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**PARENT HANDBOOK: The Gesell Institute for the Study of Early Childhood**

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The Gesell Name

The Gesell Institute bears the name of Arnold Gesell (1880-1961), noted pioneer in the study of child development. Gesell was a native of Alma, Wisconsin and graduated from Stevens Point Normal School in 1899. He later earned doctorates in both psychology and medicine. Gesell founded the Yale Clinic of Child Development. The Gesell Institute has been in operation at UWSP since 1971.

The Gesell Institute exists as a vital component of the Early Childhood Education program in the School of Education at the University of Wisconsin-Stevens Point (UWSP). Approximately 100 undergraduate receive practicum experience working with young children and their parents within this facility.

The Institute is a self-sustaining program, sponsored by UWSP. This means that the University provides support for rent free space, utilities, maintenance, custodial services and some administrative costs. However, the program relies on Public School compensation, private pay, donations, and fund-raising to cover the majority of the operating budget.
**Purpose of Program**

- To provide a facility in which university students may observe the development process in young children.
- To provide opportunities for students in teacher preparation programs to observe a master teacher and to apply principles discussed in curriculum & methods classes in real life situations.
- To give students opportunities to interact with parents and to observe parent-child interactions.
- To provide a quality program for children in a 4 year old Kindergarten and three year old preschool.
- To provide support and relevant resources for parents in the improvement of parenting skills.
- To serve as a demonstration center for other programs in the community.
- To serve as a research facility for UWSP faculty and graduate students.
- To collaborate with public school teachers in Early Childhood Special Education, SPL, PT, and OT that provide support for children with special needs.

**Program Philosophy**

The program is developmentally-based, utilizing several principles set forth by Arnold Gesell:

1) All children proceed through the same sequence of development, but all vary in rates of development.
2) There is an inner timetable that determines the child's rate of development. Trying to teach activities ahead of that timetable will at best result in only minor, temporary growth.
3) A favorable environment helps to insure the realization of a child’s potential.
4) Each child is unique in temperament and growth style. The culture should try to adjust to each child's uniqueness.

Other theories that guide the program include those of Erik Erickson, Lev Vygotsky, and Jean Piaget. These theories provide us with a set of developmental expectations that allow us to plan developmentally-appropriate activities and develop behavioral guidelines for children.

**Program Goals**

Based upon the theories and principles of Vygotsky, Erickson and Piaget, the following goals have been established. Activities for all children are directed toward meeting these goals:

1) To provide children with opportunities for social interaction with same age peers.
2) To assure that children have a good start in the development of a positive self-concept.
3) To provide children with opportunities to practice large and small motor skills.
4) To provide children with a wide variety of activities and experiences that will build firm foundations for later academic learning. For example
- Conceptual development
- Language development
- Listening and following directions
- Thinking, problem solving, and decision-making
- Independence and responsibility
- To encourage development of creativity and community
5) To assist children in the formation of positive attitudes toward school and learning.

**Gesell Curriculum**

Gesell’s curriculum for the 3 year old program is a play-based curriculum that focuses on developing skills and knowledge through play. Concepts and skills are introduced through carefully planned activities that focus on developmentally appropriate themes that reflect the child’s developmental level. Our activities address and reinforce cognitive, social/emotional, physical, and language development. Concrete, hands-on activities and experiences are planned according to a calendar of themes that are relevant and of interest to the children providing meaningful learning experience. Music, games, stories, large muscle equipment, art materials, and a variety of learning centers will be used to help each child feel a sense of accomplishment and belonging, through successful child-initiated activity as well as adult-child interactions. The equipment and materials will be chosen to compliment the theme and will be rotated approximately every other week. The curriculum goals are to keep the learning progressing steadily and the child interest and involvement high. Individual goals are set for children with special needs via a conference with parents, therapists, and other special need professionals.

**Transitions**

Children engage in transition from quiet to active classroom moments in small groups whenever possible. Similarly, children engage in transition from active to quiet activities at other times. In this way children spend less time waiting and more time actively involved. To promote a positive transition from home to school parents are very welcome to stay in the classroom with the children until both feel comfortable with parent’s departure. Parents are encouraged to say good-bye and reassure child of their return to pick up child when the school is over. Parents can stay as long as they and the teacher believe is necessary to facilitate the adjustment of their child. Also, we encourage parents to visit at any time during the preschool session. Staff is always willing and available to assist in facilitating a smooth transition and separation.
**Licensing Information**

The Gesell Institute is licensed by the state to care for a total of 22 children, at a time for about 3 hours. The Gesell Institute follows closely the 2015-2016 calendar of the Stevens Point Area Public School District (SPAPSD). As such, the Gesell Institute will operate from September 1, 2015 - June 3, 2016. The Gesell program will also close depending on the designated closed dates stipulated on the district calendar.

As a licensed facility, Gesell provides information about license rules through the DCF Publication – *DCF 251 Licensing Rules for Group Child Care Centers*. The DCF publication, license rules and/or any violations that the center has been cited for are available for inspection on the bulletin board (to the left) upon entering the Gesell Classroom.

**Arrival/Departure**

In compliance with state licensing standards regarding maintenance of written records and the attendance of each child, we ask that a responsible adult accompany every child into the classroom and sign the attendance book. A binder of Attendance Chart for parent sign-in for indicating arrival and pick up times will be signed by parents that bring their children to Gesell. At the end of school, an adult must again sign each child out before departing. Please keep the list of people authorized to bring and pick up your child current, in your child’s file. If an unlisted person must pick up your child, please send a signed note on the day authorizing us to release your child to that person.

Attendance sheets for children are maintained in the Gesell program office, after each semester, for a minimum of five years following the child’s participation in the program. Attendance is not limited to arrival and departure from the program but is also completed during major transitions in and out of the building, during emergency evacuations, and on field trips.

**Hours of Operation (Monday, Tuesday, Thursday)**

- P.M. - 3 year-old Preschool meets MTR from 1-3 p.m. (<15 children enrolled)

Classes begin at 1:00 p.m. and the classroom door will be opened at that time. Parents/Families will bring the child to the classroom as close to the arrival time as possible. The time before classes begin is used by the teacher to prepare materials and share vital information about the daily schedule with Teacher Assistants and/or practicum students.

Days and hours of operation are MTT @1:00- 3:00 for the p.m. session. At the end of the P.M. session, the doors will open @ 3:00 p.m. to dismiss the children.
Apart from the Director, Lead teacher, and Support Staff (SPAPSD employees), other staff members include Teacher Assistants, and Work Study students employed by the School of Education to support the lead teacher in the classroom. Further, Practicum students enrolled in courses that include Early Childhood Education, Elementary Education, and Psychology, and others referred to as Volunteers and Observers who are sometimes present in Gesell on a short-term basis to observe children for a particular or course-specific assignment. The teacher assistants, work study, practicum students, volunteers, and observers sign in designated logs placed above the cubbies. After signing in, each staff person will put on a name tag and wash his/her hands prior to interacting with the children. Staff must also wash hands prior to and after serving snacks.

Sample Daily Schedule: 3 yr. old Preschool
1:15 - Meet and Greet - Coats and Backpacks to cubbies, Name Tags, Bathroom/Hand Washing
1:30 - Choice Play time Outdoors (weather permitting) Indoors (inclement weather)
2:00 - Clean Up/Bathroom/Snack
2:30 - Meeting Time
   Story
   Songs
   Calendar
3:00 - Dismissal

Anti-bias Commitment

In many preschool programs, holidays have been a central part of the curriculum. Why this has taken place continues to be an educational mystery, for research suggests no meaningful developmental reason for such emphasis on holiday activities. In fact, such overuse and emphasis takes away from engaging children in activities that truly meet their developmental needs of children.

Gesell’s program is continually striving to do what is best for children, and thus holds a policy stating that the celebration of holidays in school is not necessary. Gesell will, however, teach children about people of all cultures and those traditions and holidays experienced within those cultures. Learning about holidays in school versus celebrating holidays can broaden children's awareness of their own culture and those of others in a meaningful way. The Gesell Institute encourages the awareness of cultural diversity through books, visuals, media, and guest speakers.

Non-discrimination Statement

The Gesell Institute does not discriminate against pupils or their families on the basis of gender, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Program enrollment is available to all children except where there is a reasonable and necessary age requirement as specified under applicable state and federal code. For example, the children that attend the child care program do not have to be completely toilet trained.
3-year old Child Care (Afternoon)
The three-year-old preschool program offers developmentally appropriate activities for children between the ages of two-four years old. The preschool/child care program is operated between 1-3 p.m. on Monday, Tuesday, and Thursday. The program includes children from a variety of ethnic groups, income levels, family sizes and structures, as well as children with a variety of special needs or disabilities. As part of the Gesell Institute, the preschool/child care program also follows closely the 2015-2016 calendar of the Stevens Point Area Public School District (SPAPSD). The Gesell Institute will operate from September 1, 2015- June 3, 2016. The Gesell program will also close depending on the designated closed dates stipulated on the district calendar. See below

STUDENT NON-ATTENDANCE DAYS (H, I, or X) Holiday, Institute, X-Other non-student attendance days
· August 26 Institute Day (I)
· September 7 Labor Day
· October 23 County Professional Development (topic to be determined) (I)
· November 16 Parent-Teacher Conferences (X)
· November 25 Non-Attendance Day for Students
· November 26 – 27 Thanksgiving Holiday and Break
· December 7 Institute Day (I)
· Dec. 24 – Jan. 1 Christmas Holiday and Winter Break
· January 1 New Year’s Day
· January 22 Teacher Record keeping Day
· January 25 Institute Day (I)
· February 29 Parent-Teacher Conferences (X)
· March 7 Institute Day (I)
· March 21 – 25 Spring Break
· April 25 Institute Day (I)
· May 30 Memorial Day

Absences
If a child will be absent, parents are expected to please notify the teacher ASAP at: 715-630-1499 or at 715-346-2655. It helps the teacher plan for the day if a child will not be coming due to illness or vacation. If a parent does not call to notify us of an absence one of the Gesell staff will contact family to confirm the absence.

Emergency Closings/Inclement Weather

The Gesell Institute will follow the Stevens Point Area Public School inclement weather school closing policies. The decision to close school due to weather will be announced on most area radio stations and the Wausau T.V. stations by 8:00 a.m. Listen for the Stevens Point Area Public Schools to be mentioned as being closed and if so, the Gesell Institute will also be closed (Gesell Institute will not be specifically mentioned in the reports). If you are unable to receive this information from the radio or T.V. stations please call the School of Education office at 715-346-4430 to confirm the status for the day in question. You may also log onto the district website at www.pointschools.net.
Parents should have a plan in place in case such an event occurs.

Here are specific Radio & TV Stations that will make announcements:

- WYTE 106.5 FM
- WSPT 98 FM
- WGNV 88.5 FM
- WLJY 96.7 FM
- WIZD 100 FM
- WIFC 99.5 FM

Child Abuse and Neglect

Child Abuse Policies: Mandating Reporting

“As professionals in contact with young children and their families, we at the preschool are required by law to help the Department of Children and Families (DCF) become aware of children who may be abused or neglected. According to the law, public or private school teachers, educational administrators, guidance or family counselors; as well as day care/child care workers, are mandated reporters.”

