

**Uphaus ECC
Child Development Center
Parent Handbook**

Policies and Procedures

2019-2020

(01.11.20)



**5200 Freidrich Lane
Austin, Texas 78744**

Welcome to Uphaus Child Development Center! Thank you for sharing your child with us. Our goal is to provide a positive, enriching learning environment and meaningful, foundational learning experiences that will foster the academic, social, and emotional development of our students.

This handbook is intended to serve as a guide to our school. It describes the school's policies and procedures, as well as parent and student responsibilities. This handbook should be used in conjunction with the Austin Independent School District Student Code of Conduct & Handbook.

We look forward to working with you and your child this year!



Meet our Staff

Director: Lilia Sanchez

Phone: (512)-965-6829

Teacher: Alberta Reyes

Teacher: Destany Molina

Teacher: Breana Chapa

Teacher: Cristina Mayen

Campus Principal: Claudia Santamaria

Campus Assistant Principal: Angelita Sevier

Main Office Phone: (512)-414-5500

District Supervisor of CDCs: Rosie Coleman

Office Phone: (512)-414-0114

VISION

In partnership with our community, the Uphaus Child Development Center will be recognized for providing each child with a high quality of care.

MISSION

All children will progress developmentally, and will be prepared to have a successful experience.

CORE VALUES

- High expectations for all.
- Excellence in teaching and learning
- Respect for the individual.
- Resources to support families.
- A community with shared purpose and commitment.

BELIEF STATEMENTS

- Every child deserves a caring, competent, and qualified teachers every day.
- All children have the right and capacity to learn.
- All people should be treated with respect.
- Teaching and learning flourish in a safe and nurturing environment.
- Family, the childcare program, and the community are vital partners in the development of children.

DEVELOPMENTAL GOALS FOR CHILDREN

- **Language Development:** Encourage language through activities that involve talking, singing, and reading.
- **Large Motor Development:** Encourage large motor skill development by providing opportunities to explore the environment from the floor.
- **Small Motor Development:** Encourage small motor development by providing a variety of manipulative activities.
- **Intellectual Development:** Encourage brain development by providing a variety of activities. Use repetition of the activities to help the brain become better organized.
- **Social/Emotional Development:** Encourage social development by providing a safe and secure environment with opportunities to promote self-esteem.

IN OUR WORK WITH CHILDREN, WE

1. Provide for the physical and mental health and safety of each child.
We accomplish this through the establishment of a warm, consistent and caring environment where children feel secure and develop a sense of trust.
2. Provide each child with a nurturing caregiver.
Nurturing skills are assessed in hiring staff and utilized in interactions with children. Teachers are trained on the importance of consistent, nurturing care of children.
3. Recognize that children are unique individuals.
We work with each child individually, recognizing potential strengths and needs while encouraging individual growth and potential.
4. Provide children with a stimulating and organized environment to explore. We provide a rich environment, including attractive interior surroundings and a wide variety of learning materials and toys. Children are provided with the opportunity to explore the natural environment outdoors.
5. Foster a sense of community which is important to social development.
Parents are encouraged to provide input regarding the operation of the program. Staff members work to build a positive rapport with the family members of the children.
6. Encourage the development of the whole child.
We will provide opportunities for learning that include cognitive, effective, add character building experiences. Individual interests are pursued as a means to affect learning.
7. Encourage active involvement in the process of learning.
We provide rich opportunities and encouragement and support for children to explore the environment and develop, express, and satisfy their curiosity.
8. Encourage cooperation skills among children.
We provide a cooperative, supportive environment where children will learn to function independently and successfully.
9. Encourage children to learn problem-solving skills.
We teach children to understand and consider different possibilities.
10. Promote children's development through parent involvement.

Teachers engage daily in conversations regarding the care and interests of the children. Teachers and parents participate in parent conferences to collaborate on assessments and goals for children.

CHILDREN'S ELIGIBILITY

The Uphaus Early Childhood Development Center is available to AISD employees. The program will serve children in age from six weeks through four years. The childcare center monitors a waiting list for children's enrollment. The waiting list is on a "first come, first served" basis. The children will be enrolled in developmentally appropriate groups that adhere to standards outlined in the minimum standards for [Texas child care](#) centers.

