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YMCA LEARNING CENTER

2017-2018 Parent Handbook

SOUTHEASTERN INDIANA YMCA

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Southeastern Indiana YMCA Learning Center Parent Handbook

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Nothing without JOY!

Welcome to our YMCA Learning Center! Since 1995 we have been providing quality early care and education to the children in our community. Families have trusted us to nurture and grow their children from Infancy through School Age. We don't take this responsibility lightly! We protect childhood by allowing children to be playful investigators that direct their own learning and balance the day with teacher led inquiry and intentional planning.

Our talented staff are selected for their knowledge of child development as well as their interpersonal skills; they are the strength of our program. When visiting the program, please take the time to look, listen, and observe this enriched group.

It is my role and the role of the staff to not only facilitate the learning of children, parents, and one another, but to make each of you feel welcomed to our center and to our fine community. We are pleased to embrace these roles.

Respectfully yours,

**Karen Moore
Child Care Director**



Educational Philosophy

The YMCA Learning Center uses a developmentally appropriate approach to caring for and teaching young children based on the most recent research and evidence based practices. We also use our emerging understanding of brain research to support our practices. Our program offers opportunities for your child to explore, to make discoveries, and to use his/her senses and physical movement. Through hands-on activities children learn and develop at their own pace. Our center recognizes each child as an individual, expanding where they are, not where we want them to be. Through play, we lay the FOUNDATION for higher learning by encouraging problem solving, imagination and curiosity.

We foster an understanding of diversity among people by expecting and modeling behavior based on mutual and unconditional respect for self and others. We pursue every available opportunity to celebrate and explore individual and cultural differences. All children are accepted without regard for race, color, religion, sex, creed, ancestry, national origin, or the presence of any sensory, mental, or physical challenges. We have no religious affiliation, and we respect each child's right to observe his/her faith.

Mission

Our mission at the Learning Center is the same as the YMCA organization as a whole. It is to put Christian principles into practice through programs that build healthy spirit, mind and body for all. Our Learning Center program teaches respect and self-confidence to build a healthy spirit. We do this by modeling respect and teaching children to be the best version of themselves. We nurture a healthy mind by developing the whole child to grow academically and socially. Finally, we build healthy bodies by focusing on nutrition and making movement a priority.



Program Administration

The YMCA Learning Center is governed by a volunteer Board of Directors representing our YMCA community. Our Executive Director is Angie Johnson. The Child Care Director is Karen Moore and the Assistant Child Care Director is Debbie Freyer. The contact information is as follows:

| | | |
|---------------|--------------|---------------------|
| Angie Johnson | 812-934-6006 | ajohnson@siymca.org |
| Karen Moore | 812-932-1415 | kmoore@siymca.org |
| Debbie Freyer | 812-932-1415 | dfreyer@siymca.org |

Center Operations

The center's operating hours are Monday through Friday 5:45 a.m. through 6:00 p.m. We will be closed on the following holidays. If any of the days fall on a weekend, the day of closing will be posted in advance. We reserve the right to adjust the hours of operation on Christmas Eve and New Year's Eve. The adjusted holiday hours will be posted in advance.

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

We are licensed to operate by the Indiana Division of Family and Social Services. State teacher to child ratios are as follows:

| | |
|--------------|------|
| Infants | 1:4 |
| Toddlers | 1:5 |
| 2 years | 1:5 |
| 30-36 months | 1:7 |
| 3 years | 1:10 |
| 4 years | 1:12 |
| 5 years | 1:15 |
| 6-12 years | 1:20 |

Should there be a time that a classroom has too many children to meet these ratios, a member of our Administration team or another staff member will step in to correct the ratio at the earliest moment possible.

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NAEYC Accreditation

The YMCA Learning is accredited by the National Association for the Education of Young Children (NAEYC). Being nationally accredited means that we have to meet NAEYC's 10 high standards for early childhood education. NAEYC-Accredited programs must:

- Promote positive relationships for all children and adults to encourage each child's sense of individual worth.
- Implement a curriculum that fosters all areas of child development: cognitive, emotional, language, physical, and social.
- Use developmentally, culturally, and linguistically appropriate and effective teaching approaches.

- Provide ongoing assessments of each child’s learning and development and communicate the child’s progress to the family.
- Promote the nutrition and health of children and protect children and staff from illness and injury.
- Employ and support a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse interests and needs.
- Establish and maintain collaborative relationships with each child’s family.
- Establish relationships with and use the resources of the community to support achievement of program goals.
- Provide a safe and healthy physical environment.
- Implement strong personnel, fiscal, and program management policies so that all children, families, and staff have high-quality experiences.

NAEYC Code of Ethical Conduct and Statement of Commitment

“NAEYC recognizes that those working with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood education. We have made a commitment to:

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture, community and society
- Respect the dignity, worth and uniqueness of each individual
- Recognize that children and adults achieve at their full potential in the context of relationships that are based on trust and respect

Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, and disrespectful, degrading, dangerous, exploitative, or intimidating to children.”

At the YMCA Learning Center, as professionals, we take this Code very seriously and use the contents of the document to drive professionalism and practice.

Paths to QUALITY™

Paths to QUALITY™ is Indiana’s statewide rating system for early care and education programs. It is a free resource to help families make informed decisions and to help early care and education providers improve the quality of their programs. The YMCA Learning Center is a Level 4 site, the highest rated level in Indiana. Level 4 Programs have demonstrated a commitment to professionalism in quality early care and education and achievement of a nationally recognized accreditation.

Coaching and Support

We are proud to work closely with SIEOC Child Care Resource and Referral. Child Care Resource and Referral offers technical assistance and support to licensed child care providers throughout Indiana. We consult with the Inclusion Specialist, Infant/Toddler Specialist and the Education Coordinator for program improvements and trainings.

