



# PARENT MANUAL



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## Bernie's Place 2018 Programs and Policies

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# Parent Manual

## *BERNIE'S PLACE 2018 PROGRAMS AND POLICIES*

### INTRODUCTION TO THE PROGRAM

Who is Bernie? We don't really know. Originally called Union Day Care Center because of our relationship with the Wisconsin Union Directorate (WUD), Bernie's became the familiar name children used when referring to the center. For forty years we were located on Bernard Court, so the origin of the name is pretty clear. We have taken Bernie's Place as our official name because it conveys a certain flavor, at least to those of us familiar with our program.

Bernie's Place, Inc. is the corporate entity that operates this childcare program. We are sponsored by OCCFR, the Office of Campus Child Care and Family Resources, beginning in 2001. All parents, staff and board members of Bernie's Place are members of this corporation. Our year-round program is licensed by the State of Wisconsin and accredited by the City of Madison Day Care Unit. Our license allows us to care for up to 54 children aged 6 weeks to 6 years, Monday through Friday from 7:00 a.m. until 5:45 p.m. Our Pre-K program usually enrolls between 30-34 children, our 2 year old room usually enrolls 12 and the Infant-Toddler room usually enrolls 8, accommodating full and part time schedules. Most of the children enrolled in the center are from families having some connection with the University of Wisconsin, though some children are from non-university families.

Bernie's Place suggests a place familiar, warm, home-like and manageable. It gives kids room to feel comfortable, places to explore, and boundaries to help everyone feel safe. At Bernie's Place kids find adults who smile at them and who approach them with caring and honest respect. The teacher's manner invites a child's closeness. Children find care, security and affection in the teachers who staff the program.

In this environment, all kinds of feelings are experienced and accepted. There is much happiness at Bernie's. Children, and the caring adults of the program, bring a lot of enthusiasm and joy to their time together. Teachers look for and see much to appreciate in the growing child's expanding experiences with self, others and environment. Happiness is sweet, but there are other flavors in our lives and our time together. Sometimes there are yells of anger, and sometimes there are screams of defiance. Bernie's Place has room for all parts of us. We're not always good, and we're not always happy, and things don't always go the way we want. You can be yourself at Bernie's Place. You don't have to hide the tears, the anger, or the happiness when it wells up inside you. Bernie's Place is for kids, no matter what kind or how you feel.

There is a lot to do at Bernie's. There are places to run and jump and climb. There are places to sit quietly alone. Sometimes, you can do scary things like going down the slide backwards, or hanging by one leg on the climber. There are times when you can play being the baby or big sister or the mom. Sometimes you can be the Allosaurus and be strong enough to push down

a house. You can draw, paint and use glue during free choice times. You can do puzzles, legos, dominos or a memory game. Sometimes, the teachers will play board games or mix up a new batch of playdough with you. You can go out to the playground every day, and in the snowy winter you can slide down the hill.

Bernie's place is somewhere between a home and a school. It's a place children can call their own while their parents are away at work or school. Bernie's Place is for kids.

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**WHAT KIND OF EDUCATIONAL PROGRAM IS OFFERED AT BERNIE'S?**

Bernie's Place offers a comprehensive program which is designed to support and enhance the development of young children. Our focus is on the whole child. Major program goals that shape the schedule, environment and interpersonal relationships between staff and children are directed at meeting the physical, psychological, social, emotional, and cognitive needs of young children.

Our program provides a high quality educational component designed by teachers who work to implement a developmentally appropriate curriculum. Teachers also support each child's need for health and nutrition, rest and sleep, and a longer period of separation from parents.

As teachers, part of our responsibility is to discover just what these needs and interests of the child are. To do this well, we draw on our professional preparation as early childhood educators. We also utilize our skills as observers and interpreters of children's behavior. And of course, we must draw on our skills as caring, sensitive and trustworthy adults. Once we have a good sense of what children need, we must structure experiences that can help children grow in appropriate skills, sustained curiosity, and adaptive mastery of their environment. Teachers observe children as they work and play, recording these observations and collecting samples of their work. From these observations and from information provided by parents, teachers develop individual goals for each child. As children develop new skills, teachers document these milestones and use this information when completing assessments for sharing with parents. Assessments are conducted twice annually, and reflect the progress children make from the beginning of their time at Bernie's until their happy last day.

Assessments are based on the "Changing, Learning and Growing: Summary Report Form" developed by the Waisman Early Childhood Program, as well as the Wisconsin Model Early Learning Standards used by Madison Metropolitan School District. As children move from one phase of our program to the next, their development is discussed and a transitional plan is put in place involving parents, teachers, as well as the center director.

**All children are capable and competent.**

Development and learning begins at birth, for all children and in all settings. The Early Learning Standards support practices that promote development and protect young children from the harm that results from inappropriate expectations. In this, they are aligned with ethical principles of the early childhood profession.

**Early relationships matter.**

Beginning at birth, a child forms relationships with adults who will guide their learning and development. Especially during the earliest years of a child's life from birth to age 3, a child's growth and development is shaped within the context of those relationships. Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, for constructive interactions with others, and for fostering academic functioning and mastery. Warm, sensitive, and responsive interactions help children develop a secure, positive sense of self and encourage them to respect and cooperate with others.

**A child's early learning and development is multidimensional.**

Developmental domains are highly interrelated. The Early Learning Standards reflect the interconnectedness of the domains of children's development: social and emotional development, approaches to learning, language development and communication, health and physical development, and cognition and general knowledge.

**Expectations for children must be guided by knowledge of child growth and development.**

The Early Learning Standards are based on research about the processes and sequences of young children's learning and development, and the conditions under which children develop to their fullest potential.

**Children are individuals who develop at various rates.**

The Early Learning Standards recognize that there are individual rates of development and learning across any age range.

**Children are members of cultural groups that share developmental patterns.**

The Early Learning Standards acknowledge that children's development and learning opportunities reflect the cultural and linguistic diversity of children, families and environments.

**Children exhibit a range of skills and competencies within any domain of development.**

The Early Learning Standards support the development of optimal learning experiences that can be adapted for individual development patterns.

**Children learn through play and the active exploration of their environment.**

The Early Learning Standards reflect that children should be provided with opportunities to explore and apply new skills through child-initiated and teacher-initiated activities, and through interactions with peers, adults and materials. Teachers and families can best guide learning by providing these opportunities in natural, authentic contexts.

**Families are children's primary and most important caregivers and educators.**

Families, communities, and schools all have significant roles to play in terms of what opportunities are available to children, and how well a child is able to take advantage of those learning opportunities.

**Recognizing individual, cultural, and ethnic diversity is important.**

One important focus of our program is our emphasis on individual differences as well as cultural and ethnic diversity. We are committed to an active exploration and affirmative of our uniqueness. By increasing understanding and awareness we hope to promote acceptance and appreciation of differences. We live in a world of many such differences: cultural, racial, political and personal. Learning to live together requires a tolerance and respect for such diversity. We begin with the differences in the population here at Bernie's, and try to help ourselves understand and value what is unique about each of us.

## PROGRAM GOALS AND IMPLEMENTATION STRATEGY

Our program is designed to support and enhance a child’s overall development. In doing that, we have expressed our goals in terms of a child’s relationship to themselves, to others, and to their environment. What follows is a listing of specific goals for each of the three major categories and some examples of the methods we use to work toward those goals. It is important to remember that the methods presented are not meant to be exhaustive, and that many activities address several goals at once.

We meet these goals both through our small group times and during our free choice times.

Program Goal	Methods of Implementation
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### SUPPORT INDIVIDUAL GROWTH

#### HEALTHY BODIES

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|--|--|
| 1. Promote sound nutritional practices.  | Serve healthy vegetarian meals, minimal sugars and sweeteners, kids participate in cooking projects, tending vegetable garden.     |
| 2. Promote personal hygiene.   | Hand washing and toileting skills, children use individual cots and mats for rest.   |
| 3. Develop motor skills of agility, balance, body control, coordination, flexibility, strength, accuracy, and control.     | Climbers, creative movement, dancing exercise, large block building, art and woodworking, scissors, small block building, puzzles. |
| 4. Promote the understanding of sexual identity, including body parts and function, and personal self-protective behavior. | Dramatic play, puppets, books, staff matter-of-factly responsive to questions.   |

#### HEALTHY PSYCHOLOGICAL DEVELOPMENT

- |   |  |
|---|--|
| 1. Encourage the development of ego-strength leading to the exercise of trust, autonomy, initiative, industry and a self-esteemed identity. | Consistent adult presence, predictable schedule, individual attention, laps and hugs, allow free choice opportunities, dramatic play, open-ended projects, displaying children’s work, valuing |
|---|--|

- |   |   |
|---|---|
|   | individual differences, approval and encouragement.   |
| 2. Support honesty.   | Adult modeling and encouragement, dramatic play, books.   |
| 3. Realistic limits.  | Adult interaction and limit setting, dramatic play, books.  |
| 4. Energetic interest in many areas, inquiry, creativity and resourcefulness. | Wide range of activities, introduce new ideas and concepts, hands-on exploration, field trips.  |
| 5. Self-expression in art, dance, drama, movement and music.                  | Focus on process – not outcome, introduce technique and validate diversity, schedule planned and free choice time for these activities. |
| 6. Promote care and respect for others.                                       | Adult modeling, stated expectations, positive problem solving techniques, insure protection of children through enforcement of limits.  |

## SUPPORT GOOD RELATIONSHIPS

### ACCEPTANCE OF OTHERS

- |   |   |
|---|---|
| 1. Acknowledge and value individual differences, and stress racial, sexual and individual equality. | Community and parent involvement, teaching languages other than English, books, songs, puppets. |
| 2. Encourage attitudes of care and respect for the needs and rights of others.                      | Reasonable adults who uphold rules fairly and consistently sincere respect for children.        |

### PROBLEM SOLVING SKILLS

- |  |   |
|--|---|
| 1. Encourage effective communication skills.                     | Convey expectations, model appropriate behavior, reinforce positive development.                  |
| 2. Support cooperation and patience rather than force and power. | Expectations, modeling and positive reinforcement. Use of consequences for unacceptable behavior. |



## SUPPORT THE DEVELOPMENT OF SKILLS IN UNDERSTANDING AND USING OBJECTS AND CONCEPTS IN THE ENVIRONMENT

- |  |  |
|--|--|
| <p>A. Encourage children to grow in their command of the spoken language, and introduce them to the written word.</p>  | <p>Adults purposefully and continually talk to children, model grammar, pronunciation, and facilitate connections between objects and the symbols that represent them.</p>                             |
| <p>B. Promote the development of logic and reasoning skills, including memory and problem solving.</p>   | <p>Memory and concentration games, puzzles, sequencing, matching, grouping, problem posing and questioning.</p>  |
| <p>C. Encourage a valuing and a caring for nature.</p>   | <p>Acquaint children with plants and animals, set an example of interest, respect and appropriate behavior.</p>  |
| <p>D. Encourage concept acquisition, including color, size, shape, texture, similarity, difference, number and function, measurement, distance and time.</p> | <p>Introduce objects and activities that invite the exercise and development of concept, e.g., tools, measuring instruments, objects for sorting, encourage hands-on exploration and manipulation.</p> |
| <p>E. Encourage use of cultural tools such as pencils, scissors, and paintbrushes.</p>   | <p>Child accessible interest areas, instruction in tool usage, frequent success.</p>   |

### THE DIFFERENT LEARNING ENVIRONMENTS TO EXPLORE AT BERNIE'S

Each classroom contains the following learning

#### Hallways

Each classroom has a parent information center. The parent information centers will hold information about your child's day, upcoming events, licensing information and results from our most recent licensing review, board related activities and community events. Please spend some time there, and check your parent mailbox for receipts, announcements, or notes from other families.

**Small Manip.** In this area, children can find many opportunities for building, matching, and puzzle making. Many of the materials in this area encourage the development of problem solving skills, rational thinking, and concept acquisition.

**Soft Area** This is a place where children can look at books, have books read to them, use puppets, assemble floor puzzles or build with manipulatives. It is also a comfortable place for children to sit or lounge about with friends. Parents find this a great room to transition their child into the program, reading a story or cuddling before the parent leaves for the day.

**Cubbies** Here children have a place to hang their coats and store their belongings. Sometimes the child's cubby provides a special link between home and Bernie's where they can keep things brought from home, or where they can store art projects until they leave for home. This is an area that becomes filled up with stuff very easily. Much parent help is necessary to keep the cubbies stocked with essentials, like extra clothes, but relatively free daily or weekly projects to take home.

**Dramatic Play** In this area, also known as the housekeeping area, children can experiment with many roles and can act out many different situations. A changing variety of props and dress-up clothes allow this room to be used for such settings as a doctor's office, restaurant, supermarket, post office, beauty parlor, spaceship, and home. Imagination, cooperation, language and problem solving are all exercised in this area.

**Discovery Zones** These areas are designed to help children explore and experiment. Objects from nature and a wide variety of hands on experiments are a few of the tools children can use to explore their environment. This might include a sensory table, light table, items from nature on display as well as materials to do their own investigation and experimentation.

**Art Area** Here children have an opportunity for self-expression and exploration in a variety of media and with a variety of materials. Clay, paint, collage items, crayons, glue, scissors, fabric, and markers are some of the materials independently accessible to children.

## Outside

**Playground** Bike riding, sand and water play, hill sliding and enclosed spaces for dramatic play, slides, shade trees, and a vegetable garden are all to be found in our playground.

**Summers** Summer at Bernie's is a fun time for everyone. Children spend more time outside playing games on the playground with a lot of water play to help keep cool on hot summer days. A picnic lunch may be included on these days. During the summer,

the atmosphere is more relaxed than other times. Parents and their children as well as teachers may reduce their schedule or take more time off for vacations, but Bernie's is committed to maintaining stable groups and consistency in programming for children enrolled in the summer.