ENROLLMENT PROCEDURES

Parents receive a copy of the operational policies upon admission. Parents are notified in writing of any changes in operational policies or the enrollment agreement.

Parents are required to submit a series of documents prior to the child's first day of attendance.

Prior to attendance, parents must bring:

- Physical Examination Form for child
- Immunization Record for child
- Enrollment Information Form
- Child Information (Infants will need to update feeding/developmental information monthly)

ORIENTATION TO THE PROGRAM

Parents are encouraged to visit, meet the staff, and observe in the classrooms prior to enrollment. Your other family members are welcome to visit us at any time. You will bring all of your documents and complete the enrollment process with the director before your child starts. You can expect this to take about 30 minutes. The director and/or teachers will take you on a tour of the classroom, tell you about their daily schedule, and show you where you will store your child's personal items. Staff members are bilingual and will use English and Spanish in communicating with your child.

TRANSITION TO THE NEXT CLASSROOM

Parents are included in the transition process when children move from the infant classroom to the toddler classroom. The child will make visits to the next classroom at various playtimes during the day. Then, the child will be included with the group for meals. After that, your child will take a mid-day nap with the group. When the child is ready, the move to the next classroom takes place.

EMERGENCY CONTACT INFORMATION

It is very important to notify the director of address changes and phone number changes.

When a child becomes ill at the Uphaus CDC, staff will contact you based on the information provided on the admission forms, please indicate what number you would like us to call first on the form. It is important that we are able to locate you at all times.

DAYS AND HOURS OF OPERATION

CDC Operating hours will be 7AM-5:30PM Monday-Friday and will operate in accordance with the Austin ISD 12-month schedule to meet the needs of central office and teaching staff. AISD calendars can be found at austinisd.org. **The summer schedule for the childcare center will accommodate the Monday-Thursday 10-hour work day.**

Children picked up after 6PM will incur a \$1 per minute late fee 6:05 PM.

FEES AND ENROLLMENT

The childcare center will open in August 2019. Due to space limitations, we are requiring a \$200 deposit to hold your spot for fall. The deposit is non-refundable and will be applied to your annual \$200 supply fee in August. An additional \$50 registration fee will be due with your August tuition.

Center and Uphaus ECC Staff Development Days: Center director will communicate days that CDC staff is required to attend professional development for that school year in writing to parents.

If you have a part time student at Uphaus and CDC, parents will pay an additional DOI rate for the half day that Uphaus is closed for students and no teacher is available.

Tuition Schedule	August tuition will be prorated for teaching staff that doesn't start until 8/13/19
Infants (0-17 Months)	\$850
Toddlers (18 Months-35 Months)	\$750
Preschool (3 yrs. +)	\$650

Tuition will be due on the 1st of each month with the exception of August for those that start mid- month. Tuition paid after the 5th will incur a \$30 late fee.

WITHDRAWAL POLICY

Children enrolled in the program are expected to stay in the program for a full school year. The center's budget depends upon having every position filled for the entire school year. If reasons arise to withdraw from the program, parents must present them to the center writing six weeks prior to the expected withdrawal date.

If a student withdraws and no student can be found to fill that spot for the remainder of the school year, the center administration will decide what steps to take to cover lost revenue. Adjustment to tuition to make up for lost revenue due to student withdrawals may include increasing tuition mid-year, lessening staff hours, dismissing staff and/or removing students from the center. It is very important that your child remain in the center the entire school year. If a child is withdrawn from the center before the "paid up" period is over, no refund will be made.

Withdrawal from Center:

Parents must present in writing to the center director notice of child withdrawal, six weeks prior to the expected withdrawal date.