Thus, it is the policy of the Gesell Institute to report any and all suspected cases of child abuse and/or neglect to Portage County Health and Human Services (PCHHS) immediately (per school board policy 454) by telephone and to follow up in writing within 24 hours the same information as reported by telephone. Gesell Institute and Staff will cooperate during the investigation of the reported incident. A staff member should follow these steps if abuse/neglect is suspected:

Definitions:

Child Abuse is the non-accidental commission of any act by a caretaker that causes or creates a substantial risk of harm to a child's physical and emotional well-being, including sexual abuse.

Child Neglect is the failure by a caretaker, either deliberately or through negligence, to take those actions necessary to provide a child with minimally adequate food, safety, clothing, shelter, medical care, supervision, or other essential care.

Reasonable Cause means that after examining all the facts in a particular situation, most people with similar training and experience would also suspect abuse and/or neglect.

Administrative Structure /Delegation of Authority /OPERATION

Gesell Institute is operated under the School of Education, College of Professional Studies at the University of WI – Stevens Point. Gesell maintains close ties with the Dean’s Office, College of Professional Studies, and supports faculty and students enrolled in the following courses - Psychology, Human Development, Education, Physical Education, and Foreign Languages. Gesell
Handbook of the Gesell Institute for the Study of Early Childhood.-3 year old PM Child Care program

provides education to the children and hands-on learning opportunities for students, faculty, and community members as well.

DELEGATED AUTHORITY

DEAN, College of Professional Studies

ASSOCIATE DEAN, Head of the School of Education

DIRECTOR, Gesell Institute

SUPERVISING LEAD TEACHER

ACADEMIC DEPARTMENT ASSOCIATE, School of Education

TEACHER ASSISTANTS, STUDENT TEACHERS, VOLUNTEERS, OBSERVERS

REGISTRATION

3yr –old (P.M Session)

The registration of children in the P.M. session occurs through a brief interview with the Teacher and / or the director at a time favorable to both parents and the Gesell personnel. The interview takes place in CPS 124 during which forms and policies are explained. To begin, the parents are provided the registration forms that include enrollment, health records, & more (refer to Chart of Forms). Along with the forms, an initial registration fee of $30 is required prior to first day of school attendance. A total of $600 is also paid as child care tuition. Checks (made payable to Gesell Institute) or cash payments can be submitted at the School of Education office in CPS 470 to Linda Pflugradt. Parents are advised to note the following:

✓ All forms must be completed in full when submitted at registration.
✓ All forms must be complete and on file before any child can attend.
✓ All children are required to have health insurance.
✓ Parents will bring the child to visit the program before their first day.
✓ To schedule a visit and /or to register, parents can contact the director via email @ oogunnai@uwsp.edu

Children’s Health Records and Immunization Requirement Policy

- All children are required to have a completed physician’s examination form, a physical exam and all immunizations up to date at the time of enrollment.
Handbook of the Gesell Institute for the Study of Early Childhood.-3 year old PM Child Care program

- Immunizations are to be kept up to date.
- Records of a physical and health records which document the child is current for routine screening are required.
- Immunization is an important public health policy effecting children. As a matter of state law, children in the program must:
  - be fully immunized, or
  - be in the process of becoming fully immunized according to the approved schedule, or
  - have a physician’s statement that immunization is contraindicated for medical reasons or a note from the parent stating that the child is not immunized due to religious beliefs.
- Should a vaccine-preventable disease occur to which a child is susceptible, the staff will promptly inform the family and ask that the child remain at home.

ENROLLMENT: FORMS, DOCUMENTS & CONFIDENTIALITY

The following forms are provided to each family at the beginning of the academic year (during the Open House), filled and returned to the director by the first day of school (in this case, September 1, 2015). A chart of Forms and due dates is provided below:

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<td>Child Care Enrollment</td>
<td>By September</td>
</tr>
<tr>
<td>Health &amp; History Emergency Care</td>
<td>By September</td>
</tr>
<tr>
<td>Child Health Report</td>
<td>By November</td>
</tr>
<tr>
<td>Student Immunization (for those who do not wish to submit the Hospital’s Record Form)</td>
<td>By October</td>
</tr>
<tr>
<td>Alternate Arrival/Release Form (for children who ride the bus or are transported by others)</td>
<td>By September</td>
</tr>
<tr>
<td>Authorization to Administer Medication (If Applicable)</td>
<td>By September</td>
</tr>
<tr>
<td>Your Guide to Regulated Care (For Your Info ONLY)</td>
<td>Yours to Keep.</td>
</tr>
</tbody>
</table>

If at any time there is a change in the home address or home or work phone number, families are expected to notify Gesell staff of these changes as soon as possible. Families are also expected to keep current the list of people authorized to bring and pick up the child, as well as their emergency contact.

Confidentiality

All forms submitted to the Gesell Institute will be kept on file in the Office at the Gesell Institute. All information provided to the program by families will remain confidential unless authorized by parent or guardian for release. Other information in children’s files include: progress notes, parent teacher conference notes, Portage Guide and PALS assessment results. Information contained in child’s record and staff files shall be privileged and confidential. Unauthorized removal of records or unauthorized divulgence of parents, staff or program’s confidential information is a strict policy of
the Gesell Institute. Violation of these rules is considered serious and will result in discharge without prior warning. All staff and student observers must comply with these professional ethics at all times and never discuss children, families or staff elsewhere. Observations made in the classroom and all information discussed at staff meetings and at staff trainings are to be kept in strict confidence. Student observers should use a “pseudonym” for children in their observation forms, journal entries, etc. and the word “teacher” to describe any staff.

The parents sign a consent form regarding who in the program has access to child’s records. Gesell Institute does not release information in a child’s record to anyone without parental written consent. The child’s parent or guardian shall, upon request, have access to his or her child’s record. The Institute does not release information in a child’s record to anyone without written parental consent.

Media images taken at our school and/or events, if they include children, especially, those at Gesell should not be posted on any social media networks such as Facebook, My Space etc. Please be considerate of other families when posting pictures and comments on any social sites. In order to protect the privacy of children enrolled at Gesell Institute, families, staff, volunteers cannot not share, distribute, or post images of others via telephone, e-mail, online social networking or other websites without prior consent of the director at Gesell. Violation of the confidentiality policy could have serious repercussions.

Student Records

The purpose of student records is to serve the best interests of the students by assisting school personnel in developing appropriate educational experiences for each student. Confidentiality of such records is maintained as required by Wisconsin Statutes and the Federal Family Educational Rights and Privacy Act of 1974. Student records shall be transferred within five (5) school days to another school or school district upon written request from the other school or school district that the student has enrolled.

Wisconsin law designates the right to parents/guardians and adult students to inspect and review the student’s education records and to question information they believe to be inaccurate. All requests must be in writing and submitted to the principal.

Parent-Teacher Conference

Although Gesell does not typically hold Parent-Teacher Conferences for the 3 year olds, parents and guardians are free to request such a meeting with the Lead Teacher or Director. A conference provides a two-way communication forum for both teacher and parents to share information about the development of the child at home and in the school. In the case of Gesell Institute, the parent-teacher conference presents the opportunity for the lead teacher to discuss your child’s interests, learning styles, social, cognitive, and motor skills here in school. You may wonder what or how do you prepare for the conference? Here are a few suggestions:
Handbook of the Gesell Institute for the Study of Early Childhood.-3 year old PM Child Care program

Understand that the purpose is to celebrate what your child is accomplishing at Gesell during his or her time there,
Write down (if you wish) a few questions, comments, or observations you wish to discuss with the lead teacher,
Know that a safe place will be provided for your family to share concerns and/or other matters of significance to you and your child,
Understand that neither you nor your child is being judged, assessed or held to an arbitrary set of standards.

Since Gesell Institute follows the SPASD calendar, regular conferences are scheduled in the fall of each year. Spring conferences are optional and may be requested by the parent or teacher. As a parent, you have the right to schedule/arrange other conferences with the lead teacher as the need arises.

Please note: According to the 2015-2016 academic year, parent-teacher conferences are scheduled for November 16, 2015.

DISCHARGE OF ENROLLED CHILDREN

POLICY TO AVOID Suspension and Termination of Enrollment Policy

Termination is always a last resort action which is carried out only when the director, teachers, and the early learning principal feel that such action is in the best interest of the child or the other children enrolled. If the preschool is unable to meet the needs of the child and/or family, every effort will be made to refer the parent to a more appropriate program for their child. The circumstances under which a child may be terminated are as follows:
1. The child exhibits extremely aggressive behavior which endangers other child and/or staff.
2. The child’s health and safety at the preschool cannot be assured due to circumstances such as impulsive, risk-taking behavior.
3. Unwillingness of the parent(s) to work with teachers in the management of their child’s behavior, and/or refusal to follow the preschool’s recommendations for outside support services.
4. The child’s developmental needs are not being met at the preschool due to general immaturity. Behavior indicative of a child’s immaturity may include severe ongoing separation issues, excessive need for teacher attention, and inability to function independently or with the group and other at-risk behaviors identified and described by the teacher(s).
5. The child has individual special needs that require accommodations causing an undue burden on the preschool. Accommodations related to the toileting needs of a child with a documented disability shall not be considered an undue burden.
6. If suspension or termination is due to the child’s behavior, Gesell Institute will give specific examples, and let parent(s) know whether we will accept the child back if he receives counseling, or sees a physician or specified medical personnel, or some other change occurs.
Handbook of the Gesell Institute for the Study of Early Childhood.-3 year old PM Child Care program

7. Parent(s) will receive a written explanation of the reasons why, and the circumstances under which the child may return. Recommendations for return will be made by Early learning principal, school psychologist, special education teachers (if necessary) in consultation with Gesell.

8. Gesell Institute will prepare the child being terminated with sensitivity and consideration of his/her developmental ability. Children in the preschool program would be informed in an age appropriate manner that the child will be attending another school.

8. Nonpayment of tuition or return of appropriate registration documents

9. Continued lateness of parents dropping off and picking up their child.

10. Parent’s display of inappropriate behavior towards staff or children. Such behaviors may include but not limited to the following: disrespectful language, disregarding program policies, verbal and/or physical harassment or any unlawful behavior.

11. Falsifying information on child enrollment forms.

FEE PAYMENT & REFUNDS (TENTATIVE – subject to revision depending on enrollment)

Payments

Gesell’s three-year-old preschool program is tuition – based. Parents/Guardians are expected to pay $600 per semester for the 2015-16 academic year. Preschool tuition payments are due on or prior to the first day of school. Checks (made payable to Gesell Institute) or cash payments can be submitted at the School of Education office in CPS 470 to Linda Pflugradt. Preschool payments will not be refunded for illness or vacation day.

