enough for those who need to nap, yet not too restrictive for those who don't.

Please note that we do not recommend for children to be dropped off between 12:00 PM and 2:00 PM. Nap time is a difficult time to expect a young child to enter the classroom, and can also be too disruptive for those who are napping.

We will provide a cot sheet for each child. Parents need to bring a small pillow and cot size blanket (must be able to fit between the stacked cots). Small stuffed toys/dolls can also be brought in to help your child sleep. Teachers will monitor all items brought from home to make sure they are appropriate for nap time.

Teachers assist children in resting by reading stories, providing soothing music, and rubbing backs. Children are not required to sleep, but are expected to rest quietly on their cots during this time. Please keep in mind that if children are tired, they will fall asleep on their own and we WILL NOT wake them or prevent them from sleeping based on the request of a parent.

Center Closing

The Center is open on all days in which the university is open, with one exception. The Center is closed for one week at the end of summer semester for professional development (actual dates vary by year). The Center also reserves the right to close on days during break weeks in which the enrollment is so low that it does not warrant staying open. The Center may also close due to severe weather conditions or problems with the building such as flooding, lack of heat, water, or air conditioning. These types of closings are highly unlikely.

If the entire campus closes due to bad weather, this means classes are canceled and ALL offices, including the Early Childhood Center, are closed. If the university closes in the middle of the day, we will contact families regarding our status because we may close early. Local television and radio stations will be notified in the event of extreme weather and/or emergency conditions. In addition to monitoring the local TV/radio stations, you may call the ECC Front Desk at 650-2556, the SIUE Information Center at 650-5555, or log on to www.siu.edu.

Classroom Observation

We try to work cooperatively with several departments on campus whose students need to observe children. For this reason all children enrolled in our program may be observed by SIUE students who need to fulfill classroom assignments. Permission is assumed and observations are considered to be part of our program. We do not have the ability to instruct students as to whom they can and cannot observe. If you do not want your child to be observed, then you should not enroll your child in our program.

Although it is not a regular part of our program, the Center occasionally participates in research projects. Parents will be informed about research projects as they arise and given the option as to whether or not they want their child to participate. Participation is not required as observations are.

Enrollment / Billing Policies

Child Care Options

Full Day Program:

Children enrolled in this program may be at the center any time between the hours of 7:30 AM and 5:30 PM. Parents are asked to have their children here by 9:00 AM since the theme and activities of the day are usually discussed at about this time. Full day children have a rest period after lunch. The schedule posted in each classroom has specific times for lunch, rest, and other activities.

Morning Program:

Morning: Open to 12:30 PM

Children enrolled in this program benefit most from the program if they are here by 9:00 AM. They must be picked up by 12:30 PM.

Variable Day:

Variable day programs consist of either of the following:

3 days: Parents must contract for the same 3 days of the week for the entire academic term. The 3 days may be full days or half days.

2 days: Parents must contract for the same 2 days of the week for the entire academic term. The 2 days may be full days only.

SIUE Status

Families are eligible for the student rate if at least one parent is taking 9 hours of undergraduate course work or 6 hours of graduate course work. Each semester we will verify your family's eligibility.

Parents will need to let us know in the office if your status changes from that of a student, faculty/staff, or community member.

At the beginning of each semester, we will verify each parent's status. If the university does not have you enrolled as a student for the current year, we will automatically bill you at the appropriate rate.

Break Weeks

Child care is available during the Break weeks between semesters. Break weeks are optional and need for child care must be indicated this on your parent school agreement if you would like to have your child attend during these times.

It is possible that different classrooms will be grouped together during Break weeks due to low enrollment in each room.

School-Age Summer Program

School-age summer care is provided during the 10 week summer semester for children ages 6 – 8 years (completed kindergarten – 2nd grades).

We realize that school-age children are "older" and they are ready for more challenging activities so we try hard to meet their needs. Children this age often feel they are too "old" for structured care and no longer

want to attend childcare (after all, little kids go here!) There are many school-age programs available in a variety of settings -- ours just happens to be in an Early Childhood Center. We try to meet both the child's need for more independence and freedom while also meeting the parent's need for a safe and secure environment. We provide a very busy curriculum along with time for nourishment and rest. Listed below is some information that will help to give you an idea of what our program has to offer. Feel free to talk with the Director if you would like more information about this program.

