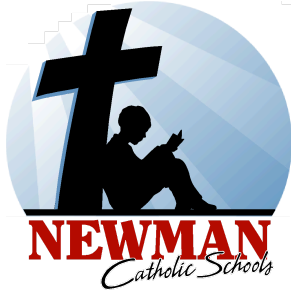




Early Childhood Center Parent Handbook

Handbook Effective - August 2025

Last Revised - November 2024



**Newman Catholic Schools
fosters disciples of Christ through
Catholic Faith, Service, and Academics.**

Dear Parents,

Welcome to the Newman Catholic Early Childhood Centers. Newman Catholic Schools is proud to offer the community high quality holistic educational programs ranging from infancy and early childhood through high school, all in a caring and Catholic environment. Newman Catholic Schools offers a variety of options including: child care, extended day care and summer care for school-age children, preschool, 4 year-kindergarten, elementary, middle and high school. Programs are available throughout the community, making it convenient for families traveling to and from work and home.

Newman Catholic Schools offers two Early Childhood Centers: NCECC: St. Michael in Wausau, and NCECC: St. Therese in Schofield. Each Early Childhood Center operates as a state licensed, non-profit facility administered by Newman Catholic Schools under the cooperation and governance of the Catholic Diocese of La Crosse. The early childhood programs offer families a developmentally appropriate foundation for learning and future success. A safe and child centered day encourages growth and exploration in a teacher planned and prepared environment. The activities provided are based on the developmental needs and interests of each individual child. The Early Childhood Centers incorporate the celebration of Christian holidays and traditional core values into its curriculum. It reserves the right to use religious stories, songs, mealtime prayers, and other religious materials as it deems appropriate. The early childhood program welcomes children and families of all religious denominations.

The Early Childhood Centers encourage parental involvement and feedback. Open communication between staff and families is valued and encouraged. The Early Childhood Centers respect the dignity of each individual and will not discriminate in its enrollment or employment on the basis of race, color, creed, sex, sexual orientation, handicap, religion, and national or ethnic origin.

Please read this handbook in order to become familiar with the expectations Newman Catholic Schools has for its students and parents. Please keep it in a safe area at home and refer to it throughout your time with us. Your support is critical.

The administration of Newman Catholic Schools, including the NCECC Site Directors, President, or President's designee, retain the right to interpret all policies and procedures listed, and may amend this handbook for just cause at any time throughout the year. Parents will be given prompt notification if changes are made.

Sincerely,

Administration of Newman Catholic Schools



CARDINAL CHARACTER BRING IT!

B_e **RESPONSIBLE**

RESPECT the learning environment
yourself and others

INTEGRITY wins

N_{urture} **EMPATHY**

GRATITUDE is key

Newman Catholic Schools fosters disciples of Christ through
Catholic faith, service and academics.

NEWMAN CATHOLIC SCHOOLS

Programs and Grade Alignments

Newman Catholic Early Childhood Centers

NCECC: St. Michael, Wausau

NCECC: St. Therese, Schofield

Licensed Child Care Program
3-Year-Old Preschool Program 4K Program

Licensed Child Care Program
4K Program Summer Camp

Newman Catholic Elementary & Classical Schools

NCES: St. Anne, Wausau

NCES: St. Mark, Rothschild

NCCS: Holy Name, Wausau

Kindergarten through Grade 5

3-Year Old Preschool through Grade 5

Kindergarten through Grade 8

Newman Catholic Middle and High School

Wausau

Grades 6 through 12

Graduation and Beyond

Newman Catholic Schools Mission

Newman Catholic Schools fosters disciples of Christ through Catholic faith, service, and academics.

The administration of the Diocese of La Crosse and Newman Catholic Schools retains the right to interpret and/or amend this handbook at any time for just cause. Parents will be given prompt notification if changes are made.

NCECC: St. Michael and NCECC: St. Therese are Catholic Schools in the Diocese of La Crosse. As Catholic Schools we will teach and advocate our Catholic Faith. All students are welcome in our schools, and all parents and legal guardians must understand that Catholic Doctrine will be taught. The passing on of our Catholic Faith is our number one priority.

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Section 1 - Newman Catholic Schools Mission, Goals, and Directory Information

A. Newman Catholic Schools Mission Statement

Newman Catholic Schools fosters disciples of Christ through Catholic faith, service, and academics.

A Ministry Rich in Education

Our Catholic schools and Early Childhood Centers stand by a set of guiding beliefs that are used to fulfill our educational mission. We want our schools and Early Childhood Centers to be places where:

- There is a commitment to a collegial and collaborative working relationship with all those involved in the operation and governance of the schools.
- Academic excellence and high expectations are encouraged and supported among teachers, students, and parents.
- We are conscious of the influence we have on young people and use this influence to help them become confident.
- Students, parents, and teachers experience a community that fosters a strong sense of religious commitment.
- There is a personal approach to each student.

B. Newman Catholic Schools Early Childhood Centers Mission Statement

Newman Catholic Schools offer a quality, nurturing, early childhood program that meets each child's individual needs and strives to be a place where teachers and parents work together.

C. Commitment to Quality

Newman Catholic Schools acknowledges a high quality early childhood program should maintain several basic components including small group size, low child-teacher ratios, and consistency in care giving. Staff must have professional training in early childhood education and development; and close partnerships with parents must be developed. We know children develop and learn best in the context of a community where they are safe and valued. Children need to be assured their physical needs are met. A high quality early childhood program must be child centered and provide many opportunities for self-directed learning experiences. The teacher-child interactions are the most significant determiner of quality. Children will be assigned to a specific classroom with a regularly assigned teacher. In order to maintain high quality staff, all staff must be provided with equitable wages and benefits. This program, including salaries, supplies and administrative expenses are supported entirely through program fees. Tuition along with fundraising ensures the program maintains its commitment to quality in staff, materials, and equipment. Your commitment to maintaining your tuition schedule is an important aspect of this process.

On occasion, Newman Catholic Schools may send out parent satisfaction surveys to collect data on how to better serve our families and students.

D. Goals – Systemwide and Early Childhood Centers

The goals of the Newman Catholic Schools system are as follows:

- Through the cooperation of faculty, students, and parents, create an environment which stresses Catholic Christian values and helps to develop the spiritual life of students.
- Provide an educational environment in which the intellectual, social, spiritual, emotional, and physical potential of each child may develop to the fullest extent possible.
- Provide opportunities for students to learn not only factual knowledge but also higher level thinking skills to help them understand the process of learning.
- Prepare today's youth for a productive and successful life during which they will realize their fullest potential.
- Accent a core curriculum of Religion, Reading, Language Arts, Math, Science, Social Studies, Computer Science and the Arts.

The goals of the Early Childhood Center programs are as follows:

- Foster an environment where all children and families are welcome.
- Offer a comprehensive program of early childhood education.
- Provide high quality care to all members of the community.
- Provide a wide range of care options to meet the needs of today's parents.
- Provide excellence in care by meeting state licensing requirements and YoungStar standards.
- Provide a developmental program of early childhood care and education that meets the interests of each child.
- Infuse the celebration of Christian holidays and traditional values in the curriculum.
- Foster a close relationship with parents by encouraging involvement, communication and feedback between parents and teachers.

E. Diocesan Administration

Newman Catholic Schools is governed in part by the Diocese of La Crosse. As a program of Newman Catholic Schools, the Newman Catholic Licensed Child Care programs are also part of the Diocese.

1. Gerard W. Battersby, Bishop of Diocese of La Crosse
2. Thomas Reichenbacher, Director for Office of Catholic Schools for Diocese of La Crosse
3. Father Sebastian Kolodziejczyk, St. Matthew Parish, Dean for the Wausau Deanery
4. TBD, Dean's Delegate to Newman Catholic Schools

Contact information for the individuals listed above may be obtained from the Early Childhood Center Site Director.

F. Newman Catholic Schools Administrative Team

1. Newman Catholic Schools - District Office

1130 W. Bridge Street	Phone	715 - 845 - 5735
Wausau, WI 54401	Fax	715 - 842 - 1302

President

Jeff Gulan

Advancement / Alumni Department

- | | |
|--|--------------|
| • Director | Sarah Keene |
| • Alumni Relations & Events Specialist | Paul Michlig |
| • Administrative Assistant | Edda Porzio |

Enrollment Specialist

Jacci Lepak

Marketing & Communications Manager

Jas Norton

Finance Department

- | | |
|------------------------|----------------|
| • Controller | Ashley Zastrow |
| • Assistant Controller | Jessica Noll |

Food Services Coordinator

Jenni Derks

Human Resources

Information Technology

David Radtke

2. Newman Catholic Schools - Athletic Office

1130 W. Bridge Street	Phone	715 - 845 - 5735
Wausau, WI 54401	Fax	715 - 842 - 1302

Athletic Director

3. Newman Catholic Schools - SCRIP Office

615 Stark Street	Phone	715 - 842 - 4805
Wausau, WI 54403	Fax	715 - 842 - 1302

SCRIP Coordinator

Diane Allorie

G. Newman Catholic Schools Building Information

1. Early Childhood Centers

NCECC: St. Michael	Licensed Child Care, 3-Year-Old Preschool, 4K
Sarah Welch, Site Director	Phone 715 - 848 - 0206
615 Stark Street	Fax 715 - 227 - 4859
Wausau, WI 54403	Daily Schedule Monday - Friday, 6:30 am - 5:30 pm

License Capacity	70
License Ages	6 weeks to 13 years

NCECC: St. Therese	Licensed Child Care, 4K, Summer Camp
Amy Faust, Site Director	Phone 715 - 355 - 5254
112 W. Kort Street	Fax 715 - 227 - 4861
Schofield, WI 54476	Daily Schedule Monday - Friday, 6:30 am - 5:30 pm

License Capacity	90
License Ages	6 weeks to 13 years

2. Elementary Schools

NCES; St. Anne	Kindergarten - Grade 5
Caleb Feidt, Principal	Phone 715 - 845 - 5754
604 N. 6th Avenue	Fax 715 - 201 - 4786
Wausau, WI 54401	Daily Schedule 7:45 am to 2:45 pm

NCES: St. Mark	3 Year Old Preschool - Grade 5
Pam Fochs, Principal	Phone 715 -359 - 9662
602 Military Road	Fax 715 - 201 - 4967
Rothschild, WI 54474	Daily Schedule 7:45 am to 2:45 pm

3. Classical School

NCCS: Holy Name	Kindergarten - Grade 8
James Lynch, Headmaster	Phone 715 - 298 - 1264
1122 S. 9th Avenue	Fax 715 - 201 - 6535
Wausau, WI 54401	Daily Schedule 7:45 am to 2:45 pm

4. Middle & High School

TBD, Principal	Middle School Grades 6 - 8; High School Grades 9 - 12
1130 W. Bridge Street	Phone 715 - 845 - 8274
Wausau, WI 54401	Fax 715 - 227 - 4842
	Daily Schedule 7:30 am to 2:45 pm

Website www.newmancatholicschools.com

H. Relationship Between Parish, Schools / Centers and Families

The following policy was approved by the Newman Catholic Schools Education Commission in 2003 and is required to be included in all Newman Catholic Schools handbooks.

- A. All Newman Catholic Schools and Early Childhood Centers are an extension of all the parishes in the Wausau area. Newman Catholic Schools and Early Childhood Centers are not private institutions, but parochial in nature. This is a very important distinction. Newman Catholic Schools does exist to provide parishes a way to promote the Catholic faith in a very intimate and integrated way into the lives of their young parishioners. The parishes fund approximately 40% of the operating budget for Newman Catholic Schools 3K programs. Tuition covers only 38% of the costs involved in educating the students (3K) at Newman Catholic Schools. If Newman Catholic Schools programs were private, parents would need to fund 100% of the costs, and the religious function of Newman Catholic Schools would not be present.
- B. Families, schools and parishes work together toward the common goal of preparing students to live as disciples in their schools, parishes, and the larger community. Pastors and parishioners should be visible in the schools, and families and students are encouraged to be visible in their parishes, in order for students to live the message of Christian discipleship.
- C. To meet these goals, it is important that families and Newman Catholic Schools students are encouraged do the following:
 - 1. Formally register as parishioners with the parish.
 - 2. Attend Sunday Mass every week. School Masses are additional Masses and are not the same as the family participating in weekly Sunday liturgies.
 - 3. Support their home parish in terms of sharing time and talents on such things as parish council, parish missions, parish picnics, parish committees, special parish events, etc.
 - 4. Support their home parish in terms of financial support on a weekly or monthly basis.
- D. To meet these goals, it is important for the pastors to lead in the following ways:
 - a. Be visible in Newman Catholic Schools (including the middle school and high school) by being present at school social events and in classrooms, when possible.
 - b. Support and promote Newman Catholic Schools as the preferred method of teaching the faith.
 - c. Act as celebrants for Masses with students and administer the sacrament of Reconciliation.
- E. Sacramental Preparation – Parishes are responsible for the “immediate” preparation for receiving the sacraments of Reconciliation, First Eucharist and Confirmation. The schools (and parish religious formation programs) provide the background education – the catechism, the history of the sacrament and theology. Parishes confer the sacraments, as well as provide the immediate preparation for the sacrament itself.

Teachers are welcomed and encouraged to participate in parish celebration of the sacraments with their students.

- F. By working together, families, schools and parishes do a more effective job of helping our students become the future of our Church.

Section 2 - Diocese of La Crosse and Newman Catholic Schools Policies

A. Communication with Parents - NCS Policy

Newman Catholic Schools issues a variety of publications to parents, students and alumni including Newman Catholic Schools Annual Report, Cardinal Connection newsletters, informational letters, news issued in our Newman Catholic Schools parish bulletins, Facebook, Constant Contact, Skylert, etc. Some publications are mailed, while others are included on the Newman Catholic Schools website, (www.newmancatholicschools.com), or sent home with students. Newman Catholic Schools also will request email addresses from parents in order to distribute important information to them. All parents are encouraged to provide their child(ren)'s school or Early Childhood Center with an email address. Parents are encouraged to read all publications and check the website on a regular basis as a means of staying informed and involved with their child's school.

Newman Catholic Schools' belief in an individual approach to each child encourages both parents and staff to seek a more personal form of communication including phone calls and conferences, and openly discourages staff from trying to resolve conflicts or difficult situations regarding students and/or parents via email. Parents are reminded that we may not be able to answer an email immediately for a variety of reasons. In reality it may take a day or more for an employee to gather the necessary information before a response can be given.

B. Communication in Times of Crisis or Disaster - NCS Policy

1. National Level Crisis or Disaster

- **Middle / High School** - The school will generally interrupt a class to inform students and will either keep them updated or allow them an opportunity to watch news coverage of the event. The school will have crisis counselors available for students directly affected by such an event or tragedy.
- **Elementary Schools** - The schools will temper the release of crisis information to young students. They will communicate to parents information pertaining to what the students have been told and suggestions on how parents can handle sensitive information with young children.

2. School Level Crisis or Disaster

The nature of the crisis or disaster tends to dictate how communication is disseminated to parents and students. Each staff member has a unique role in times of crisis. Announcements to parents may be made through the district website, email, local media, notes home with students, or some other means that are efficient and sensitive to the nature of the situation. Specific means as to how Newman Catholic Schools families are informed is under the direction of the Newman Catholic Schools president or delegate. Parents are reminded that in some emergency situations, calling the school or coming in person to the school may not be possible.

C. Concerns by Parents - NCS Policy

Newman Catholic Schools is committed to helping parents resolve concerns they may have about the school, school programs, personnel, their students, etc. It is expected that parents will not speak negatively about Newman Catholic Schools or its staff when students are present. It is very inappropriate to deride or speak angrily to a staff member in the presence of students. There is a specific process or order to work toward a possible solution. Failure to follow the steps to resolve an issue may result in additional time as the parent will be referred back to the proper authority. Parents are asked to refer to Section D below for further information. Parents should always follow the chain of communication with order of contact as:

1. Your child's Teacher, Coach, or other staff member.
2. The Newman Catholic Schools Athletic Director (for athletic items).
3. The building's Principal or Site Director
4. The Newman Catholic Schools President

D. Diocese of La Crosse Administrative Recourse

This policy outlines the chain of authority to be followed in resolving disputes:

1. Teacher, Coach or building's Administrative Assistant..
2. Athletic Director (if applicable to an athletic issue).
3. Principal or Early Childhood Center Site Director.
4. President or Vice President in absence of President.
5. Pastoral Authority – Dean's Delegate to the Catholic School or Early Childhood Center
6. Dean
7. Diocese

When one of Christ's faithful judges himself or herself injured by the decision or action of a person exercising pastoral or administrative authority in the Diocese of La Crosse, he or she, first, is to confront the person in question with the grievance and seek reconciliation with the person.