A non-refundable registration fee of $30 is required prior to first day of school attendance. Checks (made payable to Gesell Institute) or cash payments can be submitted at the School of Education office in CPS 470 to Linda Pflugradt.

** NOTE: The possibility of scheduling tuition payment on a weekly or/and prorated basis is currently under consideration.

Gesell Institute Program Contract for P.M Session– Enrollment, Fees, Withdrawal

I hereby agree to and understand the following policy:

1. To give the program fourteen days written notice in the event that I will need to withdraw my child. If I fail to comply with this requirement, I will be charged two (2) weeks tuition to cover any monetary loss incurred by the preschool.

2. To give the preschool director any changes in my child’s schedule by making an appointment at the preschool office two (2) weeks prior to the effective change in schedule.

3. To pay a non-refundable registration fee of $30 per year, per child. Checks made payable to Gesell Institute.

4. Fees are based on a semester basis and there are no refunds due to illness, inclement weather, labor strikes, power and/or water outages, holiday closings or other legitimate conditions beyond the control of the university or the preschool.
5. To pay tuition by check payable to Gesell Institute on the first of each month unless specified differently. **A late fee of $25 will be charged to me if my tuition is seven (7) calendar days late.** After 30 days, failure to pay will result in termination unless a payment plan is negotiated.

### Gesell Institute: Office and Phone Numbers

- **Lead Teacher’s Office:** 122 CPS 715-346-4075
- **Classroom:** 124/126 CPS 715-346-2655
- **School of Education Office:** 470 CPS 715-346-4430; 346-2040
- **Teacher Jenny’s Cell:** 715-630-1499
- **Director, Dr. Ogunnaike:** 715-252-5478/715-346-4742
- **Teacher Sarah’s Cell:** 920-819-9163

Yomi Ogunnaike-Lafe- 715-252-5478 (cell); 715-346-4742

Jenny Knade- 715-630-1499 (cell)

Sarah MacFarland – 920-819-9163

Sherrie Stanczycyk, Early Learning Principal – 715-340-8333

Bus Garage – 715-345-5477; 715-345-5523

**Gesell Classroom**– 715-346-2655; Fax 715-346-2720

**Parking Services**– 715-346-2188 or 715-346-3900

### Pets and Animals – NO PETS POLICY

The Gesell Institute does not keep or own pets in the classroom or and caregiving space where children play and interact with one another. Neither does Gesell allow pets of any kind inside the classroom or on the outside playground. Parents and families are responsible for maintaining a No Pets policy practiced by Gesell Institute.

### Physical Examination

The State of Wisconsin requires that all children have a physical examination before entering a preschool program. The Child Health Form must be completed by a licensed physician or a health check provider and returned to the Gesell Institute within 30 days of the child’s first day of attendance.
Child Health Services
Child Health service consultants are available through the Portage County Health and Human Services Department, located at 817 Whiting Avenue, Stevens Point. The phone # is 715 345-5350. Vision & hearing screenings along with free immunization clinics are available to families.

Plan for Identifying Special Health Care Needs/Allergies etc.
- Parents provide information regarding any allergies or other health care concerns at registration. Information is listed in child's folder and updated every semester.
- A list of all allergies is kept in the Allergies Folder in the cabinet above the cubbies. Allergies and other medical information are kept confidential in this folder. The information can be accessed and updated by all staff @ Gesell. Confidentiality is always underscored when sharing this information.
- Gesell will provide reasonable accommodations to meet allergy or special environment conditions to staff and children without undue financial burden or strain to the School of Education.
- A Food allergy form and/or Special Care Information form will be completed by parents at enrollment before a child attends.

PROGRAM POLICY AGREEMENT: PARENTS

Gesell Institute Program Policy Regarding Registration Forms, Snacks, Supply of Clothes, Communication about a Sick Child, Emergency Contact & Emergency Evacuation

I hereby agree to and understand the following policy:

- I will submit all required registration forms that include the following - Child Care Enrollment, Health & History Emergency Care, Child Health Report, Student Immunization, Alternate Arrival/Release Form, Authorization to Administer Medication before my child can attend.
- I will keep my child at home if I feel that he/she may be too sick to participate in full program (indoor and outdoor).
- I will call the preschool by 8:15 am @ 715-346-2655 or send a text or email to Teacher Jenny (jknade@pointschools.net) if my child will not be attending.
- I will notify the staff when my child is ill or any family member has a contagious disease.
- I will provide morning and /or afternoon snack (following nutritional guidelines) once I receive notice from Teacher Jenny.
- I will provide at least 2 sets of labeled extra clothes for my child’s use at school.
- I will be responsible for ensuring compliance with Parking policy of the University
- I will provide information on how to contact me in an emergency situation (including address, phone number, employment, email address, and other emergency information).
- I will update contact addresses & phone numbers should any change occur during each semester that my child is enrolled in Gesell.
Handbook of the Gesell Institute for the Study of Early Childhood.-3 year old PM Child Care program

- I will notify the lead teacher and sign in and out every time I, or someone I authorize, enters Gesell to drop off or pick up my child.
- I will discuss any concerns I may have with the lead teacher and/or director through email, or verbal exchange.
- I expect to be notified and/or asked for written permission for each field trip which may be taken by Gesell.
- I understand that in the case of inclement weather or at the discretion of the lead teacher, the Gesell staff may walk my child to the safe area designated by Gesell Institute.
- I understand that being a Laboratory school, Gesell provides research and data gathering opportunities for students and faculty at the University of Wisconsin-Stevens Point.
- I understand that I will be notified regarding my child’s participation in research or course related projects at the University.
- I understand that I have the right to authorize my child’s participation or refuse my child’s participation in such academic research or/and projects.
- I understand that my child’s participation may or may not involve the use of pictures or other media input.
- I understand that I will be notified if pictures are part of the research or projects and I reserve the rights to accept or refuse my child’s appearance through pictures or video recording.
- I will obtain health assessments for my child annually (required by the preschool, the NAEYC, and the American Academy of Pediatrics).
- I will notify the lead teacher when my child is scheduled for routine health visits, and require that the Pediatrician to sign the required health form and immunization record.
- I will complete and return my child’s health forms and immunization records must be updated annually to meet requirements.
- I will cooperate with the supervising lead teacher in the follow up of any medical, dental, or developmental needs of my child.
- I will complete a medication consent form when requesting medication administration.
- I understand that I will be provided with information, either verbally or in writing, about my child’s development and learning on at least a quarterly basis and with written reports at least two times per year.
- I understand that Gesell will notify me if and when my child requires specific services or/referral.
- I understand that the lead teacher, support staff from SPASD (Ms. Sarah & Ms. Colleen) and the director at Gesell will observe my child continuously for the purpose of strengthening my child’s learning experience.
- I am required to sign a program contract agreeing to all policies regarding tuition, late fees, change in schedule and the parent’s responsibility to keep current all forms on file, including: health forms, fact sheet, emergency authorization, developmental history, all consent forms, field trips, etc.

I have received a copy of the parent handbook and agree to abide by the rules and contract.
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Signature                                      Date
PARENT INVOLVEMENT/INFORMATION & COMMUNICATION

Communication

Notices and letters will be made available on the sign-in table, the child’s cubby space (also in backpacks), and/or sent electronically to provided e-mail to addresses. Any special events from your child’s day will be shared via a notebook in your child’s backpack, verbally at the end of the preschool session, or through the weekly newsletter. Any concerns, complaints, or comments may be shared with the lead teacher (Teacher Jenny) or Gesell director when deemed necessary.

Parking

Parents dropping off or picking up children at the Gesell Institute may park with flashers on in the loading zone south of the CPS building (lot E) for periods not to exceed 20 minutes. This loading zone does not include the yellow curb marked “Bus Loading Zone”. If the loading zone is full, parents may park in any regular stall in Lot E for up to 20 minutes if your flashing lights are on. If a parent needs to park for more than 20 minutes, parking is available in Lot X. The X lot provides convenient parking with meters. The entrance to Lot X is off of Fremont Street. Please adhere to parking regulations at all times. Tickets are issued regularly by UWSP for violation of parking rules. We apologize for any inconvenience the parking may cause you but everyone on campus must pay for parking privileges and convenient parking is difficult to find. Thank you for your understanding and cooperation in this matter.

Grievances

Any concerns regarding the Gesell program should be made in writing to the Gesell Institute director, OR/AND the associate dean of the School of Education. The Gesell Institute is evaluated on a yearly basis and any shared concerns from families, staff or faculty are factored into program adjustments.

Fund Raising

Various fund raising events are conducted throughout the school year. The number of projects vary from year to year relative to financial necessity, but will generally include at least one major fund raising effort. During the fall semester, the Farmshed fundraising activity was implemented and joyfully received by families in Gesell and SOE faculty members. Such participation provide needed funds for Gesell and increased community awareness of the program.
**Special Events**

At the beginning of every academic year, before school reopens, Gesell holds an Open House for parents and children to attend. This Open House provides the opportunity to visit and become familiar with the facilities at Gesell, meet other families and children enrolled in the program, and also meet the staff @ Gesell. The Open House is very important and families are encouraged to attend as registration documents and information are shared and provided to parents.

Towards the end of the fall semester, Gesell tries to organize a Family Night during which parents are invited to view and celebrate their children’s artwork or projects. Families also learn tips, ideas, resources, and expert advice on specific parenting topics prepared by students enrolled in Parent-Child courses in Education. While attendance is not mandatory, it is highly encouraged.

**Parental Responsibility: Accessibility and Awareness of Gesell’s Policy & Expectations.**

Parents have direct access to their children’s information – forms, reports and more. Parents can request to view these records anytime. A list of parent’s responsibilities in response to Gesell policies is provided in the handbook (see page 18). This list clarifies expectations and responsibilities of the parent to their children enrolled in Gesell Institute Child Care sessions. The list encompasses health, nutrition, communication, academics, safety, finance, and parking. Although this list is not exhaustive, it documents specific expectations on both sides.

**What to Wear and Bring**

Please dress your child in simple, washable play clothes. It helps if clothing is easy for the child to get in and out of for bathroom use. If your child is in diapers/pull-ups, or going through toilet training, or you feel your child may have an accident while at school, please leave disposable diapers, wipes and at least two sets of complete change of clothing in your child’s back pack or in his/her cubby. The children will play outside as often as the weather permits. Please send your children to school in appropriate clothing for the weather. Before the long cold months of winter, the unpredictability of the fall season calls for light jackets, gloves, hats, every now and again. For example, children are expected to wear jackets, hats, mittens, boots, and snow pants during the winter season.

**Family Outreach**

The Gesell Institute for the Study of Early Childhood provides educational and enjoyable opportunities for families. These activities are offered by the Institute in collaboration with faculty/staff @ the School of Education, UWSP. The goal is to provide workshops, events, and activities underscored by parents’ needs and/or suggestions.
Parent Teacher Conferences (ONLY 4 K students)

Conferences are held once per semester in accordance with the School District calendar. Parents will have an opportunity to meet with the lead teacher. The lead teacher will prepare a report card that describes how the child is adapting to and interacting with the learning environment and sent home to the parents before the meeting. This will be used as a guide for discussion. Parents may request to meet with the head teacher at other times during the year as well.