The daily schedule to their day is similar to that of a preschool classroom but includes more structured activities and time to work on some long-term projects. Although a rest time is provided for those who need to nap, those who don't are provided with alternate activities and are not required to nap.

All of the activities and materials are geared toward the abilities of school-age children. Some examples include: rock wall climbing, bowling, swimming lessons, Spanish, gardening, on-campus field trips & walks, guest speakers, arts and crafts, board games, computer, dramatic play, block play, etc.

Please let us know in the office if you are interested in school-age care and we will send you an application in April.

Schedule Change

Parents who wish to change their child's program or withdraw their child from the Center may do so in one of two ways:

1. Parents may change programs when completing parent school agreements for each term.
2. Other program changes may be arranged with Director at least two weeks before the effective date. Based on availability, one program change per term is reasonable. A \$10 fee will be assessed for additional program changes within the same term (this will include the addition/removal of break weeks after initial enrollment).

Billing Procedures

1. ***Prior to the term:*** All regular families are billed on a term rate, which may be divided into four, eight, or sixteen equal payments. The first and succeeding payments are due in keeping with each parent's ***Parent-School Agreement***. Statements will be provided by the 15th of each month.
2. ***Late enrollees:*** The bill will be prorated according to the number of weeks the child attends. Families will start their program at the beginning of a week.

We will provide you with an invoice for each billing period, all payments must be made directly to the Bursar's Office. We encourage parents to maintain their invoices throughout the year. We do not provide statements regarding your child care expenses for tax purposes - it is up to you to track this.

Our tax identification number is **37-0986220**.

Enrollment is secured for the entire semester so you will be billed for the full 16 weeks (10 weeks in the summer).

Delinquent Accounts

A regular account is considered delinquent unless a payment/s is received at the Bursar by the end of each month. If this occurs, you will be asked to withdraw your children from the Center until the account is current.

Unpaid Accounts

An account is considered delinquent if payment is not made in accordance with the individual's *Parent-School Agreement*. These procedures are to be followed for delinquent accounts.

1. *First month*-Notice #1 will be included with the bill.
2. *At the end of the second month*-Notice #2 will be sent if no payment has been received.
3. *At the end of the semester*- the child/children may no longer attend the Center until the account is current and the account will be turned over to Accounts Receivable at the end of the first week.
4. Parents who have been placed on University Accounts Receivable at any time for nonpayment of fees will be required to pay on or before the first of each month in order for the child to return to the Center.

Payroll Deduction

Employees of the University may elect to have their childcare payments deducted from their paychecks. To determine the amount to withhold, the total bill should be divided by the number of pay periods in the semester. Payroll deduction must be set up by the employee at the Office of the Bursar.

Payments

Statements will be provided by the 15th of each month. Effective May 2011, all cash, check, cashier's check, or money order payments made to the ECC will be handled by the Office of the Bursar. You can visit the Bursar, or mail to: SIUE Bursar's Office, P. O. Box 1042, Edwardsville, IL 62026-1042. Please include a copy of your statement, or reference Account # 742040-02050, with payment. You may also make your payment online with a debit or credit card by visiting our website: www.siu.edu/earlychildhood, and selecting "Pay Your Bill Online".

Registration Fees

A \$30 registration fee is billed at the time of initial enrollment and \$15 at the beginning of each subsequent term (semester). For each succeeding term the child attends a \$15 re-registration fee is added to the parent's account to hold the child's space for the term.

For siblings of currently enrolled students, the initial registration fee is \$15.00.

financial assistance (scholarships/grants)

Parents needing financial assistance should talk with the director about available funding and eligibility requirements.

Funding sources are available to families with limited incomes. If you believe you may be eligible for a child care subsidy, please see the director for more information. We will refer you to the appropriate agency, Children's Home & Aid Society of Illinois (CHASI), who will determine your eligibility based on family size, work schedule, and income.

Those who are receiving a state subsidy must adhere to all the rules established by the Illinois Department of Human Services. Parents need to make sure paper work is completed in a timely manner and deadlines cannot be missed. If we provide any child care that was not approved by the subsidy program, the parent(s) will be responsible for paying the full cost of care. You must also make your subsidy caseworker aware of any changes in your class or work schedule as this will affect your eligibility for child care. Since the state subsidy is a work-based program, parents must work a minimum of ten hours per week to be eligible for a subsidy.