WHAT YOUR INFANT WILL NEED DAILY

- Change of clothing
- 6-10 disposable diapers; diapers are checked and changed frequently
- Diaper wipes
- pacifier, if baby uses one (label the pacifier)
- 4-6 PRE-MADE BOTTLES, LABEL TOPS AND BOTTLES
- baby food when baby is old enough: label jars and cereal boxes
- hat during cold weather
- sweater or jacket during cold weather (infants go outside daily)

WHAT YOUR OLDER INFANTS AND TODDLERS WILL NEED DAILY

- 6 disposable diapers
- Diaper Wipes
- PRE-MADE BOTTLES, LABEL TOPS AND BOTTLES
- toddler cup/water bottle, LABEL THE ITEM
- change of clothing
- coat, hat, mittens during cold weather
- toddlers must wear shoes, preferably socks and tennis shoes
- children go outside daily (weather permitting)

CONSIDERATIONS FOR ALL CHILDREN

Labels: Licensing requires that all bottles, food items, etc. are labeled with your child's first name and last initial. Label all of your child's bottles, bottle covers, pacifiers, clothes, diaper bag, etc. Label all items with your child's first name and last initial.

Clothing: Children should be dressed in appropriate clothing for inside and outside play. All children will go outside in the morning and in the afternoon every day as long as the weather permits. Toddlers and preschoolers must wear shoes.

Jewelry: Leave all children's jewelry at home. Infants and toddlers should never wear jewelry to the childcare center. Wearing jewelry presents a safety hazard for your child. Jewelry will be removed and placed in your diaper bag. Earrings must be studs for children with pierced ears; hoops can be unsafe at school.

Hair barrettes, clips, bands: Tiny clips, barrettes, and bands do not stay in the children's hair at school. They fall out of their very fine hair and may be removed by other children. These cause a choking hazard to your child and the other children. Please do not expect these items to remain on your child.

ITEMS FROM HOME

Toys. Leave your child's personal toys and treasures at home. Children find the sharing of personal items difficult. We have plenty of toys. Your child's toys are likely to get stored with ours.

Blankets and bed items. Please bring a crib sheets and blanket for your child. Bedding will be sent home on Fridays to be washed and returned on Mondays. Blankets cannot be used by infants. We will provide 'sleep sacks' for infants to wear during naptime. Sleep sacks help babies stay warm and comfortable during sleep and are appropriate for childcare because they do not pose a suffocation hazard.

PHYSICIAN'S STATEMENT AND IMMUNIZATIONS

Each child must have a physician's statement. The physician's statement must be updated annually. Each child must have up-to-date immunizations. Each time your child receives an immunization, bring your child's immunization record to the director so that it may be copied and placed in your child's file. Keeping up-to-date immunizations and records are required by child-care licensing. You and your child's physician will determine if your child will have tuberculin (TB) testing. The center does not require TB testing. Children's vision and hearing screenings are not required until 4 years of age if your child turns 4 while enrolled at our center a screening record will be required.

DAILY HEALTH CHECK

Each morning you will be expected to participate in a child Health Check. At this time, you will share information about your child's last feeding, how your child slept, when your child woke up, and how your child is feeling.

Health Check Questions:

1. What time was your baby's last feeding?
2. What did your baby eat?
3. How much did your baby eat?
4. What time did your baby go to sleep last night?
5. What time did your baby wake up?
6. When was your child's last bowel movement?

BOTTLES, CUPS, FOOD ITEMS, AND PACIFIERS

Children must not carry bottles, sippy cups, or food items with them while crawling or walking about the classrooms. Pacifiers may be used when children are resting or being held by an adult. Pacifiers will not be used when children are playing throughout the day.

DROP OFF / PICK UP

Only parents or authorized persons are permitted to bring your child into or out of the center. Your child will not be released to anyone but you or someone designated by you to pick up your child. Parents are discouraged from leaving their vehicles idling, please be mindful of the parking at Uphaus and the needs of the campus buses and educators.

Parents must sign in and out on a daily sheet indicating the date and time of arrival as well as the date and time of departure.

WHEN SOMEONE ELSE PICKS UP YOUR CHILD

On occasion, you may designate another person to pick up your child. Please notify your child's teacher or director when someone else will be picking up your child. A photo ID will be required to verify the identity of the person designated to pick up your child. If someone else is picking up your child, you must indicate who and what time on the sign-in/out sheet for your classroom. The person picking up your child will sign the sign-out sheet.