## BERNIE'S APPROACH TO CHILD GUIDANCE

At Bernie's Place, we take our responsibility to help develop positive social skills in children very seriously. Child Guidance or Discipline is one part of our response to unacceptable behavior. The unacceptable behavior we see typically involves aggression toward another child or adult, or persistent non-compliance with the rules and expectations of our program. Most of the children in this age group are not very good at sharing. They want what they want and they want it now. Waiting for a turn can be hard enough, but when you also have to cope with the lack of consideration - - to say nothing of taunting - - on the part of the kid who has what you want, pressures easily become unbearable. Add to that the stress of being in a group situation where everyone else's need meeting behavior is about on a par with your own, and you can see that conflict and disappointment is a daily reality in a childcare setting.

Children don't seem to have much tolerance or control at this age, and their response to frustration is often to grab or hit - - behaviors which usually provoke a response in kind. We see our role as minimizing the damage done in these encounters, and helping children develop alternative, less destruction responses to the frustration they encounter. We need only two things to do this well: patience and understanding. Some days, and particularly with some very challenging children, both can be in short supply. In many ways, dealing fairly and professionally with the unacceptable behavior of children in groups is the hardest part of our jobs as early childhood teachers.

We begin with a respect for children as developing human beings whose comparative lack of power in no way limits their right to a safe and nurturing existence. To this respect we add a commitment to bring ourselves to a thorough understanding of a child's developmental characteristics, needs and limitations. Out of that understanding comes a realistic set of expectations for what is acceptable and what is unacceptable behavior for young children. In addition to our understanding of children, we must add an understanding and control of ourselves.

Our role is to set limits, help children understand guidelines for acceptable behavior, confront children when they display unacceptable behavior, and impose consequences when we see that as a way to help children modify and control their behavior.

## IMMEDIATE RESPONSES TO UNACCEPTABLE BEHAVIOR

Our response to unacceptable behavior depends on the individual child and the overall situation. Physically redirecting the child to a different toy or activity can easily distract the child who wants something someone else has. Telling a child “no” in a calm, firm voice with a simple explanation (“it hurts when you pull her hair) sets a limit that gives the child’s world structure and personal boundaries.

For some behaviors, we use consequences clearly connected to the unacceptable behavior. A child who continually throws sand in the sand area might be excluded from the sand area for a certain period of time.

## LONG TERM STRATEGIES FOR BEHAVIOR CHANGE

For some children, a particular form of unacceptable behavior has developed gradually and persists because it apparently helps them get what they need. Perhaps some child who experiences their life as being beyond their control, seeks some form of control through continual defiance of adult imposed limits. For that child, to say “No” is to achieve some sort of control. Children who feel they need to say “No” can be very difficult to work with.

We would first strive to build a positive relationship with the child. We would try to allow this child many areas of acceptable choice control. At the same time, as we give choices, we also uphold those times when the choices belong to someone else. Upholding someone else’s right to choose might prove very frustrating and result in destructive outburst and tantrums. We try to be both firm and reassuring. Of course, in any situation where there is a major problem with unacceptable behavior we would be working closely with parents and perhaps other resources people from the community to develop long-term strategies that are consistent between home and school.

Our long term goals for this age are regulating emotions, encouraging self-control and learning how to get along with others; this is developed by a teacher setting clear, consistent limits, upholding realistic expectations and modeling appropriate behavior (e.g. “tell her, ‘stop, that hurts’”, “gentle touches”, etc.)

## BERNIE’S PARTNERSHIP WITH PARENTS

Bernie’s Place views parents as an integral piece of our program and consequently, its success. We want our parents to feel welcome to voice their concerns, comments, and curiosities as they are valued contributors to building a child-centered curriculum. As friends,

parents, teacher figures, playmates and models ourselves, we become an important part of your family's life. You also become key players in our "Bernie's Team" as well.

## HOME-SCHOOL COMMUNICATION

We encourage parents to talk to teachers both at drop off and pick up. It is important for teachers to know information about your child, like how they slept last night, when they ate last, if they have any medicine, if they are teething, etc.

Similarly, teachers will ensure that every day a daily sheet, log, or email is completed so you have a picture of your child's day. Any notes from parents for teachers regarding your child should be written in the parent log. This log is located near the sign in sheets for each classroom. Teachers transfer those notes to the staff notebook.

Also, teachers have email. Calling the center and writing individual notes are other options for letting teachers know any pertinent information. If you need to leave a note for your child's teacher, she has a mailbox in the front hall reception area.

Every teacher also has a position time-this is the best time to talk without distractions, etc. Teachers post their position time and email address on their classroom boards. If you would like to talk to your child's teacher, email or call to set up a time.

Twice each year, parents have the opportunity to conference with a teacher from the program. These formal meetings are arranged between parent and teacher to allow ample time for discussion on observations, assessments, and any questions about our program, child development, and issues at school or home. These happen typically in Fall and Spring, but can happen whenever parents or teachers have concerns that may need to be addressed. It is our hope that every family will participate in these meetings annually and will participate in the goal setting process with the teacher.

## PARENT VISITS/OPEN DOOR POLICY

Parents are welcome at any time to come and visit their child. For mothers who are breastfeeding, the infant room provides a comfortable and peaceful area to enjoy that feeding time. Please just let a teacher know when you will be visiting so we can accommodate any changes in routine.

For some children, particularly toddlers, multiple separations from the parent during the day may make the transition to school more difficult. If you find that your visits are more upsetting to the child than consoling, you may want to try again when the child is a little older.

## BERNIE'S SPONSORED EVENTS

Throughout the year Bernie's plans Potlucks, Fundraisers, Parent information meetings, etc. which offers staff and families an opportunity to socialize and get to know each other outside of normal operating hours. Families are encouraged to participate to continue to build the feeling of community that Bernie's promotes.

## INFANT TODDLER ROOM SPECIFICS (THE WILLOW ROOM OR BABY BERNIE'S)

### CURRICULUM PLANNING FOR INFANTS AND TODDLERS

The curriculum for the infants and toddlers involves everything that happens to the child throughout the day. Responsive caregiving is the key component to setting up a safe and secure environment and trusting relationships. Everything that a child experiences is a learning opportunity. For example, diaper changes are perfect opportunities for learning experiences: language, singing gently to a child; showing gentle touches; letting the child know that this is not a hurried or rushed experience and that they are valued and precious individuals; gently moving their legs in a bicycle motion stimulating movement or having them reach and grasp for an object. Throughout the day, teachers will take advantage of these caregiving experiences that are so important in the early years of life and turn them into meaningful and positive experiences for a child's healthy development. Along with the individual caregiving moments, teachers will also plan and organize their environments to provide experiences which enhance motor development – reaching, grasping, crawling in and out, throwing, pulling; cognitive development – object permanence, cause and effect experiences, language, listening and responding to sounds and voices, and problem solving; social development – playing among others, positive peer interactions, and expressing emotions towards others.

Planning for infants and toddlers does not necessarily involve “lessons” but rather opportunities for experiences that as individuals they can make the most out of. When teachers organize materials for the room, they take into account children's individual differences along with their knowledge of child development. Planning is based on observations of the children using their interests, their new skills, and their reactions to materials. As the children grow and change, the teachers change the classroom environment. They may put out more challenging climbing equipment or add a building area with different toys. A classroom may look very different at the end of a semester than it did at the beginning!

## INFANT & TODDLER DAILY SCHEDULE

The daily schedule for the children is a guide. It provides a framework for planning and organizing the daily routine and play activities for the children. The daily routines for children may be a little different based on the age of your child. Infants follow their own biological needs. They are fed, changed, and nap when they need it. Toddlers are changed before transitions in the day and as needed. Adjustments to the schedule are made as your child gets older and his/her needs change. You may also notice that as your child gets older, s/he may alter her/his own schedule to fit in with the group. Some common changes you may notice in your child's behavior after enrollment in any group care situation include altered sleep/wake patterns (staying awake for longer hours or napping more frequently for short periods of time) or changes in appetite.

The following are activities that will be included each day: Reading, singing, movement (on the floor), outside play, resting on own schedule, eating on own schedule, and sensory opportunities. Play is the major component of our program. Enough time, materials and space will be provided for children to actively explore the world around them. Many other opportunities for learning will naturally occur as well.

### Typical Daily Schedule Sample

- 7:30 Free play and diapering
- 8:45 Circle Time
- 9:00 Breakfast Time
- 9:30 Group Time
- 10:00 Outdoor Time/Infant nap time
- 11:00 Diapering/toileting/Circle time
- 11:30 Lunch
- 12:00 Naptime/Free Play
- 2:00 Transition from Nap/diaper changes/toileting/free play
- 2:30 Snack time
- 3:30 Outside time
- 4:30 Free choice
- 5:30 Center closed



## DETAILED BREAKDOWN OF INFANT-TODDLER SCHEDULE ACTIVITIES

### 7:30-8:35 **Arrival time**

One of our main efforts during this time period is to welcome the children to the center, and to help them make the transition from home and their parents to the people and spaces of Bernie's Place. Teachers make a point of greeting each child and parent and of being available (briefly) to hear any special information parents need to share.

This is a free choice time when children can move from one activity to another. After children have put away their coats or other belongings, they can get involved in a variety of activities that are available. Some children develop routines with their parents such as reading a short book, cuddling in the soft room, and saying goodbye. Other children move quickly to a teacher as their support for getting involved in the day's activities. Still other children move directly to their friends or favorite activities.

Sometimes, transitions from parents can be hard. Especially in the first few weeks, as children are adjusting to being at Bernie's. Our teachers are skilled at supporting kids through a hard separation. We are happy to support a child and parent during a difficult separation but we don't want to assume that a parent wants or needs our help. We invite parent to request help whenever needed.

### 8:35-8:45 **Clean-up time**

We try to promote the idea that we all share in the responsibility for keeping Bernie's Place clean. It is our goal to teach children to put away an activity, unless someone else wants to use it right away. At general clean up time like this, we try to encourage the idea that everyone should put something away. In the infant-toddler room, we will encourage children to help when developmentally appropriate by modeling and leading them to the space that holds the item they have been using.

### 8:45 **Circle time**

This time usually begins with songs and fingerplays and is followed by a story. As the group gets older, this time may include a check on the weather or other daily events. The children are then led to the sink to wash hands for breakfast.

**9:00 Breakfast**

After washing hands, children sit down for breakfast. In addition to its nutritional aspect, breakfast provides a time for teachers to make some contact and recognition of each child. Children's conversation, observations, and ideas are encouraged. Teachers also share a bit of what will be happening that day.

**9:30 Group Time**

To maintain consistency across Bernie's we have called this time of day group time as well however group time for the infant-toddler room will look very different from the other rooms at Bernie's due to varying attention spans and wide developmental range. Teacher-initiated activities are coordinated and planned. Social/emotional skills are also encouraged at this time, as members of the group function together. Teachers can create situations where children's long term goals are implemented and evaluated.

Our small groups strive for continuity, variety, and developmentally appropriate experiences. They are also flexible and respond to the needs and interests of the group. Good teachers know when to forgo a planned lesson and accommodate the desires of the children. They also know when to focus, encourage, and limit a child's participation. The content of the planned small group activities covers a wide range. Possible small group activities may include making play dough, experimenting with water in the sensory table, painting with different materials, or playing dress up.

**10:00 Outdoor time**

At this time, all children go out to the playground (weather permitting). Children can choose from the many activities included in the outdoor playground. Children will use the playground at all times of the year excluding days which are too cold or wet for us to safely be outside. Our teachers monitor the temperature for appropriate weather and comfort of play. Teachers may also decide to take children for a walk around the neighborhood in our strollers. On days we experience inclement weather, we remain indoors for gross motor play and other activities.

For infants still needing frequent naps, this is a peaceful, quiet time to cuddle up and rest while the older children are outside playing.

**11:00 Diapering/toileting/Circle time**

While children are waiting to use the toilet or have their diaper changed, teachers will have another circle time to help them stay engaged and prepared to transition into lunch.

**11:30 Lunch**

Hot, nutritious, vegetarian meals are served family style with children sitting at a table with a teacher. Children will be served by the teacher at their table. A pleasant, relaxed atmosphere is provided for meals where the children can learn about and enjoy the foods being served. Parents can even join us for lunch with advanced notice.

**12:00-2:45 Naptime**

At the completion of lunch, children begin the transition to nap time. Children who sleep on cots are helped by teachers on to their cot and are covered with their blanket. Soft music is played, backs are rubbed and children are rocked as needed, as they fall asleep on their own or with some assistance.

**2:15-3:00 Transition from nap/Diapers and toilet training/Grazing snack/Quiet activities**

As children wake up they may relax on their cots or choose to get up. Diapers are again changed. A snack will be available at this time for children to come to and go as they wish. Quiet activities and books will be available for children as they wake up.

**3:30 Outside time**

Children go outside for a second time in the afternoon weather permitting. Children can choose from a variety of activities including bikes, the sandbox, and exploring the natural environment, watching the preschool kids on the playground. Or teachers may also choose to take children for a walk in the strollers.

**4:30-5:30 Free Play/Diapers and toileting /Getting ready to go home**

After returning inside choices of activities will be encouraged. Children will have the opportunity to participate in a music or movement activity. This might include drums, dancing with ribbons, or shaking the parachute.

Diapers are changed once again. During this time parents come to pick up their children. Teachers try to share with parents any significant happenings their child had that day or answer any questions parents may have. Parents are encouraged to see the group board, and take their child's daily sheet with a more detailed explanation of their child's day.