If the party who judges himself or herself injured is not able to achieve reconciliation by conversation with the authority involved, he or she may present the grievance to the pastors of the church within thirty calendar days of time of the alleged injury. The recourse is to be made in writing and is to state the facts of the conflict and the reason or reasons why the party judges himself or herself injured. The response to the recourse also is to be made in writing and is to state the reason for the response given.

If the grievance is against an authority of the parish, the appeal first is to be made to the pastor who is to seek to reconcile the two parties. At this level and at the successive levels, the pastor may seek the assistance of others, especially those respected for their ability to reconcile; but in the end the pastoral authority remains responsible for seeking the resolution of the conflict. No consultative body such as members of consultative bodies, in virtue of their membership, should be given the pastoral responsibility for assisting the pastor in clarifying policies in cases of conflict or interpretation. It does not, however, engage in the administration of the policies. The pastor is obliged to respond to the recourse within fifteen calendar days from the time he receives it. The pastor is obliged to respond to the recourse, the conflict is considered reconciled, unless the

pastor's response is appealed to the dean within fifteen calendar days from the date the parties in conflict receive the response.

If reconciliation is not achieved with the pastor's help or if the grievance is against the pastor himself, the appeal is to be made to the local dean who by office has special responsibility for promoting harmony of pastoral action and unity of Church life in his deanery. (cf. Can. 555, 1, 10; 2, 20) If the grievance is against the pastor, and the pastor is the local dean, then the appeal is to be made to the dean of the closest neighboring deanery, with the consent of the diocesan bishop. The dean is obliged to respond to the recourse within fifteen calendar days from the date he receives it.

If reconciliation is not achieved on the deanery level, or if the grievance is against the dean in the exercise of his office of dean, then the appeal is to be made to the diocesan bishop directly. The diocesan bishop may carry out the work of reconciliation himself or he may name another to act for him in the matter. In the latter case, the diocesan bishop is obliged to respond to the recourse within fifteen calendar days from the date he receives it.

If the grievance is against the diocesan bishop, the legislation in the Code of Canon Law is to be followed. (cf. Cann. 1732-1739)

It should be kept in mind that the Code of Canon Law requires a special procedure to be followed by the diocesan bishop in the case of the removal of a pastor (cf. Cann. 1740-1747) or the transfer of a pastor unwilling to be transferred (cf. Cann. 1749-1752).

Penalty Status During Administrative Recourse (DSP 1392)

The penalty for a violation of a school, Early Childhood Center, or Diocesan policy or regulation is to be enforced during the recourse procedure. However, a request can be made to the Diocesan Director of Schools to speed up the recourse procedure. This request can be made by the school, employee, student or parent affected. The request can be granted or denied.

E. Diocese of La Crosse Harassment Policy

All students and staff of Catholic schools of the Diocese of La Crosse are entitled to learn in and work in an atmosphere that is safe and free from harassment, and to be in an environment where people are treated in a way in which Jesus would treat them. Harassment of any kind is never permitted. The Newman Catholic Schools Personnel Policy Manual addresses the course of action dealing with harassment of employees by other employees. The following applies to students and defines various types of harassment, but is not limited to those listed.

1. Sexual Harassment

As per Diocesan School Policy (DSP 5512) sexual harassment is defined as any unwanted sexual advances, unwelcome physical contact of a sexual nature or unwelcome verbal or physical conduct of a sexual nature. "Unwelcome verbal or physical contact of a sexual nature" includes, but is not limited to, "the deliberate repeated making of unsolicited gestures or comments, or the deliberate, repeated display of offensive, sexually graphic materials which is not necessary for school purposes."

No student shall be subject to sexual harassment as a Catholic school student. Any student or employee who engages in sexual harassment shall be subject to severe disciplinary measures. Any student who believes he or she is being sexually harassed shall immediately report such information to the school principal. All claims of sexual harassment shall be thoroughly investigated by the school principal after consultation with the Diocesan Director of Schools. No student shall receive any retaliation or disciplinary action for reports of sexual harassment made in good faith.

2. Other forms of Harassment

- **Racial or Ethnic Harassment** is UNWANTED comments regarding a person's ethnic or racial makeup. Examples: ethnic or racial slurs, name calling etc.
- **Verbal Harassment** is UNWANTED oral or written comments, which make a person feel bad or unsafe. Examples include teasing to cause embarrassment, threatening to cause harm to the person, or teasing about an individual's clothing, hairstyle or appearance.
- **Physical Harassment** is UNWANTED behavior of a physical nature. Examples include pushing, striking another student, or any action causing physical harm. Physical harassment often is a legal issue and is defined as battery, assault, or disorderly conduct.
- **Intimidation** is UNWANTED threats to cause harm. Telling someone to "watch your back," or warning someone else is going to "beat you up" are just two examples.
- **Disability Harassment** is UNWANTED comments or actions regarding a person's disability, be it physical, learning, mental, etc.

3. Consequences for Harassment

Since harassment is in direct conflict with Catholic values and shows a basic disrespect for others, all situations involving harassment will be dealt with severely and according to the school discipline plan.

F. Display of Student Work - NCS Policy

Newman Catholic Schools employees or others authorized by Newman Catholic Schools may be displaying student work at school and/or outside of the school building as a way of promoting the Newman Catholic Schools system, a particular class, or building. Parents who do not wish to have their child's work or name included in such displays should provide the Early Childhood Center's Site Director with a written statement explaining their wishes.

G. Dress Code Guidelines - NCS Policy

Students' dress and personal appearance are primarily the responsibility of each individual student and parent. However, Newman Catholic Schools, as part of the Diocese of La Crosse, are required to follow a more defined dress code for the schools of the school program. As part of Newman Catholic Schools, the Early Childhood Centers are also bound to follow certain

standards of dress for both students and staff. Basic standards for children enrolled at the Early Childhood Centers are:

- age appropriate clothing
- clothing that is comfortable, appropriately sized and is appropriate to the activities of children and the season
- a style and manner of dress promoting a Christian learning environment
- a style and manner of dress that helps students grow in the virtue of modesty
- a style and manner of dress that promotes self respect.

H. Fundraising - NCS Policy

According to Diocesan policy, student, parent and athletic fundraisers must be first approved by the building Principal or Site Director who will then seek approval from the Newman Catholic Schools Advancement Director and the Newman Catholic Schools President.

Funds raised by the school, Early Childhood Center, or any entity of the school and all parent organizations (ex. Home & School , Booster Clubs) must be used solely for the local school programs and for outside organizations only as approved by the administration team.

According to Diocesan policy, expenditures of money by parent and student organizations should have the prior approval of the building Principal or Site Director, Newman Catholic Schools Advancement Director, and Newman Catholic Schools President.

I. Non-Sufficient Funds Policy - NCS Policy

If a Newman Catholic Schools family account has a check returned for non-sufficient, the family's account will be charged a NSF fee. Once a family's account has reached its third NSF fee, a family will be asked to make all future payments in cash or money order until the Early Childhood Center's Site Director determines a family can return to check and/or credit card payments.

J. Nondiscrimination Policy - NCS Policy

As per DSP 5101, every Catholic school in the Diocese of La Crosse respects the dignity of each individual and therefore, will not discriminate on the basis of religion, race, nationality, or sex in regard to enrollment.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

K. Party Invitation and Present Distribution - NCS Policy

Parties are a very special event in the life of every student, no matter what age. Gatherings of this nature provide a wonderful opportunity to celebrate life and love. Unfortunately, sometimes these celebrations bring a great deal of pain to fellow classmates. This happens when invitations are passed out in school, birthday presents come to school, or party groups leave together from school. In light of the emotion the students may experience; **we ask parents to refrain from passing out invitations and/or presents at school unless the entire class or all boys and/or all girls receive one.**

If invitations and/or presents must be handed out at the Childhood Center, please arrange a time with the Early Childhood Center's Site Director for their assistance. The Early Childhood Center Site Director will distribute the items to the appropriate students in a discreet manner. Please consult with the Site Director if you have questions regarding this policy.

L. Personal Possessions - NCS Policy

Newman Catholic Schools upholds and enforces the basic Catholic premise that all students should respect another's possessions, and that tampering with, stealing, or defacing someone's possessions is unacceptable. However, students and/or parents are responsible for proper care of their possessions. **The school or Early Childhood Center is not responsible for lost or stolen items.** Newman Catholic Schools discourages students from bringing personal items from home unless invited by their classroom teacher. In certain situations, the school or Early Childhood Center may need to conduct an investigation to help a student recover a lost or stolen item, or may need to contact legal authorities.

M. Photographs of Students - NCS Policy

Newman Catholic Schools employees, members of the news media, or other individuals involved with the business of Newman Catholic Schools may take photos, record videos, or use other forms of media to record images of students involved in school activities. These materials may be used for but are not limited to promotional materials, the Newman Catholic Schools website, school and/or Early Childhood Center yearbooks, school and/or Early Childhood Center newsletters, news articles, advertisements, etc. Parents are required to complete a Photograph Release form at the time of enrollment and on an annual basis during registration. Parents have the option to only allow their child's image to be used for only classroom activities by completing the Photograph Release.

N. Property Damage by Students - NCS Policy

In the event a child treats classroom property inappropriately, the staff will use their positive guidance techniques to teach the child the appropriate use of materials. In the event the child repeatedly treats materials inappropriately and incurs expense to the Early Childhood Center or school, the parent may be assessed a financial charge above the cost of tuition to cover all or a portion of the cost of the damage.

O. Safe Environment Training Requirement for Parents - NCS Policy

All Newman Catholic Schools parents in the schools or Early Childhood Centers are required to receive Diocesan approved Safe Environment training and are required to sign the Newman Catholic Schools compliance form. The Safe Environment training program contains information pertaining to the procedures and policies regarding sexual abuse of students by Diocesan employees. This is done on an annual basis.

P. Website - NCS Policy

The Newman Catholic Schools website is a major way in which Newman Catholic Schools issues general communications to its parents. Parents are responsible for staying informed with communications geared to them, and all families whether enrolled in school or one of the Early Childhood Centers encouraged to visit the Newman Catholic Schools website at www.newmancatholicschools.com on a consistent basis. Important parent information pertaining to each program in the system is included on the website including newsletters, registration forms, menus, handbooks, etc.

Section 3 - NCECC General Information Policies

A. Babysitting

At times, parents may ask staff to babysit for them outside of the Early Childhood Center's regular hours of operation or when the staff member is off-duty from the Early Childhood Center. These arrangements are considered private and outside of the scope of authority of Newman Catholic Schools. Newman Catholic Schools is not responsible for the child, communication, arrangements, or fees agreed upon between staff members and parents for outside care. If a staff member is used for a child's pick up, a written parent permission note must be given to the Early Childhood Center Office.

B. Classroom Supplies

Families will be provided with a school supply list at the time of enrollment and in the annual registration packet. Occasionally students will be encouraged to bring items from home to help make learning more meaningful.

C. Clothing and Personal Supplies

Parents are required to supply the following personal items for their child(ren):

- At least one change of clothes. These clothes should be checked periodically for weather and size appropriateness
- Baby wipes as needed
- Diapers as needed.
- Bottles as needed
- A child-sized blanket for nap / rest period (for students over one year old).
The blanket must be taken home and washed on a weekly basis.

D. Confidentiality

Newman Catholic Schools strives to maintain confidentiality and is not permitted to discuss or disclose personal information regarding a child, a child's family, professional or personal staff information to outside parties without written authorization from said party. Information concerning specific students or a family will be shared in a professional manner with the appropriate staff members. Families who wish to have specific information withheld must meet with the Site Director. The Early Childhood Centers are bound to follow legal protocol as well. For example, if a parent requests to have information withheld from the child's other parent, the Early Childhood Center may or may not be able to honor the request depending on what is specifically noted in legal custody documents.

Newman Catholic Schools requires professionalism of its staff. Discussion of students or families by staff outside of the Early Childhood Centers, in public spaces of the Early Childhood Centers, in the presence of other parents, students, etc. is not permitted. Newman Catholic Schools will impose consequences on staff who fail to follow this expectation.

Parents are encouraged to be respectful of all students at the Early Childhood Centers and are asked to strive to maintain the same expectations put forth for the staff. Parents also have access to confidential information as they observe students interacting during drop off and pick up times. It is our most urgent request that parents also respect the confidentiality rights of students and families. Which child is upset or acting inappropriately, or seems to be having an off day is not a matter for gossip or discussion among parents and their acquaintances any more than gossip among employees.

If a parent has legitimate questions or concerns about something witnessed at the Early Childhood Center, they are encouraged to direct those questions or concerns to either the teachers present at the time or to the center's Site Director when students are not present.

E. Cultural Awareness

The Early Childhood Centers will provide materials (books, pictures, toys, songs, events, etc.) that reflect diversity including but not limited to race, abilities, age, culture, and gender in non-stereotyping roles.

F. Discipline and Guidance

1. **Basic Philosophy** - Newman Catholic Schools strives to help students feel secure in themselves and their environment. Appropriate individual and social behaviors are nurtured and developed through a plan of guidance, rather than punitive discipline. An approach focusing on guiding students to develop as caring, respectful and compassionate people is used. An approach focusing on discipline and punishment is NOT used. Guidance of a student's behavioral development includes the setting of clear-cut limits of behavior, loving firmness, consistency, respect for all, and a positive, problem-solving approach by a warm, secure adult.
2. **Guidance Goals** - The Early Childhood Centers strive to:
 - help students learn strategies for self-regulation
 - meet a child's need for security, support, nurturance, and protection
 - meet group needs for structure, control, and safety
 - enhance and support a student's self-concept and self-esteem
 - help students develop appropriate conflict resolution skills and resilience
 - help students respect the curriculum through a positive and productive learning environment
 - be a model of respect for all students and adults
 - assist students in appreciating all forms of diversity including cultural, physical, etc.
 - work in partnership with parents to support a student's guidance goals
3. **Teacher Support** - Early Childhood Center staff are committed to fostering a positive partnership with parents in the area of helping students develop positive and appropriate behaviors. The staff are committed to:

- set realistic, developmentally appropriate expectations for students in partnership with parents
- provide a developmental curriculum with carefully designed and organized lessons for all students
- provide an organized, stimulating, safe and secure classroom environment that gives students a sense of stability, comfort and limits stress
- provides consistency and organization in day-to-day routines by establishing and maintaining a daily schedule that includes age appropriate routines, limits the number of transitions and avoids placing students in situations that are not supervised or unstructured
- maintain diligence in observation of a student's behaviors and developmental capabilities
- model and encourage appropriate voice levels
- communicate clear messages to the students
- overlook small annoyances and deliberate provocations
- step back from the situation to assess and plan for a response
- help students learn natural or logical consequences by pointing them out or talking about them
- model and encourage respect to all people including classmates, adults, etc.
- provide effective communication cues with students by talking to students at their eye level, waiting for them to give their attention before engaging in conversation, using language that is easily understood and avoids confusion, biases or double meanings
- address situations regarding the child's behavior rather than the child's character or personality
- set clear cut limits and expectations in a positive way defining what should be done, rather than what should not be done
- address potential areas of difficulty proactively rather than reactively
- help students to understand how people are different and guide them to respond appropriately

4. Teacher Response to Minor Behavioral Concerns - in an attempt to help guide students, the staff will:

- observe and process minor behaviors such as whining, noise making and repetitive interruptions
- encourage students with positive attention when they are behaving appropriately, helping another child or trying something difficult
- using sincere and specific verbal praise and encouragement.
- redirect students from inappropriate behaviors when too many students are in an area, or when disputes or negative body language signal the beginning of a conflict
- discuss with a child consequences for behavior
- encourage all students to help clean up a mess rather than being scolded for making the mess
- teach conflict resolution as an opportunity for students to evaluate what caused the disagreement and to find ways to resolve future problems before they create conflict
- provide time for renewal

- give hugs and loving care to students
- facilitate discussion between students and help them to resolve conflict
- guide discussion between a child and adult
- give gentle reminders
- redirect a child's attention to a positive model
- interject humor when appropriate
- offer choices

5. Teacher Response to Major Behavioral Concerns - Incidents of major behavioral concerns may include, but are not limited to, a child hurting another child through hitting, kicking, pushing, spitting, scratching, biting, etc. The staff of the Early Childhood Centers will:

- redirect a child from an activity for a short period of time to a calm space elsewhere in the classroom before rejoining the group
- stand near a child to help facilitate his/her attention and actions
- positively embrace a child if he/she is destructive to him or herself, another child, or the environment
- develop an awareness for special circumstances in the life of a child that affect behavior, such as physical or emotional abuse, physical or behavioral limitations caused by special need or stress in the home. Teachers may need to individualize guidance strategies to meet the needs of each child
- involve parents in developing solutions to individual guidance concerns
- incorporate behavioral strategies suggested by parents, counselors or specialists

6. Prohibitions - Any punishment considered humiliating or frightening to a child is strictly prohibited. Corporal punishment is not allowed under any circumstances, even at parent request. Students, regardless of age, shall not be scolded, punished, or restrained for lapses in toilet training.