We also collaborate with our NAEYC Coach from Indiana Association for the Education of Young Children (IAEYC) for regular technical assistance and training. Our IAEYC coach works with us to renew our annual Paths to QUALITY rating and our NAEYC accreditation.

Our Staff

Our child care staff are experienced, trained professionals chosen for their warmth, creativity, experience with children, and commitment to excellence. We employ people who are nurturing, who understand child development, and who respect each child as an individual. We seek employees who value working as a team with parents, colleagues, and volunteers. Our staff environment encourages mutual respect for each individual's personal characteristics and teaching style, opportunities for shared leadership, and provision for providing professional growth. Per state licensing regulations, the lead teacher of each program has or is in the process of obtaining a CDA credential or higher degree in Early Childhood Education.

Each staff person has on file two or more written references. We require a Criminal History Check, physical examination, drug screening and annual TB skin test. Our staff is annually trained in Infant, Child and Adult CPR and Bloodborne Pathogens. Pediatric First Aid (including management of a blocked airway and rescue breathing for infants and children) is recertified every 2 years. All staff is trained to use the AED. All child care staff receives annual training in Child Abuse Recognition & Prevention, Nutrition and Sanitization in regard to food handling and Teaching Children with Special Needs.

Continuing education is an important part of working at our Child Care Center. All staff is required to participate in a minimum of 20 in-service hours per year. We also are a participant of the T.E.A.C.H. Early Childhood Indiana enabling employees who work 30 or more hours a week to earn a Child Development Associate Credential (CDA) and/or an Associate or Bachelor Degree in Early Childhood Education. With the T.E.A.C.H. scholarship, our site pays 10%, the employee pays 10% and the scholarship pays the remaining 80%.

Our Early Childhood Programs (birth to age 5)

The YMCA Learning Center's Curriculum includes activities based on the Indiana Early Learning Foundation framework (The Foundations). This document is aligned to Indiana's Academic Standards. The Foundations refer to the whole child and include: English/Language Arts, Mathematics, Social Emotional, Approaches to Play and Learning, Science, Social Studies, Creative Arts, and Physical Health and Growth. "This framework provides core foundations and skills that children are to achieve at various ages. Effective implementation of the Foundations will lead to desired student outcomes. Early experiences help children become ready for Kindergarten. The Foundations show early educators the developmental progression that typically developing young children should experience as they grow towards Kindergarten Readiness."

In 2014, Indiana's Early Learning Advisory Committee (appointed by the Governor) approved the following definition of **Kindergarten Readiness**:

"In Indiana, we work together so that every child can develop to his or her full potential socially, emotionally, physically, cognitively, and academically. Through growth in all of these domains, the children will become a healthy, capable, competent, and powerful learner."

Classroom teachers use knowledge of child development in general and for each individual child to develop lesson plans that are based on their classrooms' interests and abilities. Teachers develop plans based on observation of the children first and then assess their plan after implementation.

Ongoing Assessment for Young Children

Assessment for young children is the process of gathering information from several sources of evidence and using the information to monitor the children's development and learning, guide planning, and decision making to determine the need for eligibility for special needs services. Assessment is the process of observing, recording, and documenting what children do and how they do it. Assessment comes in many forms. Specifically, formal and informal. Both types of assessment yield benefits to the teacher in order to make adaptations and changes to curriculum for student growth. Formal assessment typically describes assessment used for the reporting to others. Examples include scoring rubrics and standardized tests. Informal assessment is mainly used for the teacher's use only to make classroom decisions and adjustments to instruction. Informal assessments can be in the form of photos, work samples and observational notes; it is not a single occurrence but an on-going process. A blend of these two types of assessment is best for young children.

Children are assessed both formally and informally while in our care. Our child care center uses the Ages and Stages Questionnaire as an assessment appropriate for children ages 1-60 months. This questionnaire is also completed by the child's family on various aspects of their development. The questionnaire can be completed every 3 to 6 months depending on the child's age. The information is discussed during conference times, (Sept., Jan, and May) or if needed other times during the course of the year.

At the beginning of the year, families answer the questionnaires at home and return them to the teachers who review the results and use them as a starting point for discussion. This allows our staff to gain the family's perspectives on the child and his/her social, emotional, and cognitive development, and to ensure that communication is bi-directional. It is essential for families and teachers to work together to promote children's development. Assessment records are kept in the child's portfolio and are only available to the child's lead teacher, guardians and administrative staff. The goal of documentation and assessment is to better understand and support our children's learning and development. Teachers use the information from the assessments to set individual and classroom goals to meet the needs of all children as well as overall program improvements that may need to be made. Assessment is essential for identifying children who may benefit from special services. If it is determined that your child may need to be referred for a potential problem, your child's teacher will meet with you and assist with the referral for diagnostic assessment when indicated.

Family Conferences

Family conferences are scheduled three times per year with the classroom teacher. This is an opportunity for families and teachers to collaborate together for the child. Additional conferences can be requested at any time.

On MY Way Pre K

In August 2017, The YMCA Learning Center became a part of Indiana's Pre K initiative, On My Way Pre K. The initiative for free Pre K based on family income and service need came on the states radar in 2013 with the passing of Early Education Matching Grant (EEMG). The YMCA has proudly been a part of the state's efforts since the beginning. In 2016, the EEMG grant dissolved and our Learning Center was grandfathered in to the On My Way Pre K program. The state specifies that On My Way Pre K providers must be a Level 3 or 4 on Paths to QUALITY. Families qualify at 127% below federal poverty level and must be working or attending school. Questions regarding this program can be addressed by the Child Care Director.

Our School Age Programs (Kindergarten through age 12)

Kids Club: Our Before and After School Program

Children are transported to and from Batesville Community Schools including St. Louis via Batesville's school bus. Children are served a healthy snack upon their arrival to the Child Care Center in the afternoon. There's also a quiet time to focus on school homework daily. Although we offer a time for children to independently work on homework, the YMCA Learning Center is not responsible for the accuracy or completion of homework. It is the parent's responsibility to see that their children complete assigned school work. After school care offers opportunities for children to join in a variety of experiences, including: service-learning;

science and reading; and developing social skills. They gather in a safe environment that focuses on making friends, building relationships, staying active, and exercising leadership skills.