**INFANT-TODDLER CLASSROOM DETAILS**

## ATTACHMENT GROUPS

Infant/Toddler attachment groups are designed with many factors taken into consideration, including children's schedule, their age and development, information provided by parents, staffing patterns, and teacher's observations. As a team, we provide care to all children; however, those in our individual attachment groups are the ones we observe closely for developmental assessments, plan parent teacher conferences for, and do the majority of the correspondence with parents regarding questions and concerns. Attachment groups are designated by color; each teacher has a colored name card, and clips with each child's name are written on their respective clips in the color of the primary caregiver's card.

## UPON ARRIVAL...

**Please sign your child in on the attendance sheet each morning, and sign them out each night. Write the time next to your child's name, under the appropriate day.** In the infant room we would like **PARENTS** to remove their child's clip from the wall and hand it to a teacher each day. Please also get the clip from your child's teacher and return it to the wall at the end of each day. Please complete the information on the daily sheet to the best of your ability. Knowing when your child woke, was fed last, and when the next diaper change should happen is information that helps us know how to meet your child's needs. Assisting with the health check information clues us in on how your child is feeling at arrival. We also will note any changes as the day progresses.

## MEAL TIMES

Baby Bernie's strongly believes in starting babies off on the right foot in their food journey. This means so much more than just providing healthy and nutritious food for babies in our care; it means helping them discover foods they love, helping them enjoy meal times and helping them learn their body signals that tell them when they are hungry and when they are full. We borrow many of our practices from The Ellyn Satter Institute as well as [www.healthychildren.org](http://www.healthychildren.org) and will often refer to them to help us answer feeding questions or concerns.

When feeding your child whether it be a bottle or solid food we look for signs of hunger and signs of satiation. We trust children to be able to tell us when they are hungry or full. If a child turns away from bottle/food more than once or pushes away food we assume the child is finished. This is not only respectful to your child but it helps the child self-regulate and trust his/her sense of hunger or fullness. We also know the child will be offered food again in the next 2-3 hours.

Teachers follow the individualized program for care that is provided by the parent on the intake form and updated every 3 months. Each infant is fed on his or her own feeding schedule. Parents may supply their own breast milk or formula or the center will provide formula and baby foods, including cereals. All breast milk or alternative foods brought from home must be

labeled with the child's name and dated. There are small refrigerators in each room so foods can be kept cold, if required.

## INFANTS

Mothers are welcome to come and breastfeed their infants at any time. If you are bringing breast milk for your child, it must be dated and have your child's name on it. Unused fresh breast milk can be stored for 48 hours in the refrigerator or up to 3 months in the freezer. Milk that exceeds this time frame will be discarded.

- Contents remaining in any bottle must be discarded within two hours. Only breast milk, formula, or water will be placed in your child's bottle.
- No bottles will be served with cereal or any other food product in them.
- Children unable to hold a bottle will be held whenever a bottle is given. Bottles will not be propped.
- Children who are developmentally able to sit at tables and chairs will be encouraged to do so.
- If your child depletes their supply of breast milk or formula while at Bernie's and is still hungry we will call parents to request more is supplied as soon as possible. If a replacement cannot be delivered or we are unable to reach you in a reasonable amount of time we will feed the infant formula provided by Bernie's. We will make every effort to inform parents when supplies are low, well in advance to avoid the above situation.
- Bottles will not be served after the child reaches the age of 1 year old.

## OLDER INFANTS & TODDLERS

When your child is developmentally ready, we will give you a copy of our current menu and ask you to highlight what you'd like us to start introducing to your child and it will be prepared appropriately. This allows us to offer meat alternates or any fruits and vegetables on our menu that meet the nutrition requirements. All foods given will be recorded on the daily sheet. Infants 6 months and older will be given a sippy cup of breastmilk, formula or water to practice with at the end of each meal time. Children will be fed in a low chair with tray around the table.

Please let your child's teachers know what food item to introduce first, second and so on. When your child has been introduced to and tolerates all fruits, vegetables and cereals, our teachers will alternate food items throughout the week.

Additional meals or extra foods from home, for children over the age of 1, will not be served during the day unless it is medically necessary or we have specifically asked parents to provide

something. If you have questions or concerns regarding your child's mealtimes at Baby Bernie's please speak with the teachers.

Menus are posted on parent bulletin board in front hall as well as near Baby Bernie's sign in sheet.

Center provided, Grade "A" pasteurized vitamin D whole milk, is available for children in the 12 to 24-month age range. Other types of milk or milk substitute can be provided, only on the written direction of the child's physician. Drinking water is offered several times daily. Juice will not be served in the infant-toddler room

Like in other classrooms, teachers model good eating habits and we encourage children at the table to try each food that is served; we also practice appropriate table manners and ask children to use "please", "thank you", "more" and "all done" either in sign-language or with words as appropriate. Teachers employ humor and friendly conversation to make mealtime a warm and enjoyable experience.

### **CACFP AND BABY BERNIE'S**

Baby Bernie's participates in the Child and Adult Food Care Program (CACFP) for more information please see page 43; if you elect to participate it will begin the first day your child attends Bernie's Place regardless of their age. Like state licensing the CACFP requires that children receive a specific amount of breastmilk/formula or food from the various food groups for each meal according to their age. For detailed menu requirements please see Appendix A. To meet the CACFP nutrition requirements, Bernie's must provide iron-fortified formula along with iron-fortified cereals and 1st and 2nd baby foods and table foods. Parents enrolled in CACFP are not required to bring any food for their child but are allowed to bring one component per meal. It is always an option to skip reimbursement for individual meals, however it is Bernie's responsibility to always meet minimum food requirements set by licensing/CACFP for every child in the classroom whether they are enrolled in the CACFP or not (see below for examples).

#### **EXAMPLE 1**

*A CACFP enrolled family provides breast milk for 7 month old who eats table food; **Bernie's** would supply all other food items for the child.*

#### **EXAMPLE 2**

*If a family brings only 7fl oz. of breast milk for their 8 month-old's breakfast, **Bernie's** will provide the infant cereal and the fruit/vegetable.*

#### **EXAMPLE 3**

*If a family brings only 8fl oz. of breast milk, 2T of fruit and 1T of iron-fortified infant cereal, Bernie's will provide an additional tablespoon of cereal or protein.*

## **SLEEPING**

Each infant has a crib and is allowed to form and follow his or her own pattern of sleeping and waking. The cribs are positioned so that teachers can easily see sleeping children and respond quickly, if needed.

As your child grows and matures, cot sleeping will be encouraged. This will assist especially in the transition from the Infant-Toddler room to the 2-year old room when that time comes.

Sheets, pillows and blankets used by cot-sleepers will be sent home in a tote bag, provided by Bernie's, for parents to launder each Friday (or on the last day their child attends) and should be returned with the child on their next day of attendance. Bernie's bags can be placed in your child's cubbies. All children have been assigned a Bernie's sheet and will be assessed a \$20.00 replacement fee if that sheet is not returned to the center. Weekly cleaning of the bedding is a state licensing regulation, which we must follow. We appreciate your assistance with this weekly chore.

## **SAFE SLEEP PRACTICES**

To promote a safe sleep environment for all infants, we employ safe sleep practices by:

- Ensuring that all infant caregivers are trained in SIDS prevention
- Always putting infants to sleep on their backs during naps
- Keeping infants heads uncovered by blankets or bedding and ensuring they are not over bundled.
- Keeping the sleep environment at a comfortable temperature for sleeping
- Using safe cribs with firm mattresses, well-fitting sheets, sleep sacks
- Keeping soft bedding, blankets, stuffed animals, and wedges out of cribs.
- Visually checking on sleeping babies often.
- Having supervised tummy time for awake babies daily.

We will require a physician's note for non-back sleepers, explaining why the baby should not use a back-sleeping position.

## **Swaddling Policy**

Teachers will only swaddle infants whose parents/guardians have informed classroom staff that this is their practice at home. Sleep sack swaddlers will be provided by the center or can be provided by parents. Teaching staff will have frequent conversations with parents

regarding the infant's ability to roll over and transitioning infants out of swaddling. Swaddling will be discontinued when infants are able to roll themselves over from back to stomach.

## DIAPERING

Parents are responsible for supplying diapers, wipes and any form of creams they wish staff to use while their child is here. Any creams that need to be applied will need to have a signed medication authorization by a parent/guardian before it is used on the child. Staff will make every effort to let parents know when they are running low on supplies and will note it on the child's daily sheet. Bernie's is happy to accommodate the use of cloth diapers for families who prefer to use them. Please discuss this with teachers in the infant room ahead of time so proper sanitary guidelines can be maintained.

## 'SHOE-FREE' ENVIRONMENT

With infants commonly on the floor, Bernie's wants to provide a clean, safe, and healthy environment in the Infant Room. We practice a "shoe-free" policy in this room. We ask that adults entering the infant room please remove their shoes or slip a pair of shoe covers over their shoes. We take this action to prevent outside contaminants from being brought into the room and spread onto the carpet, particularly during the cold weather with the snow and salt. The infants spend much of their time exploring on the floor, so it is best that these areas be kept as clean as possible.

## WHAT INFANTS AND TODDLERS SHOULD BRING TO BERNIE'S

### CLOTHING/SEASONAL ITEMS

Bernie's is a play-oriented environment. Active and sometimes messy play is going to be a part of your child's day. It is recommended that children wear comfortable, washable play clothes that are easy to move around in and OK if something spills on it! Parents are asked to bring at least one complete change of labeled clothing, including socks, onesies, shirts, pants, shorts, etc. to be left at school. *If clothing items are not labeled, it makes it extremely difficult to remember which items of clothing go to which children.* It is recommended to have more than one change of clothes here at all times.

It is also a good idea to keep a light sweater or sweatshirt in your child's cubby in case it feels a little chilly in the classroom or is chilly outside. For older infants who are walking, it is helpful if parents keep a clean pair of shoes/skid-proof slippers here at the center for your child to wear in the classroom. We are not responsible for clothing that becomes soiled or damaged.



Children who are enrolled in the colder, winter months must be properly dressed to go outside. Every child goes outside. Infants must have warm and protective clothing and toddlers need to have clothing appropriate for playing on the playground (boots, snow pants, hat, waterproof mittens).

## **BOTTLES**

Parents of infants are asked to bring 3-4 labeled bottles to be kept at the center. Bottles that have been used during the day will be sent home to be cleaned and sanitized and returned the next day. It is common practice for children age 1 year and older to drink from sippy cups instead of bottles.

## **OTHER ITEMS**

Children are welcome to bring comfort items from home such as pacifiers, blankets, "lovies", etc. as long as they are labeled and fit in the child's cubby. We do not allow violent toys or other weapons at Bernie's. All washable items will be sent home weekly to be cleaned at home.

Infants who use pacifiers will have them on an as-needed basis throughout their day. Children older than 1 who use them will have a pacifier **only** at nap time. Toddlers will not be allowed to walk around the classroom with a pacifier during the day for the following reasons: it is not healthy for a child to pick up a pacifier off the floor once dropped and put back into their mouth; another child may put someone else's pacifier in their mouth; it is difficult to understand a child who is trying to talk with one in his/her mouth; and, the muscles in their mouth and tongue need to learn how to work when talking without a pacifier in it.

## **INFANT AND TODDLER DEVELOPMENTAL OCCURRENCES**

### **SEPARATION ANXIETY**

Every child is unique and they all respond to separations differently. Parents should be aware; however, that children take their cues from them. When a parent feels good and responds positively to dropping their child off, the child will sense this. The following is a list of things to do that can help the separation process go smoother for both you and your child.

These helpful hints can be applied from the youngest of babies to the oldest of preschoolers.

- **Talk to your child ahead of time.**  
Let them know what is going to happen, such as "Today is a school day!"
  
- **Talk with your child's teacher daily and establish a friendly relationship.**

This helps when you may have to give your child to her at drop off and the more comfortable you are, the better your child will respond. You can help your child begin to settle by offering a toy or read a book.

➤ **Say your good-byes to the child and then leave. Make the departure definite.**

Depending on your child, he or she can get mixed signals from a parent who hangs around for too long or from ones who go and then turn around and come back. On the other hand, it is never best to simply sneak away from your child without saying good-bye. Telling your child good bye, helps your child understand that you are leaving and you will see him later. Sometimes it is helpful for a parent to get into a routine as to saying the same thing every drop off, like "I'm going to work now. Have a great day at school. I love you very much and I'll see you later. Good-bye." Children become comfortable with routine and life becomes somewhat predictable for them. When a child sees their parent departing positively, and then discovers that every day they do come back, separations become easier and a trust is built between the parent and child and makes him/her feel comfortable and good about being in school.

This last one may be a difficult one to do for a parent. If your child begins to cry while you are leaving, please don't turn around and come back. It is a natural reaction for many parents to immediately want to go back to comfort their child when they are distressed. Of course, the teachers are sensitive to that. However, coming back to ease a crying child will not make the separation any easier when a parent really has to leave; in fact, it may be harder for your child the second time around. After you leave, feel free to call us to check on your child. It is typical for children to regain their composure and get into their daily routine shortly after mom or dad leaves. Sometimes children who have had easy drop-offs for the first week or two may suddenly start to become upset at their parents' departure. This is a typical reaction in a group care setting. Then, usually, children become accustomed to the idea of coming to school every day or every week. Providing continuity of care will also be helpful as your child will have a consistent caregiver and group of friends for a long period of time. Having this provides for a very trusting and predictable environment for your child.

### **BITING**

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

Toddlers bite other toddlers for many different reasons. A child might be teething or overly tired and frustrated. He or she might be experimenting or trying to get the attention of the teacher or his peers. Toddlers have poor verbal skills and are impulsive without a lot of self-control. Sometimes biting occurs for no apparent reason. We will encourage the children

to “use words” if they become angry or frustrated. The staff members will maintain a close and constant supervision of the children at all times.