Discipline and guidance shall be appropriate to the age and development of the child. For example, a child under the age of 3 may be held on a staff person's lap and comforted until he/she regains control. A child older than the age of 3 may be asked to sit next to the teacher during a group activity or asked to take a short break from the activity and rejoin the group in a minute or two. Redirection and positive guidance will be techniques more frequently used with younger students and toddlers. Modeling, gestures, talking to and encouraging independence, reflection and vocalizing of feelings will be used more frequently and in greater depth with the older students. Timeouts are not to be used with students under the age of three. If a timeout is used for a student over the age of three, the length of the timeout will not exceed three minutes.

G. Flier Distribution

All requests for distribution of information from outside organizations must first receive the proper approval by a District Office administrator. If approved, it must contain the following disclaimer:

“Disclaimer: This is not a Newman Catholic Schools sponsored event or activity and the opinions expressed are not necessarily those of the Newman Catholic Schools system or its personnel.”

Newman Catholic Schools reserves the right to determine which, if any, information to be distributed, and if approved, will require all copies for distribution to be provided by the entity requesting such.

H. Insurance

The Early Childhood Centers are covered under the incorporation status of the Diocese of La Crosse for liability purposes. However, Newman Catholic Schools does not provide medical insurance for its students. Medical expenses are the responsibility of the parents. Families are encouraged to provide their own accident/liability insurance coverage for their child.

I. Licensing Notifications and Regulations

The Early Childhood Centers are state licensed group child care facilities. Licensing regulations are stated in the Wisconsin Administrative Code of the Department of Children and Families, Division of Early Care and Education. A copy is available in a binder by the family mailboxes. License certificate, recent inspection, notice of enforcement action etc. are posted on the bulletin board in the main entryway of the building or by the Early Childhood Center's office..

J. Parent Handbook

The Early Childhood Centers believe successful parent partnerships are created when communication is a priority. Parents are expected to read the handbook and be familiar with the policies and expectations that have been agreed to with enrolling your child. Your support and cooperation is critical to forming a strong parent-center partnership and for the success of your child's experience. Parent input and suggestions regarding the handbook are welcome. Please take the time to ask questions as you read our policies and procedures.

The parent handbook, which includes licensed child care policies, is in a binder located near the family mailboxes outside the Early Childhood Center Office and is also on the Newman Catholic Schools website under "Parent/Family Resources".

K. Parent Participation

Parents would only be prevented from participating in the following opportunities if there is a court order denying access on file with the Early Childhood Center Office.

1. **Parent skills and talents** - Parents are welcomed and invited to share their skills and talents in their child's classroom. Parental involvement is key to enriching the everyday curriculum. The Diocese of La Crosse Safe Environment volunteer forms are required to be completed before volunteering for Newman Catholic Schools in any capacity.

2. **Classroom Observations** - Parents are welcome to observe their child's classroom. Contact your child's teacher for additional information. The Diocese of La Crosse Safe Environment volunteer forms are required to be completed before spending time in a classroom aside from picking up or dropping off your child(ren).
3. **Field Trip Involvement** - Parents are welcome to set aside time to join in planned field trip opportunities. The Diocese of La Crosse Safe Environment volunteer forms are required to be completed before joining a planned field trip.
4. **Parent / Teacher Conferences** - Conferences are held two times a year; generally in fall and spring. Conferences are an opportunity to review a child's progress and set learning goals. The Early Childhood Center staff will alert parents when it's time for conferences and assist in scheduling them. Parents are a child's first and foremost teacher and a parent's insight and knowledge will help staff implement an appropriate learning path for the child to follow. Parental participation is a key element in a successful parent-teacher partnership. The Early Childhood Centers value communication and teachers welcome any opportunity to address issues and share accomplishments of a child.

L. Pets

Classroom pets may be included in the Early Childhood Centers. Parents will be notified by a paper letter home and by Constant Contact prior to pet involvement in a program. Students may be involved in the care of classroom pets by feeding, helping to clean cages, or giving pets attention. Please let the Early Childhood Center know if your child has an allergy to specific animals or another medical concern that may be affected by the presence of an animal. This information needs to be included on the Health History and Emergency Care form that would have been completed at the time of initial enrollment and after that with the annual registration packet. The classroom teacher will adjust the curriculum to meet the special needs of your child. Students will wash their hands after the care and handling of classroom pets. Students will learn to care and handle the pet in a manner that protects the well being of both the students and the pet(s). Pets will not be allowed in food preparation areas.

The Early Childhood Centers have an open door policy on pet visitation, however, parents are required to speak with the Site Director in advance of a visit about the nature of the pet and an appropriate time for the visit to take place. If you or a family member would like to bring a pet to visit, it is required that the pet's vaccinations are current and the animal is people friendly. Proof of up to date vaccinations is required before the pet can come into the Early Childhood Center. Parents may not leave a pet at the Early Childhood Center unattended or leave a pet in the care of their child.

M. Staff Training and Qualifications

Newman Catholic Schools makes every effort to hire and maintain highly qualified staff members who are committed to providing high quality care to the students entrusted to the system for care and education. All staff are required to obtain a Registry certificate within three months of their start date.

1. **General Licensed Child Care Teacher Qualifications** - Minimally, all licensed child care teachers must have two courses for credit in early childhood education or its equivalent from an institution of higher education. All staff are required to be Adult and Pediatric First Aid/CPR/AED certified, regardless of the age of students in a particular classroom. All staff members receive:
 - Sudden Infant Death Syndrome (SIDS)
 - Shaken Baby Syndrome (SBS) or Abusive Head Trauma Prevention Training (AHT)
 - Child Abuse and Neglect (CAN) training.
2. **Specific requirements for Licensed Child Care Teachers of Infants and Toddlers** - In addition to general qualifications, Infant and Toddler teachers have a minimum of ten hours of training specific to infant and toddler care, approved by the Department of Health and Family Services. Training must be obtained upon hire or within six (6) months after assuming the position, along with other necessary certification required by the state licensing department.
3. **Orientation of New Staff and Volunteers** - All staff members and volunteers new to the Early Childhood Center receive orientation within the first week of employment. The orientation will consist of the following:
 - Review licensing rules, center policies, contingency plans, first aid, job description, hours of work, lunch and break times
 - Holidays, vacations, sick leave, leave of absence, probationary period
 - Performance evaluations, grievance procedures and the disciplinary process
 - Training in childhood illness/infectious diseases and universal precautions
 - Review the schedule of Early Childhood Center activities
 - Review child abuse and neglect/reporting procedures
 - Review procedures of assigned students in your care, guidance techniques, and sharing information of students/special needs,
 - Review of SIDS
 - Procedure to contact a parent in child's absence
 - Emergency training (First Aid/CPR/AED)
 - Procedure for tracking transported students.

The DCF "Staff Orientation Checklist - Group Child Care Centers" (DCF Form DCF-F-CFS2026) is used as part of the orientation process to ensure all policies and procedures are covered. There may be additional items to review that are site specific to NCECC: St. Michael or NCECC: St. Therese.

4. **Licensed Child Care Teacher Continuing Education Requirements** - All staff members are required to complete fifteen hours of continuing education every calendar year. Courses, seminars, conferences covering early childhood education are appropriate topics for continuing education. Continuing education hours will be prorated as appropriate for new and part time employees. Documentation of hours are kept in the staff personnel file for the licensing specialist to review. Staff may carry over hours of continuing education, approval from the Early Childhood Center Site Director is needed.

A minimum of nine staff meetings are held during the calendar year. Meeting agendas

and attendance are kept by the Early Childhood Center Site Director. On occasion, staff meetings may provide an additional source of continuing education credit depending on the topic(s) covered during the meeting. If a meeting topic is related to continuing education, the Early Childhood Center Site Director will provide the appropriate documentation for the employee and their staff file.

5. **Preschool Teachers and Aides** - Preschool teachers will have a Bachelor's degree along with meaningful experience and/or education in early childhood. Preschool Aides will have a high school diploma and/or Early Childhood I Certification (or the equivalent).
6. **4K Teachers and Aides** - 4K teachers will have a DPI certified teaching license. 4K Aides will meet the requirements issued by the public school district per the agreed upon program agreement/contract.
7. **Staff File** - Staff files are to have one file located at Newman Catholic Schools District Office and a file at their local site. Staff files have the following required paperwork:
 - staff health report / physical
 - background / fingerprinting / BID results/Job description
 - education and certificate requirements (Adult and Pediatric First Aid/CPR/AED, CAN, Shaken Baby, SIDS, Registry BBP, AHT)
8. **Staff Notification Requirements** - Any staff member convicted of a crime, has been or is being investigated by a government agency, has a substantiated governmental finding, or has a professional license denied, revoked, restricted or otherwise limited is required to notify the Early Childhood Center Site Director or Newman Catholic Schools President as well as the Early Childhood Center's licensing agency no later than the next business day after the occurrence.

N. Student Records

1. **Education Records (DSR 5301)** - Parents have the right to review the contents of their child's educational file. Records are maintained following standard procedures and confidentiality with records is observed. Both parents, whether they are custodial or non-custodial, have the same right of access to their child's records, unless prohibited by a complete court order. If a court order exists, parents should provide the Early Childhood Center Office with a copy of the court order.

Please notify the Early Childhood Center Site Director if you wish to review any information and it will be made available to you. Records can only be reviewed while at the Childhood Center; records cannot be taken away from the Childhood Center. Copies of records can also be made after a written request is received. The copy of the records will be made available within two weeks after the written request is received.

2. **Licensed Child Care Records**
 - **"Ages & Stages Questionnaires" (ASQs)** - ASQs will be completed by parents for their child(ren) at certain age benchmarks. The ASQs are meant to assist with screening and monitoring students for potential early identification of

students who may need further assessments done. The ASQ results may not be used in a way to contradict the family's philosophies. While the Early Childhood Centers would prefer parents complete the ASQs when requested, they are not obligated to do so. Parents would be asked to complete a waiver acknowledging their wishes to not complete the assessments for their child(ren).

- **Daily Communication** - Parents are provided a daily communication form containing notes pertaining to the child's day included but not limited to how they ate, moods, good vs. bad behaviors, etc.
- **Licensing File** - Parents are required to provide up to date paperwork pertaining to their child, including their health. Early Childhood Center staff will be in contact with families when paperwork needs to be updated, such as the Child Health Report and Immunization Record which need to be updated every six months for students under two years old or every two years for a child over two years old. School Ageds are only required to provide an updated immunization Records.

O. Volunteering

The Early Childhood Centers believe it is important to foster positive relationships with the community. This will help students learn they too are an important part of the community. Therefore, a variety of volunteers are welcome to our Early Childhood Centers. The Early Childhood Centers invite various groups and organizations to join the students in activities. Parishioners, pastors, students, teachers, parents, senior aides, and other community members bring richness to the program. Working under staff supervision, volunteers enhance the quality of the program. All volunteers are required to complete the Diocese of La Crosse Safe Environment paperwork, which can be collected from the Early Childhood Center Office. Upon completion, the Early Childhood Centers will forward the forms to the District Office of Newman Catholic Schools to submit to the Diocese of La Crosse for review.

Section 4 - NCECC Enrollment Policies

A. Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, government services, public accommodations (Title III), commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services.

B. Childhood Center Closure Information

An annual calendar listing all days the Early Childhood Centers will be closed is included in the annual registration packet.

In order to operate efficiently and provide high quality programming to the families, the Early Childhood Centers reserve the right to close a particular classroom or the building. The decision to close is based on various factors including, but not limited, to the following:

- Low student enrollment due to holidays or school vacations.
Parents will be asked to complete attendance surveys for holiday and vacation weeks when low attendance is anticipated.
- Unforeseen facility problems, such as heating, electric, weather, etc.
- Staff shortages

Should an emergency closure be needed, the Early Childhood Centers will use all available communication methods to share the information with families, such as television and radio station announcements, social media posts (Facebook and Instagram), Constant Contact, and direct phone calls to families.

C. Classroom Size

Enrollment numbers in each classroom are limited by both standards established in the Wisconsin state licensing regulations and a classroom's capacity. The state establishes child-teacher ratios or "weights" depending on the age of the child. Parents wishing to know specific class size restrictions may obtain the information from the Early Childhood Center Site Director.

Each classroom has a sign-in / sign-out log listing all of the students in that room. Each time a student enters the classroom, the staff member will record the time they arrived. Each time a student leaves the classroom, the staff member will record the time they departed. Classroom child-teacher ratios are recalculated each time a student arrives or departs.

D. Enrollment Options - Infancy through Pre Primary Age Students

1. Full Time Enrollment

- Licensed child care services are needed for more than five hours a day either four or five days per week.
- The appropriate full time rate for the child's age will be charged.
- Per licensing regulations, families may utilize care up to a maximum of twelve hours per day, however, the Early Childhood Centers are only open eleven hours per day.
- Families commit to a schedule of attendance on their annual Registration Form and Tuition Agreement and remain responsible for the time scheduled whether or not the child is in attendance.

2. Part Time Enrollment

- Licensed child care services are needed for less than five hours per day.
- The appropriate part time rate for the child's age will be charged.
- Families commit to a schedule of attendance on their annual Registration Form and Tuition Agreement and remain responsible for the time scheduled whether or not the child is in attendance.
- If a part time family wishes to add additional days per week or hours per day to their schedule, they need approval from the Early Childhood Center Site Director. Their request may be denied if proper child-teacher ratios are unable to be maintained. Additional tuition changes may occur due to the schedule adjustment.
- If a part time family consistently utilizes full time care, the Early Childhood Center Site Director will communicate with the family that a schedule modification and/or tuition adjustment may be necessary.

3. Varied Schedule

Early Childhood Center Site Director approval is needed prior to starting this type of schedule. Families commit to a schedule of attendance on their annual Registration Form and Tuition Agreement and remain responsible for the time scheduled whether or not the child is in attendance.

E. Enrollment Options - School Age Students

1. Extended School Day Care (NCECC: St. Therese Only)

The extended school day program is designed to give students the opportunity to develop friendships, interests, and hobbies in a safe and caring environment before and/or after their school day. Time is made available for students to do their homework, play games both indoors and out, have a snack, and engage with others. Teachers plan appropriate weekly lesson plans. Goals for students enrolled in the extended school day program include:

- develop an awareness of cultural and ethnic diversity
- develop responsibility for themselves, their environment and personal space
- enhance and build positive relationships with others

Designed for school-age students, options include before school care, after school care, or both before and after school care. Families are required to arrange their own transportation through Lamers.

Families are required to commit to a schedule of drop off and pick up times, and will be responsible for their schedule whether time is used or not. Families may not add additional time without prior approval of the Site Director. The Extended Care tuition rate is charged.

2. School Day Off / Early Release Day

A curriculum that blends the components of the extended school day and the summer programs is used to help students have a positive experience on days when school is not in session.

Due to limited space, advance registration is required. Once sign up occurs, parents are financially responsible for the time they have requested. The School Day Off or Early Release Day tuition rate is charged. This care is charged in addition to the regular weekly tuition amount.

3. Emergency School Closure Days

The Early Childhood Centers are typically open on days when area schools may close for all or part of a day due to weather related emergencies such as “snow days”. However, depending on the severity of the weather, the Early Childhood Center may also be forced to close to ensure the safety of all students and staff members.