Sick Policy (Payment)

We understand that children become ill on occasion and will be unable to attend the center on those days. Although we can sympathize with your situation, please keep in mind that we are a

business and cannot afford to waive fees for days in which your child does not attend. A child who is seriously ill and is therefore unable to attend the center for an extended period of time is a special circumstance. It is up to the Director's discretion to waive fees for special circumstances. The parent **MUST** provide us with a note from the attending physician stating the child's condition and when s/he will be able to return to the center.

Notification of Withdrawal

If you have been accepted into our program and choose to withdraw prior to the beginning of the semester, you **MUST** notify the office at least two weeks before the first day of the semester. If you miss this deadline, you will be billed for two weeks of child care.

If you completely withdraw from our program anytime during the semester or decide to decrease your child's schedule, a two-week notice is required. You will be charged child care fees for the two weeks of care whether or not your child is in attendance.

Notification of Absences

We appreciate a phone call when children will be absent from the Center so that we can better plan for the daily program. If your child is absent due to a communicable illness (i.e. - chicken pox, thrush, strep throat, etc.), we need to know so we can inform other families.

Termination of Child Care

The Early Childhood Center reserves the right to discontinue childcare if we decide that the Center, child, or family is **not benefiting from the arrangement**.

One example of termination would include situations where parents do not adhere to center policies. Some examples would include: delinquent payments; failure to pick child up on time; failure to provide or update medical or emergency contact information; disruptive or threatening behavior; etc.

Although we pride ourselves on serving a diverse population of children and families, with a wide variety of needs, we cannot maintain enrollment for a child or family who requires more time and attention than we are reasonably able to give. For example, we cannot provide care for a child who needs more individual attention than our classroom ratios provide. Although some children may require extra time and attention on occasion, we cannot continue to provide care for a child who cannot function within the routine of the classroom, and within the stated ratio. Some examples include a child who needs a constant one-on-one, displays chronic aggressive behavior (beyond what is typical), cannot manage transitions or the daily routine, cannot function or behave appropriately in a social setting, etc. Staff works to address challenging behavior in the classroom with age appropriate and caring discipline

We understand that as a parent you are concerned with the welfare of your child, but as a Center, we need to be concerned with the welfare of all children enrolled in our program. Be assured, however, that it is in no way our goal to exclude children and families from our program. On the contrary, it is our goal to work with families in providing the best possible care for their children. There are many times when a parent may decide another child's behavior is inappropriate and warrants dismissal. We want to be clear that there is a range of behavior for children of all ages that although is not acceptable (biting, hitting, swearing), it is developmental and manageable within our setting. The Center's professional staff will make the determination if a child's behavior is beyond this developmental range to the extent we feel we are not qualified to successfully work with them.

If it appears that our program does not suit the needs of an individual family, we will consult with that family to determine if child care will be discontinued. The Director has the right to determine the frequency of situations such as picking a child up late, with the result being termination of child care services. The Center will give a family a two week notice in order to allow them time to find alternate care (extreme situations, however, will result in immediate termination of child care).

HEALTH AND SAFETY

Your child's health and safety are of major importance to us. Young children are vulnerable to infections and minor accidents as they are growing, and we ask your full cooperation in following our health and safety rules.

Medical Exam and Immunizations

Our Center requires children in our program to have a physical examination signed by a physician, as well as a TB skin test within six months prior to enrollment. An up-to-date record of immunizations is also required. A medical form with all of the above information **MUST** be on file before a child will be allowed to attend the Center. The physical examination must be renewed every two years and immunizations must be kept current.

Illness

Please keep your child at home if s/he has been ill during the night or in the morning and has active symptoms as listed below. A child will likewise be sent home from the Center when exhibiting the following symptoms:

- Fever (oral temperature of 101 degrees or above) accompanied by behavior changes or other symptoms
- Symptoms and signs of possible severe illness (lethargy; uncontrolled coughing, persistent crying; difficulty breathing; wheezing)
- Diarrhea - defined by more watery stools, not associated with changes of diet or medicine, that is not contained by the child's ability to use the toilet
- Undiagnosed skin rash
- Vomiting (2 or more times within 24 hours)
- Persistent abdominal pain
- Mouth sores with drooling
- Rash with fever or behavior change
- Head lice (from the end of the day until after the first treatment)
- Strep throat or other streptococcal infection, until 24 hours after initial antibiotic treatment and cessation of fever
- Chicken Pox, until all sores have dried and crusted
- Impetigo, until 24 hours after treatment
- Scabies, until after treatment has been completed
- Any communicable illness

A child who has a temperature of 101 degrees or above orally should not return to the Center until she/he is FEVER FREE for 24 hours (without the use of fever reducing medicine).