A copy of the report is maintained in the child’s folder. For children with disabilities, the lead teacher will collaborate with the School district Special Educator on site to prepare and/or update the child’s Individual Educational Plan (IEP) in readiness for a conference. If and when necessary, the lead teacher and/or Special Educator will notify parents with information regarding special problems or significant developments as soon as they arise.

Parents’ Rights

Right to Visit - You have a right to make unannounced visits to your child’s room while your child is present.

Parent input - The program must have a procedure for allowing your input in the development of center policy and procedure. The program must allow you to make suggestions, but it is up to the program to decide whether or not they will be implemented.

Conferences - You have a right to request an individual conference with the program’s staff. The licensee has the responsibility to make the staff available.

Meeting prior to admittance - The licensee shall assure that the administrator or his designee meets with you prior to admitting your child to the center. At the meeting, the licensee in addition to the information contained in this fact sheet, must provide you with: the center’s written statements of purpose; types of services provided; referral policy; behavior management policy; termination and suspension policy; a list of suggested nutritious foods you could send for snacks and meals, if it your responsibility; the policy for identifying and reporting child abuse and neglect; the transportation plan; a copy of the health care policy (if you request it); procedure for administration of medication; procedures for providing emergency health care and the illness exclusion policy and a copy of the fee schedule. All of this information is contained in the parent handbook. You should also be given the opportunity to visit the preschool’s classrooms either at the time of the meeting or prior to the enrollment of your child.

Other reports, especially about your child’s interactions and participation in Expressive Arts (Art, Music, Creative Movement & Creative Dramatics) will be issued as part of Practicum Experience in Gesell by ECE students enrolled in the course titled “Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics” (ECE 368). This report titled “Parental Report” is a major requirement for passing the ECE course, and it is based on a weekly documentation of a particular’s child’s involvement in the aforementioned curricula. Parental consent is sought before students can observe and prepare a report on any of the children enrolled in Gesell’s morning or/and afternoon sessions. The report is the parent’s property.

Center staff must bring any special problems or significant developments to your attention as soon as they arise.
Your Child’s Records
Information contained in your child’s record is privileged and confidential. The staff @ Gesell may not distribute or release information in your child’s record to anyone not directly related to implementing the program plan for your child without your written consent. You must be notified if your child’s record is subpoenaed.

Access to the record – You should be able to have access to your child’s records. The preschool must provide access within two business days, unless they have your permission to take longer. You must be allowed to view your child’s entire record, even if it is located in more than one location. The Preschool must have procedures regarding access, duplication and dissemination of children’s records. They must maintain a written log which identifies anyone who has had access or has received any information out of the record. This log is available only to you and the people responsible for maintaining the Preschool’s records.

Amending the record – You have the right to add information, comments on data, or any other relevant materials to your child’s record; you also have the right to request deletion or amendments of any information contained in your child’s record. Such request shall be made in accordance with the procedures described below:

1. If you are of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in your child’s record, you have the right to have a conference with the licensee to make your objections known;

2. The licensee shall, within one (1) week after the conference, give you a decision in writing stating the reason or reasons for the decision. If his/her decision is in your favor, s/he shall immediately take steps as may be necessary to put the decision into effect.

Charge for copies – The licensee shall not charge an unreasonable fee for copies of any information contained in your child’s record.

Transfer of the record – Upon your written request, when your child is no longer in care, the licensee can give you your child’s record or transfer them to any other person the you identify. The center should ask you to sign a form verifying that you have received the record.

Responsibilities of Program

Providing information to the WI Department of Children and Families – The licensee must make available to the DCF any required information under these regulations and any other information reasonably related to the requirements of these regulations. This includes information in your child’s records. Authorized employees of the DCF are not to remove identifying case materials from the center premises and are required to maintain the confidentiality of individual records.

Reporting abuse or neglect – All center staff are mandated reporters. They are required by law to report suspected abuse and neglect either to the Department of Children and Families (DCF) or to the licensee’s program administrator. The licensee must have written policies and procedures for reporting and must provide the written policy to you upon enrollment. Gesell Institute will report to and/or notify the appropriate department @ the Portage County Health and Human Services
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(PCHHS) @ 715-345-5300. Gesell staff will cooperate and collaborate with the PCHHS in any investigation should this arise.

**Notification of injury** – The licensee must notify you immediately of any injury which requires emergency care. They must also notify you, in writing, within 24 hours, if any first aid is administered to your child.

**Availability of regulations** – The preschool must have a copy of the document “DCF 251 Licensing Rules for Group Child Care Centers w/ Commentary DCF-P”-(PFS-4024) on the premises, available to any person upon request. If you have questions about any of the regulations, ask your center to show them to you. You may also wish to use the link to the Document.


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**Building Respect for Diversity**

We are well aware of this fact - children are born without biases about other people of any race, culture, gender or disability. As such, it is something worthy of wonder and pondering if we can raise children who are free of prejudice by ensuring that we do not transfer any negative attitudes or dispositions as we teach and encourage their learning interest. To work and walk effectively with little children, we – teachers, and parents/families would need to be proactive, in creating an all-inclusive learning environment (Maria Sapon -Shevin, 2009) that supports every child in his/her efforts to grow up comfortable with who they are and respectful of others. This is our stand at the Gesell Institute and we invite you to share stories (e.g. about the choice of your children's names, food, traditions and books) and other valuable resources with us in Gesell. We believe strongly in the adage that it takes a village to raise a child. We are committed to helping children grow up confident of their own identity, respectful of other people and aware of the rich diversity of their community and the world. Our commitment can only be realized as we work closely with our families, hearing your perspectives and finding out more about the cultural background that each child brings to the program.

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**Closing Statement**

Essential to the establishment of a caring and nurturing environment for children is the existence of a positive home-school relationship. In Gesell, we look forward to working and walking with families as they entrust their children to our care. We will continue to try our best to ensure ongoing two-way communication system as we invite you to share your concerns and interests with us. Please be assured of our commitment to confidentiality as we nurture mutual trust and respect at every opportunity. We look forward to getting to know you and your family more.

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**BEHAVIOR MANAGEMENT POLICY: GUIDANCE**

The Gesell Institute has basic rules for the health and safety of the children. First of all, we arrange the classroom in such a way that minimizes conflicts and problem situations. For example, our classroom is divided into learning centers that have visual depictions of the materials, the number of children that play there, interactions, and cleanup process. These learning centers are planned with the interests and developmental levels of the children.
We tailor our expectations to fit the development levels of the children to minimize frustrations and inappropriate behavior. Teachers receive ongoing staff training in the area of positive approaches to discipline and strategies to use with challenging behaviors. Children participate in establishing school rules and policies as appropriate. These rules are posted at the preschool. We do intervene; however, we do not use corporal punishment, or spanking. A child is never subjected to cruel or severe punishment, humiliation, or verbal abuse. A child is never denied food or force feeding as a form of punishment. A child is never punished for wetting, soiling, or not using the toilet. (These are in accordance to licensing regulations.)

The Gesell Institute believes and practices the following:

i. The establishment of a nurturing and encouraging classroom;

ii. A learning environment that promotes safety, acceptance, expression of strong feelings, and ability to use words to solve problems;

iii. Teaching children how to solve their problems as opposed to punishing them for behavior conflicts & challenges that they are unable to resolve or are unable to resolve independently.

As we adopt this policy, we consider the following as critical in building a safe relationship with each child in our program:

- Greeting each child in the morning /afternoon upon arrival,
- Finding out how his/her day is going,
- Providing comfort when in distress,
- Supporting and/or facilitating a much loved activity, and
- Active participation in developmentally-appropriate projects enjoyed by children.

For example, adults in Gesell will engage in:
- reading and asking open-ended questions about a favorite book chosen by a child;
- sharing the child’s enthusiasm and discoveries regarding learning;
- ensuring children’s safety, emotional expression (positive or otherwise), and the opportunity to make a choice (out of viable options offered by the staff) or by themselves;
- allowing children to view mistakes as learning opportunities – through reading children’s literature (e.g. “Oops” by Saltzberg; “Pete the Cat” series by James Dean)
- modeling self-control & patience;
- collaborate with parents and families to extend learning at home in the classroom

Gesell recognizes that challenging behaviors occur as a result of several factors; e.g. mixed emotions about parents’ departure, and/or a child’s strong desire to play with a favorite toy that another is playing with. As our policy, Gesell staff works collaboratively to protect, promote, and pay careful attention to each child.
In summary, our GUIDANCE approach is practiced as follows:

- We will ensure that our learning environment follows the tenets of Developmentally – Appropriate Practices in providing and assuring accessibility to child-sized materials that are open and close ended are provided, child size furniture, concrete materials e.g. sand or water, paint, writing utensils, dramatic play area with non-sexist props, & manipulatives. Doing this enhances an interactive learning environment in which our staff members function as democratic leaders that facilitate the children’s construction of meaning as they learn with the materials provided.

- Understand that each day comes with a variety of emotions – positive and negative and walk/work through these emotions as they manifest themselves. Negative emotions stem from feelings that children may not be able to process or understand. We will give opportunities for children to verbally express these emotions in a designated safe area (by the cubbies) with a safe adult (may be an adult that the child is familiar with);

- Adult will provide needed comfort and stay close to child for as long as child needs such proximity and assurance;

- Choices of favorite activities will be shared by the adult – verbally or through the use of pictures, depending on child’s ability to process either;

- The adult will support the child’s ability to practice self-regulation practices through the identification of his/her feelings, opportunity to ask questions, explore limits and options of behaviors to practice, and offering suggestions of possible solutions.

- If child still remains sad or angry, or perhaps child’s behaviors escalate to strong physical reactions e.g. kicking, swearing, or running, the Lead Teacher and/or the Special Education Specialist will take over behavior management.

- The director will collaborate with other staff members to continue the learning process.

**NOTE:**
Through the use of the above practices, Gesell staff may utilize the act of PHYSICAL RESTRAINT that involves the following to ensure safety of others in the classroom:
- Briefly holding a child in order to calm or comfort the child
- Holding a child’s hand or arm to escort the child from one area to another
- Moving a disruptive child who is a danger to him/herself/others and is unwilling to leave the area when other methods such as talking to the child have been unsuccessful
- Intervening or breaking up a fight.

Gesell does NOT practice punishment or implement other punitive measures as described in DCF 251.07 –Program on page 55. For example,

a) Spanking, hitting, pinching, shaking, or inflicting any other form of corporal punishment; and physical restraint (refer to pg. 24 for explanation);

b) Binding or trying to restrict movement or enclosing in a confined space such as a closet, locked room, or similar cubicle;

c) Verbal abuse, threats, or derogatory remarks about the child or the child’s family;
d) Withholding or forcing meals, snacks, or naps.
e) Children will not be punished for lapses in toilet training.