Tuition rates will be billed the same as rates for School Day Off or Early Release Days.

Note: Students must be enrolled in the School Day Off program to be eligible for school closure days. Newman Catholic Schools students will receive first enrollment options for all school-age student programs.

4. Summer Program (NCECC: St. Therese Only)

The summer program for school age students operates independently from the pre-primary care program. Students that have completed Kindergarten through the age of thirteen are invited to participate in a high quality, motivational and exciting summer program based on a summer camp theme. A variety of adventures are planned for both at and away from the Early Childhood Center.

Registration is required and preference is given to families requesting full week care. A summer program weekly tuition rate is charged. Tuition is paid for the time a student is registered for regardless of a student’s attendance. This approach ensures a place for each child. **Summer program registration fees are charged for each student being enrolled.** Many fun field trips, bowling league, and swim days are offered throughout the summer months. Additional participation fees may be charged depending on the trip or activity. Any activity fees charged are non-refundable. Parent events are also scheduled.

F. New Family Enrollment Procedures

1. Enrollment Priorities / Availability

The following considerations are used in enrolling families or placing names of potential students/families on a waitlist for either part time or full time care and/or in securing an enrollment reservation:

- Students enrolled in Newman Catholic Schools for before and after school, summer, and school days-off programs.
- Students needing full time care.
- Students needing consistent part time care.
- School Age students needing variable part time care or drop-in care are accommodated on a space available basis. Variable and drop-in care is not guaranteed from one visit to the next.

Families may be placed on a waitlist if enrollments are at capacity. Enrollments may be reserved according to the priorities listed above.

When space in a classroom is available, the potential family will be notified first by phone call, then by email (if available) of the opening. The potential family will have forty-eight hours - or two business days - to either accept or decline the opening before the next family on the waitlist will be contacted.

2. Enrollment Steps - All Ages

Prior to the first day of enrollment in an Early Childhood Center, the following steps are required to be completed:

- Schedule and attend a parent meeting with the Early Childhood Center Site Director so policies can be reviewed and an evaluation can be completed and discussed to determine if the Early Childhood Center is able to meet the needs of the family.
- Submit an annual non-refundable registration fee.
- Complete and submit all required enrollment forms prior to the first day of enrollment and during the annual re-enrollment period in August. Required enrollment forms include:
 - The Registration Form and Tuition Agreement for Newman Catholic Schools
 - The "Child Care Enrollment" form (DCF-F-CFS0062-E).
 - The "Health History and Emergency Care Plan" form (DCF-F-CFS2345-E).
 - The "Child Health Report - Child Care Centers" form (DCF-F-CFS0060-E)
 - The "Child Care Immunization Record" (F-44192)
 - The "All About Me / Family Intake" questionnaire for licensing.
 - The CACFP Household Size Income Statement
 - The CACFP Enrollment form
 - The photo release for Newman Catholic Schools.
 - The Statement of Compliance for Newman Catholic Schools.

Materials and resources for families are provided in their native language upon request. The Department of Children and Families, Childcaring Inc., Family Resource and Referral and District Specialist will be contacted to make every effort to supply the needed materials and resources for families.

3. Enrollment Step - Infants and Toddlers

If the enrolled student is under two years old, parents will also need to complete an "Intake for Child Under 2 Years - Child Care Centers" form (DCF-F-CFS0061) which includes the following information:

- Schedule of meals, feeding and developmental health history.
- Types of food introduced and timetable for new foods.
- Toileting and diapering procedures along with habits of the child.
- Sleep and nap schedule.
- The child's way of communicating and being comforted.

The staff of the Early Childhood Center will use the information to develop a plan of care for the child. The original form will be kept in the student's Early Childhood Center file; a copy will be kept with the teacher in the student's assigned classroom. Parents will document changes in a child's development and routines every three months based on observations at home or input from communication with the child's teacher.

Infants/Toddlers will be assigned to a specific self-contained classroom or area with a regularly assigned teacher and will not be transferred to another group or classroom with the exception of early morning hours of operation (6:30 am - 8:30 am) or late afternoon hours of operation (3:30 pm - 5:30 pm) when numbers of students receiving care are greatly reduced.

G. Parent and Student Information Requirement

The Early Childhood Centers must be notified of any changes made to information contained on the enrollment form including but not limited to:

- Physical and/or mailing address
- Telephone numbers – home, cell, work, etc.
- Emergency contact information
- Email address(es)
- Employment changes
- Names and contact information of people authorized to pick up the child.
- Custody agreements/arrangements
- Any other significant changes that could affect your child and/or our ability to serve your child

Should there be any disputes over custody, the Early Childhood Center staff will defer to the custodial agreement on file. It is the responsibility of the parent(s) to ensure the most up-to-date version of any custody agreement is on file.

H. Termination of Licensed Child Care Services

The Early Childhood Centers are committed to providing students with the best possible care. However, it may become necessary for an Early Childhood Center to dismiss a child. The Early Childhood Center will provide written notice if a child is dismissed from the Early Childhood Center. A child may be dismissed for one or a number of reasons, including, but not limited to the following:

- The needs of the individual child cannot be met by the Early Childhood Center.
- A family's failure to pay tuition and/or fees in a timely manner.
- A family's failure to submit required forms.
- A family's failure to observe policies and procedures of the Early Childhood Center relating to arrival or departure of the child, and to cooperate with staff.
- A child's behavior is deemed detrimental to other students or adults at the Early Childhood Center. Examples include, but are not limited to habitual biting, chronic misbehavior, overly aggressive or threatening behavior, etc.

The Early Childhood Center's Site Director, appropriate Early Childhood Center staff, and the child's parents will meet to discuss the options and develop a plan of action to help resolve a behavioral concern. The child's best interests are the focus of the meeting. Parent partnerships with staff can create a climate of mutual concern and cooperation, and the action plan may result in a positive outcome. Parents may be expected to seek outside help for their child in the case of serious behavioral concerns or developmental delays.

No child will be terminated because of inappropriate behavior without just cause and without at least one attempt at developing alternative solutions or resolution. No child will be terminated because of disability, cultural, or religious practices or because of parental choices and values regarding child rearing.

A family may appeal their dismissal. However, if the proper steps are followed with the appropriate documentation for dismissal in place, having a dismissal overturned is rare.

If a family has a credit balance at the time of dismissal, that balance will be refunded to the family by Newman Catholic Schools two to three weeks following dismissal.

I. Withdrawing from the Licensed Child Care Program

Parents must notify the Early Childhood Center's Site Director in writing at least two weeks in advance of withdrawing either a single child or their entire family from the Early Childhood Center. Tuition and fees paid in advance of care no longer needed will be refunded by Newman Catholic Schools to the family at the discretion of the Early Childhood Center and Newman Catholic Schools District Office.

Should a family wish to re-enroll a child in licensed child care after the family withdrew from licensed child care, they are subject to the same enrollment policies and procedures as a new family wishing to enroll in licensed child care, including potentially being placed on a wait list.

Section 5 - NCECC Tuition Policies

Shortened versions of some of these policies are included on the annual Registration Form and Tuition Agreement with a statement saying “I also agree to abide by the additional policies and procedures stated in the NCECC Parent Handbook.”

A. General Information

- Tuition is based on the cost of operating the Early Childhood Centers as they do not receive additional support from the area Catholic parishes.
- Tuition rates are based on the schedule indicated by the family on their annual Registration Form and Tuition Agreement; they are not based on a sliding fee scale.
- Tuition is billed weekly and due before the close of business the Friday before the week of service.
- Tuition for drop-in care is billed at the point of service and must be paid prior to service.
- Tuition is not reduced for:
 - Student absences due to but not limited to illness or family vacations.
 - Early Childhood Center scheduled closures outlined earlier in the “Enrollment Policies” section of this handbook.
 - Early Childhood Center unscheduled closures outlined earlier in the “Enrollment Policies” section of this handbook.
- Tuition allowances are not given for makeup days. If a family wishes to have their child attend a different day of care to “make up” for an absence on a scheduled day of care, the child’s licensed child care tuition account will be charged the difference for adding that additional day of care to their schedule. For more information, see “Drop-In Charge” below for additional information.
- At the discretion of the Early Childhood Center Site Director, tuition may be reduced by 50% if the child is hospitalized or has an absence due to the death of a parent or sibling.
- Tuition will still be charged for days the family requested additional care, but did not show up (“no show”).

B. Additional Tuition Charges and Fees

1. Schedule Change Charge

The Early Childhood Centers define a schedule change as “any change to a student’s schedule so it no longer matches the schedule indicated on the annual Registration Form and Tuition Agreement completed at the beginning of the registration year” These changes include changes to:

- The student’s drop off time.
- The student’s pick up time.
- Which day(s) per week the student will attend licensed child care.

EXAMPLE - If a student is scheduled to attend Tuesdays and Thursdays, but the family wants to change the schedule to Tuesdays and Wednesdays instead.

Once a family makes a third schedule change in the registration year, a \$20.00 “Schedule Change Charge” may be applied to their child’s licensed child care tuition account at the

discretion of the Early Childhood Center's Site Director. This charge will also be applied for any schedule change made after the third schedule change.

2. Lake Pick Up Fees

The Late Pick Up Fee can be used in two ways: picking a student up later than scheduled or picking up a student after hours.

1. **Picking Student Up Late** - Staff schedules are based on the student schedules indicated on the Registration Form and Tuition Agreement to ensure proper child-teacher ratios and to avoid unnecessary overtime. If a student is not picked up within ten minutes of the pick up time indicated on the completed Registration Form and Tuition Agreement:
 - **First Offense** - Verbal Warning
 - **Second Offense** - Written Warning
 - **Third Offense and Beyond** - Late Schedule Fee is applied to the child's licensed child care tuition account.
2. **Picking Up After Hours** - The Early Childhood Centers close at 5:30 pm per their license. A Late Pick Up Fee is added to the licensed child care tuition account of any child not picked up by that time. A separate fee is added to the child's licensed child care tuition account for each additional minute the student is not picked up after 5:35 pm.

These fee amounts are listed on the annual Registration Form and Tuition Agreement. Late Pick Up Fees are due with the next tuition payment. Consistent failure to pick up a child by either their scheduled pick up time or by the close of business can result in disenrollment from the licensed child care program.

3. Late Payment Fee

If licensed child care tuition is not paid by the due date, accounts can be charged a late fee as indicated on the annual Registration Form and Tuition Agreement.

4. Before and After School Care Tuition (NCECC: St. Therese Only)

Parents enrolling school-age students in the extended day program for care before or after the school day contract for a specific amount of time. If a family consistently arrives before or stays past their scheduled time, they will be asked to reevaluate their schedule and their payment fee structure.

C. Referrals, Discounts, and Refunds

1. Referral Bonuses

While Newman Catholic Schools offered a "Referral Rewards Program" to students in 3-Year-Old Preschool, 4K, or Kindergarten through Grade 12, that does not extend to families enrolling in licensed child care.

2. Multi-Child Discounts

Multi-Child Discounts for the licensed child care program are available to families with two or more students enrolled provided they are paying the 4-5 Days / Week Full Time rate for the multiple students enrolled. Multi-child discounts are not available during the Summer Camp program at NCECC: St. Therese due to the additional activity fees added to Summer Camp tuition. Contact the Early Childhood Center's Site Director to discuss your family's options.

3. Refunds

Refunds are only issued to families if they leave the licensed child care program with a credit balance on their child's licensed child care tuition account provided a proper withdrawal notice was received. Refunds are sent as checks from the Newman Catholic Schools District Office.

D. Account Payments

1. Cash / Check Payments

Cash and check payments are discouraged due to the availability to make payments with credit cards through eFunds. Cash and check payments are accepted in special circumstances, or to pay fees collected for field trips, special events, etc.

2. Assistance Payments - Department of Social Services (DSS)

Since the Early Childhood Centers are licensed through the State of Wisconsin and participate in Young Star, they are therefore eligible to receive payments from the Department of Social Services for qualifying families. Parents seeking more information on government funded licensed child care should contact the Early Childhood Center Site Director for the appropriate DSS contact information or visit the Newman Catholic Schools website.

MyWIChildCare is the electronic benefits transfer (EBT) payment system for Wisconsin Shares, the state's licensed child care subsidy program. Families are responsible for the authorization process through the Department of Children and Families (DCF). Once a family is authorized through DCF to receive Wisconsin Share licensed child care benefits, families will receive an authorization notice and EBT card to make payments. Full tuition payment will be due until a family's state subsidy authorization notice is accepted by DCF and received by Newman Catholic Schools.

- Parents are responsible for activating their EBT card and setting their pin number once the card is received.
- Every month a family's state licensed child care subsidy will get loaded onto their personal MyWIChildCare card, which they will use to make their licensed child care payments. MyWIChildCare will deposit the money onto the family's card typically on the first day of the month. A family's MyWIChildCare EBT card will only work at their pre-selected licensed child care provider.

- Parents are responsible for making payments with their EBT card either online (www.ebtedge.com) or by telephone (1-877-201-7601). Providers are unable to make the payments for the family, but will provide access to a telephone and computer for families to complete the payment process, if needed.
- Newman Catholic Schools requires all subsidies to be paid in full for the entire month by the 5th day of each month.
 - If the payment day falls on a weekend or holiday, the payment is due prior to the due date.
 - If payment is not received for the entire month by the 5th of the month, the child's licensed child care tuition account will be charged the daily late fee per the Licensed Child Care Registration and Tuition Agreement.
- The state subsidy may not cover the full cost of licensed child care. The remaining cost is called the Parent Shares (formerly known as co-pay) and is due before the close of Newman Catholic Schools business of the week preceding service, generally Fridays.
- If enrollment is terminated before month end, due to the parent request to withdraw or dismissal from the Early Childhood Centers, the family's MyWICChildCare shares will not be refunded.

3. Assistance Payments - Childcaring, Inc. (Good Start Grant)

Since the Early Childhood Centers are licensed through the State of Wisconsin and participate in Young Star, they are therefore eligible to receive payments from Good Start Grants (Marathon County) for qualifying families. Parents seeking more information on financial assistance for licensed child care should contact the Early Childhood Center's Site Director for the appropriate Good Start Grants contact information or visit the Newman Catholic Schools website. Full tuition payment will be due until a family's authorization notice is accepted by Childcaring and received by Newman Catholic Schools.

- Families are responsible for the authorization process through Good Starts Grants.
- Good Start Grants do not cover the full cost of licensed child care. The remaining cost is considered the parent's portion and due before the close of Newman Catholic Schools business of the week preceding service, generally Fridays.

E. Delinquent Accounts

Delinquent accounts require a tuition payment plan in order for the family to remain enrolled in licensed child care. Accounts with a tuition payment plan deemed to be delinquent due to failure to maintain their payment plan can risk suspension of licensed child care services and potential program disenrollment. Newman Catholic Schools reserves the right to pursue legal recourse and/or collections for non-payment and fees.

Section 6 - NCECC Daily Schedule and Activity Policies

A. Daily Schedule

This schedule below is a general building schedule. Parents are advised to check the parent board of each classroom to determine their child's schedule.

6:30 am - 7:45 am	Centers - Science, Writing, Art, Math, Blocks, Music, Manipulatives, etc. NOTE - multiple classrooms may be combined in the early morning hours due to low enrollment.
7:45 am - 8:00 am	Handwashing / Bathroom breaks
8:00 am - 8:30 am	Breakfast
8:30 am - 8:45 am	Handwashing / Bathroom breaks
8:45 am - 10:45 am	Group Time (calendar, music, movement, stories, discuss days activities). Centers - Science, Writing, Art, Math, Blocks, Music, Manipulatives, etc. Teacher directed large motor activities either outside (walks / playground) or in the gym.
10:45 am - 11:00 am	Handwashing / Bathroom breaks
11:00 am - 12:00 pm	Lunch
12:00 pm - 2:00 pm	Handwashing / Bathroom breaks / Nap & Quiet Time
2:00 pm - 2:30 pm	Handwashing / Bathroom breaks / Snack
2:30 pm - 3:30 pm	Centers - Science, Writing, Art, Math, Blocks, Music, Manipulatives, etc.
3:30 pm - 5:30 pm	Teacher directed large motor activities either outside (walks / playground) or in the gym. Centers - Science, Writing, Art, Math, Blocks, Music, Manipulatives, etc. NOTE - multiple classrooms may be combined in the early morning hours due to low enrollment.