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

- The biting will be interrupted with a firm “no. . .we don’t bite people!”
- Staff will stay calm and will not overreact.
- The bitten child will be comforted.
- Staff will remove the biter from the situation. The biter will be given something to do that is satisfying.
- The bitten child will be given appropriate first aid.
- The parents of both children will receive notification of the biting incident, while maintaining the confidentiality of all involved.
- The bitten area should continue to be observed by parents and staff for signs of infection.

If biting continues, staff will meet to discuss a strategy for changing the behavior. Charting, shadowing and conferencing with parents will help in the strategy for change.

## 2-YEAR OLD ROOM SPECIFICS (THE EVERGREEN ROOM)

### CURRICULUM PLANNING FOR TWO YEAR OLDS

The curriculum for two year olds involves everything that happens to the child throughout the day. Responsive caregiving is the key component to setting up a safe and secure environment and trusting relationships. Everything that a child experiences is a learning opportunity. For example, diaper changes are perfect opportunities for learning experiences: language; singing gently to a child; showing gentle touches letting the child know that this is not a hurried or rushes experience and that they are valued and precious individuals. Throughout the day, teachers will take advantage of these caregiving experiences that are so important in the early years of life and turn them into meaningful and positive experiences for a child’s healthy development.

Along with the individual caregiving moments, teachers will also plan and organize their environments to provide experiences which enhance motor development — reaching, grasping, crawling in and out, throwing, pulling; cognitive development — object permanence, cause and effect experiences, language, listening and responding to sounds and voices, and

problem solving; social development — playing among others, positive peer interactions, and expressing emotions towards others.

Planning for two year olds does not necessarily involve “lessons”, but rather opportunities for experiences that as individuals they can make the most out of. When teachers organize materials for the room, they take into account children’s individual differences along with their knowledge of child development. Planning is based on observations of the children using their interests, their new skills, and their reactions to materials. As the children grow and change, the teachers change the classroom environment. They may put out more challenging climbing equipment or add a building area with different toys. A classroom may look very different at the end of a semester than it did at the beginning!

## 2-YEAR OLD ROOM DAILY SCHEDULE

### UPON ARRIVAL

**Please sign your child in on the attendance sheet each morning, and out each night. Write the time next to your child’s name, under the appropriate day.** In the two year old room we would like **PARENTS** to remove their child’s clip from the wall and hand it to a teacher each day. Please also get it from your child’s teacher and return it to the wall at the end of each day.

### SLEEPING

Two year olds will sleep on cots at naptime. Sheets, pillows and blankets will be sent home in a tote bag, provided by Bernie’s, for parents to launder each Friday (or on the last day their child attends) and should be returned with the child on their next day of attendance. Bernie’s bags can be placed in your child’s cubbies. All children have been assigned a Bernie’s sheet and will be assessed a \$20.00 replacement fee if that sheet is not returned to the center. Weekly cleaning of the bedding is a state licensing regulation, which we must follow. We appreciate your assistance with this weekly chore. Our classroom will follow Safe Sleep Practices for any child under the age of two. (See Infant/Toddler handbook)

### DIAPERING

Parents are responsible for supplying diapers, wipes and any form of creams they wish staff to use while their child is here. Any creams that need to be applied will need to have a signed medication authorization by a parent/guardian before it is used on the child. Staff will make every effort to let parents know when they are running low on supplies and will note it on the child’s daily sheet. Bernie’s is happy to accommodate the use of cloth diapers for families who prefer to use them. Please discuss this with teachers in the Evergreen room ahead of time so proper sanitary guidelines can be maintained.

## WHAT 2 YEAR OLDS SHOULD BRING TO BERNIE'S

### CLOTHING/SEASONAL ITEMS

Bernie's is a play-oriented environment. Active and sometimes messy play is going to be a part of your child's day. It is recommended that children wear comfortable, washable play clothes that are easy to move around in and OK if something spills on it! Parents are asked to bring at least one complete change of labeled clothing, including socks, shirts, pants, shorts, etc. to be left at school. *If clothing items are not labeled, it makes it extremely difficult to remember which items of clothing go to which children.* It is recommended to have more than one change of clothes here at all times.

It is also a good idea to keep a light sweater or sweatshirt in your child's cubby in case it feels a little chilly in the classroom or is chilly outside. We are not responsible for clothing that becomes soiled or damaged.

Children who are enrolled in the colder, winter months must be properly dressed to go outside. Every child goes outside. Infants must have warm and protective clothing and toddlers need to have clothing appropriate for playing on the playground (boots, snow pants, hat, waterproof mittens).

### OTHER ITEMS

Children are welcome to bring comfort items from home such as pacifiers, blankets, "lovies", etc. as long as they are labeled and fit in the child's cubby. We do not allow violent toys or other weapons at Bernie's. All washable items will be sent home weekly to be cleaned at home.

Children who use a pacifier will have one only at nap time. Toddlers will not be allowed to walk around the classroom with a pacifier during the day for the following reasons: it is not healthy for a child to pick up a pacifier off the floor once dropped and put back into their mouth; another child may put someone else's pacifier in their mouth; it is difficult to understand a child who is trying to talk with one in his/her mouth; and, the muscles in their mouth and tongue need to learn how to work when talking without a pacifier in it.

In the winter, boots and wet shoes will need to be removed before entering the classroom. Please bring an extra pair of shoes or slippers to wear inside. They can be left in your child's cubby if you like. We go out all year round, 10am and 3pm, weather permitting, so please supply weather appropriate outdoor clothing all year.

### 2-YEAR OLD DEVELOPMENTAL OCCURRENCES

## Separation Anxiety

Every child is unique and they all respond to separations differently. Parents should be aware; however, that children take their cues from them. There are several helpful hints listed on pages 22-23.

## Biting

Biting is a natural developmental stage that many children go through. It is usually a temporary condition that is most common between thirteen and twenty-four months of age. For more information, see our more detailed section on this on pages 24-25

## PRE-K ROOM SPECIFICS (THE OAK ROOM AND MAPLE ROOM)

For decades, Bernie's has delivered an excellent 4-year old kindergarten education program. Since 2011, we are pleased to provide the 4K early childhood education through the Madison Metropolitan School District (MMSD). The 4K program at Bernie's Place offer a total of 437 hours, Monday through Friday from 9:00 to 11:40 (with a 2-week winter break). In addition, our programming goes beyond the minimum required by the MMSD contract. If you wish to enroll your child specifically in the Bernie's 4K program, please contact our center director in early January each year. Once you have secured a spot for your child, formally enroll with the MMSD during their February open enrollment.

## PRE-K DAILY SCHEDULE

### UPON ARRIVAL

**Please sign your child in on the attendance sheet each morning, and out each night. Write the time next to your child's name, under the appropriate day.** In the Pre-K room, we would like **STUDENTS** to remove their clip from the wall and hand it to a teacher each day. Please also permit them to get it from your child's teacher and return it to the wall at the end of each day.

### SLEEPING

Sheets, pillows and blankets will be sent home in a tote bag, provided by Bernie's, for parents to launder each Friday (or on the last day their child attends) and should be returned with the child on their next day of attendance. Bernie's bags can be placed in your child's cubbies. All children have been assigned a Bernie's sheet and will be assessed a \$20.00 replacement fee if that sheet is not returned to the center. Weekly cleaning of the bedding is a state licensing regulation, which we must follow. We appreciate your assistance with this weekly chore.

7:00-8:50      Arrival Time, Free Choice Activities

8:50-9:00	Clean Up Time and Transition to Home Bases (Oak Room and Maple Room)
9:00-9:15	Story and Calendar Time
9:15-9:45	Breakfast and Bathroom
9:45-11:00	Small Group Time/Free Play
11:00-11:40	Outside Free Choice Time (weather pending) Transition to Nap (Oak Room) and Rest (Maple Room) for lunch
11:45-12:15	Washing Hands and Lunch
12:15-12:30	Oak Room: Bathroom and Books Maple Room: Free Play
12:30-2:40	Oak Room: Nap Time, waking up, Learning Centered Free Choice Time
12:30-2:40	Maple Room: 12:30-1:00 The Amy Show 1:30-1:40 Rest Time 1:45-2:45 Learning Centered Free Choice Time
2:45-3:15	Afternoon Snack
3:15-3:45	Bathroom and Indoor Free Choice Time
3:45-5:00	Outside Time
5:00-5:45	Inside Free Choice Time and Getting Ready to go Home
5:45	Center Closed

## DETAILED BREAKDOWN OF PRE-K SCHEDULE ACTIVITIES

### 7:00-8:50 Arrival time

One of our main efforts during this time period is to welcome the children to the center, and to help them make the transition from home and their parents to the people and spaces of Bernie's Place. Teachers make a point of greeting each child and their parents, and of being available (briefly) to hear any special information parents need to share.

During this time the numbers of teachers and children are gradually increasing. This is a free choice time. After children have put away their coats or other belongings, they can get involved in a variety of activities that are available. Some children develop routines with their parents such as reading a short book, cuddling in the soft room, and saying goodbye at the waving window. Other children move quickly to a teacher as their support for getting involved in the day's activities. Still other children move directly to their friends or favorite activities.

Sometimes, transitions from parents can be hard. Our teachers are skilled at supporting kids through a hard separation. If separation becomes difficult, teachers and parents can meet to understand the source of the problem and work on alternative strategies.

Since this is a free choice time, children can move from one activity or place to another. As more children enter, we often make the upstairs or outside available for more active play.

### **8:50-9:00 Clean Up Time**

We try to promote the idea that we all share in the responsibility for keeping Bernie's place clean. It is our expectation that individual children are responsible for putting away a game or activity, unless someone else wants to use it right away. At general clean up time like this, we try to reinforce the idea that everyone should put something away. After cleaning up, children and their teachers separate into their home base room.

### **9:00-9:15 Story and Calendar Time**

We expect that all children who are attending the morning session will be here for Story and Calendar time. It usually begins with a song, followed by a look at the calendar and a check on the weather. Many times more music or a rhythm activity is incorporated. Kitchen helpers are selected who will have the choice of setting tables at lunchtime. We end with a favorite story.

### **9:15-10:45 Breakfast and Small Group Time**

After washing their hands, the children sit at their own small group table. In addition to its nutritional aspect, breakfast provides a time for the group members to check in on one another. It's a time for teachers to make some contact and recognition of each child, and to share a bit of what will be happening in the group that day.

Our small groups are one of the primary instruments of our educational program. While we do operate with educational opportunities being available throughout the day as children interact freely without planned environment, it is the small group time where more teacher-initiated activities and coordinated planned experiences take place. In these groups, we use a low teacher child ratio (1:6), homogenous age grouping, and continuity of teacher interaction to create situations where long-term goals can be implemented and evaluated.



The first task of a small group is to find what they have to do to live together as a group, and to develop the trust, consideration and sense of belonging that we hope will characterize these groups.

Our small groups strive for continuity, variety and developmentally appropriate experiences. They are also flexible and respond to the needs and interests of the group. Good teachers know when to forego a planned lesson and accommodate the desires of the children. They also know when to focus, encourage and limit a child's participation. The content of the planned small group activities covers a wide range. A possible, though not necessarily typical, sequence of small group activities might be as follows:

One day a group might use the art area to make full body outlines of themselves on paper, drawing in their faces, clothing, hair, etc., and comment in a discussion about what each person looks like. The next day, they might again focus on what each person looks like. The next day they might again focus on what each person looks like and observe and record variations in height, weight, hair texture and skin color. The teacher might help them understand why people have different color skin, and might show them on a map or globe where different racial groups originate. The talk of differences and different people might lead to a trip to the State Historical Society Museum to see how people lived in the past. Another day, the group might do a cooking project focused on which ingredients are typically eaten by different people. Kids would also have had hands on work measuring, stirring and adding the different ingredients. Teachers always help kids cope with waiting, and try to support the development of the child's trust that they will get a turn, that their wishes will be heard, and that they themselves will be valued.

#### **10:45-11:45 Outside Free Choice Time**

At this time all indoor activities are cleaned up reuniting all children on the playground. Children can choose from the many activities included in the outdoor playground. They can run, jump, swing with friends or by themselves. There are many free spaces where children can use their imaginations to make it into anything they wish. Children can use the playground at any time of the year excluding days which are too cold, or wet for us to safely be outside. In the summer they can ride bikes and play in the garden, and in the winter they can go hill sliding. On days we experience inclement weather, we remain indoors for gross motor play. Other classroom spaces may be opened to allow diversity.

#### **11:45-12:15 Lunch**

Hot, nutritious, vegetarian meals are served "family style" with six or seven children sitting at a table with a teacher. A pleasant, relaxed atmosphere is provided for meals where the children can learn about and enjoy the foods being served. Parents can even join us for lunch with advanced notice.

#### **12:15-2:30 Oak Room Group: Nap Time and Rest**

Children who regularly take naps in the afternoon eat together in the soft room. For consistency, children eat with the same teacher every day. At the completion of lunch, children begin the transition to nap time. All children use the restroom, choose books, locate their favorite blanket or soft toy, and snuggle into their cot. A story tape is played once children are lying down. Backs are rubbed, soft music is played, and children can fall asleep on their own or with assistance.

As some children develop, parents may request their child take shorter naps. Teachers will support children through these transitions and inform parents of any issues. Some children wake up slowly and need gentle understanding treatment – and sometimes a change of clothes.

**12:15-1:45 Maple Room Group:**  
**12:15-12:30 – Free Choice Time**  
**12:30-1:00 – Show Time**  
**1:00-1:45 – Rest Time**

Children who no longer nap or are only enrolled for the morning program eat lunch and stay in the Maple Room. They sit where they want, seeking out favorite friends or teachers. As children finish eating, they clear their dishes, wash their hands and face, and again have free choice time.