Management of Distraught Children
Children who are crying, fussing, or distraught will be comforted through gentle holding. If the child does not wish to be held, the teacher will sit close to the child in a safe area and share words of comfort and reassurance. Distraction (through conversation about a topic of interest to the child), and/or redirection to a favorite activity or interest may be utilized to help the child to settle down and feel comfortable.

Other Challenging Behaviors e.g. physical aggression towards other children and/or environment.

Gesell practices inclusion and welcomes children of all abilities. Children with identified disabilities are integrated at Gesell through modifications, collaboration with Special Education personnel, and families. Nonetheless, we are also aware of the fact that children can and may experience a variety of emotions, challenges, and perhaps difficulties that are yet to be diagnosed that may predispose them to act in ways that compromise the safety of others - children and adults. Such behaviors include any form of aggression e.g. punching, pulling another by the hair or clothing, name calling, use of unacceptable language, kicking, throwing toys or /and furniture, biting, etc. A child that exhibits such behaviors will be promptly removed by the Special Education personnel and taken to a different section of the classroom (Kitchen Area). If behavior persists in this area, the Early Childhood Special Educator will notify the parent and ask him or her to pick up the child. The Early Learning principal and the school psychologist will also be notified and involved in resolving the incident. Should another child be hurt or visibly upset by the incident, all efforts will be made to ensure the safety and well-being of the child. The director and early learning principal will contact the family of the child and explain the situation. Apart from contacting families, other resolutions may involve setting up meetings with families of those involved or affected by the incident, psychological consultations, and other agreed upon methods. As earlier stated under the Guidance Policy –summary section, the lead teacher or the director will work with the other children and learning will continue as normal.

PLEASE NOTE: Refer to the program’s Policy to Avoid Suspension and Termination of Enrollment Policy on pages 18-19 of this handbook for further information.
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Transportation Policy – Revised November 2015

Gesell Institute for the study of Early Childhood does not provide transportation. Parents are responsible for transporting their children to and from the preschool via walking, bus, (arranged by the Stevens Point Are Public School District) or personal vehicles. Parents complete an off-site permission form and transportation plan as part of the enrollment forms and is up-dated at least once per year or as needed. Parents are advised to follow State Law requirements on appropriate car seat and seat belt laws for children and adults. *No child will be left alone in a vehicle unsupervised by an adult.* Parent must walk child into the CPS building where Gesell is situated, notify the teacher child has arrived, sign in and inform the teacher/child they are leaving. Parents must call school by 8:15 am to report all absences and if an alternative person will pick up or drop off their child. Parents also have the choice to send an email explaining absence of child to the lead teacher. The program shall note on the attendance sheet the absence or late arrival or early pick up for each day. A list of authorized persons to pick up is maintained in child's folder. The name of the alternative person is noted in the daily log book and person’s ID is checked.

Field Trips

Gesell embarks on field trips to enrich children’s educational experience. Mostly, the lead teacher in collaboration with other teachers and director of Gesell organizes a field trip based on the theme explored in the classroom. For example, exploring “Community Workers” provide us the opportunity to visit the nearby Fire Station and/or the Community Garden. These sites are within walking distance from the preschool. Prior to any field trips, parents are notified via email and sent the required form titled *Field Trip Or Other Activity Notification / Permission – Child Care Centers* for their signatures and permission for their child to go on the field trip.

During all walking trips and field trips lead teacher will take attendance binder that contains daily schedule, emergency information for each child, emergency medication (epipens etc…) first aid kits and a cellular phone. The children will learn pedestrian safety by role modeling and verbal reinforcement. Teachers will demonstrate to children to cross at the corner, when traffic signals indicate it is safe to cross, and to look both ways before crossing. A designated staff member, usually the lead teacher will supervise the front of the line and designate another staff member to supervise the end of the line. Children will be counted on regular basis as lead teacher requires. Staff ratios are maintained and children are supervised by qualified staff at all times. For any field trips, no personal vehicles are used. Instead, the director or/and the lead teacher will collaborate with the early learning principal, and the district transportation department to arrange transportation to the site of the field trip. The lead teacher will count the children as they board the bus and when they exit the bus. The lead teacher in charge will inspect the bus–walking from front to back to be sure no child is left on the bus, inspecting all seat surfaces and under seats. A second teacher will inspect the bus upon boarding and departing and count the children. The lead teacher will check the attendance binder to ensure that all children are present on the bus. Another head count of the children will be conducted before the bus departs for the site. A transportation log will be created and maintained for each field trip especially, those involving transportation. Children with identified disabilities will
be supported in boarding and disembarking the bus. Depending on the nature of the disability, the lead teacher or/and the director in collaboration with the Special Education teachers will seek the necessary equipment to facilitate the child’s ability to board and get off the bus.

Motor vehicle related injuries are the greatest threat to a child’s life. To reduce the chances of injury, the following are provided for parents and staff:

- Parents dropping off or picking up children at the Gesell Institute may park with flashers on in the loading zone south of the CPS building (lot E) for periods not to exceed 20 minutes. This loading zone does not include the yellow curb marked “Bus Loading Zone”.
- If the loading zone is full, parents may park in any regular stall in Lot E for up to 20 minutes if your flashing lights are on.
- If a parent needs to park for more than 20 minutes, parking is available in Lot Y. The Y lot provides convenient parking with meters. The entrance to Lot is behind the Fire Station, a few blocks away from the preschool. Please adhere to parking regulations at all times.
- We apologize for any inconvenience the parking may cause you but everyone on campus must pay for parking privileges and convenient parking can be complex. Thank you for your understanding and cooperation in this matter.
- Staff members, especially, the Stevens Point Area Public School District employees, have access to special car tags that enable them to park in Lot E.
EMERGENCY:

Please note that being a Laboratory preschool, Gesell follows the University of WI-Stevens Point Emergency Plan and Procedure. The next sections address Emergency situations and policy guiding those. It begins with the diagram explaining the Emergency Plan of the First floor of the College of Professional Building that houses Gesell Institute. Information about various emergency situations and guiding policy/procedures are highlighted.
Emergency Health Care Policy

Emergency Telephone Numbers

- EMERGENCY .............................................................................. 9-911
- Fire (Stevens Point) ................................................................. 9-715-344-1833
- Police/Protective Services (Campus) ........................................ 9-715-346-3456
- Police (Portage non-emergency) .............................................. 9-715-346-1500/715-346-1400
- Ambulance ................................................................................ 9-715-344-1833
- Poison Control ............................................................................ 9-1-414-433-8100
- St. Michaels Hospital ................................................................. 9-715-342-7900
- Pediatrics @ MMG ..................................................................... 9-715-342-7655
- Portage county Emergency Management .................................. 9-715-346-1265
- Campus Environmental Health Safety ...................................... 9-715-346-2320
- Campus Facility Services .......................................................... 9-715-346-4219

The complete UW-Stevens Point Emergency Management Plan is found at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures). Gesell Institute will also follow the University emergency procedure in any emergency situation. Below is the description of the University evacuation procedure:

**General Evacuation Procedures**

Evacuation from buildings may be required due to emergencies such as fire, chemical spill, bomb or other threats, terrorism, or during other immediate safety and health crisis. Supervisors, Faculty, Department Heads, Managers, and other staff must advise their employees, visitors, and students on evacuation procedures.

**Response**

In the event of a fire or other event (e.g. chemical spill) requiring evacuation:

1. Pull a fire alarm and leave the building. Alert others to the nature and location of emergency on your way out. Remain calm and do not panic, proceed calmly to the exterior, and never push others. If the exit is blocked or crowded, use a secondary exit.

2. If time permits, shut down any hazardous equipment or processes.

3. Evacuate the building using stairs and closest exit. Do not use elevator during fires.

4. From a safe location and distance, dial 911 and call Protective Services at 715-346-3456 with information about the emergency and its location. Note: Protective Services will receive electronic alarm signal stating location of incident.
5. Once evacuated, move away from the building upwind a minimum of 100 yards (or to your designated upwind meeting location if applicable) unless otherwise instructed by emergency personnel. Ensure you are accounted for by your Supervisor, Hall Director, or Faculty. Follow directions of fire, police, and Protective Services. If you are aware of an individual unable to self-evacuate or in need of medical care, immediately call 911 and tell the dispatcher the exact location of the person(s). Advice responding emergency personnel if anyone requires medical treatment. Expanded evacuation may be required depending on the hazards present.

6. For individuals with disabilities, see the following section, “Evacuations of People with Disabilities” for applicable instructions.

7. The individual that pulled the alarm and persons with information regarding stranded occupants or emergency details must notify responding emergency personnel.

8. Do not reenter the building until authorized by emergency command personnel.

9. If you observe staff or students not taking an alarm seriously, please encourage them to do so. It may save their life and will reduce the risks to responding emergency personnel.

10. Be familiar with all exit locations of buildings you frequent prior to an emergency.

11. Never ignore an evacuation alarm. To do so puts yours and responding emergency personnel lives in extreme danger. It is your responsibility to evacuate and is also required by Wisconsin law. Violators will be fined.

**Campus Community**

1. **For all life/property threatening emergencies the campus community shall dial 911 to report the emergency.** Protective Services should then be called at 715-346-3456. When calling emergency personnel, stay on the line until all requested information is provided. Hang up only after you have been told by the dispatcher. Detailed response steps are found throughout this plan for specific emergencies.

2. Provide information to responding emergency response personnel as necessary.

3. Be ready to receive emergency announcements via
   a. Pointer Alerts – (multiple channels: Text, Email, RSS, Alertus Pop-up & Res Hall Intercoms)
   b. Campus Emails/MOD
   c. Public Address systems (Fire Alarm System Speakers, PA System in Residential halls)
   d. UW-Stevens Point Home Page Announcements and Press Releases
3. Report communication problems to your supervisor, hall director, or Risk Management at 715-346-3901.

### Protective Services

1. Notification to outside emergency agencies of emergency assistance required at the campus (i.e. fire, police, rescue, etc.).
2. Provide life safety messages and warnings immediately to all or appropriate segments of the campus community (i.e. fire, severe weather, active shooter) with direction for them on how to protect themselves.
   a. Messages shall contain the appropriate content.
   b. Protective Services shall initiate the appropriate available communication channel based on the emergency situation and needs. Available communication channels listed above will be utilized to the best of Protective Services ability and selected based on emergency need.
   c. Protective Services will determine appropriate content of the message and initiate the selected notification system without delay unless issuing the notification would compromise efforts to assist a victim, or to contain, respond to, or otherwise mitigate the emergency.
   d. Instructions for use of these systems will be maintained in Appendix 8 (confidential).
3. Provide information to assist outside authorities in response actions and to disseminate and provide necessary information to the larger community in coordination with University Communications and Relations and/or the EOC if applicable
4. Alert EOC Manager to activate Emergency Operations Center.
5. Provide information to the EOT (once assembled) regarding the emergency’s origin, scope and required actions necessary. Monitor situation and provide regular updates as necessary.
6. Monitor outside agencies/services used to warn the UW-Stevens Point campus of pending emergency situations external to campus, but which may affect campus (i.e. weather warnings, Police alerts, etc.)
7. Test and drill warning systems for emergency response and evacuation on annual basis. Submit reports of performance of system and repair requirements to Facility Services and Emergency Planning Team.
8. Participate in review of communication needs.