Summer Camp

When school's out, the YMCA Learning Center provides enriched summer experiences! Designed for children entering 1st grade through age 12, children will have the opportunity to develop socially and have learning experiences that encourage a natural curiosity to explore the world around them and have fun in the process. Weekly activities are planned around a theme. Activities may include a trip to the Florence Freedom Baseball Game, water slides at Versailles State Park, a fun-filled day at Coney Island, a visit to the Indianapolis Children's Museum, roasting marshmallows by the campfire, sharing and learning camp songs, swimming and other water fun activities! Summer Camp information is released just after Spring Break each year and registration is open exclusively to current YMCA Learning Center children/families during the first week of registration. Once registration is open to the community, current YMCA Learning Center children/families registrations will be on a first come, first served basis.



What to Bring From Home

Infants:

- (Optional) Sleep sack or swaddle sack labeled with child's name (no blankets or other items are permitted in cribs due to the risk of SUIDS) up until age 1 year
- Disposable Diapers-unopened and labeled with child's name
- Diaper Wipes-unopened and labeled with child's name
- Bottles-4 or more, including caps (drop-ins if applicable)
- Pacifier-if needed
- Diaper rash ointment and other medications-unopened accompanied with medication order form with doctor's signature
- Extra clothes-2 outfits and socks in ziplock bag labeled with child's name
- Formula-unopened (if not accepting infant food program)
- Baby Food-unopened (if not accepting infant food program)
- Security items
- Photos of child and family

Toddlers:

- Disposable Diapers-unopened and labeled with child's name

- Diaper Wipes-unopened and labeled with child’s name
- Diaper rash ointment and other medications-unopened accompanied with medication order form with doctor’s signature
- Pacifier-if needed (For health reasons, we encourage children to only use their pacifier during nap time)
- Blanket and small pillow labeled with child’s name
- Small stuffed animal for nap time, if used
- Extra clothes-two outfits in zip-lock bag labeled with child’s name
- Photos of child and family
- Tooth brush

Preschoolers:

- Small soft naptime comfort item, if used
- Blanket and small pillow for naptime labeled with child’s name
- Extra change of clothes in a zip-lock bag labeled with child’s name
- Swim suit and towel for designated swim days
- Photos of child and family
- Tooth brush and tooth paste



What Not To Bring From Home

(Please check with classroom staff as well)

- Toys of violence (guns, swords, weapons, Power Rangers, etc.)
- Candy
- Food in the mornings at drop-off
- Chewing Gum
- Sandals or flip flops
- Anything unlabeled



Collaborating for Children

It is in the best interest of our children, families, and staff to collaborate with an extensive network of agencies and individuals. Our collaborations focus on the healthy development of children, on providing the family ultimate support, on developing our community in knowledge and understanding of early childhood practices, and on advocating for safe environments for our children.

The center is licensed to operate by the Indiana Family and Social Services Administration, Division of Family and Children. Our license is posted in the child care entrance. We are also licensed for food service operations with documentation displayed in

the kitchen by the Indiana State Board of Health and Child and Adult Care Food Program. (The USDA and The State of Indiana are equal opportunity providers and employers.) We also meet compliances with the Indiana State Fire Marshall. To view Indiana Rules for Licensing Child Care Centers please log on to <http://www.in.gov/fssa/carefinder/2736.htm>. Our compliance reports can be accessed by logging onto www.childcarefinder.in.gov/.

We also work with River Valley Resources and The Children’s Bureau who serve as our voucher agencies helping families in need of financial assistance. Our staff also collaborates with community and parent volunteers. Volunteers working more than 8 hours per month have the same requirements as staff including criminal history check, physical and TB skin test. Together, with these volunteers, we strengthen our community’s awareness of early childhood practices helping our children, families, center, and community develop healthier characteristics.

Other collaborating agencies include:

- One Community, One Family
- Ripley Ohio Dearborn Special Education Collaborative (ROD)
- East Indiana Area Health Education Center (EI-AHEC)
- Project LAUNCH, The Children’s Wellness Council
- Children’s Health Care, Dr. Gretchen Hartz

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Parent Involvement and Responsibility

Parents are always welcome into our center as they see necessary. Throughout the year we encourage parents to participate in swim days, field trips or special activities. Parents are welcome to come and share any special talent or activity with the children. We have a Parent Advisory Committee that meets to discuss upcoming events and strategies for the Child Care Center. This committee reports to the Board of Directors.

Parents may contact the staff for an appointment to discuss their child’s needs and progress or exchange information concerning their child or family/culture. It may not be possible to share lengthy information during class time or in front of the child.

In accepting the privilege of using the Child Care Center, parents must also accept the responsibility to follow the policies stated in this handbook. Failure to provide schedules consistently, to responsibly handle health or discipline problems, or to follow standards listed below may result in the suspension of the privilege to use the YMCA Learning Center. The YMCA Learning Center has the responsibility for the safety and care of all the children in attendance and cannot compromise that responsibility to accommodate those who do not meet their obligations. It is the parents’ responsibility to:

1. Follow all rules and regulations stated in this handbook.
2. Keep the teacher informed of any important changes in the home situation.
3. Support the policies and objectives of the YMCA Learning Center program by:
 - a. Helping your child to get sufficient sleep, to feel rested and ready to participate.
 - b. Safeguarding your child's health in order to ensure regular attendance and protect the other children.
4. Do not discuss observations or information acquired through your child(ren) or other parents. Any information about a child/family is treated confidentially. Concerns should be discussed with the Director.
5. Inform the YMCA Learning Center's Director of any type of virus or illness contracted by your child that might be contagious.
6. Discuss concerns and/or observations regarding your child(ren) with appropriate staff in a timely manner.
7. Treat YMCA Learning Center staff and families with respect.
8. Do not display hostile behavior in front of staff members, parents, or children. Parents should remove themselves and appropriate staff to the Director's office.