B. Arrival and Departure

Early Childhood Center staff are responsible for students from the time the child is dropped off until the child is picked up by the parent or other authorized pick up person.

1. Drop Off Procedures

- Students are not admitted into the building without an adult present. Older siblings escorting younger siblings while the adult is in the car is not accepted. Younger siblings should not be left unattended in the car while a parent drops off a sibling.
- Whoever is dropping off the child is required to bring the child to the appropriate classroom and verbally communicate with a staff member that the child has arrived.
- Whoever is dropping off the child is expected to assist their child with coats, hats, handwashing, etc.
- Whoever is dropping off the child is expected to give messages, and medications, directly to the teacher upon arrival. Staff do not always have the ability to check a child's backpacks and take home folders.
- Proof of identification such as legal photo ID and/or current driver license is required for all people who are not the child's customary adult assigned for drop offs.

2. Pick Up Procedures

- Students are not admitted into the building without an adult present. Older siblings escorting younger siblings while the adult is in the car is not accepted. Younger siblings should not be left unattended in the car while a parent picks up a sibling.
- Students are not released from licensed child care without a parent or authorized pick up person present.
- Whoever is picking up the child is expected to verbally communicate with a staff member that they are leaving with their child.
- Students will ONLY be released to people authorized on their enrollment paperwork. Parents must inform the teacher and/or Early Childhood Center office in writing - handwritten note or email - of any changes of people authorized to pick up their child. Advanced authorization is required for Early Childhood Center staff to release the child to someone not listed on the enrollment form.
- Proof of identification such as legal photo ID and/or current driver license is required for all people who are not the child's customary adult assigned for pick ups.
- **If any authorized pick up person appears impaired by drugs and/or alcohol,** the Early Childhood Center staff will not release the child to that person's care. The Early Childhood Center staff will first contact an alternate person listed on the child's emergency form. If no other person is able to be reached, the police will be called to provide safe transportation for the child and the pick up person.
- **If any unauthorized person arrives to pick up a child,** the child's parent will be contacted for approval before releasing the child to the pick up person. The parent must email a staff member still present at time of pickup before the child will be released to the unauthorized person. If the unauthorized person is not cooperative, emergency services will be contacted immediately.
- **If a child has not been picked up by 5:35 pm,** Early Childhood Center staff will begin to contact authorized family members regarding the pick up of the child.

- If a child has not been picked up by 6:30 pm **AND** Early Childhood Center staff have not been able to get an answer back from authorized pick ups or an emergency contact, Early Childhood Center staff will contact law enforcement. The authorities will determine the next measure to be taken regarding the care of the child(ren)

C. Attendance

- The Early Childhood Centers only accept full time enrollment for students from six weeks through two years of age. Should a parent request a part time spot for their child in this age range, the family is still responsible to pay the full time tuition rate for the child utilizing the spot and is still responsible to fulfill all payment policies.
- If calling in an absence, parents should leave a voicemail if they are unable to speak with a staff member. Parents will be contacted by Early Childhood Center staff if their child has not arrived by 9 am.
- Families must receive approval from the Early Childhood Center Site Director prior to changing their schedule so the proper child-teacher ratios may be maintained. Care may be denied if the proper child-teacher ratios are unable to be maintained with the requested schedule change.
- Students are expected to stay at home when ill. See Section 8, Letter I "Illnesses & Diseases" for additional information.

D. Classroom Log - Signing In / Out, Parent Signatures

Teachers document each child's arrival time and departure time on the classroom attendance sheet on the classroom clipboard. This will allow the staff to keep track of the students and help in maintaining the child-teacher ratios.

Each week, a parent must sign the attendance sheet to verify their child's time in and out for each day of attendance in the week. The attendance sheet will be turned in to the Early Childhood Center Office for recordkeeping.

E. Field Trips

Field trips are an important part of the child's growing knowledge of the surrounding community. Field trips are designed to support learning objectives. Generally field trips are in the Wausau metro area. Students will be transported to the field trip destination by walking, Wausau Metro Ride city bus, or Lamers school bus as appropriate. Students who are not regularly scheduled the day of the outing, are permitted to attend as long as their parents accompany them. Parent volunteers are encouraged to join Early Childhood Center staff on field trips provided they have completed the appropriate Safe Environment paperwork for the Diocese of La Crosse.

Parents will be notified of upcoming field trips and will be required to sign a permission slip and possibly pay a small field trip fee. Any field trip fees collected will only be refunded if the field trip is canceled by the Early Childhood Center. If parents choose not to have their child attend a

scheduled field trip, they are responsible to find alternative care for their child during the time of the field trip, as all staff are needed for supervision purposes.

All students are encouraged to behave in a manner that positively reflects on the Early Childhood Center and Newman Catholic Schools. Should a student behave in a manner that causes safety concerns, they may not be allowed to participate in future field trips.

Field Trip Procedures

- Staff members maintain a list of all field trip participants.
- Staff members carry emergency contact information for the students and a first aid backpack on each field trip.
- When entering the bus, one teacher will lead the students onto the bus and will take attendance by name. One teacher will be the last one on the bus to ensure no child is left behind.
- When exiting the bus, one teacher will lead the students off the bus and take attendance as the group exits the bus, while one teacher does a sweep of the bus (back to front) following the group of students exiting the bus to further ensure no child is left behind on the bus.
- Attendance is taken periodically throughout the field trip to confirm all students are present.
- Safety precautions are implemented when transporting students with disabilities or students who have limited ability to respond in an emergency such as additional chaperones, parent/family attendance, contact/discussion with field trip location supervisor, etc.

F. Outdoor Play

Weather permitting, all students will spend time outdoors on a daily basis unless a written request by a medical professional is provided. Parents are asked to make sure their child has appropriate seasonal outdoor clothing available at all times such as a warm jacket, hat, mittens, boots, snow pants, etc..

1. **Cold Weather** – Students will only go outside in cold weather when the actual temperature / wind chill is above a certain temperature point.
 - Under two years old Temperature with wind chill is above 20° F.
 - Over two years old Temperature with wind chill is above 0° F.
2. **Warm Weather** – Students will not go outside in warm weather when the actual temperature / heat index is above certain temperature points.
 - Under two years old Temperature with heat index is above 80° F.
 - Over two years old Temperature with heat index is above 90° F.

On warm days, teachers will try to rearrange their schedule in order to have outdoor play time during the cooler periods of the morning. Water is offered throughout both the activity and the day.

3. **Air Quality** - Should an air quality alert be issued, students will either limit their time outdoors or remain inside.

G. Rest Period

- State regulations require all students under the age of five to have a daily designated rest time. Rest time is scheduled immediately following lunch. Students are not required to sleep.
- Students over the age of five who are in attendance during the regular school year, and students who do not sleep after thirty minutes or who awaken early, may have quiet play time with toys or books to not disturb students who are sleeping.
- Students who are approaching the age of two will be encouraged by staff to develop a change in napping pattern to prepare them to transition to the next classroom unless instructed otherwise by the parent(s).
- If school age students attend during summer with a room designated for their use only, no nap or rest time shall be required. However, the day will be carefully planned to provide a balance of active and quiet play so students do not become fatigued or over stimulated.
- Parents of students five years old and older may request that their child not take a nap. Those that do so should contact the Early Childhood Center Office to complete the "Nap Permission Slip" for their classroom teacher.

H. Transitions

1. Activity Transitions

Students will experience a number of transitions throughout their day, such as moving from free play inside the classroom to an outdoor activity. Teachers will engage students in positive interactions to create smooth transitions and allow for additional learning experiences. Teachers may sing songs, count, have conversations, play guessing games, etc.

2. Classroom Transitions

During the course of their enrollment, students may be transitioned to the next classroom as their age changes. The child's age, cognitive, social and emotional development are all assessed to determine if a transition to the next classroom is in the child's best interest.

Prior to a child making a transition, the parent(s) will be notified in the form of a letter placed in their family's mailbox. This letter will explain the transition process for their child and will encourage a meeting with the Early Childhood Center Site Director if any questions or concerns arise. Both the Early Childhood Center Site Director and parent(s) will agree upon the transition. A copy of the letter will be made for the student's licensed child care file.

I. Water Activities - Swimming, Wading Pools, etc.

Swimming pools are not available at the Early Childhood Centers. Any water activities planned at the Early Childhood Centers could include a wading pool, sprinkler, or slip-n-slide. Children may be asked to provide a swimsuit, towel, and extra clothes on days water activities are planned.

During summer, students older than two may go to the Splash Pad at Marathon Park. NCECC:. St. Therese Summer Camp students may go to the Rothschild Aquatic Center. Lifeguards are at the Rothschild Aquatic Center. While participating in off-site aquatic activities, Early Childhood Center staff still maintain proper child-teacher ratios.

Section 7 - NCECC Curriculum

A. Infant and Toddler Curriculum

The educational program for infants/toddlers is to provide developmentally appropriate, theme-based learning experiences for the students throughout the day. Student learning is enhanced in the following areas: large and small muscle development, fine arts, science, social studies, math readiness, pre-reading, oral language, self help skills, and emotional and social development. The Early Childhood Centers follow the **Creative Curriculum Model** with a developmental interaction approach to learning and development. This is a play-based curriculum that recognizes the importance of the development of creative individuals and the interrelatedness of developmental areas. The curriculum focuses on encouraging and supporting student play to promote development in six domains: personal awareness, emotional well being, cognition, communication, socialization, and perceptual-motor.

Throughout the day each infant/toddler shall receive personal attention such as being held, rocked, talked to, sung to and taken on walks inside and outside the Early Childhood Center. Getting ready for naps, eating, diapering and toileting are occasions when staff works on language development and other learning experiences for each infant/toddler. Students who are not yet walking will have the opportunity to move freely by creeping and crawling in a safe, clean, open, warm and uncluttered area each day. The schedule of daily activities for infants/toddlers is flexible due to the nature of their developmental needs.

As there are many activities for infants/toddlers to participate in throughout the day, screen time will not be an activity permitted for this age group through 35 months. This will include TV, videos, computer usage, etc.

B. Pre-Primary Student Curriculum

The educational philosophy of the Early Childhood Centers is that students learn best by being actively engaged. The activities planned by our professional caregivers, offer the students a variety of experiences appropriate for individual levels of development as well as age. Lesson plans are created by classroom teachers to facilitate a student's development in the areas of communication skills, physical development, social interaction, a positive self-image, creative expression, intellectual growth, and awareness of cultural and ethnic diversity.

The educational program for students ages two years through five years (before Kindergarten enrollment) is to provide developmentally appropriate, theme-based learning experiences for the students throughout the day. Student learning is enhanced in the following areas: large and small muscle development, fine arts, science, social studies, math readiness, pre-reading, oral language, self help skills, and emotional and social development. The Early Childhood Centers follow the **Creative Curriculum Model** with a developmental interaction approach to learning and development. The **Creative Curriculum Model** is a play-based curriculum that recognizes the importance of the development of creative individuals and the interrelatedness of developmental areas. The curriculum focuses on encouraging and supporting student play to promote development in six domains: personal awareness, emotional well being, cognition,

communication, socialization, and perceptual motor. Lesson plans are posted outside the classroom in the hallway or directly inside the classroom.

At times TV, videos, computer usage, etc. may be incorporated into the curriculum. Students between three and five years will be limited to 30 minutes per week and no more than 15 minutes at one time.

C. Religion Curriculum

The Early Childhood Centers promote Christian values and include basic concepts, prayers, and religious songs and stories in the curriculum. Supplemental materials may be used to support and enhance the religion curriculum. Students are typically not taken to church for formal liturgies and/or services. If you choose to have your child not participate in religious curriculum please contact your child's teacher and send your request in writing.

There are six main pillars included in the religion curriculum; prayer, life in Christ, Creed, Mary, Scripture, and Sacrament. All religious instruction is handled age appropriately the same as other areas of the curriculum.

1. **Prayer** - The students will be introduced to the important experiences of simple prayer. Prayers taught include the Sign of the Cross and spoken or sung prayers of thanksgiving and praise. Various seasons of the church year are observed through activities, stories and themes including Advent, Christmas, Lent, Easter, etc.. Students and teachers will pray simple prayers before meals.
2. **Life in Christ** - Basic concepts to be introduced include:
 - We have life in Christ.
 - I am a child of God.
 - I belong to a family and I belong to God's family.
 - Jesus is my friend and I am a friend of Jesus.
 - All living things and people deserve respect.
3. **Creed** - Covers basic beliefs in God as Creator, Father, Son and Holy Spirit and in the existence of the Church.
4. **Mary** - Concepts under this curricular area include:
 - Mary is the Model of Faith and Love.
 - Mary is Jesus' Mother and the Mother of the Church.
5. **Scripture** – Students are taught that the Bible has stories of faith, hope and love and helps us to know and experience God.
6. **Sacraments** - Are experienced through living day-to-day experiences of loving, caring, sharing, helping and serving one another in their family, classroom, communities and faith community. Students will experience the basic values of welcoming others, forgiveness, healing, and gathering at the table.

Section 8 - NCECC Student Health & Safety Policies

A. Allergic Reactions

A person who has a severe allergic reaction can quickly have their airway swell shut. Proper, timely use of an EpiPen can save the person's life. Each classroom has instructions on the proper steps to administer the EpiPen. EpiPen's are stored in the First Aid area of the student's assigned classroom. Should a student transition between licensed child care and Preschool or licensed child care or 4K during the day, the EpiPen will be transported from one classroom to the next with the student by a staff member so the EpiPen is always available. Staff will call 911 and the parent(s) immediately if an EpiPen needed to be used.

B. Biting

Although biting is developmentally appropriate, the Early Childhood Centers still consider it an unwanted behavior. If a child's habitual biting is deemed detrimental to other students or adults at the Early Childhood Center, the Site Director, staff, and parent(s) will meet to discuss the options and develop a plan of action to help resolve this concern. A plan of action may include reading stories, re-directing, teething, etc. The child's best interests are the focus of the meeting. Parent partnerships with staff can create a climate of mutual concern and cooperation, and the action plan may result in a positive outcome. Parents may be expected to seek outside help for their child in the case of serious behavioral concerns or developmental delays.

C. Building Access

In the interest of student and staff safety, the Early Childhood Centers are locked facilities. Entrance to the building is permitted only through the following ways:

- Assigned door card access
- Assigned door fob access
- Assigned physical key access.
- Being "buzzed" into the building by building staff.

1. Parent Building Access

Parents are able to request the use of a door card or door fob while their student is enrolled in a program offered at the Early Childhood Centers. Items issued to parents only work during the Early Childhood Center's hours of operation. Contact the Early Childhood Center Office for more information on this policy.

2. Visitor Building Access

Visitors to the building and classroom are welcome. Pre-approval of any visits is preferred, but not required. Upon arrival at the Early Childhood Center, visitors would be "buzzed" into the building. As the Early Childhood Centers are responsible for any person or group within the building while it is open, visitors are required to sign in with the Visitors Log upon arrival and receive a "Visitor" badge from the Early Childhood Center

Office. Before leaving the building, Visitors should sign themselves out on the Visitors Log and return their "Visitor" badge.

D. Child Abuse and Neglect

Section 48.981 of the Wisconsin Children's Code requires administrators, educators, child care providers, coaches, counselors and other individuals employed to work with students in a school or child care setting to report any suspected abuse or neglect of a child, or threatened abuse or neglect of a child to the appropriate law enforcement authorities. Wisconsin's mandatory reporting requirement also protects the identity of the individual making the referral. Procedures for documentation and reporting of suspected abuse and/or neglect is in place at the Early Childhood Centers.

E. Diapering and Toilet Training

Parents must provide diapers and wipes as needed for their child. Diapers will be checked or changed a minimum of every two hours, and more often as needed if a child becomes soiled. Parents who would like powder, lotion, or salve applied during diapering, must submit their request in writing so it is on file. Each product desired must be documented on the form and labeled with the child's name. Parents are required to ensure an adequate amount of diapers and wipes are available at the Early Childhood Center for their child at all times, which will be communicated on a child's daily report.

Toilet training will be planned in cooperation with the parent so a child's toilet training routine is consistent between the Early Childhood Center and the child's home. No attempts will be made to toilet train a child before eighteen months of age.