**NOTE:**

**Emergency Operations Team (EOT)**

**Emergency Operations Center (EOC)**
Media Inquiries

The Emergency Operations Team will designate an official PIO to handle official media relations. Refer all media request to UW-Stevens Point University Relations and Communications at 715-346-3046. If asked for information, communicate only that information that has been authorized by the Executive Director of University Relations and Communications. See UW-Stevens Point University Relation and Communications website for additional information and resources.

Enhanced 9-1-1 Directions

UW-Stevens Point has the enhanced 9-1-1 Public Emergency Reporting System. 9-1-1 is for emergency situations when Police, Fire, or Ambulance services are needed.

You may dial [911] or [9-911]. After dialing, speak slowly and clearly. Listen carefully to the questions being asked. Keep in mind; there will be approximately seven (7) seconds of silence before you hear your call ring. DO NOT HANG UP! Your call is automatically sent when you complete dialing, you just don't hear it happening. This can seem longer in emergency situations, but during those few seconds your call is being routed to the proper 9-1-1 Communications Center. This process identifies the location of the call. It displays the telephone number, name, street and address, building name, floor, and room number. This information will appear automatically on the Communications Center computer screen. Keep in mind, the dispatcher will ask you to verify your location information.

Contingency Plans (in case of fire, tornado, loss of building services; safety threats, & response to other emergencies)

GENERAL NOTE: Regardless of the nature of the incident (except in the loss of a child), Gesell Institute will follow the General Evacuation Procedures described on the Emergency Management Plan described on pg. 26-27 of this document.

In Case of Loss of Water or Heat:
The temperature of the CPS building is maintained and regulated by the university heating maintenance staff. In the event of a heat loss in the CPS building, children will be evacuated from the classroom following Evacuation Procedures. They will be relocated to the closest building with heat. In other instances, the following steps may be implemented:

1. The person in charge (lead teacher) will notify the Campus Facility Services @ 715-346-4219 to report the problem.
2. The preschool must meet minimum requirements regarding temperatures, hot water, flushing of toilets, running water, etc. in order to operate. After the problem is evaluated, the person in charge, the director or/and lead teacher will make a decision whether or not the preschool should close.
3. The lead teacher, support staff, and teacher assistants will take the children to the bathrooms on the first floor of the College of Professional Studies for short-term use until all children are picked up and the preschool is closed.
4. Parents or guardians will be notified to pick up their child and announcements will be made on designated radio and television channels if deemed necessary.

**Smoking and Firearms**
Smoking is prohibited in any indoor or outdoor areas of the facility in which the children are allowed. Firearms, ammunition, or other potentially dangerous items are forbidden in the center.

**Gesell’s Policy: If a child is missing**

We are committed to keeping children safe either on the playground outside or within the classroom itself. We will ensure that exits and entrances are kept secure and that magnetic releases are in working order. Even when all precautions are properly observed, emergencies can still arise. Therefore the lead teacher and support staff will undertake periodic head counts, especially during transitions. If for any reason a child cannot be accounted for, the following procedure will be activated:

- The director will be informed about the child that is missing, and the director will in turn make an emergency call to the Associate Dean & Head of the School of Education;
- The Head of the School of Education will notify the Dean of the College of Professional Studies Building @ 715-346-2947, and UWSP Protective Services @ 715-346-3456. The University Relations and Communications 715-346-3046 may be consulted at this initial stage for advice (depends on the ADSOE’s decision)
- A thorough search of the entire CPS building premises will commence.
- The lead teacher, support staff, and teacher assistants will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
- The director, Head of the School of Education, and Dean of the College of Professional Studies (CPS) will collaborate with Protective Services in searching, thoroughly the entire building, one floor and rooms at a time.
- Others – teacher assistants and other designated staff in the School of Education and other departments e.g. Human Development and Health Promotion will search the basement or floor zero, playground, Collins Building, Parking lot, and other areas surrounding Gesell
- All staff in the CPS will be extra vigilant to any potentially suspicious behavior or persons in and around Gesell.
If after 10 minutes of thorough searching the child is still missing, the director will contact Stevens Point Police and the Portage County Sheriff’s Office @ 715-346-1500 & 715-346-1400 before calling the child's parents/family.

While waiting for the arrival of the police and the child’s parents, search for the child will continue with the assistance of the Campus Protective Services and During this period, other staff members will maintain as normal a routine as is possible for the rest of the children.

The director and the Associate Dean and Head of the School of Education will be responsible for meeting the police and the missing child's parents.

The director and the Associate Dean and Head of the School of Education will co-ordinate any actions instructed by the police. They will also do all they can to provide comfort and reassure the parents/families.

Once the incident is resolved, the director, the Associate Dean and Head of the School of Education, lead teacher, and support staff at Gesell will review relevant policies and procedures and implement any necessary changes. Gesell will document the entire incident. This Incident Report will be filed along with the Stevens Point Police “Missing Child Report” in the child's folder. The information will also be documented by the UWSP Protective Services.

In Case Of Fire, Natural Disaster, Or Bomb Threat

- Save lives - evacuate any persons in immediate danger.
- Evacuate the children and adults out the side door to the right of Gesell. Meet as a group by the playground gate (closer to Collins Building). Lead teacher will check for stragglers, brings the attendance binder with schedule and phone #s. Lead teacher will also make a head count. Secondary exit plan: through the door to the left to Communicative Sciences and Disorders Department
- Sound alarm- pull on any fire alarms. Supplement with voice shouts, whistle,
- Report fire- 9-911. Say: “There is a fire at Gesell Institute, CPS Building
(Tell specifics of what is burning) Assign one person to meet fire officials.
- Use portable fire extinguisher or wall extinguisher if it is safe to stay inside area while doing so.
- Contain the spread of the fire and smoke by closing all doors and windows (if possible).

After evacuation:

- When safe within the pre-designated area, all children and adults must be accounted for.
- Person in charge – lead teacher reassures children of their safety.
- First Aid is administered if needed.
- We will not re-enter CPS Building until permission is given by fire officials.

Follow – up Evaluations:
Follow the emergency with an evaluation by all staff in order to spot areas of weakness or oversight to be remedied for any future emergency.
Expanded Emergency Evacuation Plan

In the event of an emergency situation that requires an evacuation of the Gesell preschool facility, the teacher in charge shall take the following steps when evacuating:

- Accurate attendance list, binder with attendance chart and phone numbers, and daily schedule
- Account for all children and staff during any boarding of vehicles
- Bring any necessary medications/supplies and emergency records

- If the environmental emergency is confined to the immediate area of Gesell Institute for the study of Early Childhood, e.g. fire, toxic fumes, etc. and the children cannot stay on the premises, the children will walk to the HEC Center (children attend Gym lessons here) across from the Department of Communicative Sciences and Disorders where they will remain accompanied by the lead teacher, support staff, and teacher assistants. The director/lead teacher will notify parents and/or emergency contacts of the situation and arrangements are made for children to be picked up.

- In the event of exposure to toxic materials, gases, flooding, etc. and a physical examination is recommended, children will be transported by ambulance/police cars to St. Michaels Hospital on Illinois Avenue.

- In the event of a major environmental emergency which is more widespread and encompasses a larger area (neighborhood, several buildings/homes) due to a non-confirmed environmental threat, e.g. toxic materials/fumes from a spill, floodwaters, brush fires, etc. and the children cannot remain in the area, the children will be brought to the designated safe place for CPS Building (www.uwsp.edu/rmgt/Pages/em/procedures) The lead teacher/director in charge will contact campus police at 9-715-346-3456 to arrange campus bus transportation. Children and staff will be transported by campus buses where they will remain accompanied by teacher(s) while parents/guardians are notified and arrangements are made for either transportation home or continuation of care are made.

- In the event of a major environmental hazard that necessitates a larger area evacuation (several neighborhoods, a city/town) due to a non-confirmed hazard, e.g. nuclear accident, earthquake, etc. the children will be transported by emergency vehicles/personal cars (if necessary) to a designated safe place. They will remain accompanied by teacher(s) while parents/guardians/emergency contacts are notified and arrangements are made for their pick-up.

- Under the direction of the University Media Relations Office (715-346-3046), a special emergency voice mailbox with a recorded emergency procedure message to follow will be activated by the lead teacher or director. Campus Protective Services will also collaborate with Gesell staff in ensuring safety of children and parents as they pick up their children.
In addition, Gesell would follow the University policy described below

Buildings and Grounds Emergencies
Fire/Explosion
The procedures below outline the general response to fires and explosions.

Response
1. If you see smoke or fire, activate the nearest fire alarm or pull station.
2. From a safe location, call 9-1-1 and UW-Stevens Point Protective Services at 715-346-3456. (Give name, building name, address, floor, location, etc.).
3. Upon activation of all fire alarms, leave the building following
Alert other occupants to evacuate. Use stairs not elevators.

4. In addition to standard evacuation procedures, follow these specific Fire Evacuation Instructions:
   ✓ Don't use a fire extinguisher unless you have first called 9-1-1 and Protective Services.
   i. User is properly trained.
   ii. Fire is small, contained, and in early stage (e.g., wastebasket, few rags, etc). Report ALL fire extinguisher use to Facility Services at 715-346-4219.
   ✓ b. Before opening a door, feel if the doorknob is warm or hot. If it is, leave it closed and find an alternate path (see below instructions). If you encounter smoke, stay low. Smoke and gas kill more people than fire. Place a towel or cloth over your head and face. Breathe through the towel by taking short breaths through your nose. Wear something that can be easily discarded if it catches on fire such as a blanket. Should your clothes catch fire, stop, drop and roll to put it out.
   ✓ c. If the doorknob is not hot, ensure all room windows are closed, brace yourself against the door and open it slightly to check for presence of smoke or fire. If the hallway appears clear, exit building. If time permits, close windows and doors behind you. Follow the same procedure through all doors as you exit the building. If all exits are blocked, go to the closest safe room and follow the next instruction.
   ✓ If all paths are blocked by fire or heavy smoke and height of building floor does not allow for window exit, check outside window for presence of rescue crews and signal them by hanging an object out the window (i.e. Basic Plan Appendix E – Emergency Procedures 2015 University of Wisconsin-Stevens Point Emergency Management Plan sheet, jacket) or by other means. Keep doors closed between you and the fire. If possible, call 9-1-1 and inform dispatcher of your situation and exact location. Open windows only when necessary. Seal cracks around the door and at other places where smoke appears to be entering with wet towel, blankets, or similar materials.
   ✓ Upon exiting building, notify Fire Department of source of fire, explosion or other pertinent information. Do not reenter building until authorized by Fire Department.
Evacuation from buildings may be required due to emergencies such as fire, chemical spill, bomb or other threats, terrorism, or during other immediate safety and health crisis. Supervisors, Faculty, Department Heads, Managers, and other staff must advise their employees, visitors, and students on evacuation procedures.