ARRIVE BY 9AM

Parents are expected to arrive by 9AM, this will ensure they get the most from their day and will help develop a schedule and expectation of return.

ARRIVING LATE

If you are arriving late please call to notify the center or your child's teacher.

MEALS

- Each child is required to bring in their own food.
- Please bring a sack breakfast if your child has not eaten at home.

- Please bring at least 2 snacks and a sack lunch daily.
- Please provide water bottles as water will be served at each meal and snack time, children may have water at any time.
- Please provide nutritionally sound meals for your child.

For children in the infant room: please bring in all formula/ breast milk and baby food needed daily. (All refrigerated and/or open food must be removed daily).

- A parent has the right to breastfeed or provide breast milk for their child while in care. We will provide a comfortable place with a seat in our center that enables a mother to breastfeed.
- No glass containers. Glass bottles must have protective cover on the outside to prevent breaking.

BREASTFEEDING

The program encourages mothers to breastfeed their infants and we strive to make it comfortable to do so. The Infant Classroom has a rocking chair and a quiet place for nursing.

SAFE SLEEP POLICY

According to the American Academy of Pediatrics, about one in five sudden infant syndrome (SIDS) deaths occur while an infant is being cared for by someone other than a parent. Many of these deaths occur when infants who are used to sleeping on their backs at home are then placed to sleep on their tummies by another caregiver. We call this “unaccustomed tummy sleeping.” Unaccustomed tummy sleeping increases the risk of SIDS. Babies who are used to sleeping on their backs and placed to sleep on their tummies are 18 times more likely to die from SIDS. As professional caregivers caring for infants each day, it is vital to understand the importance of creating a "Safe Sleep Policy."

Each center should have and use a written safe sleep policy. A safe sleep policy should include the following:

- Healthy babies should always sleep on their backs. Because babies sleeping on their sides are more likely to accidentally roll onto their stomach, the side position is not as safe as the back and is not recommended.
- When a new baby is coming into the program, be sure to talk to the parents about the safe sleep policy and how their baby sleeps. If the baby sleeps in a way other than on her back, the child’s parents or guardians need a note from the child’s physician that explains how she should sleep, the medical reason for this position and a time frame for this position. This note should be kept on file, and all staff, including substitutes and volunteers, should be informed of this special situation. It is also a good idea to put a sign on the baby’s crib.
- Keep cribs free of toys, stuffed animals, blankets, bouncers, etc. **The only item allowed in cribs is a fitted sheet on the crib mattress.**
- Infants are not to be swaddled in child care because the practice is not recommended by the *American Academy of Pediatrics* due to health and developmental hazards.

* Blankets are only to be used in childcare when staff members are holding an infant or the child is placed on top of the blanket, on the floor, for “tummy time”. Blankets are never to be placed on infants at any other time due to the risk of suffocation. Staff members are to place infants in ‘sleep sacks’ as an appropriate, and safe, alternative to blankets.

* Infants over 20 lbs. and/or over 6 months of age are not to be placed in bouncers at any time.

* When infants fall asleep during feeding they are to be placed directly in their assigned crib for naptime. Infants are never to be left to sleep on boppies or in bouncers.

- Keep the room at a temperature that is comfortable for a lightly clothed adult.

- Have supervised “tummy time” for babies who are awake. This will help babies strengthen their muscles and develop normally.

- Teach all staff, substitutes, and volunteers about safe sleep policies and practices and be sure to review these practices often.

Source: American Academy of Pediatrics

When children begin walking, they make the transition from a crib to a sleeping mat on the floor. Children are assigned individual sleeping mats. Mats are sanitized daily and covered with a clean sheet. Children sleep on mats in the same area as the classroom daily. Teachers prepare the environment for resting by reading books, lowering the lights, and playing soft music. Children who have difficulty relaxing may be helped by a teacher gently rubbing his/her back.