When clean-up is called, all children move to sit down for the Amy Show. This is a chance to sing, create songs, and share a story. Parents soon arrive to take their children home, those who remain use the restroom, choose books, find their favorite blanket or soft toy and settle onto their mats.

At rest time story tapes are played while children look at books. The emphasis is on resting, but some children do sleep. Parents should communicate with the teachers about the length their child should be allowed to sleep. Children will put books and rest items away at the conclusion of rest time.

**1:45-2:45 Learning Centered Free Choice Time**

With some children sleeping, learning centers focus on those children who are awake. Attention is given to games, puzzles, discovery and art activities that challenge any child's skills. Children will be in mixed age groups at this time. As younger children wake up, they come down and enjoy the activities. Choices of activities will be encouraged with indoor and outdoor options available.

**2:45-3:15 Afternoon Snack**

Children sit with their small group for this snack time. Again these are mixed age groups with the same teacher and at the same table for consistency.

### 3:15-5:45 Free Choice Time – Inside and Outside/Getting Ready to go Home

Once again we offer choices to children as they can choose between indoor and outdoor activities at this time. During this time, parents come to pick up their children. Teachers try to share with parents any significant happenings their child had that day or answer any questions parents may have.

### WHAT SHOULD PRE-K CHILDREN BRING TO BERNIE'S

Bernie's is a play-oriented environment. Children in our Pre-K program love to engage with their indoor and outdoor environments in a variety of fun, but sometimes messy ways. It is recommended that children wear comfortable, washable play clothes that are easy to move around in and OK if something spills on it! Each child should have at least one extra complete set of clothing including socks, shirts, pants, shorts, labeled with their name on it. *If clothing items are not labeled, it makes it extremely difficult to remember which items of clothing go to which children.* Any dirty clothing will be sent home with children so parents are aware of any necessary replacements from day to day.

It is also a good idea to keep a light sweater or sweatshirt in your child's cubby in case it feels a little chilly in the classroom or is chilly outside. *We are not responsible for clothing that becomes soiled or damaged.*

Children who are enrolled in the colder, winter months must be properly dressed to go outside. Every child goes outside. Infants must have warm and protective clothing and toddlers need to have clothing appropriate for playing on the playground (boots, snow pants, hat, waterproof mittens).

### BERNIE'S FACILITY-WIDE PROGRAM POLICIES

Bernie's Place is a comfortable, safe, open, and diverse environment for everyone. Our program policies reflect our understanding of children's uniqueness and varying needs. Similarly, we respect and embrace differences in all members of our community, and try to communicate that to our children. Our staff makes it a goal to ensure everyone has an enjoyable and enriching experience while at our center.

Bernie's Place responsibility is to provide quality assurance to families. Licensed by the State of Wisconsin, Bernie's operates according to criterion set by the City of Madison Accreditation for children aged 2 ½ through 6 years of age, its policies, regulations, and guidelines. License and

Certification are posted in the front hall and complete copies of regulations are available by request from the director.

## POLICY ON NON-DISCRIMINATION

Bernie's Place, Inc. does not discriminate in its admission policy for children on the basis of family structure, race, color, sex, creed, handicap, political persuasion, national origin or ancestry, or organizational membership.

## POLICY ON CONFIDENTIALITY

Through observations of children, parents and from other written materials collected at the center, staff will acquire much information about the personal lives of the families they are serving. All information gained from such sources is confidential. Such information may be shared with program staff, or other relevant community agencies, as needed for the effective work with children. Confidential information may not be shared with anyone other than the program staff, except where required by law, without the permission of the child's parents.

## POLICY ON TECHNOLOGY/SOCIAL MEDIA

Bernie's Place recognizes the benefits and challenges of using technology. The following guidelines are in place to ensure appropriate use of technological tools, and applications thereof (including but not limited to cell phones, digital cameras web pages, blogs, social media, etc.) to protect the integrity and best practices of our center.

**Photography and Images:** The goals of photos and videos within the classroom setting are to enhance learning, share experiences with peers, assist with authentic assessment of the child's development through play and activities (versus testing) and contribute to the sense of community that the children build with one another. Such images shall never be used for monetary gain by any party; nor will they be created without the signature permission of the parent who is enrolling in the program. We ask that parents understand that photograph and video images are a standard and routine occurrence within our program for assessment and educational purposes. The child's name and or identifying information will not be used in any educational use of the image.

**Social Media:** Social media for our center will include sharing information with parents via email or individual social group, individual photo files, internet presence on our website to attract new families and inform current families of events, policies, and center updates, or by student teachers who are gathering documentation for a school project. Volunteers, staff, and families are not allowed to store pictures, video or sound on their personal devices. Student teachers will be expected to immediately delete any pictures, sound, or video information

collected for class requirements at the conclusion of the class.

## POLICY ON REPORTING CHILD ABUSE AND NEGLECT

The staff of Bernie's Place is one of the professional groups mandated by the State of Wisconsin to report any known or suspected instances of child abuse and neglect. If the staff observes a child displaying signs or symptoms of child abuse or neglect, they are required by law to report their observations to the Dane County Department of Social Services or a local law enforcement agency. The law requires that the staff make such reports not only when they know that abuse has taken place, but when they observe signs or symptoms that lead them to have reasonable cause to suspect child abuse had taken place.

## PROBLEM RESOLUTION POLICY

It is our hope that problems and concerns can be dealt with in an informal way through face-to-face discussion. The staff at Bernie's Place will take the parent concerns seriously and will treat information confidentially as required by State licensing regulations. The staff may consult with individuals (such as relevant specialists) as needed. However, when information of a sensitive nature is involved, specific person(s) will not be identified without their prior consent except where required by law.

In the event that a parent becomes dissatisfied with any aspect of the operation of the center, the following steps should be taken:

1. We encourage people to solve problems directly with each other whenever possible.
2. If a satisfactory solution cannot be reached through this informal means, make an appointment with the Director to discuss the matter. The Director will meet with you in a timely fashion to discuss your concerns and will make a record of the concerns discussed and the outcome of all discussions. All records are confidential and will remain on file at the center while a child is enrolled.
3. If consultation with the Director does not yield a satisfactory solution, contact the Chair of the Board of Directors verbally or in writing and request a place on the agenda of the next monthly meeting. If the matter seems urgent and the date of the meeting seems too far away, you may ask the Chair to consider convening an emergency meeting of the Board. The Chair will inform you of the meeting date, time and place.
4. If the matter does not jeopardize the health and/or safety of children and satisfaction is still not attained after discussion with the Board, you have the right to withdraw your child with the standard notice as defined in the letter of agreement. The four-week notice to withdraw may be waived as per our policy on mutually agreed upon termination or withdrawal.
5. If the matter is of a serious nature, or if you feel that Bernie's is not addressing the issue the

issue adequately or properly, notice should be made to the State of Wisconsin Department of Children and Families, Division of Early Care and Education. 1 West Wilson Street, Room 655, Madison, WI 53708. The telephone number of this office is (608) 266-2900. You may also contact our City Accreditation Specialist at the Office of Community Services, Room 225, Madison Municipal Building, 215 Martin Luther King Jr. Blvd., PO Box 2627, Madison, WI 53701. The phone number is 266-6520.

## FIELD TRIP POLICY

### DEFINITION

Field trips are planned program excursions designed to introduce children to community resources in support of the goals of the program. There are 4 kinds of field trips:

- 1.) Small Group- Each group determines the date of a particular field trip based upon the group's schedule and theme being explored during a week. These trips are taken in the morning. Two or more groups may go together on a given trip.
- 2.) Whole Program-These events are planned as needed when it is determined that everyone can participate in the activity, e.g. Pumpkin Patch, Farm visit. (Typically PreK, sometimes including the Evergreen Room)
- 3.) Whole Program Summer-These are outings to parks and play areas planned on a designated day weekly throughout the summer.
- 4.) Spontaneous- These outings are those taken outside of normal scheduled trip times.

### NOTIFICATION

Parents will be notified of the center's schedule and the times designated for their child's small group trips, as well as for any whole center trips. Designated trip days may be changed without parent notification to facilitate sufficient adult supervision. Parents will be informed of planned trips other than these regularly scheduled ones at least 2 days in advance. Parents are hereby notified that impromptu field trips may be taken with permission of the Director or the Program Coordinator. The names of all children leaving the center on a field trip will be recorded in the field trip log along with the route to be taken and the destination. Notification may be in newsletters, center calendar, posted in the front hall, or on individual teacher's lesson plan or log.

### MEANS OF TRAVEL

Children walk, ride in a stroller, ride a city bus, or take a chartered bus with seat belts on field

trips. Children will not be transported in private cars, either those of parents or the staff. Staff will ensure close supervision and safety throughout the field trip.

### FIELD TRIP RATIOS

Two adults (age of 18 or older), at least one of which will be a regular Bernie’s Place employee, must be present for any field trip. Volunteers, substitutes or student teachers may not undertake field trips alone with children. The following ratios apply for all trips:

Children under 3	1:3 max 6 with 2 adults
Children 3-4	1:6 max 12 with 2 adults
Children 5+	1:8 max 16 with 2 adults
Mixed groups with children under 3	1:4
Mixed groups with children over 3	1:6

### TRIP REQUIREMENTS

All children on field trips must wear a bandana or t-shirt to identify them as a Bernie’s Place child. Bernie’s bandanas and t-shirts will be marked with the center phone number. The staff person in charge must bring along first aid supplies, cell phone, contact telephone numbers for parents, and medical treatment preferences for each child on the trip.

### PARENT PERMISSION

Parents will be asked to sign permission forms for their children to go on field trips in accordance with the Bernie’s Place Field Trip Policy. If parents do not give permission for their children to go on field trips, they will have to make arrangements to care for those children when alternative arrangements at the center cannot be made.

### STAFF GUIDELINES

During orientation of new staff, field trip rules are reviewed.

### FIELD TRIP SAFETY CHECKLIST

This form is completed before each outing is taken.

## PARENT INVOLVEMENT POLICY

Parent involvement in various aspects of the program at Bernie's Place is an essential element of the quality of our early childhood program. Parents are strongly encouraged to become involved in life at Bernie's. Parent participation can include serving on the Board of Directors, serving on a Hiring Committee, or assisting with other committees involved in planning social events, fundraising and environmental maintenance indoors and outdoors at Bernie's Place. Parents are encouraged to participate in Back-to-School night, held in August, in individual parent-teacher consultations held each fall and spring, and scheduled social functions throughout the year. Parents are always welcome to visit Bernie's, and to take part in the daily activities for shorter or longer periods of time and perhaps sample one of our delicious meals.

### DECISION MAKING/GOVERNANCE

#### BY-LAWS.

Policies of the Board of Directors and the governance of Bernie's Place are stated in detail in the By-Laws. Copies may be obtained from the Director or the Board Chair.

#### BOARD COMPOSITION.

The Board of Directors is represented by parents, staff and The Office of Childcare and Family Resources. The 6 parent officers include: Chair, Chair-Elect, Parent Liaison, 2 Co-Treasurers, and Fundraising/Marketing Coordinator and Social Coordinator. Other members of the Board include one staff representative and the Director. Additional members of the board could include a community or campus representative. The director is a permanent member. Other board members are elected for one or two-year terms by the group they represent.

#### BOARD ELECTIONS.

The annual elections will be held in October and May. Parents are strongly encouraged to nominate themselves for election to the Board by writing a short statement about themselves and their interest in being on the Board. A list of candidates and their statements are distributed to each family. Each parent can vote for 1 candidate for each open position during each bi-annual election.

#### BOARD MEETINGS.

The agenda for Board meetings and the minutes are posted in the front hall. Every attempt is made to circulate by e-mail all agendas and minutes of open board meetings to current parents. Meetings take place at least once a month on the third floor at Bernie's at varied times. Parents are very welcome to attend any open Board meeting.

#### Interest Based Bargaining



Board members meet annually with staff members to engage in Interest Based Bargaining (IBB). This process is typically held on weekends for 2-3 hours and is designed to open negotiation discussions for the Collective Bargaining Agreement with our unionized staff members.

#### CLOSED MEETINGS

Board meetings are generally open. The location of meetings will be announced in advance and visitors will be made to feel welcome. However, the Board may meet in a closed session to discuss issues of a sensitive nature related to a staff member, family, child, or center operations. All but board members may be excluded from the closed portion of the meeting.

The decisions to close a meeting will be made by the Board chair, in consultation with the Director, where appropriate. In all cases, the center will follow State licensing requirements concerning the protection of confidentiality of families and children and will follow center personnel policies concerning discussion of individual staff members.

Examples of sensitive issues that may warrant closed meetings include, but are not limited to:

- Personnel issues
- Deliberations and negotiations requiring closed session involving purchases, investments, rentals, or other contracts, or contract negotiations
- Legal consultations
- Preliminary consideration or investigation of charges which, if discussed in public, would be likely to have a substantial adverse effect upon the person or investigation

Separate minutes of the closed meetings will be recorded and, if necessary to protect confidentiality, will be sealed. A report of the final decision shall be made a part of the permanent records of Bernie's Place, Inc. and worded to preserve confidentiality as needed.

#### HIRING COMMITTEE

Staff vacancies are filled by decisions of the Hiring Committee, which typically has parent and staff representation. Notices of the need to form a Hiring Committee are sent to all parents and those interested in serving are asked to serve.

#### AD HOC COMMITTEES.

Ad Hoc Committees are formed as needed and parents are invited to involve themselves to the degree they can. Notices of the need to form an Ad Hoc Committee are sent to all parents and those interested in serving are asked to serve. Some committees could be to help organize a potluck or a fundraising event, sewing curtains or putting up a shelf, sweeping the playground, or taking part in a program evaluation.