F. Emergency Action Plans (EAP)

Each classroom in the Early Childhood Centers has a copy of the Emergency Action Plan (EAP) for the building in the event of a fire, tornado, missing child, etc. Fire, tornado, and other safety drills are randomly scheduled once a month to help keep staff refreshed on the policies and procedures.

The EAPs also include:

- Emergency numbers for local law enforcement agencies.
- Emergency numbers for local medical providers.
- Emergency numbers for local utility agencies.
- What to take in the event of an emergency.
- Transportation sources in the event of an emergency.
- Safe locations for everyone to meet after an emergency has concluded.

1. EAP Due to Loss of Building Service

If there is a loss to heat, water, electricity, or telephone service, a representative for the Early Childhood Center will contact the Parish Office and/or maintenance representative

to evaluate the outage. Depending on the type of loss and its severity, an evaluation will be done to determine whether the building needs to be evacuated and/or closed. If the building is to be evacuated, the staff will follow procedures indicated in the Emergency Action Plan (EAP). Information will be made available to local radio, television stations and the Newman Catholic Schools website banner for emergency announcements.

G. Emergency Medical Care and Transportation

When a child needs immediate emergency medical care, Early Childhood Center staff will contact 911 and then contact the parent. The child requiring transportation to a hospital facility will be transported to Aspirus Wausau Hospital, 333 Pine Ridge Blvd, Wausau, or Ascension St. Clare's Hospital, 3400 Ministry Parkway, Weston, whichever is indicated on the child's emergency medical form. Parents are fully responsible for any expense incurred for emergency medical treatment, transportation, etc. of their child. When possible and/or allowed, the child will be accompanied by an adult from the Early Childhood Center. The child's teacher will record the injury/illness in the classroom's medical log book. In addition, all accidents are documented according to state and Diocesan policies.

H. Five-Minute Contact(s)

Both Early Childhood Centers have the name(s) and number(s) of personnel who can be to the center within five minutes listed in their employee phone trees.

I. First Aid / CPR / AED

- Each classroom actively used by the Early Childhood Centers for a program within their building is equipped with both a basic first aid kit as well as a "go bag" to grab in the event of an emergency. Additional First Aid supplies are available in the Early Childhood Center office.
- Both Early Childhood Centers are equipped with an automated external defibrillator (AED).
- All Early Childhood Center staff are Adult and Pediatric First Aid/CPR/AED certified through the American Red Cross which expires every two years. All staff are required to keep their certification up to date.

J. Health History and Emergency Care Form (DCF-F-CFS2345-E)

Prior to the first day of enrollment, parents are required to complete a "Health History and Emergency Care" form (DCF-F-CFS2345-E). This form allows the staff to make the necessary contacts with medical personnel and/or refer the child for emergency medical care in case of illness or injury. It is also utilized in emergency situations such as a fire, tornado, etc. It is the parent's responsibility to ensure the form is up-to-date with all medical information applicable to their child.

The original form is kept in the student's file in the Early Childhood Center Office; a copy is made and given to the child's classroom teacher(s). On occasion, a follow-up email may be sent to the appropriate staff in contact with a particular student to make sure the needs of any additional health concerns are met.

K. Illnesses & Diseases

Your child's health is important. The objective of the health policy is to maintain, protect and improve the health of all students and to reduce the risk of the spread of disease and childhood illnesses.

1. Illness Observations

Staff will observe symptoms of illness with each child upon arrival. Ill students will not be allowed to stay at the Early Childhood Center. In compliance with state requirements, any evidence of unusual bruises, marks and or burns, will be noted in writing by staff in the classroom's medical log, and reported immediately to the Early Childhood Center Site Director.

2. Becoming Ill at the Center

If a child displays any of the symptoms listed below, the parent(s) will be contacted to pick up their child:

- Diarrhea (more than one loose stool)
- Difficult or irregular breathing
- Extreme or unusual behavior
- Fever of 100.0° F. or higher
- Severe coughing
- Pink eye (eye does not necessarily have to be pink but may be discharging mucus).
- Severe itching of body or scalp
- Sore throat
- Unusual spots or rashes
- Vomiting
- Yellowish skin or eyes

The child will be isolated from the other students until they are picked up by their parent or other authorized person. The child will remain within sight and sound of Early Childhood Center personnel while they are in isolation.

If parents cannot be reached, Early Childhood Center personnel will call one of the emergency telephone numbers listed on either the "Child Care Enrollment" form (DCF-F-CFS0062-E) or the "Health History and Emergency Care Plan" form (DCF-F-CFS2345-E). Arrangements must be made to have the child picked up within one (1) hour from initial contact. Once a child has been picked up, their cot will be sanitized with bleach and water solution. In addition, extra sanitizing is completed on all play materials and equipment in the classroom the ill child may have been in contact with.

Students cannot return to the Early Childhood Center until they have been symptom free for 24 hours without the assistance of medication. If the student was diagnosed with a viral form of pink eye, they are not allowed to return to the Early Childhood Center until the child no longer has eye discharge. The Early Childhood Centers are not licensed to care for mildly ill students at the Early Childhood Center. The Early Childhood Centers will not accept a physician's excuse stating the child is fit to

return prior to the 24 hour limitation. The Early Childhood Centers reserves the right to make the final determination based on the information gathered from all resources.

3. Communicable Diseases

If a child is sent home or absent due to a communicable disease, they may only return with a written medical excuse from a physician or health care provider stating the child is no longer contagious and may safely be involved in the group activities. If this notification is not provided, the child will need to remain absent for the period of time designated by the Marathon County Health Department for the specific communicable disease or illness. Diseases and/or illnesses requiring a written notification or extended absence include but are not limited to the following:

- Chicken Pox
- German Measles
- Infectious Hepatitis
- Lice
- Measles
- Mumps
- Poliomyelitis
- Ringworm of the scalp
- Scarlet fever
- Whooping cough
- Diphtheria
- Meningitis

When a diagnosis of a communicable disease is made, all remaining students will be watched for symptoms of the disease. A sign identifying the disease or illness will be posted at the main entrance of the Early Childhood Center. A Constant Contact may also be sent to all Early Childhood Center parents and staff as well. Confidentiality of the child carrying the illness or disease is maintained. Parents should notify the staff if their child has been exposed to a communicable disease outside the Early Childhood Center so the staff is alerted to watch for symptoms.

NOTE: The Early Childhood Center reserves the right to make the final determination for re-admittance to the Early Childhood Center based on the information gathered from all resources.

L. Immunization Requirements

The Early Childhood Centers maintain an immunization history on each child. A signed immunization record must be submitted to the Early Childhood Center Office within thirty days of enrollment. Additional updated copies will also require parent signatures. Parents must notify the Early Childhood Center of subsequent immunizations within thirty days of each immunization so their child's record can be updated.

M. Inclement Weather

It is the parent's responsibility to ensure they are familiar with the correct procedures for the program(s) their child is enrolled in. Inclement weather procedures differ between NCECC: St. Michael and NCECC: St. Therese due to the programs offered within each building and the public school systems the Early Childhood Centers partner with (NCECC: St. Michael partners with the Wausau School District; NCECC: St. Therese with the D.C. Everest School District). The

Weather Related School Closing Procedures for Newman Catholic Schools are included in the annual registration packet.

N. Injury Care

1. Minor Injuries

Early Childhood Center staff use soap and water to clean all superficial wounds and band-aids will be administered to protect such wounds. An ice pack may be applied to minor bumps or swellings. A staff member will record the injury in the classroom's medical log book and complete an incident report. Parents will be informed at the time the child is picked up of the injury.

2. Serious Injuries

Early Childhood Center staff assess the nature of the injury and apply basic aid or CPR as needed. Parents will be notified immediately in cases when an injury appears to be serious. The staff may also notify 911 depending on the nature of the injury. A staff member will record the injury in the classroom's medical log book and complete an incident report. Parents will be contacted immediately in the event of a head injury due to the potential seriousness of the injury.

3. Injuries During Field Trips

While on a field trip, staff carry a backpack with basic aid supplies such as band-aids, vinyl gloves, tissues, ice packs, student emergency medical forms, and a cell phone. Early Childhood Center staff will first assess the nature of the injury, apply basic first aid and/or CPR, and if serious, immediately contact 911 and the parents. If injury is minor, the procedures for minor injuries will be followed. A staff member will record the injury in the classroom's medical log book and complete an incident report.

O. Medications

All medications - prescription or nonprescription - are securely locked in an area inaccessible to students.

1. Non Prescription

Non-prescription medications may be administered by Early Childhood Center staff to a child only if the following conditions are met:

- A signed and dated authorization form has been completed and is on file at the Early Childhood Center.
- All non-prescription or over the counter medication must be in its original container and labeled with the child's name, name of drug, dosage, directions for administration and date(s) and time(s) to be administered.
- A family is trusted to consult a physician prior to Early Childhood Center staff administering a different dosage of medication than is recommended by the manufacturer.

2. Prescription

Prescription medications may be administered by Early Childhood Center staff to a child only if the following conditions are met:

- A signed and dated authorization form has been completed and is on file at the Early Childhood Center.
- All prescription medications must be in the original container and labeled with the child's name, name of the drug, dosage and directions for administration, date(s) and time(s) to be administered and the name of the prescribing physician. The dosage must match the recommended dosage on the container/package. The Early Childhood Centers recommend asking your physician for the prescription to be divided into two containers, one for at home and one that can be left at the Early Childhood Center.
- Medications requiring refrigeration are kept in the classroom refrigerator in a sealed container clearly labeled "Medication". Parents are responsible to alert staff members to medications requiring refrigeration. Refrigerators are located in each classroom in an area inaccessible to students.
- Parents are required to provide accurate medication measurement devices. Common teaspoon sizes vary and do not provide correct dosage amounts.
- Early Childhood Center staff will maintain a medical log. Information recorded will include the child's name, name of medication, dosage, time, date, and name of staff member administering medication. The Early Childhood Center Site Director is required to review each classroom log every six months.
- Missed or late dosages or other errors in medication administration will be reported to the parent immediately.
- Occasionally, physicians dispense sample prescription medication to the patients. If this pertains to your child's medication, please have the physician label the medication with his/her name, child's name, dosage and other pertinent directions. The physician may also include this information on his/her prescription pad. Without this information, the Early Childhood Centers are unable to administer sample medications.

P. Physical Examination Requirements

1. Required Forms

Each child under 2 years of age shall have an initial health examination not more than 6 months prior to not more than 3 months after being admitted to the center, and a followup examination at least once every 6 months thereafter. Each child who is at least 2 years of age but who is not 5 years of age or older shall have an initial health examination not more than one year prior to nor later than 3 months after being admitted to a center, and a follow-up health examination at least once every 2 years thereafter. Children 5 years of age and older are not required to have a health exam but are required to have a current immunization report on file.. A health examination report shall be on file.

Q. Sanitation, Cleanliness and Safety Precautions

Good handwashing practices have been proven in research to be the single most effective way of preventing the spread of communicable disease in group child care settings. The Early Childhood Center staff practices a number of safety precautions when handling bodily fluids and matter such as urine, feces, blood and nasal mucus and while handling food and other items including:

- Proper handwashing using warm water and soap before and after meals, blowing or assisting with blowing one's nose, handling bodily fluids/matter, before and after diaper changing, before and after toileting of self or a child, after messy classroom projects and activities such as playing at the water table or after handling pets, or anytime it's deemed appropriate for handwashing.
- Proper handwashing upon arrival to work.
- Use of disposable gloves while handling fluids/matter, wet or soiled diapers, soiled bedding or clothing, etc.
- Proper disposal of soiled materials - including gloves - by placing them inside a plastic bag prior to depositing them in a waste receptacle or sending them home.
- Washing and sanitizing of toys, classroom furnishings and cot sheets exposed to bodily fluids. Depending on the items, it may be sanitized on either a daily or weekly basis.
- All waste receptacles have lids so access by students is restricted.
- Requiring parents to frequently wash their child's toys, napping blanket, other items carried to and from the Early Childhood Centers on a regular basis, or any items that became soiled while at the Early Childhood Centers.

R. Shaken Baby Syndrome / Abusive Head Trauma

All staff receive training in prevention of Shaken Baby Syndrome or Abusive Head Trauma before beginning employment at the Early Childhood Center. Updated information and renewal of training is conducted as required by the ruling in the Wisconsin Administrative Code.

S. SIDS

See Appendix D for additional information on SIDS Safety.

- All staff participate in SIDS training.
- Infants/Toddlers **WILL**:
 - Be placed on their backs in a crib or on a cot. Physician's authorization is required to place a child in a position other than on the back.
 - Be allowed to adopt whatever position they prefer for sleep.
 - Be placed in a safe crib with a firm sheet that fits under the mattress.
 - Have their heads remain uncovered during sleep.

- Infants / Toddlers **WILL NOT** be placed on soft surfaces such as waterbeds, sheepskin, pillows, sofas, or other soft areas.
- Blankets are not allowed in infant / toddler cribs until the infant / toddler reaches one year old. Once they turn one, if they have a blanket in their crib, staff will ensure the infant / toddler does not have their head covered during sleep.

T. Transportation

The Early Childhood Centers do not provide transportation to or from the Early Childhood Center to a student's home or school.

In the case of field trips that occur during the course of the child's day, appropriate transportation will be provided such as a contracted school bus service or use of a public bus system such as Wausau Metro Ride. When students are transported in school buses as defined in s.340.01 (56) state, the Early Childhood Centers are assuming the school buses shall comply with ch. Trans 300. Contact information for all contracted transportation services is on file at the Early Childhood Center. In the event of a medical emergency 911 will be contacted to provide transportation for a child to a medical facility.

Before and After school students at NCECC: St. Therese complete an "Alternate Arrival / Release Agreement". In cases when a child is scheduled to attend and has not arrived with the designated bus, staff will notify the Early Childhood Center Site Director or designated authority within fifteen minutes. That person will contact the parents regarding the child's absence.

Section 9 - NCECC Student Nutrition

A. Breastfeeding

Breastfeeding is welcomed at the Early Childhood Centers. Mothers will be provided with a private space including an electrical outlet, chair, small table, waste basket, sink nearby with running water, and refrigerator or storage space for a small cooler nearby.

B. Child and Adult Care Food Program (CACFP)

1. General Information

Newman Catholic Schools operates a child nutrition program in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) policies. All students enrolled are eligible for meals provided through the CACFP program. Meals provided meet nutrition guidelines for students and infants.

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired 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.

2. CACFP Household Size Income Statement

Upon enrollment in the licensed child care program, each family is asked to complete a form asking for information pertaining to income and household size. This information is kept confidential and is required as part of the federal child nutrition program. The information is used to determine if a child's meal qualifies the Early Childhood Center for meal reimbursement. The funds received through CACFP reimbursement stay with the Early Childhood Center and are used to help defray food program expenses.

3. CACFP Enrollment Form

Upon enrollment in the licensed child care program, each family is required to complete a form asking for information pertaining to hours and meals while in care. This information is required as part of the federal child nutrition program. The information is used to verify enrollment.

C. Infant Meal Information

- Upon enrollment of an infant, parents will receive an “Infant Menu” that outlines what foods will be provided for the infant by the Early Childhood Centers.
- Newman Catholic Schools will provide infants with iron-fortified formula and other foods suitable for infants according to CACFP requirements. Parents who want their child to consume another brand of formula will need to provide it. However, a physician’s note will be required for a child after thirteen months to continue drinking infant formula. Bottles are to be provided by the parent. While licensing regulations allow for the use of glass bottles while students are in care, the Early Childhood Centers prefer only plastic bottles provided by parents due to safety concerns should the bottle break.
- Parents may decide to provide their own formula, breast milk, and other infant foods to meet the CACFP infant meal pattern requirement. All items provided by the parents should be in containers clearly labeled with their child’s name. Food will be refrigerated if required.
- Each infant will be fed according to their schedule. As the infant grows and develops, they will be encouraged to experiment self-feeding with their hands and spoons. Child size eating utensils and cups will be provided by the Early Childhood Centers. Students will be encouraged to develop a change in eating patterns when developmentally appropriate.

D. Child Meal Information (1 Year to 12 Years)

Students over one year maintain the same dietary needs. The Early Childhood Centers follow the USDA recommendations for child nutrition. If your toddler consumes other than what is recommended, parents will be asked to provide these items in containers labeled with their child’s name, and an authorization from a physician may be required. See Appendix B (CACFP Meal Patterns - Breakfast, Lunch / Supper, Snack) for child nutrition guidelines.