PARTIES AND CELEBRATIONS

Parents can send a special snack for their child’s birthday. We try to eliminate sugary treats from the choices of celebration foods for children. Alternatives are muffins, whole fruits that the teacher can cut for children, and commercially prepared packaged foods in factory sealed containers that the teacher has recommended.

CLOTHING

Clothing which is removable (sweaters, caps, etc.) should be labeled with your child’s name. Comfortable play clothes are best for school. We try to use cover-ups for messy activities, but sometimes accidents happen. Your child should not wear something that would upset you if it got dirt or paint on it. Children should wear closed toed shoes at school for the playground and sand area. Open sandals or flip-flops are not safe for climbing and running.

OUTDOOR PLAY

All the children go outside one or two times daily. Mats are set out in shady areas for infants. Children will crawl, walk, and run about the playground. Children’s shoes are important.

Outdoor play is important, even in cold weather. Dress your child according to the weather. Layers of clothing that can be removed or added as necessary are helpful. You may consider applying sunscreen to your child for outdoor play.

Parents will receive a permission form that they should use to indicate sunscreen/ insect repellent preferences.

We are not able to accommodate requests to keep children inside.

PARENT CLASSROOM VISITATION

Parents are welcome to visit the school and center. For the safety of the students, all visitors are asked to sign in and out of the office and get a visitor's badge which must be worn the entire time while on campus. All visitors must enter through the front doors of the building. Visitors must present a state or country issued driver's license or identification card at the time of the visit. Parents are not to ask students and or teachers to open locked doors for them.

EXPRESSING CONCERNS

Parents are encouraged to share concerns with their child's teacher or the person directly involved with your concern. Teachers are expected to work with parents in providing care for their children. When a parent continues to have concerns regarding his/her child's care, the concerns should be taken to the center director and stated in a clear, concise manner.

The center director strives to be fair and open-minded in handling concerns. You may contact the campus Principal if you find no resolution from the director. You may contact the district representative if you find no resolution from the campus principal. You may contact the licensing representative for the Texas Department of Family and Protective Services. You may contact the child abuse hotline at (800) 252-5400. The Texas Department of Family and Protective Services website is www.dfps.tx.us and the main phone number is 834-3195 and the address is 14000 Summit Drive, Ste. 100, Austin, TX 78728.

CONFIDENTIALITY

Program staff respects the privacy and confidentiality of families enrolled in the center. Families share information as they complete the eligibility and enrollment process. Children's files are securely checked and accessible only to the director and teachers. Parents may request access to their child's files. Except in the case of regulation authorities, we only share information with other professionals with written parent permission.

CURRICULUM, LESSON PLANS, AND ACTIVITIES

The Uphaus Early Childhood Development Center, develops a curriculum using a variety of resources, books and materials. Books and materials used are based on current research in the field of early childhood development. Curriculum is designed to offer children a variety of opportunities to explore, experience, and enhance all areas of development. Teachers develop lesson plans for children based on developmental screenings, assessments, observations, and each child's interest level.

The child care center curriculum is based on daily hands-on experiences in learning centers and outdoor environments which incorporate ongoing age appropriate goals for infants and toddlers. Lesson plans are posted in each classroom and copies of the lesson plans are given to parents. Teachers share and highlight activities that created specifically for a child.

Lesson plans contain activities that encourage physical, language, intellectual, social and emotional development. Lesson plans also promote self-help skills. Activities take place outdoors as well as indoors.

SPECIAL NEEDS

Activities are developed for children with special needs per their Individual Education Plans with the guidance of appropriate specialists.

Teachers work with parents, doctors, therapists, and counselors to support children with special needs. An Individual Education Plan is developed with the help of specialists to include activities that meet the developmental needs of the child. We ask parents of children with special needs to obtain written instructions from doctors, counselors, therapists, and/or specialists regarding the day to day care of their child with specific instructions for feeding and diaper changes. Staff members caring for children with special needs will receive appropriate training. Special needs may include but are not limited to: disabilities, developmental delays, allergies, ongoing/existing illness, previous serious illness or injury, hospitalization in the last 12 months, and medications prescribed for long term use.