**PROGRAM PARTICIPATION.**

Parents are encouraged to visit the center and to help work with children using materials, activities and projects of the program. We strongly encourage parents to share any interests or skills they may have. We are especially interested in having parents share some aspects of their cultural background or talents (e.g. music) with the children and staff of the center.

**PARENT WORK DAYS/ENVIRONMENTAL MAINTENANCE.**

We need parent help to keep up with the cleaning, repairing, painting and construction tasks that our physical environment requires. Parent Work Days are held regularly, usually one Saturday during the fall and one in the spring. Notices of time and projects planned are posted in advance. All parents are urged to give a few hours of their time to these essential maintenance efforts. Though summer is a busy time for many families, there may be a need to schedule a summer parent workday to meet special program needs.

**PROGRAM EVALUATION.**

Parent/Staff Program evaluation is done annually in conjunction with the Director evaluation. The purpose is to evaluate and identify areas of improvement for the curriculum, direct service, client satisfaction, plus the physical space and its use. Board, staff members, and parents are all engaged in this annual process. The evaluation forms are processed by the Board or a special committee and a summary of the evaluation with appropriate action plans is made available to all parents, staff, and board for implementation.

**DIRECTOR EVALUATION.**

The annual Director evaluation is done by Parents, Staff and the Board. Each group fills out separate forms rating the performance of the Director. In addition, everybody is encouraged to write individual comments. The forms are tallied and a summary of the evaluation is written by the Board Chair Elect. The summary is discussed with the Director by the Board Chair and Chair Elect.

## CHILD GUIDANCE POLICY

The staff at Bernie's Place is committed to respecting children as developing human beings and to have a thorough understanding of a child's developmental characteristics, needs and limitations. From this understanding comes a realistic set of expectations for what is acceptable and what is unacceptable behavior of young children. Bernie's Place is committed to a positive approach towards guidance that does not support corporal punishment such as; verbal abuse, spanking, hitting or threatening the child in any way that is frightening or humiliating.

Adults who can discipline children at Bernie's Place include the regular staff: director, teachers, the nutritionist, and substitute teachers. Responses to unacceptable behavior depend on the

individual child and the overall situation. The staff at Bernie's will observe situations, providing positive guidance, redirection, and the setting of clear limits for all children. Short, time-out periods may be used to provide a child time to calm down. Children under the age of three will not be given a time-out.

## CHILD RELEASE POLICY

The parent is asked to record arrival and departure times on the attendance sheet provided in the classroom each day of attendance. In addition, each child has been assigned a name clip, which follows the child throughout the program day. This clip system is part of our child tracking system. Please find your child's clip and deliver it to an on duty teacher when your child arrives, returning the clip to the front of the room at the end of your child's day.

Children will only be released to the persons listed on the original enrollment form and the emergency cards used in our program. On the proper enrollment form, parents may also indicate persons who may not pick up a child. Please make necessary changes throughout the year with the Director.

## VIOLENCE/VIOLENT PLAY POLICY

Our staff is concerned about the level of violent play among children. No guns of any type or other weapons may be brought to or built at Bernie's, even as a part of a costume. We will not allow violent/rough play or pretend fighting and attack games at our center.

Children will be given the message through our words and actions that Bernie's is a safe place for a child to be. A major emphasis will be placed on re-direction of violent play. Children have a need to feel powerful and successful in their environment and in their interactions with other. We will work to fulfill this need by providing direction to and encouragement of imaginative play activities. Games such as rescue, space explores, fire fighters, sailors, mountain climbers, traffic and other police persons, pilots and many others will be planned for and encouraged.

## CHILDREN AND SEXUALITY POLICY

At Bernie's Place we believe it is natural for children to be interested in their own sexuality and curious about the human body. In our culture, children get many messages that their interest in sexuality is wrong and must be hidden from others, particularly from adults. We will try to affirm to children that their interest in sexuality and the human body is healthy, normal and totally acceptable.

We will encourage children to use biological terms when talking about the human body, to explore only their own bodies and to ask questions if they are so inclined. When sexual exploration does happen, teachers will monitor each situation in an unobtrusive way to ensure

that all children are feeling comfortable with the situation. We understand that some children enjoy being naked, but for sanitary reasons, we will ask that children wear at least underwear.

## HOLIDAYS/RELIGIOUS ISSUES POLICY

At Bernie’s Place, we value diversity and welcome families of all cultures, faiths, and beliefs. We do not, however, consider that it is our role to teach religion or religious practices. We will foster a multicultural approach to holidays. We will, when appropriate, examine cultural traditions for any holiday. We will not teach religious values and/or concepts linked to those traditions.

## SPECIAL EVENTS POLICY (HAPPY LAST DAYS, BIRTHDAYS, ETC)

If you wish to provide a birthday or happy last day treat to be served during one of our meals, we request that you prearrange this with the food program coordinator. There are many children and adults who have special dietary needs. The food program coordinator must make certain that foods are safe for all to enjoy. If food items are brought into the program without prior discussion with the food program coordinator, the food item may not be served. Please refer to our nutritional policies section for suggestion and additional information.

An alternative, or in addition to the edible contribution, it may be fun to consider a birthday gift to Bernie’s. This encourages children to think about giving as well as receiving. The gift may be a material object or it could be a service project. Below are some examples of both material and service type gifts:

### Service Gifts

- parent and child share a favorite story with the other children
- parent and child share a project with small group
- parent and child working together at a work day
- parent and child sharing a family tradition or holiday
- parent and child making something for Bernie’s

### Material Gifts

*puzzle	*book	*game	*sand toy	*tape/CD
*dress-up clothes	*old jewelry	*wood scraps	*sea shells	

\*art supplies      \*musical instruments   \*stones      \*plants

Please talk with your child's teacher about any of these ideas and please check out our Bernie's Branch in our entrance way which holds requests for specific items teachers are looking for. Additional ideas are always welcome.

## NUTRITION, HEALTH, AND SAFETY POLICIES

At Bernie's we value the nutrition, health, and safety of our children. We believe that learning about healthy eating habits and behavior at an early age will guide them towards a healthy lifestyle in the future. Similarly, we want to ensure the safety of our children in cases of illness or emergency. Bernie's is a safe, comfortable, healthy environment for our children, and our policies reflect that.

### NUTRITION POLICY

#### DIETARY FOCUS

Because of our growing awareness of health hazards to be found in much of our foods, and the importance of an ecologically sound diet, we will follow a food program based upon modern principles of nutrition which emphasizes whole and natural foods and a vegetarian orientation toward meal planning. Our goal is to introduce children to foods prepared in an appealing and healthy manner, to provide more of our essential nutrients, and avoid harmful chemical additives used in so many of our processed foods.

#### USDA CHILD CARE FOOD PROGRAM

Bernie's Place is a participant in the Child and Adult Care Food Program (CACFP), a federal program of the Food and Nutrition Service, U. S. Department of Agriculture (USDA). The CACFP gives financial assistance to childcare institutions providing licensed day care throughout the state. The goal of the program is to improve the diets of young children and increase the opportunity for children to eat a variety of nutritious foods. The meals and snacks served meet standards set by USDA. Children enrolled at Bernie's Place are served meals at no separate charge. The U. S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, protected genetic information in employment or in any program or activity conducted or funded by the Department. If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or call

(866)632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at US Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or fax (202)690-7442 or email at <program.intake@usda.gov>. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Upon enrollment and each fall thereafter, each family will be given an application form for participation in the CACFP. As this is the sole funding source for our food program, we ask that each family completes this form and returns it to the center in a timely fashion. The information on this application form is confidential and is treated as such.

#### EATING WITH CHILDREN

Staff members who are working during mealtimes will eat with children and encourage a pleasant, relaxed atmosphere where the children can learn about and enjoy the foods being served. In planning meals we will take into account cultural diversity of the children enrolled in the center and incorporates menu items that reflect the cultural and ethnic preferences of the community.

Children are encouraged to try the foods at meals and snack but will never be forced to eat or try certain foods, nor will food be used as either a punishment or a reward. Children who choose to leave the table or who choose not to eat at mealtime will have to live with the consequences; food is served at mealtimes, not on demand.

To a reasonable degree, we will be flexible in responding to the special dietary needs of individual children. Because of limited time and resources it may not always be possible for us to meet every special dietary need or preference. In such situations parents may have to supply the special foods required, or make some arrangement that does not place unreasonable demand on the food service staff.

#### BIRTHDAYS AND HAPPY LAST DAYS AT BERNIE'S

In celebration of children's birthdays, parents often would like to bring a treat to share. Children enjoy choosing their favorite fruit to share. Bernie's asks that treats be LOW OR NO SUGAR AND NON-CHOCOLATE. This request concurs with Bernie's philosophy of healthful food. If you choose to bring a treat other than fruit, please let the food program coordinator know at the beginning of the week of the child's special day. The celebration occurs at the noon meal at which time a song is sung and the treat could be shared. Parents are invited to come and share lunch with their child. In the event of multiple celebrations, treats can also be served at breakfast or snack.

## HEALTH POLICIES

It is the policy of Bernie's Place, Inc. to promote the good health of the children and staff of the program by adhering to the following policy standards:

### PHYSICAL EXAMINATIONS/IMMUNIZATIONS

Each child must have a physical exam neither more than 6 months prior to nor more than 30 days after admission to the center. This physical must include current immunization (shot) records, must be recorded on the children's medical form provided by the Director, and must be signed and dated by a licensed practitioner.

Immunizations must be kept up to date in accordance with state law. Children under 2 years of age should refer to the Daycare Immunization Record for guidance (DPH 4192). By two years of age, children in daycare are required to have 1 MMR, 1 Varicella, 3 Polio, 3 HIB, 3 PCV, 3 HepB, and 4 DPT immunizations. These are minimum requirements. Children whose immunizations are not current will not be admitted or allowed to attend the center. A written statement must be on file for any child who has medical personal or religious exemptions.

The medical report is an important point of reference for Bernie's Place. Please be sure you include any information about health problems as well as information on food and/or drug allergies.

### WHAT SHOULD I DO IF MY CHILD IS SICK?

**\*\*\*NO child should be brought to school when there are signs of a communicable illness or your child is too sick or uncomfortable to participate in regular center activities.\*\*\***

Each child will be observed upon arrival by teachers for signs of illness or discomfort.

If a child develops any of the following symptoms, s/he will be isolated from the other children and parents will be contacted and asked to pick up their child. Parents are asked to plan ahead for such an emergency and to be prompt in picking up their child when ill:

1. Suspected signs of communicable illness
2. Diarrhea, nausea, vomiting
3. Discharge from ears or eyes, inflamed tissues around eyes/ears
4. Any rash or skin sore that appears communicable
5. Temperature of more than 100 degrees Fahrenheit (auxiliary) within the last 24 hours
6. Specific health complaints such as severe headaches, asthma or wheezing, sore throat or ears
7. Any condition or general malaise that prevents the child from participating fully in the group situation

CONTAGIOUS ILLNESS

Parents and staff must notify the center immediately when a communicable illness, other than a cold, has been diagnosed so that we can be aware of other children or staff coming down with the same thing. Parents will be notified if there is a communicable disease going around the center. Any information/recommendation given to the center by its health consultants will be made available.

Some illnesses are highly contagious and may be subject to State Public Health laws. If a child is diagnosed with communicable/reportable disease (see list below), the City of Madison Health Department will be notified.

Rules and regulations for return to Bernie’s Place are as follows:

<b>5<sup>th</sup>s Disease</b>	Fever free for 24 hours
<b>Chicken Pox</b>	All pox scabbed over and dry
<b>Conjunctivitis or “pink eye”</b>	Puss is gone and on medication for at least 24 hours
<b><u>Coxsackie or “hand, foot and mouth”</u></b>	<u>Fever free for 24 hours*</u>
<b><u>Diarrhea (not bloody)</u></b>	<u>No diarrhea for at least 24 hours</u>
<b><u>Diarrhea (bloody)</u></b>	<u>Until diarrhea is resolved and stool culture is negative</u>
<b><u>Fever</u></b>	<u>Fever free for at least 24 hours without the aid of a fever reducing agent/medication*</u>
<b><u>H1N1</u></b>	<u>Fever free for 24 hours and no other symptoms (usually 3-5 days)*</u>
<b><u>Hepatitis A and E</u></b>	<u>Excluded for 7 days from the onset of symptoms</u>
<b><u>Impetigo</u></b>	<u>24 hours after beginning medication</u>
<b><u>Lice</u></b>	<u>Nit free</u>
<b><u>Measles</u></b>	<u>Excluded from 6 days after the onset of the rash</u>
<b><u>Meningitis</u></b>	<u>Excluded until physician’s consent</u>
<b><u>Mumps</u></b>	<u>Excluded for 9 days after onset of swelling</u>
<b><u>Ring Worm</u></b>	<u>24 hours after beginning medication</u>



<u>Roseola</u>	<u>Fever free for 24 hours</u>
<u>Scabies</u>	<u>After treatment of child and environment</u>
<u>Strep throat</u>	<u>On medication for at least 24 hours</u>
<u>Tuberculosis</u>	<u>Excluded until health department gives consent</u>
<u>Vomiting</u>	<u>No vomiting for 24 hours</u>
<u>Whooping Cough</u>	<u>Excluded for 5 days after medication has begun</u>
	<u>Excluded for 3 weeks if no medication is given</u>

Children with **cold sores** will not be excluded unless accompanied by fever and/or uncontrolled drooling.