Parents who fail to meet these outlined responsibilities will be counseled on an individual basis. Those parents who consistently fail to meet outlined responsibilities will be suspended or required to remove their child(ren) from the child care center.

Persons Appearing to Be Impaired by Drugs/Alcohol at Pick-Up

Parents have the right to immediate access to their child. The center cannot deny a custodial parent access to their child even if the parent appears to be impaired. However, the staff will delay the impaired parent as long as possible, while contacting the director, other parent, and if necessary the local police and Child Protective Services.

Any other authorized person who attempts to pick up a child, and appears to the staff to be under the influence of drugs and/or alcohol will be denied access to the child. The staff will contact the child's parents, and if necessary local police and Child Protective Services to notify them of the situation.

Safe Sleep

We are required to follow Safe Sleep practices for infants through age one year. Safe Sleep practices include:

- Infants are placed in crib on their back, once infant can roll on their own the child can assume their own sleep position
- Infants may not use blankets or stuffed toys in crib and crib sheets are tight fitting

Visitor Policy

Custodial parents/guardians are always welcome to our center at any time to visit their child. We do, however, discourage you from having other family and friends visit your child at the center because it can be disruptive to the routine.

If you would like to have a family member (or other person) occasionally visit your child at the center, you must provide, in writing, the person's name, date and time of visit (arrival and departure) to Administrative staff with your signed consent. The visitor will need to check in at the office and show picture I.D. Visitors are limited to one hour of time, even if visiting siblings or multiple children.

This policy is in place to keep disruption of classroom activities to a minimum.

Disagreements and Difficulties

The staff and administration of Southeastern Indiana YMCA Learning Center strive to give each child the best possible care. Occasionally differences do arise between parents and staff. If this does occur, the parent may do the following:

Step 1. Talk to the teacher involved---most differences or misunderstandings can be handled at this level.

Step 2. After discussing the issue with the teacher and the issue is not resolved, then the parent may bring the issue to the attention of the Child Care Director.

Step 3. In the rare instance that the issue is still not resolved, the parent may discuss the issue with YMCA Executive Director.

Enrollment Process

The enrollment process begins by a tour of the child care facility with the Child Care Center Director. The parent and child must meet the child's assigned teacher and spend some time in the classroom with the child to observe and have any questions answered. Following, the parent should ensure that questions on the YMCA Learning Center program, including such topics as drop off and pick up procedures, tuition and fees, incident and accident reporting and medication policy are answered. All paperwork is reviewed, completed by parent and returned prior to enrollment. Needed items to be admitted to the child care center include a physical examination done within the last year and updated annually until after age 2, as well as up to date childhood immunizations. Medical forms must be turned into front office within 30 days from day of enrollment. If a child is overdue for any routine health services, parent/guardian must provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for any immunization for which parents are using religious exemption. The content of your child's enrollment file is kept confidential in the front office. It is immediately available to administrators or teaching staff as deemed necessary by the administrators, as well as regulatory agencies on request. Health information may be discussed with persons listed as emergency contacts on your child's emergency card if an emergency situation arises. Due to HIPAA laws, YMCA staff will never request or discuss a child's medical issues without parent written permission for such discussions. It is the parent's/guardian's responsibility to request and complete all medical documentation/forms in a timely manner.

After the paperwork is reviewed, determination of enrollment will be decided. If enrollment is determined to be appropriate for a child, it will be granted for a 60 day trial period. During this period, the child will be observed by classroom teaching staff,

administration, and child's parent(s). After the first 60 days, a conference may be set to discuss the child's progress, goals and any concerns.

This center does not discriminate in the enrollment of children upon the basis of race, color, religion, sex, national origin, or financial status. If your child has an IEP or IFSP, this document is required at enrollment and as it is updated. We encourage staff participation in any IEP or IFSP case conference to better enable us to help your child.

Payment procedures

Fees are reviewed annually or as needed by the Southeastern Indiana YMCA Board of Directors. The rates are based on those charged by programs of similar quality and do not meet the actual cost of care that we provide. A self-funding subsidy is available for families with financial hardships.

1. All child care and Kids Club tuition payments are due and payable by 6:00 p.m. the Friday preceding care. Payment may be placed in the drop off slot at the YMCA Learning Center front desk between the hours of 5:45 a.m. and 6:00 p.m. Tuition paid after Monday at 12:00 noon will be charged a \$20.00 late fee.
2. Care will be terminated for unpaid balances exceeding two weeks.
3. There is a non-refundable registration fee required each year for each child enrolled in the center.
4. Child care fees are due on a continuous basis even if your child is ill or absent. Late fees will be charged even though your child is not in attendance when payment is due.
5. Full time child care students enrolled in our infant through pre-k programs for 12 months of continuous service are entitled to one (1) week of child care credit at the end of their contract year. This may be saved for future vacation weeks' payment or used immediately. Any changes in your child's schedule within the 12-month enrollment period, including leave of absences, will void all rights to this week of child care credit. A vacation form must be completed and returned to the office.
6. Part time students are not eligible for any child care credit.
7. A \$40 annual registration fee will be charged prior to enrollment and then every August following the enrollment date. Pro-rated fees after the initial \$40 is paid are as follows: \$20 (if enrolled after March 1), \$10 (if enrolled after May 1), \$0 (if enrolled in June or July).
8. All departures from each room must be done by 6:00 p.m. or a late pick-up charge of \$20.00 is required for each 10-minute interval after 6:00 p.m. This fee will be charged to the next week's payment. The fee is a deterrent to pick up late to ensure our staff have time to be at home with their families and overtime pay for staff is avoided. Late pick up charges are as follows:

| | |
|-----------|--|
| 6:01-6:10 | \$20 charged |
| 6:11-6:20 | \$40 charged *care suspended on next occurrence in 30 days |
| 6:21-6:30 | \$60 charged *care suspended on next occurrence |
9. A two-week advance written notice is required when withdrawing your child. This gives us an opportunity to fill the vacancy. If notice is not given, 2 regular schedule weeks' fee will be charged. This notice must be given to and signed by the Child Care Director and a withdrawal form completed.