OBSERVATIONS AND ASSESSMENTS

Observations and assessments are used in order to help teachers plan appropriate daily activities for children. Teachers record formal and informal observations of children throughout the year. Developmental screenings and assessments of children are completed by parents, teachers, staff, and other professionals. Parent conferences are held twice a year for teachers and parents to share information related to the child's progress, development and interests. Children and parents are referred to support agencies for individual situations.

The program arranges for annual training to support curriculum development and assessment. Staff members receive training on the specific tools and methods used by the program.

DAILY PARENT & TEACHER COMMUNICATIONS

Communication between families and the center staff is an important part of your child's experience in childcare. Upon enrollment, parents and families are introduced to the center staff and are given an orientation on the policies and procedures of the day care center. Parents are encouraged to ask questions at any time. Families are encouraged to contribute suggestions on how the program can best meet the needs of children and families. Teachers seek

input from parents and families as they prepare work with children. We will want to know about the child's likes and dislikes, temperament, and family traditions.

Each morning, teachers conduct a health check with parents to discuss the child's last feedings, elimination, sleep history, and mood. At the end of the day, parents are given daily notes about feedings, elimination, naps, activities, and developmental milestone that the child accomplished on that day.

Telephone calls. If we are with the children and cannot answer the phone, please leave a message and we will get back to you as soon as possible. If you really need to talk to a person and you get our voice mail, you may hang up and call again. We do try to listen for persistent ringing and will attempt to return those calls soon.

PARENT CONFERENCES

Parent conferences are held twice during the school year. The children's assessments and goals will be discussed at the conferences. Conferences provide parents and teachers the opportunity to discuss children's developmental progress. Teachers share examples of the children's work and pictures of the children engaged in activities. This is an excellent chance for parents and families to ask questions, contribute information, and offer suggestions regarding their child's care.

CHILDREN'S RECORDS

Each child's records are secured in the director's office and stored by teachers in the classrooms. They are available only to staff members designated by the director, parents, persons designated by parents in writing, and persons authorized by law such as the Texas Department of Family and Protective Services.

MEDICINES

Under most circumstances, medication will not be given to a child by staff. Parents are required to administer any medication before school or during lunch. Medicines that are given as often as three times a day can be scheduled so that all of the doses can be given at home. The director can help you work out a medication schedule.

Medications that you bring for your child must be labeled with:

- The child's first and last name
- Name of the clinician
- Date the prescription was filled
- Expiration date
- Manufacturer's instructions or the original prescription label that details the name and strength of the medication
- Directions on administering and storing
- Medications must be stored securely

On some occasions, medication can be administered by staff only with the written permission of the parent. Instructions for administering the medication and dosage for the medication must be clear and in writing.

HANDWASHING

Germ on hands are responsible for spreading illness. Always wash your hands upon entering the classroom, before caring for children, between caring for different children, before feeding children, after changing diapers, etc. Help children wash their hands as well. Follow these handwashing procedures.

- Turn on warm water
- Moisten hands with water and apply liquid soap to hands
- Rub hands together vigorously until a soapy lather appears for 20 seconds
- Rinse hands under running water
- Dry hands with a clean paper towel
- Use the paper towel to turn off the faucet
- Throw away the paper towel in a covered trash can

SANITIZING

After changing a baby's diaper, please follow these four steps to sanitizing the changing mat.

- Wash the changing mat with water and soap (labeled spray bottle)
- Rinse the changing mat with clear water using a paper towel
- Spray the changing mat with disinfecting solution (labeled spray bleach bottle)
- Allow the surface to air dry, if possible
- Always wash your hands after changing a baby's diaper

Please help keep the classrooms clean and free of hazards to children. After children mouth and teeth on toys they should be dropped in tubs designated for discarded toys. These toys will be sanitized before they are put back in play. Also, do not let your child have a toy at the changing table. If your child takes a toy to the changing table, be sure that it goes into the tub for discarded toys.