#### WHEN CAN MY CHILD RETURN TO BERNIE'S AFTER AN ILLNESS?

Children with communicable diseases will need to be on treatment for required amount of time and able to participate so as not to compromise the ability for staff to care for the health and safety of other children in the group. After your child has been out sick, please come in or call to discuss your child's illness and current state of health so the center can decide whether s/he is ready to return to group care. In certain situations, the center may require a statement of health from your child's physician.

#### EMERGENCY INFORMATION

Parents must provide current emergency information for their child that states how each parent and another responsible adult can be reached at all times in the event of an emergency. Each parent is also asked to declare a preferred doctor and hospital and supply the address and phone number of these facilities. PARENTS SHOULD REPORT IMMEDIATELY ANY CHANGE OF ADDRESS, PHONE, AND OR PLACE OF EMPLOYMENT TO THE CENTER.

#### MEDICATION

We do not object to giving prescription or over the counter medications as long as the child is well enough to fully participate in center activities and giving the medicine does not interfere with the daily schedule.

When a child needs medication administered at the center, the parent must observe the following rules:

- Fill out the Authorization to Administer Medication form with the following: the child's full name, birthdate, name of medication and its strength, expiration date of medication, age appropriate dosage, time and date to be administered, name of healthcare provider (for prescriptions). Please provide any manufacturer's

instructions (for prescriptions). Make sure to sign and date this form. Copies of this form are available in each room (ask a teacher if you cannot find the location). Every day that the medicine is to be given should have its own line on the form and if it is to be given more than one time daily, each time should be listed separately. Any known side effects should be noted in the special administration section of the form, including drowsiness, appetite change or increased activity level.

- Send prescription or over the counter medication in the original container **only**, with instructions on the label. The container should be labeled with your child's name. Include all written information provided by pharmacy regarding side effects, product information, etc. (Please note that Bernie's does not keep aspirin, Tylenol, or cough mixture on hand for general use).
- Parents will be responsible to take medications home at night and return some as needed.
- Refrigerated medicine must be placed in a closed container in the refrigerator and never left with a child, in a child's cubby, or among their personal items. Non-Refrigerated medications must be placed in the closed and locked designated container and never left with a child.
- **NO MEDICATION WILL BE GIVEN UNLESS THE ABOVE GUIDELINES ARE FOLLOWED AND THE REQUEST IS UP TO DATE.**

## SERIOUS ACCIDENT OR ILLNESS PROCEDURE

If your child becomes seriously ill or seriously injured and needs immediate medical or dental attention, we will call 911 and, when possible, contact you to meet at the emergency room or clinic to which your child will be taken.

Until the arrival of a parent, the physician, or rescue squad, the Director of teacher will be in charge and make all decisions about the care of your child. The center will maintain a parent's signed consent form agreeing to emergency medical treatment. All emergency phone numbers are posted by our telephones. The staff is instructed in the procedures to follow in case of illnesses or injury.

Slight injuries at the center, or during field trips, will receive first aid from a regular staff member. The nature of the injury, time and place of occurrence, first aid steps taken, and name of staff member involved will be recorded in the- injury journal and the parents will be informed of the occurrence when they pick up the child from school. A carbon copy of the recorded injury will be given to the parent. Any injuries to the head or neck, which involves swelling, abrasions, contusions, a loosened tooth, or the presence of blood, will be promptly reported to the child's parents. The parent may then decide whether to come to Bernie's to

examine their child and decide if a visit to the doctor or hospital is needed. Any other type of injury which, in the opinion of the Director or teacher may need medical attention, will be brought to the attention of the parents promptly and parents will be expected to come to the center for their child.

### **DESIGNATED EMERGENCY MEDICAL CARE FACILITY**

In the event of an unforeseen medical emergency in which all or a large number of children at Bernie's requires medical attention, we will take the children to University Hospital. All staff members will be aware of this policy.

### **PHYSICAL EXAMINATIONS: STAFF**

All staff member, except volunteers and occasional substitutes (less than 5 consecutive days) shall have a health examination by a licensed physician not more than 6 months prior to or more than 30 days after beginning work at the center. This examination shall be reported on the appropriate state form (DCS-54) and shall be kept in the employee's personnel file. It shall certify that:

The person is free from illness detrimental to children, and is physically able to work with young children. No staff, volunteer, visitor or parent with symptoms of illness, communicable disease, or whose behavior give reasonable concern for the safety of the children may be on the premises of the center. No person with a health history of typhoid, paratyphoid, dysentery, or other diarrhea disease may work in a center until it is determined by appropriate tests that such a person is not a carrier of these diseases.

### **HYGIENE RULES**

Staff will wash hands immediately upon arriving at the center, after using the toilet, wiping nasal secretions, after coughing or sneezing in their own hands, after helping children with their toileting needs or changing clothing. Careful attention will be given to hand washing before preparing or serving food. We are aware that the key to prevention of the spread of viruses and bacteria is frequent and thorough hand washing.

Children will be supervised to ensure that their hands are properly washed upon arriving to the center, after using the toilet, wiping their noses, before and after eating, after coughing or sneezing in their hands and after playing with animals.

### **TOILETING**

Restrooms on 1<sup>st</sup> and 2<sup>nd</sup> floor have an open floor plan that allow a child easy access. Children are encouraged to be self-sufficient when using the toilet. The staff will assist a child in need

when help is expressed.

Children who are not yet toilet trained will be checked regularly for changes in diapers or wet clothing. Parents are responsible for supplying the center with disposable diapers, wipes, and extra clothing for their child. Children 18 months and older who are showing an interest at home will begin the toilet-training process when parents and teachers have communicated to each other and have made plans to assist the child. To assist a child in toilet training open communication about your toilet training techniques will help us support your efforts in toilet training when your child is at the center.

## **SAFETY POLICIES AND PROCEDURES**

All children have a right to feel safe. Weapons of any kind are prohibited from the building and playground, as are illegal substances, alcohol, and tobacco products.

### **Staffing Patterns**

As an accredited program, Bernie's Place strives to meet and exceed staffing ratios at all times. We staff each classroom with City of Madison Accreditation Standards regarding Staff-Child ratios and group sizes. Substitute teachers are used to meet ratios when they are working with our regular staff members, though volunteers, student teachers, visitors, parents, and observers are never included in any classroom ratio.

### **EMERGENCY PLANNING**

Bernie's Place has policies developed by the University of Wisconsin Police Department that ensure all children are safe in the event of an emergency. These plans contain procedures for severe weather conditions, illness/injury, missing or abducted children, bomb threats, and utility or maintenance emergencies. All staff frequently reviews the procedures and children also practice fire and severe weather drills on a regular basis so they are also familiar with the plans.

## **EMERGENCY EVACUATION**

In the event of a crisis in which off-site evacuation is necessary, Bernie's Place will relocate to UW Housing Apartment Services, 2902 Haight Street, Madison, WI 53705. An alternate site is Shorewood Elementary School, 1105 Shorewood Blvd., Madison, WI 53705. These buildings will be used in a crisis situation unless otherwise instructed by Emergency Personnel.

\*The center will maintain names and phone numbers of four parents who are within five minutes of travel time who can be called to assist a staff person during an emergency. These names and numbers will be kept on file with the director for immediate access.

## **FIRE PROCEDURE**

Fire drills will be conducted monthly by the Bernie's staff. Children will be informed on why it is important to exit the building as quick as possible without stopping. Fire drills are done to ensure that the children can safely evacuate the building in the event of an actual fire.

## **INCLEMENT WEATHER**

Children will routinely engage in outdoor play all year long. If there is a moderate to heavy rain, harsh winds or extreme temperatures, staff determine the feasibility of outdoor play for that given time period. These determinations are made daily by staff. When outdoor conditions seem unsafe to children and adults or the conditions of the playground seem unsafe, alternative activities are offered inside the center. If the MMSD (Madison Metropolitan School District) announces a closure (due to snow for example), Bernie's Place will also be closed. If MMSD is already closed for another reason, and circumstances such as weather are severe, the director and board chair will decide and notify everyone by email if Bernie's will be closed.

## **TORNADO PROCEDURE**

During tornado season, drills are conducted so that children are familiar on what to do in the event of a tornado. Fire officials have designated the main floor restrooms to be the shelter for infants & toddlers and the basement of our building as where 2 year old and preschool children are to go when threatening weather occurs.

## **FLASH FLOOD/BLIZZARD PROCEDURE**

In the case of a flash flood or blizzard, Bernie's Place will evacuate to the offsite location determined by campus police.

**BOMB THREAT PROCEDURE**

Any bomb threat that is received will be taken seriously and treated as a real situation until proven otherwise. Bernie's Place would evacuate and relocate to the safe haven sites listed above.

**ILLNESS OR INJURY PROCEDURES**

Should a child need emergency first aid, the staff will employ first aid techniques as trained. The director will be notified and Emergency Medical Services will also be called. A designated staff member will accompany the child, should it be necessary to go to the emergency room, pediatric clinic, or hospital. This will be done per the instructions of the family member or childcare attendee. Any action taken or treatments given to the child will be documented.

**MISSING OR ABDUCTED CHILD PROCEDURE**

If a child care attendee is not accounted for at any time, the staff responsible for that child will conduct a thorough search of the premises. Should the child not be found on the premises, the police department and the child's family will be contacted.

**UTILITY/MAINTENANCE EMERGENCY PROCEDURE**

If anyone in the facility suspects a gas leak, Bernie's Place will evacuate and not be reentered until the fire department announces it as safe.

**ENROLLMENT AND FINANCIAL POLICIES AND PROCEDURES**

At Bernie's, we want to be sure that parents have a clear understanding of our enrollment process, all financial requirements, and all applicable fees. We value the relationship we have with the parents, and your involvement at Bernie's Place. Please take time to read and understand all the policies within, as they are important to you, your child, and Bernie's Place.

**ENROLLMENT POLICY**

Children from the ages of 6 weeks through 6 years are eligible for enrollment in the programs offered by this center.

In selecting participating children, Bernie's Place shall give preference to families in the following order:

1. Current families and staff at Bernie's
2. Residents of University Apartments
3. All UW-Madison students, faculty, or staff

4. UW-Madison alumni

5. Members of the public

Any current families and staff the children of University of Wisconsin-Madison students. Following this, children of University of Wisconsin-Madison faculty and staff will be accepted. In the event that children of UW-Madison students, faculty, or staff do not utilize enrollment opportunities, other applicants may be accepted.

Priority will be given to children enrolling on a full time basis. Part time enrollments will be accepted at the discretion of the Director depending upon child's age, group size and the suitability of the part time enrollment to the center's schedule, licensing capacity and FTE enrollment. There is a minimum enrollment requirement of 3 mornings or 2 full days per child so that a child is able to establish a routine at the center and teachers are able to establish a relationship with each child.

The enrollment process begins with a family entering the Bumblebee Waiting list through the University of Wisconsin Office of Childcare and Family Resources. Once it is determined that there may be an opening for your child, a center tour can be arranged for each family. This is a chance to become familiar with the building and its use and is an introduction to our program. After parents have toured and decide that Bernie's is the place for their child, a parent agreement form is completed and returned with appropriate fees. With this, a child is officially enrolled. Each child is invited for a visit to meet staff. Enrollment forms are sent to a family and the family has the ability to have their future Bernie's kid visit as many times as needed for the child and parents to feel comfortable when enrollment needs to start. Sometimes visits happen for the entire summer leading into fall enrollment and other times a child visits once and is ready. We let families determine the number of visits needed.

There is a one-month adjustment period from the time the child is enrolled in the center. During this time, both the center staff and the parents will ascertain whether or not this center is the right place for that particular child. The parents may withdraw the child from the center without the otherwise required four-week notification during this adjustment period. Likewise, the center may require a child to be withdrawn if the program cannot meet the child's needs.

#### **REGISTRATION FEE POLICY**

A \$75 enrollment fee is required upon the initial application and a registration fee of \$50 annually thereafter. The annual registration fee will be due at the beginning of each fall semester. Both fees are non-refundable.

## RESERVATION FEES

A reservation fee of one-week tuition is required to hold a space for your child. This will be applied to your child's first week of attendance. This fee is non-refundable.

## TUITION FEES

Families will receive a tuition statement during the first full week of each month. Tuition fees are due at least one week in advance and can be paid by check, cash or money order in two, four or five week increments. Receipts are issued once a payment has been received and credited to the account. If payments of fees are more than 2 weeks past due, you must contact the Director to make arrangements for payment. If fees are more than four weeks past due, your child will not be allowed to attend the center unless an acceptable payment schedule has been established with the Director. If families qualify for funding from outside sources (e.g. County, City, CCTAP, AIM), it is the parent's responsibility to communicate this to the Director and submit all documentation and paperwork needed to secure the funding.

## VACATION FEES

Vacation fees of 50% of the normal weekly rate are charged for absence of full calendar weeks from September through August annually. Two weeks of vacation credit may be taken for families with a twelve-month contract. Reduced fees for vacation are not available for children enrolled for the summer only, for parents signing semester contracts, or for 9 month contracts. All other absences, for whatever reason, are still charged at the normal rate.

Request for vacation fee shall be made in writing at least 2 weeks prior to the vacation date using the vacation request form provided. These forms are available on the first floor hall of Bernie's.

Vacation credits accrue from September 1 through August 31 of the following year and may not be carried over year to year.

Children beginning in the summer and continuing in the fall with a signed 12-month contract on file may take a maximum of 1 week of vacation credit during the summer

Parents signing 9 month, semester, or summer contracts do not qualify for vacation credits.



## SCHOLARSHIP FUND

Bernie's Place offers parents of children currently enrolled in our program the opportunity to apply for tuition assistance if funds are available and sufficient need is determined. The intent of the program is to provide better access to families in need and to keep Bernie's Place as inclusive and welcoming as possible for all families. The specific details of eligibility criteria, amounts of funds available, and procedures for applying are available from the Director. Please don't hesitate to ask if special needs arise.