10. A wait list for each room will be established as rooms fill to capacity. Wait list priority is as follows:

1. Full time staff children
2. Families on work interruption leave
3. Families with full time sibling(s) in the center
4. Families on leave more than 30 days
5. New enrollees
6. Part time (part time may be bumped by any full time position)

Leave of Absence

We have the following two (2) leave of absence policies:

Work Interruption: 3-12 weeks away from child care (ie. teachers, pregnancy, major medical, laid off)

1. No weekly fee is required during absence (exception: see #4).
2. A signed commitment waiver stating when your child will be returning with a paid \$40 registration fee must be completed before withdrawal.
3. Full time children on work interruption absence will be entitled to 1 week of childcare credit after 12 months of continuous care from the date of their return.
4. If the classroom that your child(ren) will be re-entering on return is going to be filled, the Director will call you and give you one of the following options:
 - a. You may pay the regular weekly fee to hold your spot before returning, or
 - b. If you choose not to pay the weekly fee, and if your child's classroom is full upon returning, you will be placed first on the waiting list.

For those persons wanting to withdraw their child(ren) for more than thirty (30) days for any reason(s) other than work interruption, the following will be in effect:

1. A written 2 week notice must be given to the Child Care Director.
2. A signed commitment waiver stating when your child will be returning with a paid \$40 registration fee must be completed before withdrawal.
3. Enrollment of your child(ren) will be based on the availability of classroom space.
4. Full time children, on more than a 30 day leave of absence, will be entitled to 1 week of childcare credit after 12 months of continuous care from the date of their return.

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Health

Childhood illness

Our center operates for well children only. Children who are mildly ill (i.e. minor cold symptoms) may remain at the center only with an Administrator's approval. Children should be fully able to participate in all activities, including outdoor play. We will not go outside during heat and smog alerts. Parents should provide appropriate changes of clothing so

children do not become either chilled or overheated. Snow pants and boots are needed for snowy days as well as hats and gloves. Dress in dry clothing and layered for warmth is needed for chilly outdoor play. Per the Indiana Licensing Standards, "Daily opportunities for children to use large muscle skills, learn about outdoor environments, and express themselves freely and loudly, except when the severity of the weather poses a safety hazard, the wind-chill temperature is below twenty-five (25) degrees Fahrenheit, or there is a health related reason documented by a parent or physician for a child to remain indoors. (For a period exceeding three (3) consecutive days a physician's statement is required.)" Swimsuits are needed for swim and splash days. Light sweaters or jackets should be made available, as well. "Jellies", "flip-flops", and sandals are not appropriate for wear at school. Sunscreen or bug spray may be applied by staff, with the written permission of the parent on the student emergency card.

Children with symptoms of communicable disease remain with a staff member until the parent or designated representative arrives for the child. We make every effort to reach the parents when a child is ill, but if there is no verbal contact, we will notify the emergency contacts indicated by the parents on the data entry form and the student emergency card.

We will not serve children with:

- A fever of 100° F or higher, axillary
- A fever of 99° F or higher, axillary, if combined with another sign of illness or if a known illness is occurring in the center
- A skin rash that has not been identified by a phone call or in writing from a physician who has seen the rash
- Diarrhea and/or vomiting
- Evidence of head lice, nits, scabies, or other parasite
- Severe coughing
- Rapid or difficulty breathing
- Yellowish skin or eyes
- Conjunctivitis, a cold in the eye, pink eye or other eye infection
- Unusually dark urine and /or gray or white stool
- Sore throat or difficulty swallowing
- Stiff neck
- Infected skin patches
- Pain of which the child complains and interferes with normal activity
- Evidence of infection
- Excessive fatigue
- A moist or open cold sore

Children may be readmitted:

- With a physician's statement that the child is free from communicable disease and that returning poses no risk to the child or to others.
OR
- Is visibly free from communicable disease, fever free without fever reducing medications for 24 hours and free of vomiting /diarrhea for 24 hours while on a normal diet.

The center retains the right to continue to exclude a child despite a physician's statement if that statement contradicts the center's policies. When a communicable disease in a child's class is confirmed, parents are informed in writing within 24 hours via a posting in the child's classroom. If vaccine-preventable diseases have occurred in the program, the specific disease will be posted at the YMCA Learning Center front entrance and in the affected classroom. More information will be made available at the Learning Center front desk.

Our staff members have special training in recognizing communicable diseases. The staff relies on their training, as well as the disease chart issued by the Indiana State Board of Health posted in their classroom to determine indicated diseases. We follow strict hand-washing and disinfection procedures.

If a child's diet must be modified for health reasons, a physician's written explanation is required. If a child's diet is modified for cultural or religious reasons, the parent is asked to put the request in writing. In both these instances, the parent may be asked to help provide supplemental foods.