SICK CHILDREN

Sick children should not be brought to the center. If the child's teacher or center director feels that the child is not healthy enough to stay at the center, the parent will be asked to take the child home. **If you feel that you need to give your child Tylenol or a pain reliever before you come to school, then your child should probably remain at home.**

A child will be sent home for the following symptoms:

- The illness prevents the child from participating comfortably in childcare center activities including outdoor play.
- The illness results in a greater need for care than caregivers can provide without compromising the health, safety, and supervision of the other children in care.

EXCLUSION FROM CHILDCARE

A child will be excluded from care if illness prevents the child from participating comfortably in activities or creates a greater need for care than staff can provide without compromising the health and safety of other children.

A child will be excluded from care if the illness is contagious to other children and staff. The parent will be notified immediately that the child must leave the childcare center. In order to reduce the risk to other children and staff, the child should leave as soon as possible.

Children will be excluded from childcare for the following unless medical evaluation by a health-care professional indicates that you can include the child in the childcare center's activities:

- **Vomiting:** If vomiting occurs only once, a child might not be sent home. However, if vomiting is repeated, continuous, or a child is obviously ill, the child will be sent home.
- **Diarrhea:** If a child has 2 to 3 loose, watery stools within a one-hour period, he/she will be sent home. It is recommended to take the child to the doctor if this condition continues at home.
- **Sores/Rash:** A fine red or blister type rash on the scalp, abdomen, or genital area or blisters with crusting is suspicious of being contagious. The child will be sent home.
- **Red, Watery Eyes:** This could be conjunctivitis and should be checked by a doctor. A doctor's release to return to childcare is required.
- **Fever:** a temperature over 100 degrees is sufficient reason to send a child home.
- **Persistent Cough:** A child with a persistent cough will be sent home.
- **Head Lice:** If a child has head lice, he/she will be sent home for the day. The child may return after the condition has been appropriately treated. Consult a physician before using lice shampoo on a young child.
- **Thrush/Yeast Diaper Rash:** White patches in the mouth may indicate thrush. Red bumps in the diaper area may indicate a yeast infection. Your child will not be sent home for thrush or a yeast rash. You will need to consult a health care provider for medication.

After an illness, a child may return to the center:

- 24 hours after the temperature has remained normal without Tylenol or a pain reliever
- 24 hours after the last vomiting episode
- 24 hours after the last diarrhea episode
- 24 hours after antibiotic treatment has begun
- when indicated by a note from a physician

· when the child feels well enough to participate comfortably in usual activities of the center; children may seem okay at home, but may have difficulty coping in group care.

PROCEDURES FOR HANDLING EMERGENCIES AND ILLNESS

In case of emergency or illness, the parent will be notified through the center director or staff. If the parent is away, names on the emergency contact list will be called. In the event that you cannot be reached to plan for medical attention, you authorize the director or person in charge to make the arrangements. You give consent for necessary emergency medical treatment when an ambulance has been called and/or your child is transported to a hospital. It is important that you keep the information current and correct on your child's enrollment form for your child's health care provider.

NOTIFICATION OF COMMUNICABLE DISEASES

The center staff will provide parents with information verbally and in writing regarding communicable diseases to which your child has been exposed. The notification will include signs and symptoms of the disease, mode of transmission, period of communicability, and control measures we are implementing at the center and suggestions on how you can implement the measures at home.

BUILDING SECURITY

The center is located within the Uphaus ECE campus and requires check in at the main office to access the facility.

FIELD TRIPS

The center and staff do not participate in field trips off campus. Children are, however, taken frequently for walks around the campus in the center strollers. When teachers take children on walks, they bring along copies of the children's emergency information forms, first aid supplies, and a cell phone in case of emergency.

FIRST AID SUPPLIES

The center has a first aid kit located each of the classrooms and outside. Another first aid kit is located by the exit door for the playground.

SCHOOL EVACUATION AND RETENTION DRILLS

In the event of fire, danger of fire, explosion, toxic fumes or other chemical release the fire department will be contacted by the director, lead teacher or caregiver closest to the phone. The families will be notified by phone or cell phone by the Director or Lead Teacher, if the

parent/guardian cannot make it to the center prior to the transport of a child by an emergency squad a staff member will accompany the child. All pertinent data and health record information will be transported with the child.