It is not our intent to allow children who are truly sick to stay at the Center but it is also not our intent to exclude children who are only mildly ill. The staff will assess and monitor the health of all children in the program and will need to decide if a child is too ill to attend. Please provide the teachers with accurate information about your child's health so they can make the best decision for the welfare of your child as well as the other children in the program.

We understand it can often be difficult to determine the seriousness of the situation when a child is not feeling well. We tend to look for signs of a child getting better versus that of feeling worse. We encourage

you to consult with your physician as well as the staff at the Center to help you determine if your child is too sick to attend the Center. Every situation is different, but we will use three criteria to determine if a child needs to be excluded:

1. The illness prevents the child from participating comfortably in daily routine and activities.
2. The illness results in a greater need for care than the child care staff can provide without compromising the health and safety of the other children.
3. The fever has any of the symptoms or conditions previously listed.

Please keep in mind that children should not be given fever-reducers such as Tylenol, just prior to attending the Center in an effort to disguise a fever. The medicine will wear off and if a child is truly sick they will lapse quickly and possibly be sent home.

If a child becomes ill while at the Center, the parent(s) will be notified immediately to take their child home. If the parent is a student, we will contact the Office of Student Affairs when a child becomes ill at the Center and they will send someone to get you out of class. Please keep in mind they will not give you any information about your child, but will just tell you that you need to contact the center as soon as possible. We know this can be frightening, but generally this means your child has become sick and needs to go home as soon as possible. We will sometimes give you a call to notify you of a low grade temperature or an incident of vomiting or diarrhea. If we determine your child is too ill to stay, parents are expected to pick up within one hour (sooner for a child with a high fever)

Please notify the Center if your child has a communicable illness such as chicken pox, pink eye, strep throat, ringworm, etc. so we can post a sign informing others of their exposure to the illness.

Diapering and Toileting

Toileting and diapering are handled on an individualized basis. Caregivers use diapering time as an opportunity to engage in one-on-one interactions and build relationships with children. Caregivers are receptive to and respectful of each child's body language and verbal cues that signal interest in having a diaper changed. Parents are responsible for supplying disposable diapers for children who are not yet toilet trained.

Toilet leaning is a very individual process based on a child's physical and psychological readiness. Teachers and parents will share information about an individual child's readiness for toilet learning and establish a plan that will support consistency, patience and partnership for the child and the adults sharing his or her care. We prefer training pants to pull ups when children are learning to use the toilet. The most helpful things you can do to support this transition from diapers to using the toilet are to dress your child in pants that are simple to remove and to bring in several changes of clothing.

While the teacher's role with preschool children is more indirect, they continue to help children recognize their own need to use the toilet and to reinforce elements of hygiene such as washing hands. We treat all toileting accidents in a positive and matter of fact manner.

Hand Washing

The U.S. Centers for Disease Control and Prevention calls hand-washing "the single most important means of preventing the spread of infection" from bacteria and viruses causing diseases and food-borne illnesses. Therefore, we are asking families to follow an important health safety rule: WASH YOUR OWN AND YOUR CHILD'S HANDS UPON ENTERING THE CENTER. This must be done every

time you or your child enters the Center. All staff and children wash their hands many times throughout the day. Washing hands is the best way to prevent the spreading of illness.

Medication

Parents need to administer medicine to their children at home, whenever possible. Many medications can be administered twice a day which means it can be taken at home rather than at the Center. Always check with your doctor to see if this is possible for your child's medical condition. If medicine *must* be administered at the Center, the following policy applies. Medication that needs to be given to a child by a teacher **MUST** be in the original, labeled, Doctor's prescribed bottle. Over-the-counter medication may only be administered in accordance with the manufacturer's instructions. Fever-reducers such as Tylenol cannot be administered by our staff and should not be given to a child for that purpose just prior to attending the center.