## ENROLLMENT PROCEDURES

Families are first asked to tour the center in order to see first-hand what the center looks like and involves. By touring the center, parents can see if Bernie's Place fits with their needs and expectations.

Once the family has decided that Bernie's is right for them, parent(s) are asked to sign a parental agreement and a deposit is due to hold a spot for their child(ren). Parents are then given the following forms, which are to be completed before enrollment takes place:

- Enrollment form
- Supplemental child information form
- Permission form
- Emergency medical consent form
- Health history report
- Immunization record
- Child-adult care food program application
- Also needed 30 days from 1<sup>st</sup> day of attendance is a health report no older than 12 months
- ESQ-3 and ESQ-SE forms
- CACFP application

Once the child is enrolled, a site visit is set up where the parents come with their child to visit. During this visit, children are able to get a feel for what a typical day at Bernie's is like and the parents are able to do the same. This visit will also allow the staff to meet your child, helping with his or her group placement. Numerous visits are encouraged until the parent and child feel most comfortable about the transition into our program.

## CENTER CLOSURES

All national holidays, inclement weather days, and closed workdays are to be paid for at the normal rate. This also applies to Worthy Wage Day (May 1).

Bernie's Place will be closed on the following public holidays:

- Martin Luther King Jr. Day (spring work day)
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving
- The Day after Thanksgiving

-Bernie's will also be closed for a winter break between Christmas Eve and New Year's Day.

If a holiday falls on a Saturday or Sunday, Bernie's will be closed the Friday before or the Monday after. Bernie's Place will be closed on 3 staff training/working days: 2 in Fall and 1 in Spring. A 3-week notice will be given (look for posted signs also around the center). The center will close for Worthy Wage Day (May 1<sup>st</sup>) so that the staff may attend advocacy or training events. The center will close after the morning program of 7 days (tbd) throughout the year for the purpose of staff meetings. Bernie's Place will be closed any time the Madison Metropolitan school district closes its schools due to inclement weather.

## TERMINATION POLICY

Parents may withdraw their children from the center by giving a minimum 4 weeks' notice. If children are withdrawn, the family will be financially responsible to pay the contracted tuition until the center is able to replace the opening with another child.. The Director, in consultation with the staff, may terminate the enrollment of any child by following the policy stated in the "Policy on Involuntary Termination of Enrollment."

## INVOLUNTARY TERMINATION OF ENROLLMENT POLICY

The center tries to meet the needs of each child enrolled in the program. However, the center reserves the right to terminate the enrollment of a child in accordance with the guidelines below. The serious impact on the child and the family, and the situation will be handled with fact, sensitivity, and clarity. The family's rights to confidentiality, respect and fair treatment will be maintained.

The reasons for a decision to end a child's enrollment may fall into two different categories:

1. Failure of parents to meet their obligations: We may terminate a child’s enrollment with two week’s written notice if parents fail to fulfill their obligations (fees, required forms, repeated lateness, etc.) after being asked by the Director to do so.
2. Our inability to meet the child’s needs. We will make every effort to make our program work for each child and to communicate and work with parents if we have concerns. If these efforts to meet a child’s needs are not successful, we will give two week’s written notice to permit parent to find a more suitable arrangement. If the center and parent(s) mutually decide the placement at the center is inappropriate, written notice of withdrawal may be waived.

When termination is being considered, the child’s teacher, in consultation with the Director, will initiate a conference or series of conferences with the parent(s). The situation will be discussed, and plans will be made for solutions, responsibilities and follow-up. Options may include calling a consultant to observe the child at the center, and schedule changes. During the period of evaluation, records pertaining to child observations, teachers notes, and concerns will be completed and kept on file and will be available to the child’s parent(s). Termination of a child’s enrollment may be necessary if the staff and/or the parent(s) believe that our program is not the optimal placement for the child. The final decision to terminate is made by the Director. Factors considered in this decision may include:

- \*extent of problematic behavior in the classroom
- \*demands on staff time
- \*availability of resources to the center
- \*extent of disruption to the classroom
- \*possibility of danger to the child/others in class
- \*ability of staff to meet a child’s needs
- \*willingness of parents to work with staff and/or get outside help
- \*refusal to retain and cooperate with outside assisting agencies

The center may consult with outside agencies (Rainbow Project, Madison City Accreditation, etc.) as needed. However, this will be done with consideration to the expectation that the family’s right to confidentiality will be maintained at all times. Discussion that identifies a child or family will be limited to center employees and staffs of other agencies as required by law. At the same time, in some circumstances, a child’s continued enrollment may depend on the parent(s) willingness to sign a release of information to allow us to communicate with other agencies concerning the child’s special circumstances. The center’s Teaching Staff and Director will keep written records of meetings and agreements.

Parent(s) may appeal the staff decision to terminate enrollment to the Board. During the appeal period, care may be withheld at the discretion of the Director and will depend upon the particular circumstances. (Refer to problem resolution policy, pages 1-2).

**LATE FEE POLICY**

The program at Bernie's Place consists of two options, either full or half-day. The half-day program hours are from 7:00 a.m. until 1:00 p.m. The full day program continues until the center closes at 5:45 p.m. The center cannot remain open after 5:45 p.m. without the possibility of a fine from our licensors, the State of Wisconsin. The following policy will be in effect to diminish children being at the center after each program concludes.

The morning program ends at 1:00 p.m. Parents can pick up their child beginning at 12:30 p.m. All children must be picked up by 1:00 p.m. Late fees will be assessed beginning at 1:05 p.m.

The center closes at 5:45 p.m. The door will be locked at 5:45 p.m., Bernie's time. All children must be out of the building by this time. Late fees will be assessed beginning at 5:46 p.m.

The late fee rate is as follows:

- One free late pickup will be afforded to each family per six-month period.
- The late fee will be \$5.00 for the first one to five minutes, \$5.00 per minute after the first five minutes. This will happen for the second and third time a family is late in picking up a child.
- After the third late pick up, the late fee will be \$5.00 per minute.
- 5 late pick-ups or failure to pay the late fees may result in disenrollment from the center.

Late fees will be billed to the parent on the day following the late pick up. This fee is due one week from the late occurrence.

If the center is issued any fine due to operating after licensed hours, the cost of this fine will be passed along to the family(ies) causing the occurrence. Every effort will be made to contact a parent or the designated emergency contacts for a family if a late pick up occurs. If a parent cannot be reached and the emergency contacts cannot come for the child, Child Protective Services may be called to the center to collect the child.

The same policy applies to **Baby Bernie's** however the hours of the program are 7:30am-5:30pm.

## **NON-SUFFICIENT FUNDS**

The financial institution for Bernie's Place, Inc. charges our business for checks returned for non-sufficient funds (NSF). Any charges issued will be passed on to and paid for by the issuer of the NSF check. NSF charges must be reimbursed to Bernie's Place within 4 weeks of the date charges were incurred.

## FAQ'S (FREQUENTLY ASKED QUESTIONS AND THEIR ANSWERS)

### Q: Has anyone seen my child's sweatshirt?

A: Any item that you cannot locate may be in our lost and found basket under the reception counter. Please look through the basket when items are missing. This is another great reason to write your child's name or initials on all items worn or brought to the center. How many boys at Bernie's wear the same size Scooby Doo underwear? There are too many for our staff to keep track of. PLEASE LOOK THROUGH THE LOST AND FOUND. ANYTHING NOT CLAIMED BY THE END OF SUMMER MAY BECOME BERNIE'S PROPERTY.

### Q: How Do I Pay For My Child's Tuition?

A: Each month you will receive a statement informing you of past and current charges due to the center for tuition. As per your parent agreement, you should pay in 2, 4, or 5-week increments. Place all tuition payments in the director's basket in the hall by her office. Receipts for payments should be ready and in your mailbox by the Monday following your payment. Please discuss any special payment plans with the director for approval. (This includes CCTAP, AIM, county, and city funding sources.)

### Q: How Do We Decide On Groups?

A: A child's group placement is set according to each child's development observed during visits or previous experience with each child. If a child is new to Bernie's, the staff will also rely on parent comments and written data from the intake forms. Groups are then formed, taking into consideration the dynamics of the group and the social successes of the children. We place children together that will best complement and challenge each other, which is an important part of our grouping process.

If you have any questions or concerns, please talk to a teacher as soon as possible so that the staff can address any issues at a staff meeting prior to fall grouping discussions.

### Q: Who Cleans My Child's Nap Items?

A: Parents do! The center will provide each family with a tote bag to use for transporting rest items from home to school each week. At the end of each week parents should take this bag home. It will contain your child's sheet, pillow or pillowcase, and blanket. Please launder all items, returning them by the next day of attendance. Bags can be placed in your child's cubbies. All children have been assigned a Bernie's sheet and will be assessed a \$20.00 replacement fee if that sheet is not returned to the center. Weekly cleaning of the bedding is a state licensing regulation, which we must follow. We appreciate your assistance with this weekly chore.

### Q: How can I communicate with my child's teacher?

A: Any notes from parents for teachers regarding your child should be written in the parent log. This log is located on top of children's cubbies. Teachers transfer those notes to the staff notebook. Also, teachers have email. Calling the center and writing individual notes are other options for letting teachers know any pertinent information. If you need to leave a note for your child's teacher, she has a mailbox by the art area.

Every teacher also has a break time-this is the best time to talk without distractions, etc. If you would like to talk to your child's teacher, email or call to set up a time

### Q: Which Of My Child's Items Do I Need To Label?

A: Please label every item you bring to Bernie's with your child's name or initials. This is the only way we have of distinguishing between like items. (Yes, we find many single socks left on the floor of the cubby room. If you are missing an item please check the lost and found.) Thanks for your cooperation in this request.

**Q: How Will I Know How My Child's Day Went?**

A: On your child's group board you will find information about lesson planning, children in your child's group, and what happened during group time each day. Each teacher writes in their log daily, explaining the events of morning group time. Please take some time each day to read these logs. They will provide plenty of information about events that happened that day, how children are playing together, and which events are forthcoming. If you have any specific questions about your child please see a teacher. Two year olds will also be given a daily sheet at the end of each day by their child's teacher. On this sheet there is information on diapers, meals, activities, and any items your child is running out of.

**Q: When Is Closing Time?**

A: Baby Bernie's closes at 5:30pm. Bernie's closes at 5:45pm. It is the expectation that all families are out of the building at that time. If you anticipate needing to speak with a teacher at the end of the day, please arrive early enough to speak with that teacher while still allowing enough time to leave by the time the room closes. There are always exceptions, which we can understand and compensate for, but we cannot expect our closing teachers to remain longer than their contracted hours on a consistent basis.

**Q: What if I need more information from a Teacher or have a concern about something?**

A: You may always speak directly to any staff member for information. If teachers are engaged and you cannot speak with them at that time you may leave a message in the parent log on the shelf at the top of the cubbies. We ask that if you have any concern, about your child or a center policy, to please ask. We always want you to feel that you have the information you want and need.

**Q: What Do I Need To Bring For My Child?**

A: Each child should have access to the following items each day: shorts, pants, dress shirt, sweater, socks. Slippers, blanket, a soft toy, pacifiers (if needed), and books for nappers. Parents also need to supply diapers and wipes if needed for their child.

### Q: Can My Child Bring Toys From Home?

A: Other than items listed above, nothing else needs to come from home. However if toys are brought from home it is important to note that they will need to remain in your child's cubby for the day.

\*Please note that during the day we ask all children to put away any toys he/she has been using. This is the expectation at the end of the day as well. If you are picking your child up at the end of the day, we appreciate your support in this practice. Please ask your child to clean up or help your child with this before you leave the center.

### Q: What Is The Policy For Sick Children attending Bernie's Place?

A: No child should be brought to school when there are signs of a communicable illness or your child is too sick or uncomfortable to participate in regular center activities. If a child begins to show symptoms of being ill the parent will be notified that they should come and pick up their son/daughter. A list of symptoms can be found in your handbook under program policies. It is a group effort to keep illness out of the center and we appreciate all of your help to ensure this.

### Q: What If My Child Will Be Absent?

A: If your child will not be attending for any reason, please call the center to inform the staff of this information. If your child is ill, we will want to know in order to inform other families of symptoms to watch for. If your child requires a specific diet and the kitchen will not need to prepare special meals, please inform the center promptly. This will save kitchen labor and extra food costs. If your child will be on vacation for a week or longer, you may qualify for reduced tuition. The director can then help you apply for vacation credit, if you have signed a 12 month contract. If a group is planning a field trip, it will not have to wait for a child whom we know is not coming. **It is in everyone's best interests to know if a child will not be attending. Please call as soon as you know that your child will be absent.**



**Q: Where Do I Park?**

A: Each family may park in the blue parking stalls in front of the center. Please note that these stalls are for pick up and drop off only. It is not for all day parking, to run errands on campus or go to class. For Bernie’s field trips the stalls are used on a first come basis. We suggest that you bus in on these days or car pool with another parent.

**Q: How do I get into the building?**

A: Each person authorized to collect a child from the center will need an Access card. If you have a Wiscard, this will suffice and can be activated by the Access office. All other adults will need to go to the University Access Control office at 1433 Monroe Street. It is open Monday – Thursday from 8:15am to 3:45pm. There is a \$16 fee for each

**Q: Can I bring my pets?**

As a rule, we limit animals in the center. Family pets cannot be brought into the building. At one time in the past at our old location, gerbils we kept as classroom pets. At this time Bernie’s houses anywhere between zero and ten fish (depending upon the ecosystem), whose tank is located in the Maple Room. On rare occasions, Bernie’s will bring in a trained handler to discuss certain animals; as a specialist, they will follow rules pertaining to safety and hygiene.