Be familiar with all exit locations of buildings you frequent prior to an emergency. Never ignore an evacuation alarm. To do so puts your life and responding emergency personnel lives in extreme danger. It is your responsibility to evacuate and is also required by Wisconsin law. Violators will be fined.

In the event of a fire or other event (e.g., chemical spill) requiring building evacuation:

- Pull a fire alarm and leave the building. Notify others to the nature and location of emergency on your way out. Remain calm and do not panic, proceed calmly to the Basic Plan Appendix E – Emergency Procedures 2015 University of Wisconsin-Stevens Point Emergency Management Plan exterior, (refer to diagram on page 38) and never push others. If the exit is blocked or crowded, use a secondary exit.
- If time permits, shut down any hazardous equipment or processes.
- Provide assistance to those with special needs, if able. If not able, reassure them that you will send help. Provide their location to emergency responders.
- Evacuate the building using stairs and closest exit. Do not use an elevator during fires.
- From a safe location and distance, dial 9-1-1 and call Protective Services at 715-346-3456 with information about the emergency and its location. Note: When a fire alarm is pulled, Protective Services receives an electronic alarm signal stating location of the incident.
- Once evacuated, move away from the building a minimum of 100 yards and go to your designated meeting location. Ensure children are accounted for by the Lead teacher or Director.
- Follow directions of fire, police, and Protective Services. If you are aware of an individual unable to self-evacuate or in need of medical care, immediately call 9-1-1 and tell the dispatcher the exact location of the person(s). Expanded evacuation may be required depending on the hazards present.
- Follow directions.
- For individuals with disabilities consult the section Evacuations of People with Disabilities
- The individual that pulled the alarm and/or persons with information regarding stranded occupants or other emergency details must notify responding emergency personnel.
- Do not reenter the building until authorized by emergency command personnel.
- If you observe staff or students not taking an alarm seriously, please encourage them to do so. It may save their life and will reduce the risks to responding emergency personnel.
Emergency Procedure – Individual Children

- When a child becomes sick or an accident occurs, the lead teacher or closest adult to the child will determine the severity of the situation and contact the parent/authorized person or arrange for transportation to the hospital.
- Call for an ambulance. One staff member (lead teacher or director) should accompany child to the hospital and take the child’s folder.
- Remain with the child until the parent or alternative pick-up arrives.
- If parent cannot be reached, contact the designated person on the child’s permission form.

Any time off site, at least one staff member will have a cell phone.

Off Site Injury Procedure

In the event of an injury off site from Gesell, appropriate first aid would be administered to the injured child or staff member. Parents and necessary emergency personnel will be called immediately.

First Aid Equipment

Supplies checked on a regular weekly basis. There are two first aid Kits in Gesell. The bigger box is located in the kitchen section of Gesell under the sin, and the smaller one is stored in the cabinet above the cubbies. Supply of kit is regularly checked at the beginning of each semester by the director and restocked by Gesell Institute. The miniature First aid kit is taken on any field trips undertaken by Gesell. First aid administered by any staff trained in first aid/CPR (lead teacher preferred).

Contents of First Aid Kit:
- Gauze bandages
- Scissors
- Band-aids
- Triangular bandage
- Cotton
- Thermometer
- Rubber gloves (next to box)
- Instant Ice Packs (freezer)
- Tweezers
- CPR face mask

Injury Prevention Plan

- Daily, lead teacher, support staff, and teacher assistants monitor the environment, and bring to attention any problems, repairs, or hazards.
- Lead teacher (or/and the director) conduct regular safety checks of the program facilities – classrooms, playground, equipment.
- Safety checks are conducted often to verify the status of toys, equipment, and other materials used by the children and ensured for safety and health concerns.
- Lead teacher maintains Injury log. (Located in the cabinet on top of cubbies)
- The program maintains a record of any unusual or serious incidents including but not limited to behavioral incidents, accidents, property destruction or emergencies. These reports are reviews by the director once a month.
- Parents are given a written accident form informing them of any injuries. Parents and staff sign form and then file
Plan For Managing Infectious Diseases

- Children are greeted by the teacher upon entering, observing any possible health problems.
- If a child becomes ill at the center, parent or authorized person is contacted to pick up the child. A quiet area within the school is set up for the child until parent arrives and a staff member accompanies the child.
- A note from child’s physician is required in order for child to return to school after any communicable disease/illness (i.e. Chicken Pox, Measles, Strep throat). The note is placed in child’s folder. *Same procedure for all staff members.*
- Director will notify all parents, staff, and Early Learning principal (SPASD) in writing when any communicable disease/illness has been introduced to the preschool immediately.
- Director and lead teacher are responsible for managing the environment:
  - Checking all safety hazards, lighting, heating, ventilation, and all maintenance problems.
  - All problems (from above) are reported to the School of Education Office ext. 4430
- All soiled clothing are sent home in a sealed plastic bag with child’s name
- Schedule for daily cleaning of toys and play areas are arranged.
- Staff must wear gloves when dealing with bodily fluids.

Plan For Infection Control

- Hand-washing procedure for staff and children posted at different sinks (bathroom & kitchen) in the Gesell program
- Staff will use commercial disinfectant or prepare 1/4 cup bleach to one gallon of water solution or 1 tbsp of bleach to 1 quart of water, labeled, and placed out of children’s reach.
- Lead teacher works with janitorial staff for daily and monthly cleaning: daily disinfecting of toilets, toilet seats, floors, and more. All mops disinfected with approved solution are stored out of preschool. All cleaning supplies stored out of reach of children in a locked cabinet.
- Lead teacher supervises all staff for daily disinfecting of table tops before and after any snacks or lunches are served.
- All staff are trained and participate in infectious control procedures.
- At the end of the day all dishes and utensils are properly washed and air-dried and returned to proper cabinets.
- Water play equipment is disinfected and properly stored after daily use. Water is changed before new group arrives in afternoon.

Universal Health Care Precautions

Wash your hands:
- On arrival for the day;
- After toileting (self or child) or diapering
- After handling any bodily fluids blowing nose, coughing, blood vomit, etc.
Before meals and snacks, before preparing or serving food, or handling any raw foods that require cooking (meats, eggs, poultry)
- After water play
- Before or after feeding a child
- Before and after administering medication
- After assisting a child with toileting
- After handling garbage or cleaning
- Before leaving the preschool (recommended)

Latex gloves must be worn when:
- Toileting a child
- Contact with blood, vomit, nose discharge, etc.
- Cleaning surfaces that have been contaminated
- Wash your hands after you remove gloves

Use disinfectant to:
- Sanitize all table surfaces before snack/lunch time
- Sanitize toys/objects used by children

Air Quality:
- Keep room temperature 65-70 degrees (F)
- No use of air sprays

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Occupational Safety and Health Administration

UWSP OSHA guidelines are available on the site listed below. You must have access to the UWSP mail system in order to open this document.

https://campus.uwsp.edu/sites/rmgt/campus/

Plan for Evacuation – Drills & Practices

A fire extinguisher and smoke alarm are in the classroom in working order, at all times. Fire drills are practiced once each month with the dates recorded and posted by the cabinets above the cubbies in the Gesell classroom.

An evacuation plan is posted in the classroom. In the event an evacuation is necessary, the following evacuation procedure will be followed:

- Daily attendance recorded each day by lead teacher.
- Evacuation plans are posted at every exit.
- Lead teacher leads children out of the building. Lead teacher is supported by Teacher assistants, Work study student, volunteers and/observers
- The lead teacher, with the support of support staff and teacher assistants line the children up at the exit door.
The children are counted, along with a visual face check to ensure that all are present.
The children are brought outside the CPS building, with the lead teacher in front of the line and a support staff or /and the director at the end of the line. As the director leaves, the lights are turned off and the classroom door is closed.
Everyone will meet at the designated meeting place -outside the building, along the Gesell playground fence. Another physical count and face count of the children will occur to ensure all of the children are present and that the count matches the attendance book.
Supervising lead teacher and director arrange fire drills every month (at different times of the day)
Supervising lead teacher keeps a log of each drill in book next to phone; the effectiveness of each drill is noted along with notes evaluating each drill with date and time and staff in charge. Extra measure is taken to ensure every child and staff participates.
Child or staff with disability may require additional assistance.

Tornado Policy
1. When the alarm rings, the lead teacher brings along the Attendance Binder and a cellular phone
2. The lead teacher, with the support of support staff and teacher assistants line the children up at the exit door.
3. The children are counted, along with a visual face check to ensure that all are present.
4. The children are led from the classroom to the center hallway at the basement level by the lead teacher, support staff, director, and teacher assistants.
5. The children will be instructed to kneel with their hands and arms covering their heads. The children will again be counted to ensure all are present.

SUMMARY
Contingency Plan for Emergency Situations
Responsibility
1. SCHOOL – The school will retain responsibility of all children on premises until they are released to a parent, guardian, or other designated person, or until they have been transported to an official evacuation center, in which case selected support staff will remain with the children until they have reunited with their families. Specifically, the lead teacher is responsible for contacting all families and providing information about the children’s whereabouts.

2. EMPLOYEES – All employees will remain on the premises as service workers, as designated by law. Such employees will be subjected to whatever tasks are assigned by the person or persons in charge, and may not leave the premises until the same person or persons in charge give them official permission to do so.

3. PARENTS – Parents should not telephone the school; they should listen to the radio for progress reports on whatever disaster is taking place. Follow official instructions relayed by officials via the
radio. If parents are able to reach the school without danger to themselves or without interference with disaster workers, they should come to pick up their children. Children will only be released to parents, guardians, or other designated persons known to them or to their parent guardians.

Please NOTE: Lead teacher or program director will make every necessary effort to ensure that families are informed.

Understanding the erratic nature of the weather in Wisconsin, in case of emergencies, Gesell staff will work with families to

- Remain calm.
- If weather is nice, evacuate building if rooms are too dark to use. (STAFF)
- If weather is hot and electricity blackout has caused the air conditioner to cease operating, plan for being outdoors in a cool, shady spot, if possible. (STAFF)
- Utilize available emergency supplies to keep children comfortable.
- Follow the university emergency policy requiring closing all or a portion of the university.
- When the announcement is made to close the university, person in charge (e.g. lead teacher or director) will attempt to notify parents, guardians, or designated to pick up child. (STAFF)
- However, parents should follow announcements of university closings, delayed openings, or early closings on the following radio stations: (FAMILIES)
  - WYTE 106.5 FM
  - WSPT 98 FM
  - WGNV 88.5 FM
  - WLJY 96.7 FM
  - WIZD 100 FM
  - WIFC 99.5 FM
- Parents should arrange to pick up their children as soon as possible.