E. Food Allergies / Special Dietary Needs

Parents must inform Early Childhood Center staff in writing if their child has known food allergies or other special dietary needs. Information will be confidentially posted in the kitchen and by the classroom’s food service area. Written notice is to be provided from a medical authority. See Appendix C for the “Eating and Feeding Evaluation: Children with Special Needs” form.

In some cases, depending on the specific need of the child, parents may be asked to supply food items for their child. Supporting documentation will be required by a child’s physician.

F. Homemade Treats

Homemade treats are not permitted at the Early Childhood Centers, even for special occasions, due to student allergies. All classroom treats must be purchased and brought to the Early Childhood Center in the original individually sealed package, or in the original container if the item

was not individually packaged. The original package should be brought to the Early Childhood Center so staff have access to the complete ingredient list.

Parents are encouraged to provide treats that promote a healthy lifestyle or to provide non-food treats such as small toys, pencils, stickers, etc.

G. Kitchen Detail

- The kitchen and food storage areas (including the walk-in cooler) are kept in good, clean condition.
- The head cook shall hold a Certified Professional Food Manager, meaning they are certified in food service safety and sanitation.
- Newman Catholic Schools Food service personnel will receive staff orientation upon employment and maintain updated qualifications. The head cook ensures all aspects of food safety and sanitation are followed at all times. Precautions taken include, but are not limited to:
 - All surfaces in the kitchen are regularly cleaned and sanitized.
 - Proper handwashing techniques are followed.
 - Procedures regarding health and personal hygiene are followed.
 - Thermometers are used correctly to regularly check the temperatures of the walk-in cooler and freezer. Temperatures are also checked and recorded of all cooked foods to ensure they have been heated to and are served at the correct temperatures. Thermometers are regularly sanitized and calibrated.
 - All kitchen equipment is in good working order.
 - Food is stored properly. Refrigerated foods are stored at 40° F or below; frozen foods are stored at 0° F or below; dry goods are stored between 50° and 70° F. Shelves are at least 6" above the floor. First In First out (FIFO) rotation is used on all food items. Chemicals are stored separately from food.
 - Fresh fruits and vegetables are properly washed and handled.
 - Dishes are washed and sanitized using a commercial dishwasher. Dishes are washed using an effective cleaning agent, chemical sanitizer and automatic rinse injector.

H. Meal Menus

Monthly breakfast, lunch, and snack menus are sent home as paper copies through the family mailboxes and are also posted on the Newman Catholic Schools website. Staff will note any changes made to the menu after it has been released but by the end of the meal service.

I. Meal Serving Times

If a child misses a meal offered at an Early Childhood Center due to an absence or late arrival, it is the parent's responsibility to provide a meal for their child prior to being dropped off.

All mealtimes are used to help all students develop appropriate table manners and learn self feeding and serving skills. Age appropriate foods will be offered in serving sizes following state guidelines. Staff members are expected to eat with the students and model appropriate behavior, encourage good eating habits and engage the students in comfortable conversation. Staff will not force or withhold food. No child will be required to eat what they do not want.

1. Breakfast

- Food is served from 8:00 am to 8:30 am.
 - **NCECC: St. Michael** - Students arriving for 3-Year Old Preschool or 4K will be offered food earlier to allow them to get to class on time.
 - **NCECC: St. Therese** - Students arriving for extended day care will be offered early breakfast before school from 7:30 am to 8:00 am.
- Breakfast is offered as a self-serve meal and consists of a variety of foods including, but not limited to, pancakes, mini-bagels, toast, cereal, milk and fruit.
- The open breakfast approach is used. Students may choose whether or not they want to eat. Students who choose not to eat will be directed to an appropriate activity in one of the classroom's centers.

2. Lunch

- Food is served at 11:00 am.
- Lunch is prepared in the Kitchen at NCECC: St. Michael for both Early Childhood Centers. It is transported to the NCECC: St. Michael classrooms by the Head Cook. It is transported to NCECC: St. Therese by City Delivery and distributed to classrooms by NCECC: St. Therese staff.

3. Snack

- Food is served at 2:00 pm. Snack times for infants and toddlers may vary due to their sleeping schedules.
- Students arriving for the extended day program will be offered a snack upon their arrival at the Early Childhood Center.

J. Sack Lunches

Parents may occasionally be asked to provide a sack lunch for their child. Sack lunches must be nutritionally balanced including an appropriate beverage. Parents will be reminded about the need to meet nutritional requirements should the packed lunch not meet those standards. Staff are able to offer suggestions for sack lunches, additional copies of nutritional requirements, and feedback when necessary. See Appendix B for nutritional information on lunches.

APPENDIX A - CACFP Infant Meal Patterns



CACFP Infant Meal Pattern

The CACFP infant meal pattern encourages delaying the introduction of solid food until the infant is 6 months. However, the age when solid foods are introduced will depend on the infant. Infants develop at different rates; some infants are ready to consume solid foods before 6 months of age while others are ready after 6 months.

Food amounts listed in the meal pattern begin with zero (0) because not all infants are developmentally ready to eat solid foods at a certain age. It does not mean serving the food is optional. Once an infant is developmentally ready to eat foods, including infants younger than 6 months, programs are required to offer them to the infant.

Breakfast / Lunch / Supper	
Birth through 5 months	4-6 fluid ounces breastmilk, iron fortified infant formula, or portions of both
6 through 11 months	<p>6-8 fluid ounces breastmilk, iron fortified infant formula, or portions of both</p> <p>And, when developmentally ready, one or more items from the following:</p> <p>0-½ oz eq (0-4 tablespoons) iron fortified infant cereal (IFIC)*; OR 0-4 tablespoons meat, fish, poultry, whole egg, cooked dry beans, or cooked dry peas; OR 0-2 ounces of cheese; OR 0-4 ounces (volume) of cottage cheese or yogurt (regular and soy); OR 0-4 tablespoons commercially prepared tofu</p> <p style="text-align: center;">AND</p> <p>0-2 tablespoons vegetable, fruit, or a combination of both (no juice)</p>

*Grain items (i.e., bread, pancakes, waffles, breakfast cereal, etc.) are not creditable foods at breakfast, lunch, and supper in the infant meal pattern. They cannot be served in place of IFIC. IFIC or a meat/meat alternate must be served.

Snack	
Birth through 5 months	4-6 fluid ounces breastmilk, iron fortified infant formula, or portions of both
6 through 11 months	<p>2-4 fluid ounces breastmilk, iron fortified infant formula, or portions of both</p> <p>And, when developmentally ready, one or more items from the following:</p> <p>0-½ oz eq bread/bread-like items**; OR 0-¼ oz eq crackers; OR 0-½ oz eq (0-4 tablespoons) iron fortified infant cereal (IFIC); OR 0-¼ oz eq ready-to-eat breakfast cereal</p> <p style="text-align: center;">AND</p> <p>0-2 tablespoons vegetable, fruit, or a combination of both (no juice)</p>

**Bread-like items: biscuit, bun, roll, muffin, English muffin, pancake, pita bread, soft tortilla, waffle, etc. See next page for the Infant Grains Chart and serving size amounts.

Additional Requirements
<ul style="list-style-type: none"> Breastfed infants who consume less than the minimum required amount of breastmilk per feeding may be served less than the minimum with additional breastmilk offered later if the infant will consume more. Yogurt must contain no more than 23 grams of total sugars per 6 ounces. Grains served at snack must be whole grain-rich, enriched meal, or enriched flour. Breakfast cereals served at snack must contain no more than 6 grams of sugar per dry ounce.

Rev. 12/2023



CACFP Infant Grains Chart

The following grain items are creditable at SNACK only.

The chart below is a serving size guide for grain items commonly served to infants. The amounts listed are what must be served to meet the ounce equivalent (oz eq) grain requirement. They are based on the weight of the grain items in grams (g).

Bread and Bread-like Items: 1/2 oz eq Required	
Grain Item and Size	1/2 oz eq is about...
Biscuit	1/2 biscuit or 14 g
Bread	1/2 slice or 14 g
Bun or Roll	1/2 bun/roll or 14 g
Corn Muffin	1/2 muffin or 17 g
English Muffin (top and bottom)	1/4 muffin or 14 g
Pancake	1/2 pancake or 17 g
Pita Bread/Round	1/4 pita or 14 g
Tortilla, Soft, Corn (about 5 1/2")	3/4 tortilla or 14 g
Tortilla, Soft, Flour (~ 6")	1/2 tortilla or 14 g
Tortilla, Soft, Flour (~ 8")	1/4 tortilla or 14 g
Waffle	1/2 waffle or 17 g

Crackers and Ready-to-Eat Cereals: 1/4 oz eq Required	
Grain Item and Size	1/4 oz eq is about...
Cereal, Ready-to-Eat: Flakes or Rounds (e.g., o-shaped cereal)	4 Tablespoons (1/4 cup) or 7 g
Cereal, Ready-to-Eat: Puffed (e.g., crispy puffed rice cereal)	5 Tablespoons (1/3 cup) or 7 g
Cracker, Animal (about 1 1/2" x 1")	4 crackers or 7 g
Cracker, Bear-shaped* or Similar, Sweet (about 1" x 1/2")	6 crackers or 7 g
Cracker, Cheese, Square, Savory (about 1" x 1")	5 crackers or 6 g
Cracker, Fish-shaped or Similar, Savory (about 3/4" x 1/2")	11 crackers or 6 g
Cracker, Graham* (about 5" x 2 1/2" full sheet)	1/2 cracker or 7 g
Cracker, Oyster	14 crackers (1/8 cup) or 6 g
Cracker, Round, Savory (about 1 3/4" across)	2 crackers or 6 g
Cracker, Round, Savory, Mini (about 1" across)	4 crackers or 6 g
Cracker, Saltine (about 2" x 2")	2 crackers or 6 g
Cracker, Thin Wheat, Square, Savory (about 1 1/4" x 1 1/4")	3 crackers or 6 g
Cracker, Zwieback*	1 cracker or 6 g

*Honey or honey-flavored foods should never be fed to babies younger than 1 year.

Minimize Choking Risks:

- Do not offer babies crackers containing seeds and nuts.
- Cut breads and bread-like items into thin strips or small pieces no larger than 1/2 inch.

APPENDIX B - CACFP Child Meal Patterns



CACFP Child Meal Pattern Must serve the required components and serving sizes

Breakfast				
Must serve milk, vegetable or fruit, and either a grain or meat/meat alternate				
Food Components and Food Items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18
Fluid Milk <ul style="list-style-type: none"> 1 year olds: Unflavored whole milk 2-5 year olds: Unflavored 1% or skim 6-18 year olds: Unflavored or flavored 1% or skim 	½ cup (4 oz)	¾ cup (6 oz)	1 cup (8 oz)	1 cup (8 oz)
Vegetables or Fruits (or portions of both) <ul style="list-style-type: none"> Full-strength juice may only be served to meet the fruit or vegetable requirement at one meal or snack per day 	¼ cup	½ cup	½ cup	½ cup
Grains <ul style="list-style-type: none"> Must be whole grain-rich, enriched, or fortified At least one serving per day must be whole grain-rich Grain-based desserts are not creditable (Refer to CACFP Grains Chart) Cereals must contain no more than 6 grams of sugar per dry ounce 				
Bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Bread products such as biscuits, rolls, or muffins <i>Refer to the CACFP Grains Chart for options and serving sizes</i>	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Cooked breakfast cereal, cereal grain, rice and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Ready-to-eat breakfast cereal (dry, cold)				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅞ cup	⅞ cup	¼ cup	¼ cup
Meat/Meat Alternates <ul style="list-style-type: none"> Not required at breakfast, but may be served in place of entire grain component a maximum of 3 times per week 				
	½ oz eq =	½ oz eq =	1 oz eq =	1 oz eq =
Lean meat, poultry, or fish	½ oz	½ oz	1 oz	1 oz
Cheese (natural and processed; soft and hard)	½ oz	½ oz	1 oz	1 oz
Shredded cheese	(⅞ cup)	(⅞ cup)	(¼ cup)	(¼ cup)
Cottage cheese, ricotta cheese, cheese spread, cheese food <i>2 ounces = 1 ounce meat/meat alternate</i>	⅞ cup (1 oz)	⅞ cup (1 oz)	¼ cup (2 oz)	¼ cup (2 oz)
Egg, whole, large	¼ egg	¼ egg	½ egg	½ egg
Cooked dry beans or peas	⅞ cup	⅞ cup	¼ cup	¼ cup
Yogurt (regular and soy) <i>- Must contain no more than 23 grams of total sugars per 6 ounces</i>	¼ cup (2 oz)	¼ cup (2 oz)	½ cup (4 oz)	½ cup (4 oz)
Peanut butter, soy nut butter or other nut or seed butters	1 Tbsp	1 Tbsp	2 Tbsp	2 Tbsp
Peanuts, soy nuts, tree nuts or seeds	½ oz	½ oz	1 oz	1 oz
Surimi	1.5 oz	1.5 oz	3 oz	3 oz
Tempeh	½ oz	½ oz	1 oz	1 oz
Tofu (commercially prepared) <i>2.2 oz. (1/4 cup) must contain at least 5 grams of protein</i>	⅞ cup (1.1 oz)	⅞ cup (1.1 oz)	¼ cup (2.2 oz)	¼ cup (2.2 oz)
Soy products (e.g. soy sausage, veggie burgers) or alternate protein products. <i>Must meet the requirements in Appendix A to Part 226</i>	½ oz	½ oz	1 oz	1 oz



CACFP Child Meal Pattern

Must serve the required components and serving sizes

Lunch and Supper				
All five components required for a reimbursable meal				
Food Components and Food Items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18
Fluid Milk <ul style="list-style-type: none"> 1 year olds: Unflavored whole milk 2-5 year olds: Unflavored 1% or skim 6-18 year olds: Unflavored or flavored 1% or skim 	½ cup (4 oz)	¾ cup (6 oz)	1 cup (8 oz)	1 cup (8 oz)
Meat/Meat Alternates Amounts below must be served to meet the m/ma serving size requirements				
	1 oz eq =	1 ½ oz eq =	2 oz eq =	2 oz eq =
Lean meat, poultry, or fish	1 oz	1 ½ oz	2 oz	2 oz
Cheese (natural and processed; soft and hard)	1 oz	1 ½ oz	2 oz	2 oz
Shredded cheese	(¼ cup)	(3/8 cup)	(½ cup)	(½ cup)
Cottage cheese, ricotta cheese, cheese spread, cheese food 2 ounces = 1 ounce meat/meat alternate	¾ cup (2 oz)	3/8 cup (3 oz)	½ cup (4 oz)	½ cup (4 oz)
Egg, whole, large	½ egg	¾ egg	1 egg	1 egg
Cooked dry beans or peas	¼ cup	3/8 cup	½ cup	½ cup
Peanut butter, soy nut butter or other nut or seed butters	2 Tbsp	3 Tbsp	4 Tbsp	4 Tbsp
Peanuts, soy nuts, tree nuts or seeds - May be used to meet no more than ½ the M/MA serving size - Combine with another M/MA to meet the full minimum serving size	½ oz = 50%	¾ oz = 50%	1 oz = 50%	1 oz = 50%
Yogurt (regular and soy) - Must contain no more than 23 grams of total sugars per 6 ounces	½ cup (4 oz)	¾ cup (6 oz)	1 cup (8 oz)	1 cup (8 oz)
Surimi	3 oz	4.4 oz	6 oz	6 oz
Tempeh	1 oz	1 ½ oz	2 oz	2 oz
Tofu (commercially prepared) 2.2 oz. (1/4 cup) must contain at least 5 grams of protein	¾ cup (2.2 oz)	3/8 cup (3.3 oz)	½ cup (4.4 oz)	½ cup (4.4 oz)
Soy products (e.g. soy sausage, veggie burgers etc.) or alternate protein products. Must meet the requirements in Appendix A to Part 226	1 oz	1 ½ oz	2 oz	2 oz
Vegetables <ul style="list-style-type: none"> Full-strength juice may only be served to meet the fruit or vegetable requirement at one meal or snack per day 	⅙ cup	¼ cup	½ cup	½ cup
Fruits <ul style="list-style-type: none"> Full-strength juice may only be served to meet the fruit or vegetable requirement at one meal or snack per day A second vegetable may be served in place of fruit. When served, must serve the minimum fruit serving size. 	⅙ cup	¼ cup	¼ cup	¼ cup
Grains <ul style="list-style-type: none"> Must be whole grain-rich, enriched, or fortified At least one serving per day must be whole grain-rich Grain-based desserts are not creditable (Refer to CACFP Grains Chart) Cereals must contain no more than 6 grams of sugar per dry ounce 				
Bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Bread products, such as biscuits, rolls, or muffins Refer to the CACFP Grains Chart for options and serving sizes	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Rice, pasta, grains, and/or cooked cereals	¼ cup	¼ cup	½ cup	½ cup