Administration of Medicine

1. Any administrator or teaching staff who administers medication has had specific training on Medication Administration with the Six Rights for Giving Medications and is updated annually by a health professional.
2. Medication is given only if parents sign a center-supplied Medication Administration form and only if it is needed 3 or more times a day. No over-the-counter medicine will be administered more than 5 days. After 5 days, a physician written instruction will be required after that. Dosage shall not exceed the appropriate amount for the child's age and weight as stated on the label.
3. Any over-the-counter medicine requires a "Record of Medication Order" form to be completely filled out and signed by a physician or dentist. This form must be completed annually until age 2 then every 2 years after that.
4. Prescription medication must have a prescription label with the child's name, exact dosage, specific number of daily dosages, the route of administration, and current date on it. Instructions "to be given as needed" must have specific written instructions by the parent. The label must be attached to the original container. You should ask the pharmacist for an extra bottle with label if you need one for home.
5. No medication will be given if it is past the written expiration date on the container.
6. Medical samples and over-the-counter oral medicines MUST have a written note from the doctor as well as a parent-signed form.
7. Non-medicated Chap Stick, sun screen, and bug spray do not require a physician's signature, but do need a parent's written instructions and permission. Such items must be labeled, and given to a teacher.
8. The "Medication Administration" form will be signed by the staff member administering medication, and kept on file for a minimum of one year.
9. When bringing over-the-counter medication to the center, please ensure your child's name is clearly marked on the bottle.

10. Tylenol and other fever reducers/pain relievers may be kept at the center (in a locked container) until the date of expiration. Cold medicines and others that are only needed for a current illness must be taken home at the end of the course of treatment.
11. All emergency medications that must be readily available (EpiPen, Benadryl for allergic reactions, and Asthma medications) will be kept in the child's classroom out of the reach of children in a locked cabinet or carried by the staff member during classroom outings.

Illness, serious injury or death of a staff member

Should a staff member become sick or seriously injured, parents of that classroom will be notified by the Administration team or other staff in the classroom. A substitute teacher will be scheduled until the return of that staff member.

In the unfortunate death of a staff member, the following will take place with the least amount of disruption to daily operations:

1. Parents of the classroom involved will be personally contacted making them aware of the situation.
2. If appropriate, staff will meet as a group in prayer to mourn our loss prior to returning to the classroom the following day.
3. A letter will be issued to all parents informing of the death and our grieving process.
4. Children will have opportunity to deal with the event by creating cards to express their feelings.
5. A counselor or clergy will be contacted and available to help anyone in the grieving process.

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Nutrition

We provide nutritionally balanced snacks, meals, and cooking activities. Menus are posted in each classroom as well as in the child care corridor. Copies are available upon request. We encourage the children to have a "hello" bite, that is--- to try a taste of everything. We limit sugars and prefer birthday celebrations sent by parents to be raisins or other fruits, yogurt, crackers and cheese, or other nutritious alternatives to cake and ice cream. Any food items brought to the center must be store bought and in its original container.

Meal times include a snack at 6:30 a.m. and 3:00 p.m., breakfast served at 8:30 a.m. and lunch at 11:00 a.m. Our menus meet the guidelines provided by the Indiana State Board of Health and the Child and Adult Care Food Program. (The USDA and The State of Indiana are equal opportunity providers and employers.)

Food is not to be brought to the center in the morning. Upon arrival, teachers will kindly direct any child to discard their food and eat at our next meal served. Menu exceptions can only be made with proper physician documented medical reasons, except for religious/cultural beliefs. It is important that you advise us of any allergies your child may have by submitting a physician statement of the allergy and restrictions.

We provide two-thirds of the child's daily nutritional needs. Seconds are offered to the children. Adults eat seated with the children. Mealtimes are relaxed times, rich with conversation and fellowship. Parents may join us for lunch if the cooks are aware by 9:30 a.m.



Safety

No child is ever left alone or unsupervised. We ask that parents closely supervise their children in the driveway, lobbies, and elsewhere in the center. It is recommended that children exit from cars and be offered a hand to hold. When departing from the center, please resist having the children run to the car while the parent signs them out. Sticking together seems to be a reasonable safety request. Please do not park against the curb at the child care entrance ensuring that visibility is clear of oncoming cars for safe crossing. When going to the classroom, families are asked to stay together. Parents are responsible for handing their child off to the child's teacher ensuring the teacher is aware of his/her presence.

Children must be signed in and out daily in the classroom. This is extremely important since the list is used to check attendance during emergency drills or events. Children are released only to persons for whom the staff has written permission from the parents. We will ask for photo identification for all unknown pick ups to match to name on data entry form or student emergency card. Please ensure the teacher is aware of the departure of your child.

Fire Safety

1. Monthly fire and disaster drills will be held at varying times during the year at a minimum of one fire drill per month. The director will maintain a record of fire and disaster drills.
2. A fire alert and weather emergency plan, including evacuation routes, is posted in each classroom.
3. In case of emergency evacuation, the center will use the Medical Arts Building (building to the south of the Y on HWY 129) until re-entry to our building is possible or all children are picked up.

Water Safety

1. Signed permission form from a parent is required for each child swimming. This is done so by signing the Parent Care Agreement form.
2. All swimming pools are fenced or locked from access by children.
3. The child care staff always accompanies children during swim time. Pool is supervised by certified life guards.
4. Child-Staff ratio shall be doubled and/or exceed state requirements.

Field Trip Safety

1. Signed permission form from the parent is required before escorting or transporting a child to or from the center for any reason.
2. By signing the Parent Care Agreement form you agree to allow us to transport to any field trips taken on the YMCA premises (i.e. the gymnasium, game room or swimming pool) as well as transports by the YMCA school bus and Batesville Community Schools for school year transports as needed for daily care.
3. Permission from parent will include child's name, destination, date of trip and departure/arrival time, parent signature and contact phone number for date of trip, and date permission was signed.
4. A first aid kit and a fire extinguisher shall be available on each field trip. A person trained in first aid will be available on each field trip. Each child on the field trip will have identification attached to him/herself containing the center's name and phone number. Each child's emergency card will be taken on every trip. All children transported on trips are accounted for before, during, and after transport by designated staff member.

Incidents and Accidents

A report will be filed when an accident or injury occurs at the center. The incident/accident form will be given and explained to the parent. It will be signed by the parent. One copy will remain in the child's enrollment file.

Immediate access to telephone (for emergency use) is available in every area of the child care center.

Aerosol sprays are not used when children are present. Smoking is not permitted on YMCA property.