Accidental Injuries

In the case of a serious accidental injury to your child, we will make an immediate attempt to contact a parent. If necessary, we will call 911 and an ambulance will take your child to Oliver C. Anderson Hospital.

Because of this, it is essential for parent(s) to let us know the following information:

Where you can be reached while your child is in attendance at the center (updated each semester).

Physician's name and phone number.

Emergency contacts and phone numbers.

If injuries are not of a serious nature, we will apply first-aid and notify parent(s) at the end of the day.

Drop Off And Pick Up Policies

Each child must be signed in on the computer at the front entrance and accompanied to his/her classroom by the individual bring the child to school. The child must also be signed out when leaving for the day. Only those persons listed on the *Transportation Release Form* will be permitted to pick children up from the Center (all individuals designated on the pick-up list must be at least 16 years of age). Until the staff knows each of these persons, those picking up children will be ask for a picture ID before the child may leave with him/her. If there are individuals who **may not** pick up a child, please discuss the details of the situation with the Director.

Late Pick up Charge:

There is a \$20 late pickup charge if a child is not picked up by the end of his/her program. If a child is not picked up by the close of their program, and we are unable to contact the parents or someone on your emergency list, we will contact the police and DCFS.

If any individual (including parents) who attempts to pick up a child appears to be under the influence of alcohol or drugs (as determined by the appropriate staff person), the ECC will contact another person on the list to pick up your child. If this individual insists the child be released to his or her custody, the center staff will contact the police.

Supervision Of Children at The Center

Parents are responsible for the safety and well-being of their child (ren) any time in which you are

together at the Center (Parent Programs, drop-off, and pick up times). Please do not allow your child to run off anywhere in the Center without adult supervision.

Nutrition

One of the most basic requirements of any day care program is to provide adequate nourishment for each child. The Child and Adult Care Food Program provide guidelines for food preparation and service. Meals are available to all enrolled children without regard to race, color, national origin, handicap, sex, or age.

We serve a morning snack, lunch, and afternoon snack.

Parents are invited to join their child(ren) at a meal time but you must notify the classroom teacher at least one day in advance to be sure we have an adequate amount of food.

We are required by licensing to provide these necessary meals throughout the day. Our morning snack, however, should not be considered a child's first meal of the day. Children need to eat breakfast at home before coming to the center. Food from home is NOT allowed to be brought into the classroom so please have your child eat breakfast at home and not at the center.

Food Substitutes

We are required by DCFS licensing and the Child and Adult Care Food Program to provide all specified meals and snacks throughout the day for children enrolled in our program. This means that parents are NOT allowed to restrict their child's diet while they are at the center based on a child's dislikes or presumed allergies. We do, however, allow food substitutes based on medical, personal, and religious reasons. Parents can talk with the Director and provide information in writing for food substitution. All food substitutes are subject to approval and will be similar to the food it is replacing -- substituting a protein for meat, carbohydrate for grains, etc.

Integrated Pest Control Management Plan for the SIUE Early Childhood Center

Structural and landscape pests can pose significant hazards to people, property and the environment.

Pesticides can also pose hazards to people, property and the environment. It is therefore the policy of SIUE Early Childhood Center to incorporate Integrated Pest Management (IPM) procedures for control of structural and landscape pests. Licensed pesticide operators from a local pest control company apply pesticide on an as needed basis to control insect infestation. They primarily apply baits and traps outdoors using IPM practices as required by IDPH regulations.

It is recognized that pests can best be controlled through an integrated pest management program that combines preventative techniques, nonchemical pest control methods and appropriate use of pesticides with preference for products that are the least harmful to human health and environment. If a different pesticide application approach is determined necessary, written notification will be provided to enrolled children's parents and staff at least two business days before application along with contact information for the center.

GENERAL OPERATING POLICIES AND PROCEDURES

Clothing

Clothing that children wear to the Center should be comfortable, easy to put on and remove, easy to care for, and labeled with your child's name. Please send your child in "play" clothes. We offer art activities, water, sand, and outdoor play so children need to wear clothing that allows them to move about freely and get dirty. Teachers cannot be responsible for keeping your child's "good" clothes clean throughout a busy day at the Early Childhood Center.

During cooler weather, it is necessary for each child to dress appropriately. Children will go outdoors daily unless it is raining or the wind chill is below 0 degrees. Boots, mittens, a heavy coat, snow pants, and a hat will be necessary for winter play.