Health, Hygiene and Safety

Children and parents, upon arrival are warmly greeted, at the beginning of every school session. Greetings are followed by inquiries about child’s health and well-being. If there is cause for worry or concerns, the lead teacher will consult with support staff and director. Parents take very seriously their caregiving responsibilities and we share such seriousness at Gesell. We provide a trusting, secure, and nurturing environment at Gesell; as such, parents feel very comfortable sharing information about situations and challenges experienced by families.

Sick Children

It is common for young children to have six to ten illnesses a year. Illness of children in group child care settings is a difficult problem for parents and staff. It is inconvenient for the parent who has to leave school or work and difficult for staff trying to care for the ill child. Everyone shares a concern
Ill Child:
In order to enable staff to provide optimum care for all children and to control the spread of contagious illness, we request that children not attend class at Gesell when they are showing signs of illness. In many types of illnesses, specific guidelines are available, while in other cases, good judgment is needed to balance the needs of the children, staff, and families. The following types of symptoms provide guidelines to help decide to keep child at home and understand when the teacher may contact you to make arrangements to pick your child up at Gesell:

1. fever of 100 degrees or more which may also be accompanied by a sore throat, persistent cough, thick nasal discharge, unusual rash, or extreme fussiness
2. uncontrolled diarrhea
3. vomiting
4. redness of the eye lining with crusty discharge (purulent conjunctivitis) until at least 24 hours after treatment has been started
5. impetigo, until 24 hours after treatment has been started
6. strep throat, until 24 hours after initial antibiotic treatment and fever has subsided

We recommend that children not return to classes until they are free of active symptoms for 24 hours to assure their full recuperation. The teacher must be informed if a child contracts a communicable disease or parasitic condition such as chicken pox, Hand, Food, & Mouth disease, measles, rubella, scabies, or head lice. Since these illnesses have specific recommendations from the Health Department for exclusion from classes, families will be informed by the teacher when their child may return to Gesell. Parents as well as the County Health Department will be notified if a child has been exposed to any communicable diseases or parasitic condition.
Plan for Meeting the Needs of Mildly Ill Children While at the Preschool

If a child becomes ill while at the preschool, the lead teacher will contact the parent or authorized person immediately to pick the child up. A quiet area is set up for the child until parent arrives. Time of departure is noted in Attendance log/Binder. A child whose illness requires that the child be sent home from Gesell shall be given appropriate attention to his/her needs until the ill child’s parent arrives to bring the child home. Such appropriate attention would not compromise the care of other children in the classroom. A child with uncontrolled vomiting or diarrhea shall be provided separate care apart from the other children, with extra attention given to hygiene and sanitation until the child’s parent arrives to bring the child home.

Medication

Gesell staff will not be able to administer medication to preschoolers. Since preschoolers are only attending Gesell for less than a four hour session, we ask that parents administer medication at home. If new medication is to be administered, we ask that parents keep the child at home for a 24-hour period to monitor the child for any reaction to the medication. Emergency medications such as Epi pens or inhalers will be stored in container on top of the refrigerator in Gesell Kitchen. The 4K teacher and only designated teacher assistants will administer and document the use of such emergency medications in the medication log book accordingly.

First Aid and Accident Log

All accidents and first aid treatment will be reported to parents and noted in Medical Log at Gesell. In the event of a serious accident or emergency, parents will be notified immediately. When necessary, if the child’s parent and alternate emergency contact specified by parent cannot be reached, at the lead teacher’s discretion, the child will be transported by ambulance to St. Michael's Hospital. A signed parental consent for emergency treatment must be present in your child’s file in order for our staff to do this.

Health, Hygiene and Safety (Kitchen)

At Gesell, the hygiene, safety, and health of the kitchen area is high priority. To maintain such cleanliness of the kitchen and surrounding areas, Gesell adheres to the following:

Cleaning Tables

- Always **clean** before sanitizing
  - Use mild detergent and water spray bottle & remove visible debris from the surface
- **Sanitize**
  - Cover the cleaned area with sanitizing solution - DO NOT spray bleach solution when children are nearby
  - Use bleach/water spray bottle and let air dry
  - Bleach Solution
    - 1/16 teaspoon bleach to 1 cup cool water
    - ¼ teaspoon bleach to 1 quart cool water
    - 1 ½ teaspoon bleach to 1 gallon cool water
- Use solution to sanitize: dishes, food contact surfaces, and toys that the child may mouth
- Consult “Cleaning, Sanitizing and Disinfecting in Child Care Settings” form to view proper procedures to disinfect bathrooms and areas that came in contact with bodily fluids

**Washing Dishes**

- All kitchen utensils and food contact surfaces used for preparation, storage or serving of food need to be thoroughly cleaned and sanitized after each use.
- All utensils and dishes should be scraped and prewashed under running water.
- Manual washing of dishes and utensils, a 3-step procedure should be used:
  - Wash in water between 110° and 125°F, using an effective soap or detergent.
  - Rinse by immersing dishes and utensils in clean, hot water to remove soap or detergent.
  - Sanitize by submerging dishes and utensils for at least 2 minutes in 1 ½ teaspoons of bleach per gallon of water.

- Using the home-type dishwasher to clean dishes and utensils, the dishes and utensils should be:
  - Washed and rinsed in the dishwasher
  - Sanitized by submerging dishes and utensils for at least 2 minutes in 1 ½ teaspoons of bleach per gallon of water.

**Food Storage & Handling**

**Refrigeration**

- Perishable and potentially hazardous food which includes all custard-filled and cream-filled pastries, milk and milk products, meat, fish, shellfish, gravy, poultry stuffing and sauces, dressings, salads containing meat, fish, eggs, milk or milk products, and any other food or food product likely to spoil quickly if not kept at the proper temperature should be continuously maintained at 40°F or below or 150°F or above, as appropriate, except during necessary periods of preparation and service.
- The refrigeration unit should be maintained at 40°F or lower and each freezing unit shall be maintained at 0°F or lower.
- Each cold storage facility should be equipped with a clearly visible accurate thermometer.
- Food should be covered while refrigerated, except when being cooled.

**Foods not requiring refrigeration**

- Should be stored in clean and dry areas protected from contamination
- Dry foods, such as flour, sugar, cereals and beans should be stored in bags with zip-type closures or metal, glass or food-grade plastic containers with tight-fitting covers and need to be labeled.
Food handling

- Raw fruits and vegetables should be washed before being served or cooked.
- Food returned from individual plates or from dining tables should be discarded.
- Leftover prepared food which has not been served needs to be dated, refrigerated promptly and used within 36 hours, or frozen immediately for later use.

Food service personnel

- Personnel should wash their hands with soap and warm running water before and after handling food. Hands should be dried with single use towels.
- No one with an open or infected wound or sore may work in the food preparation area unless the wound or sore is covered and, if it is on a hand, a nonporous glove is worn on that hand.

Nutrition Policy

The snack calendar was developed based on the USDA Nutrition Guidelines (see Licensing Regulations for Centers Nutrition Policy page 58 on Meal & Snack requirements per child). Being a center that operates less than 4 hours per session, families of children are assigned healthy snack items to bring to school for the purpose of sharing among all children. Snacks must be store bought. Homemade snacks are not permitted. Snacks provided to the children are posted on the refrigerator in the Gesell kitchen. The lead teacher will specify the number of children for which the snack is required. All children and adults will wash their hands with soap and water before preparing or eating snack. In other instances, for example, after the use of bathroom, hands will definitely be washed. Snack time will be a relaxing time for conversation, learning, and sharing.

Parents are required to send a healthy snack for the morning and the afternoon should child attend at this time as well (note the items from the food groups below). Parents may wish to send snack/s in separate morning and afternoon zip lock bags with child’s full name on it. Preschool will have a snack should a child come to school without one. Please follow the recommended portion sizes as well. Send in only two items from the three food groups.

½ cup of a vegetable or fruit
½ ounce of a meat, cheese, yogurt, or protein alternative
Enriched or whole grain breads, crackers, cereal, ½ slice or ½ serving size

Milk (1%/Fat free) may be served during snacks. Cool water is served and available to children during the day. Parents do not need to send in any drinks.

Please NOTE the following:

✓ No whole nuts, peanuts or popcorn. No spoonful of peanut butter. Children younger than four years are not to bring and are not provided the following: hot dogs (whole or sliced into rounds), whole grapes, nuts, popcorn, raw peas, hard pretzels, spoonful of peanut butter, chunks of raw carrots, or meat larger than can be swallowed whole.

✓ Hygiene practices – The teachers in Gesell always ensure that their hands and those of the children are washed before snacks are served. Using the pictures that describe the steps of
hand washing that are posted at their eye level in the bathrooms and in the kitchen, children are guided to wash their hands by the sink.

- Being a center where parents provide the snacks for the children, a calendar of the date and type of snacks shared are posted on the kitchen refrigerator (page 59, 251.07 (5) a 6m.
- The lead teacher and or a designated teacher always prepare enough snacks such that second portions are available to children. (page 59, 251.07 (5) a 7.
- The lead teacher's hands are washed before preparing or serving snacks.
- Snacks are prepared in small bowls or plates that are accessible to children – placed on a clean flat surface at their eye levels.
- Plates, cups, and appropriate utensils are set out for children to pick up before sitting at their tables. Small pitchers of water with convenient covers are deliberately placed at the centers of the tables to foster accessibility, independent pouring, and verbal request among the children.
- Depending on the types of snacks, children may be encouraged to serve themselves. In other instances, for example, big crackers or slices of cheese, adults serve the appropriate portions.
- Children are encouraged to request more servings.
- The staff ensures that foods are not served to children beyond their recommended date of use.

Snack time Routines

The tables should be washed and sanitized before snack is served. Cups, plates, and napkins will be placed on the table and children are encouraged to serve themselves as much as possible. In the case of foods that may be difficult to carry without spilling or falling on the floor, adults will support children by serving the foods on individual children’s plates.

Being a time of day for socialization, at least one teacher is seated at each table with the sole purpose of conversing with the children about the food, their day, or other relevant matters. Teachers may ask open-ended questions that encourage the use of sentences or explanations in responding. The whole point is to enjoy being with the children and vice versa.

Accidents will happen at the snack table. When this happens simply provide children with a towel or napkin to wipe messes. While adult supervision will be necessary, allow children to do as much as possible. Children must remain at the table until they have finished snack. When they leave, they should throw away napkins in the trash can. Plastic cups and plates should be brought to the kitchen sink or placed in the dishwasher as guided by a teacher. The teachers or a designated adult will clean the snack tables with soapy water and follow with sanitizing the surface. The floor in the kitchen will also be swept by this same teacher or another adult/teacher.

Food Allergies

All children’s records are reviewed for food allergies at the start of the semester. A list of allergies is compiled and reviewed with staff and kept in a binder above the refrigerator in the kitchen.
Special Treats

Gesell encourages a no-sugar or low sugar snack policy. Since we like to join in celebrating a child's birthday, by also making it a special day at school, families are welcome to bring in a treat to help acknowledge the occasion. A non-food item to send home is also a choice. Please let the teacher know if you are planning to bring something in on or near your child's birthday.