Child care staff is required to report their suspicions of child abuse or child neglect to the Child Abuse Hotline at 800-800-5556. The Indiana Division of Family and Children Social Services can also be contacted to report any suspected violation of the YMCA Learning Center.



Emergencies

Medical and Dental Emergencies

Sick children may not be brought to the center for care. They must be free of a fever for a minimum of 24 hours without any fever reducer medicine being given in that 24 hour period. A parent will be notified immediately in the event of any accident, injury, or illness requiring immediate medical or dental treatment. In the event we cannot reach either parent, the next person listed on the data entry form or student emergency card shall be contacted.

If immediate transportation is required, the emergency squad will be called and the child will be transported to Margaret Mary Community Hospital.

First aid bags are kept in each classroom noted by a Red Y bag. They are also available in the staff lounge, child care front desk, and in the buses. Emergency numbers are filed in the child care front office as well as kept in each classroom. All staff is trained in Pediatric First Aid, Infant, Child and Adult CPR, and Bloodborne Pathogens.

Emergency Phone Numbers:

- | | |
|------------------------------------|----------------|
| 1. Life Squad | 911 |
| 2. Fire Department | 812-934-2230 |
| 3. Police Department | 812-934-3131 |
| 4. Margaret Mary Health (hospital) | 812-934-6624 |
| 5. Poison Control Center | 1-800-382-9097 |

Dr. Gretchen Hartz (812-933-6000) is our consulting Child Care Physician.

Dr. Mark Gardner (812-934-6166) is our consulting Children's Dentist.

In the event of an emergency, one teacher will remain with the child. A second teacher will remove the other children to another area. The Child Care Director or Assistant Director will be notified immediately. First Aid will be administered, a parent notified, and transportation arranged, if necessary. Enrollment in the center implies permission for emergency transportation to be provided. We will not accept any children whose parents or guardians refuse to grant permission for emergency transportation. All of the child's records will be taken with the child. A staff member will remain with the child until a parent arrives. The attending staff member will prepare an incident report, a copy given to the parent and a copy kept on file at the center.

In case of an illness, a child may rest on a cot in the Director's office, or in an area away from the other children but visible to an adult. The child will be continually supervised until a parent arrives.

Fire Emergencies

Staff members remain calm and reassure the children. The person noting the fire sounds the alarm and calls the fire department (911). Staff members escort children to the nearest safe exit and congregate in the parking lot by the shelter. The infants are placed in a single evacuation crib and wheeled outdoors. The staff takes attendance which is compared to the daily sign-in sheets. The Administration team checks the restrooms, cots, classroom, kitchen and other used areas to ensure everyone has evacuated the premise.

Plans for evacuation are posted in each classroom. Elevators are not used for evacuation.

Stormy Weather Emergencies

Once it is determined that the weather is worsening, staff members are informed by the Administration team. They remain calm and reassure the children. Children are escorted to the inner hallway or restroom in the basement level of the center per their evacuation plan posted in their classroom. Staff may bring books or manipulative games with them for the children. Parents who arrive to take their children are strongly encouraged to remain at the center until the weather alert has been lifted.

Winter Weather Emergencies

School Cancellation

When Batesville School Corporation cancels classes for the day due to bad weather all YMCA programs/classes will still run. The YMCA Learning Center will remain open on most occasions.

School Runs on a 2 Hour Delay

If the Batesville School Corporation is on a 2 hour delay, enrolled Kids Club children will have care available to them until the bus arrives at 9:10 a.m.

Early Dismissal

If the Batesville School Corporation has an early dismissal, YMCA programs/classes will run as normal, unless a Red Level Ripley County Snow Emergency is declared, then the YMCA, the Learning Center, and all programs/classes will be cancelled. In the unlikely event that the child care center would close early, parents will be called and asked for a timely pick up.

Snow Emergency Policy

The Southeastern Indiana YMCA and YMCA Learning Center will be open for business unless a Red Warning is declared in Ripley County. The Executive Director will decide when other factors require the facility to close.

- If the Red level is not lifted by 11 a.m., the YMCA and YMCA Learning Center will remain closed the rest of the day.
- If the Red level is lifted by 11 a.m., the YMCA and YMCA Learning Center will be open at 12:00 noon.
- In the event that we **foresee a delayed opening**, we may post the evening before that the YMCA and YMCA Learning Center will open at 8:00 a.m. Please note: this may change to a "CLOSED" status prior to 8:00 a.m.
- Classes and programs will run when the YMCA is open for business, pending the instructor is safe to travel.
- If a Blizzard Warning is issued specifically for the Batesville area, our building will be closed.

Note: The above listed scenarios are used for general guidance in making decisions of when to open or close. The Executive Director takes many factors into consideration when making the decision with the safety of our members and staff as the highest priority. WRBI radio is our local source for opening and closing announcements. You may view their website at

www.wrbiradio.com. NIXLE is also used to post our opening and closing status, as is our Facebook page and website (www.siyymca.org).

Fees: On a Monday-Friday week: one day closed: no credit will be given. On day 2, 3, 4, or 5...a 50% credit will be given off the day's rate (the 5 day pro-rated rate).



Guidance Policy

In August of 2017, the YMCA Learning Center Staff began the transformational process to begin implementing a behavior management program called Conscious Discipline. The process of implementation begins through training and onsite coaching by a Conscious Discipline certified instructor. Conscious Discipline is slowly implemented over several years of practice and adds to the positive discipline techniques that are already used at the YMCA. Conscious Discipline is an evidence-based, self-regulation program that integrates social-emotional learning and discipline. The program, developed by Dr. Becky A. Bailey, empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. Conscious Discipline is a way of organizing schools and classrooms around the concept of a school family. Each member of the family, both adult and child, learn the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' needs, and getting along with others. The skills include composure, empathy, integrity, assertiveness, responsibility, the ability to make good choices, and the ability to see the best in others. We encourage families to visit the Conscious Discipline website at www.consciousdiscipline.com for additional information. Teachers will use Conscious Discipline along with other positive discipline techniques.