Small children often do not recognize their own clothing. In order to eliminate confusion, it is requested that all clothing be clearly labeled with your child's name.

Every child needs to have an extra set of labeled clothing, including pants, shirt, underpants, and socks. Please check periodically to make sure they are seasonally appropriate and also to be sure your child has not outgrown the clothing. It is also important to replace items once they are used.

Outdoor Play

All children who are well enough to be in attendance at the Center will be taken outdoors for play. The only exceptions are rainy days, summer days when the heat index is over 100, and winter days when the wind chill factor is below zero. Studies have consistently shown that children do not have lowered resistance to colds or other infections because of outdoor play, but are much healthier and have stronger resistance to illness with exercise out-of-doors. Parents MAY NOT request for their child to stay indoors while the rest of the group is outside.

Arrival and Departure

After signing in at the computer children are to be brought directly into the classroom or playground. For safety purposes, please do not allow your child to walk into or out of the Center without an adult. We have a very busy parking lot. Please keep your children with you at all times while you are in the Center and not allow them to wander off without you.

Children's coats can be hung on their designated hooks in the cubby area when they arrive, and other items can be put in their cubbies.

Please remember to wash your hands and your child's hands before they go into the classroom.

Holidays

Our Center chooses not to celebrate the various holidays throughout the year for many reasons. Children receive a great deal of stimulation during these times, and our feeling is that we should maintain the consistency that the children come to expect at the Center. We will discuss holidays and read stories about them, based on children's interests, but we avoid parties that are directly related to holiday themes (we will opt for seasonal activities instead).

We feel it is up to each individual family to celebrate these special days in their own way. It is not our place to decide which holidays should be celebrated for the families in our Center. Our diverse population is something we value but it would be inappropriate to celebrate one culture's holidays and ignore others.

You are more than welcome (and encouraged), however, to share your family's culture and traditions with your child's classroom (given permission from the teacher) at any time during the year.

Young children often find holidays such as Halloween to be overwhelming and sometimes frightening, so we do not dress up for that occasion. Many of these are 'Hallmark' holidays and we have no need or desire to contribute to the hype and craziness that can surround holidays. Your child will have many years ahead in school where they celebrate all sorts of holidays so enjoy this 'down' time while you can! It is also important to keep in mind that many of our families have to manage on very restricted budgets. We try hard not to impose any additional out-of-pocket expenses that would cause a hardship to families in our program.

Birthday Snack

Parents are welcome to bring a special snack for their child to celebrate his/her birthday. We ask that you try to keep the snack nutritious (fruit, popsicles, muffins), but ultimately we will leave this up to individual parents to decide. Due to licensing regulations, birthday treats must be 'store bought'. Any food brought in for a birthday snack must arrive unopened as it was packaged by the bakery or store where it was purchased.

Please ask a teacher, in advance, for the number of children who will be in attendance on the day you wish to bring a snack. You are also welcome to join your child during this snack time.

Please keep in mind that although we are happy to share in the excitement of your child's birthday by sharing a special snack and singing to your child, this is not an appropriate setting for a party. In fairness to all, we want every child to have a similar birthday experience in the classroom so we ask that celebrations be kept simple. Please do not bring decorative cups, napkins, plates, goody bags.

Families sometimes choose to donate a book, CD, or music or story audio tape to the classroom in honor of the child's birthday. Teachers can provide suggestions of appropriate titles.

Separation

Separation can be stressful for parents as well as children. We are here to help in this sometimes difficult, but very common, developmental process.

Sometimes children are upset during their first few weeks and some don't express anxiety until a few weeks later, when they feel comfortable enough to do so. This is completely understandable because they are in a new environment with people they don't yet know. It will take time for them to develop bonds and relationships with the teachers and children in their room. Please know that we will comfort and reassure your child. The teachers will acknowledge and talk about his/her feelings and we will need you to do the same. Keep in mind that children are very sensitive to the feelings of their parents so if you don't feel good about leaving your child at the Center, they won't feel good about it either. Please talk about your child's experience in a positive way.