CACFP Child Meal Pattern

Must serve the required components and serving sizes

Snack				
Must serve 2 of the 5 components. Only 1 of the 2 components may be a beverage.				
Food Components and Food Items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18
Fluid Milk <ul style="list-style-type: none"> 1 year olds: Unflavored whole milk 2-5 year olds: Unflavored 1% or skim 6-18 year olds: Unflavored or flavored 1% or skim 	½ cup (4 oz)	½ cup (4 oz)	1 cup (8 oz)	1 cup (8 oz)
Meat/Meat Alternates Amounts below must be served to meet the m/ma serving size requirements				
	½ oz eq =	½ oz eq =	1 oz eq =	1 oz eq =
Lean meat, poultry, or fish	½ oz	½ oz	1 oz	1 oz
Cheese (natural and processed; soft and hard)	½ oz	½ oz	1 oz	1 oz
Shredded cheese	(⅓ cup)	(⅓ cup)	(¼ cup)	(¼ cup)
Cottage cheese, ricotta cheese, cheese spread, cheese food 2 ounces = 1 ounce meat/meat alternate	⅓ cup (1 oz)	⅓ cup (1 oz)	¼ cup (2 oz)	¼ cup (2 oz)
Egg, whole, large	½ egg	½ egg	½ egg	½ egg
Cooked dry beans or peas	⅓ cup	⅓ cup	¼ cup	¼ cup
Peanut butter, soy nut butter or other nut or seed butters	1 Tbsp	1 Tbsp	2 Tbsp	2 Tbsp
Peanuts, soy nuts, tree nuts or seeds	½ oz	½ oz	1 oz	1 oz
Yogurt (regular and soy) - Must contain no more than 23 grams of total sugars per 6 ounces	¼ cup (2 oz)	¼ cup (2 oz)	½ cup (4 oz)	½ cup (4 oz)
Surimi	1.5 oz	1.5 oz	3 oz	3 oz
Tempeh	½ oz	½ oz	1 oz	1 oz
Tofu (commercially prepared) 2.2 oz. (1/4 cup) must contain at least 5 grams of protein	⅓ cup (1.1 oz)	⅓ cup (1.1 oz)	¼ cup (2.2 oz)	¼ cup (2.2 oz)
Soy products (e.g. soy sausage, veggie burgers) or alternate protein products. Must meet the requirements in Appendix A to Part 226	½ oz	½ oz	1 oz	1 oz
Vegetables*	½ cup	½ cup	¾ cup	¾ cup
Fruits*	½ cup	½ cup	¾ cup	¾ cup
* Full-strength juice may only be served to meet the fruit or vegetable requirement at one meal or snack per day				
Grains <ul style="list-style-type: none"> Must be whole grain-rich, enriched, or fortified Grain-based desserts are not creditable (Refer to CACFP Grains Chart) At least one serving per day must be whole grain-rich Cereals must contain no more than 6 grams of sugar per dry ounce 				
Bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Bread products, such as biscuits, rolls, crackers, or muffins Refer to the CACFP Grains Chart for options and serving sizes	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Cooked breakfast cereal, cereal grain, rice and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Ready-to-eat breakfast cereal (dry, cold)				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅓ cup	⅓ cup	¼ cup	¼ cup

APPENDIX C - “CACFP Special Dietary Needs Tracking” Form



Special Dietary Needs Tracking Form

CACFP program staff complete this form

CACFP staff must complete this form for each participant served menu substitutions. This form and applicable documentation, as specified, must be kept on file.

Section I: Disability (below) - Complete when a participant has an impairment that restricts eating and/or feeding and a valid medical statement signed by a State licensed healthcare professional (physician, physician assistant, nurse practitioner (APNP), dentist, optometrist, podiatrist) is on file.

Section II: Non-disability special dietary need (back of page) - Complete when:

- Participant's family requests meal substitutions for reasons not due to a disability
- A medical statement not valid for a disability is provided. Examples:
 - Statement from a non-licensed health care professional (e.g., registered nurse, dietitian, or chiropractor)
 - Statement from a licensed health care professional that specifies a family's dietary preference, not a disability (e.g., statement indicates participant may drink rice milk per parent)

Participant's Name _____ Date form completed _____

Section I: Disability

Complete this entire page. Check off boxes when action is completed.

- ☐ Participant has a physical or mental impairment that substantially limits one or more major life activities
- ✓ Major life activities include eating, breathing, digestive, and respiratory functions, etc. Impairment does not need to be life threatening; ex. lactose intolerance is a physical impairment of the digestive function
- ☐ Attached is a valid written medical statement which includes:
- ✓ Description of impairment (reason for request)
 - ✓ How to accommodate the impairment (e.g., food(s) to be avoided and recommended substitution(s))
 - ✓ Signature from state licensed healthcare professional (physician, physician assistant, nurse practitioner (APNP), dentist, optometrist, podiatrist)

ACCOMMODATION(S)

The program must offer reasonable modification(s) as specified on the medical statement.

- ☐ List substitution(s)/modification(s) offered by the program: _____
- ☐ Choose One. Family of participant:
- ☐ Accepts program's accommodation(s)
 - ☐ Declines program's accommodation(s) and chooses to provide:

CLAIMING MEALS

Claim meals when the program:

- ✓ Has made reasonable modification(s) according to the medical statement
- ✓ Provides modification(s) or family chooses to provide modification(s). The program must provide at least one component.

Do not claim meals when:

- ✓ Family chooses to provide all foods (the program is not providing any components)

☐ Check meal(s) that can be claimed: ☐ Breakfast ☐ Lunch/Supper ☐ Snacks

COMMUNICATION WITH STAFF

- ☐ Discuss participant's meal modifications with staff, including when meals can and cannot be claimed.
Record date discussed with staff: _____

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Participant's Name _____ Date form completed _____

Section II: Non-disability special dietary need (SDN) request

Complete this entire page. Check off boxes when action is completed.

- ☐ Participant has a non-disability request (check all that apply):
- ☐ Religious ☐ Ethnic ☐ Lifestyle preference (circle: vegetarian, organic) ☐ Other: _____
- ☐ Attached is a written statement from the family, DCF Health History form, or medical statement not valid for a disability that:
- ✓ Identifies the non-disability request, including foods not to be served and allowable substitutions
 - ✓ Includes a statement that the family chooses to provide foods (if applicable)

MEAL SUBSTITUTION(S)

- ☐ List specific food item(s) the program chooses to substitute:
- ✓ Meals and food substitutions must meet meal pattern requirements. If a meal or food substitution does not meet meal pattern requirements, do not claim that meal/snack
1. _____ CACFP creditable: ☐ Yes ☐ No
2. _____ CACFP creditable: ☐ Yes ☐ No
3. _____ CACFP creditable: ☐ Yes ☐ No
- ☐ List specific food item(s) provided by the family:
- ✓ A family may choose to provide one creditable component of a meal or snack
 - ✓ Programs must ensure that food provided by the family is creditable
 - ✓ If the family provides more than one component or a food substitution that is not creditable, do not claim that meal/snack
1. _____ CACFP creditable: ☐ Yes ☐ No
2. _____ CACFP creditable: ☐ Yes ☐ No
3. _____ CACFP creditable: ☐ Yes ☐ No

A common non-disability request is to serve a non-creditable beverage in place of cow's milk. These include non-dairy beverages not nutritionally equivalent to cow's milk such as almond, cashew, coconut, hemp, oat, rice, and some soy milks; 2% milk; and water. When one of these beverages is served in place of cow's milk, meals/snacks cannot be claimed.

Meatless substitutes made from alternate protein and/or textured vegetable protein ingredients may only credit to the CACFP meal pattern with a Child Nutrition (CN) Label or Product Formulation Statement (PFS)

CLAIMING MEALS

Claim meals when:

- ✓ Substituted foods and beverages are creditable to the meal pattern
- ✓ All required meal/snack components are provided
- ✓ Family provides no more than one creditable component at a meal/snack

Do not claim meals when:

- ✓ Family provides more than one component
- ✓ Non-creditable food(s) or beverage(s) are served (this includes program-provided and family-provided)

☐ Check meal(s) that can be claimed: ☐ Breakfast ☐ Lunch/Supper ☐ Snacks

COMMUNICATION WITH STAFF

- ☐ Discuss participant's meal modifications with staff, including when meals can and cannot be claimed.
Record date discussed with staff: _____

This institution is an equal opportunity provider.

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APPENDIX D - Crib & SIDS Safety



WHAT DOES A SAFE SLEEP ENVIRONMENT LOOK LIKE?

The following image shows a safe sleep environment for baby.



Room share: Give babies their own sleep space in your room, separate from your bed.



Use a firm, flat, and level sleep surface, covered only by a fitted sheet*.



Remove everything from baby's sleep area, except a fitted sheet to cover the mattress. No objects, toys, or other items.



Use a wearable blanket to keep baby warm without blankets in the sleep area.



Place babies on their backs to sleep, for naps and at night.



Couches and armchairs are not safe for baby to sleep on alone, with people, or with pets.



Keep baby's surroundings smoke/vape free.



Make sure baby's head and face stay uncovered during sleep.

*The Consumer Product Safety Commission sets safety standards for infant sleep surfaces (such as a mattress) and sleep spaces (like a crib). Visit <https://www.cpsc.gov/SafeSleep> to learn more.



National Institutes of Health
Division of Child Health and Human Development



SAFE SLEEP FOR YOUR BABY

Reduce the Risk of Sudden Infant Death Syndrome (SIDS)
and Other Sleep-Related Infant Deaths



Place babies on their backs to sleep for naps and at night.



Stay smoke- and vape-free during pregnancy, and keep baby's surroundings smoke- and vape-free.



Feeding babies human milk by direct breastfeeding, if possible, or by pumping from the breast, reduces the risk of SIDS. Feeding only human milk, with no formula or other things added, for the first 6 months provides the greatest protection from SIDS.

Use a sleep surface for baby that is **firm** (returns to original shape quickly if pressed on), **flat** (like a table, not a hammock), **level** (not at an angle or incline), and **covered only with a fitted sheet**.



Stay drug- and alcohol-free during pregnancy, and make sure anyone caring for baby is drug- and alcohol-free.



Avoid products and devices that go against safe sleep guidance, especially those that claim to "prevent" SIDS and sleep-related deaths.



Feed your baby human milk, like by breastfeeding.



Avoid letting baby get too hot, and keep baby's head and face uncovered during sleep.



Avoid heart, breathing, motion, and other monitors to reduce the risk of SIDS.



Share a room with baby for at least the first 6 months. Give babies their own sleep space (crib, bassinet, or portable play yard) in your room, separate from your bed.



Get regular medical care throughout pregnancy.



Avoid swaddling once baby starts to roll over (usually around 3 months of age), and keep in mind that swaddling does not reduce SIDS risk.



Keep things out of baby's sleep area—no objects, toys, or other items.



Follow health care provider advice on vaccines, checkups, and other health issues for baby.



Give babies plenty of "tummy time" when they are awake, and when someone is watching them.



Offer baby a pacifier for naps and at night once they are breastfeeding well.



For more information about the Safe to Sleep® campaign, contact us:

Phone: 1-800-505-CRIB (2742) | Fax: 1-866-760-5947

Email: SafetoSleep@mail.nih.gov

Website: <https://safetosleep.nichd.nih.gov>

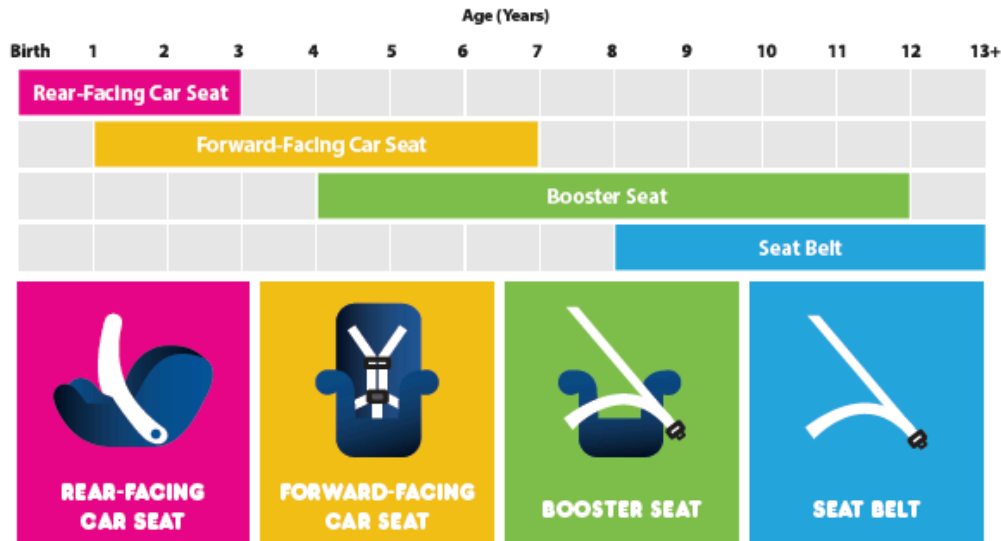
Telecommunications Relay Service: 7-1-1

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APPENDIX E - Car Seat Safety

Car Seat Recommendations for Children

There are many car seat choices on the market. Use the information below to help you choose the type of car seat that best meets your child's needs.



- Select a car seat based on your child's age and size, choose a seat that fits in your vehicle, and use it every time.
- Always refer to your specific car seat manufacturer's instructions (check height and weight limits) and read the vehicle owner's manual on how to install the car seat using the seat belt or lower anchors and a tether, if available.
- To maximize safety, keep your child in the car seat for as long as possible, as long as the child fits within the manufacturer's height and weight requirements.
- Keep your child in the back seat at least through age 12.

Rear-Facing Car Seat



Birth – 12 Months

Your child under age 1 should always ride in a rear-facing car seat. There are different types of rear-facing car seats:

- Infant-only seats can only be used rear-facing.
- Convertible and All-in-One car seats typically have higher height and weight limits for the rear-facing position, allowing you to keep your child rear-facing for a longer period of time.



1 – 3 Years

Keep your child rear-facing as long as possible. It's the best way to keep him or her safe. Your child should remain in a rear-facing car seat until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the rear-facing car seat, your child is ready to travel in a forward-facing car seat with a harness and tether.

Forward-Facing Car Seat



1 - 3 Years

Keep your child rear-facing as long as possible. It's the best way to keep him or her safe. Your child should remain in a rear-facing car seat until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the rear-facing car seat, your child is ready to travel in a forward-facing car seat with a harness and tether.



4 - 7 Years

Keep your child in a forward-facing car seat with a harness and tether until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the forward-facing car seat with a harness, it's time to travel in a booster seat, but still in the back seat.

Booster Seat



4 - 7 Years

Keep your child in a forward-facing car seat with a harness and tether until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the forward-facing car seat with a harness, it's time to travel in a booster seat, but still in the back seat.



8 - 12 Years

Keep your child in a booster seat until he or she is big enough to fit in a seat belt properly. For a seat belt to fit properly the lap belt must lie snugly across the upper thighs, not the stomach. The shoulder belt should lie snug across the shoulder and chest and not cross the neck or face. Remember: your child should still ride in the back seat because it's safer there.

Seat Belt



8 - 12 Years

Keep your child in a booster seat until he or she is big enough to fit in a seat belt properly. For a seat belt to fit properly the lap belt must lie snugly across the upper thighs, not the stomach. The shoulder belt should lie snug across the shoulder and chest and not cross the neck or face. Remember: your child should still ride in the back seat because it's safer there.

NHTSA.gov/TheRightSeat



U.S. Department of Transportation
National Highway Traffic Safety Administration



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