In accordance with the NAEYC Code of Ethical Conduct, Principle P-1.7, "We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet the child's needs, or the child is seriously jeopardizing the ability of the other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success," we have determined to follow these steps for intervening with extreme behaviors.

It is important to define terms that are often used when referring to behavior intervention.

Punishment: Punishment is the penalty you have to pay when you're caught doing something bad. When someone is officially penalized for a mistake or a crime, that's punishment.

Discipline: The practice of training people to obey rules or a code of behavior

Guidance: Guidance can mean steering, or the act of providing direction

Consequence: The result of something you do.

Natural and logical consequences: Natural and logical consequences result from choices children make about their behavior. In effect, they choose the consequence they experience.

Based on what we know about the way a child's brain develops, it is appropriate that we use and direct our behavior intervention plans based on the definition of discipline and guidance. Children are not born knowing the societal norms for behavior. National, regional and family culture all play a part in the expectations of the standard in which we measure appropriate behavior. Behavior is taught from birth and the teaching of appropriate behavior through the use of guidance and use of natural and logical consequences is an expectation of our teachers. When children do not exhibit appropriate behaviors, natural and logical consequences occur. Children will not be ostracized or punished for behavior, but disciplined and guided to learn a better way.

When a child exhibits behavior that is harmful to the safety of the classroom or severely effects the other children's positive classroom experience, the following procedure will be followed, noting that teachers have a 60 day period to warmly welcome and transition a child into the classroom as a new student.

1. The classroom teacher will schedule and document a conference with guardian(s) to have an open and honest discussion about the behavior being exhibited. This is a time to build a trusting relationship and open lines of communication. The teacher will explain guidance techniques used in the classroom. It will be established that all behavior plans are for the benefit of the child and family. It will be addressed that all matters involving the child's behavior will be kept confidential and addressed by only those that are directly involved with the child. Student behavior will be documented objectively by the classroom teacher. A second conference will be scheduled between the guardian, teacher and Center Director for 2 weeks after initial conference.
2. If behavior still remains a concern at the time of the second conference, a specific behavior plan tailored to the individual child will be initiated. All parties (the child, the teacher, the guardian(s) and the Director) will have roles to support the child and the classroom as new behaviors are taught. The classroom teacher or center director will contact the local Child Care Resource and Referral to observe and assess the classroom environment, teacher interactions and the child's behavior. A third conference will be schedule between the guardian(s), teacher and Director for 2 weeks after the observation by Child Care Resource and Referral.
3. If behavior still remains a concern at the time of the third conference, together, the guardians, teacher and center director will utilize resources including, but not limited to Community Mental Health, Child Care Resource and Referral, First Steps, Ripley Ohio Dearborn Special Education, the local schools, the child's physician and One Community, One Family. All conference participants will act swiftly to schedule and meet with outside services. If parents are unwilling to participate in this process, a 30 day probationary period will be implemented before services are limited or terminated. At this time, the Executive Director will be informed of the work being done on behalf of the child.

4. A fourth meeting between guardian(s), teacher and center director will be set once outside resources are able to assess the needs of the child. With the expertise of specialized services, an individualized plan will be implemented with fidelity on the part of the parent and the teacher. It is the role of the center director to guide the teacher and support the plan. The result of intervention may lead to the following:
 - a. Implementation of an individualized plan that leads to successful inclusion within the classroom
 - b. Qualification of the child to attend developmental preschool or participation in outside care for part of the day
 - c. On or off site therapy that results in successful inclusion within the classroom
 - d. A combination of any of the above

Limited services or termination will be considered if:

- Placement of the child in the class jeopardizes the physical safety of the child or classmates as assessed by outside mental health or behavior specialists and all available intervention supports have been exhausted.
- The family is unwilling to participate in any part of the 4 step process.
- Continued placement in the class fails to meet the needs of the child as agreed by both the center and the family and a different program has been identified to meet the needs of the child.

If it is deemed necessary to terminate services, a 2 week notice will be given. During this 2 week period, the child and family will continued to be treated with respect and support. A termination of services notification does not denote that work done to teach new behavior was in vain or that the family or center has failed the child. A termination of services, is to benefit the child in finding a care setting that can better meet their need. During the 2 week disenrollment transition, the family will receive support in the following ways:

- Guardian(s) will be given the contact information for Child Care Resource and Referral to assist in the search for care
- Guardian(s) will be given a folder of local resources that can be used to continue strengthening the family
- The family will be invited to have continued open dialogue with the center director regarding their needs due to this transition

This process adheres to the following ideas and principles of the NAEYC Code of Ethical Conduct:

- "To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful."
- "To recognize and respect the unique qualities, abilities and potential of each child"
- "To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities."

- “To work with families to provide a safe and smooth transition as children and families move from one program to the next.”
- “We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.”

It should be noted that the center reserves the right to terminate care at any time, with the approval of the Executive Director, due to serious incidents that cause severe detriment to self, another child or staff.

We recognize that positive discipline teaches and encourages the healthy development of a child’s self-esteem. Our child care facility does not allow the use of physical punishment by caregivers. Our staff are trained to employ positive discipline techniques, which include praising, calling attention to appropriate behavior and acting as good role models in order to influence and reinforce a child positively. Children who have conflicts or problems with others while at our center will be encouraged to verbalize their angers and concerns. Our staff members guide rather than punish.

The classroom teacher, with the approval of the Director, is responsible for the discipline in his/her class. Discipline is not used for a child’s failure to sleep or eat or for toileting accidents. Techniques of discipline are not intended to humiliate shame or frighten a child.

Children are our business!

If you have any questions about our child care center or any information contained in this handbook, please contact me at 812-932-1415. I am happy to answer any questions you may have. To see each individual child grow to his/her potential with a positive self-concept is what I hope each child can experience while in our care.

Karen Moore
Child Care Director