When you leave your child, please don't 'sneak out'. Make the 'good-bye' and hug something s/he can count on, even if it brings some tears at first. When it's time for you to leave the classroom, after you say your good-byes, make the departure definite. Lingering can make a child unsure of what is expected of him/her. It is helpful when parents develop a routine (leave after reading a book together, washing hands, greeting the teacher, etc.) Consistency is the key. Over time your child will become accustomed to this routine and learn that you always come back when you say you will (after snack, outdoor play, nap, etc.). Together, we will successfully work through this most important developmental process.

Guidance Techniques

Guidance techniques are designed and carried out in such a way as to help the individual child develop self-control and to assume responsibility for his or her actions. The rules are simple and understandable -- redirection, along with an explanation, is a common technique. Natural and logical consequences are used to help children learn to make good decisions.

If a child is removed from the group or an activity to gain control, it will be for a short period of time. Generally, a child having difficulty in one area will be redirected to another area to play.

Please remember that young children need the experience of interacting with other children on a consistent basis. Learning how to share and cooperate with others is an ongoing process for young children, and consequently, aggressive behavior will occur (i.e. - hitting, yelling, name calling, biting, pinching, kicking, etc.). Although we do not allow this behavior to persist, it takes time for a child to learn a more acceptable way of dealing with his/her anger and frustration (i.e. - using appropriate words to express his/her feelings).

We will make every attempt to work with a child; however, if there are continual discipline problems with severe disruptive or aggressive behaviors, the parent(s) will be called in for a conference with the child's teacher and the Center's Director. Our goal is to work together to help your child. Parents must be cooperative with our efforts to seek assistance or additional services for their child. If a parent is not supportive or cooperative with our efforts, we maintain the right to discontinue child care. Each situation will be evaluated on an individual basis and the final determination regarding a child's enrollment status will be made by the Center director.

Please see the Director if you would like a copy of our more detailed guidance procedures which are used to train our staff.

Regulations Regarding Discipline

No child will be punished by corporal punishment or verbal abuse. Please keep in mind, this policy also applies to parents. Children may not be yelled at, spanked or threatened to be spanked while at the Early Childhood Center.

The following behaviors are prohibited (by ALL persons) in all child care settings:

- ~ Corporal punishment, including hitting, spanking, swatting, beating, shaking, pinching and other measures intended to induce physical pain or fear;
- ~ Threatened or actual withdrawal of food, rest or use of the bathroom;
- ~ Abusive or profane language;
- ~ Any form of public or private humiliation, including threats of physical punishment; and
- ~ Any form of emotional abuse, including shaming, rejecting, terrorizing or isolating a child.

It is also our policy that we will handle **ALL** discipline situations that may arise with the children while they are at the Center, according to our stated philosophy. If a parent has concerns regarding another child's behavior, we ask that you discuss your concern with the appropriate teacher. Under **NO** circumstances will parents be allowed to approach a child or his/her parents in an effort to deal with the situation. We consider this method to be completely inappropriate and will not be tolerated.

Special Needs-Services

We pride ourselves on serving a diverse group of children with differing abilities within our Center, thus creating a rich learning environment. We will, however, look at the individual situation of every special needs child whose family might desire our services. We will consult with appropriate resource personnel to determine our ability to provide the services required for each child. The resource team may consist of the center director and assistant director, classroom teachers, and registered, licensed, and/or certified resource personnel such as physicians, psychologists, social workers, speech therapists, physical and occupational therapists, educators and other technical and professional personnel, as indicated by the child's special needs. It is expected that the parents of a special needs child will provide our staff with appropriate information to assist us in providing the best possible care for their child (i.e. IEP, IFSP). A special needs child may be identified as such by either the parent or one of our professional staff members.

It may be appropriate for a child to spend time in a classroom prior to enrollment to determine if their needs can be met by our staff. It will then be up to Center's staff to determine the appropriateness of a child's placement in our program. Child care may also be terminated for currently enrolled children based on: our inability to meet their needs; the child's lack of benefit from our program; the parent's reluctance to provide information or seek assistance for their child. For more information, please see the policy entitled, 'Termination of Child Care'.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
EARLY CHILDHOOD CENTER

HANDBOOK/POLICIES AGREEMENT

Each parent must read and is expected to comply with the terms of the Parent Handbook.

I have received a copy of the parent handbook and understand its contents including the

Integrated Pest Control Management Plan for the SIUE Early Childhood Center

Signature of Parent/Guardian

Date