Should an incident or injury needing medical attention occur, the Center Director will notify our Licensing representative and they will notify statewide intake at 1-800-252-5400.

An incident/injury report will be completed by the caregiver in charge when the following occur:

1. An illness, accident or injury requires first aid treatment; or
2. A bump or blow to the head; or
3. Emergency transporting; or
4. An unusual or unexpected event which jeopardizes the safety of the children or caregivers.

General Emergencies include:

1. Any threats to the safety of the children due to environmental situations or threats of violence;
2. Natural disasters such as fire, tornado, flood, etc.;
3. Loss of power, air conditioning, heat or water.

In center Emergency Procedures

1. Stay calm;
2. Bring children to a secure location under caregiver supervision: This location could be inside the main school building or where the on-site principal instructs the children to go.
3. The center has a bag of emergency supplies, a portable battery-operated radio to listen for instructions and will remain in the location until told otherwise by the local authorities.
4. Reassure and comfort the children.
5. When it is safe to release the children follow our policy of approved pick-up.
6. Please remember, we want to do everything we can to not frighten the children or cause alarm.

- This plan will be reviewed with employees during orientation.
- This plan and the emergency evacuation and relocation diagram will be posted in every room used by children near the entrance and exit.
- This plan will be practiced with severe weather drills every 3 months.
- The principal at Uphaus will determine the evacuation and relocation designated safe areas, both inside and outside the facility.

This schools designated safe areas are located:

Inside:

- Severe Weather: Evacuate the classroom accounting for all students and teachers. Follow map to
- Commons Area. We will all sit down facing the wall and cover heads. Infants, who cannot walk, will be transported in a porta crib with wheels.

- Lock-down: Account for all students and teachers. Make sure all doors and windows are locked, blinds are closed and turn off all lights. Get all children away from sight in the room until principal releases everyone.

Outside:

- Fire: Account for all children and adults. We will relocate all children to sidewalk, following map, until everything is clear from principal. Infants, who cannot walk, will be transported in a crib with wheels.
- Relocation Evacuation address and phone number:

Uphaus Early Childhood Center



Fire Drill Map

Designated area for **Shelter-in-place** will be Administration wing (rooms 121-133).



GANG-FREE ZONE

As a result of House Bill 2086 that passed during the 81st Legislature, Regular Session (6/1/2009), Chapter 42 of the Human Resources Code is amended to include Section 42.064 requiring that information about gang-free zones be distributed to parents and guardians of children in care at licensed child care centers.

Child Care providers are required to inform parents or guardians of children attending child care centers about the new gang-free zone designation. The bill mandates that gang-related criminal activity and/or engaging in organized criminal activity within 100 feet of child care programs is a violation of this law and is therefore subject to increased penalty.

A gang-free zone is a designated area around a specific location where certain gang-related activity is prohibited and is subject to increased penalty under Texas law. Specific locations where certain gang-related criminal activity is now prohibited include, but are not limited to, public schools, playgrounds, video arcade facilities, and day care centers.

CONSUMER PRODUCT SAFETY

The Consumer Product Safety Commission: Notices for recalled consumer products such as toys, cribs, and clothing are sent to the child development center. Staff monitor and advertise any products that may be used in the center or homes. Parents may also view all communications from this agency at <http://www.cpsc.gov> Teachers and staff review the product recall list. To the best of our knowledge, unsafe products are not used in the program.

DISCIPLINE AND GUIDANCE POLICY

GUIDANCE TECHNIQUES

Actions taken to influence a child's behavior are aimed at helping the child become self-directed, self-sufficient and able to make wise choices in order to control behavior. This is most effectively accomplished through positive guidance techniques by the classroom teacher. Consistency between teacher and parent helps the child understand the limits of acceptable behavior.

The center aims to help children develop a positive self-image and learn appropriate behavior. The way that adults communicate and interact with children has a profound impact on their developing sense of self. The following guidelines are used during your child's school day. Children need consistency. The guidelines are shared to orient parents and encourage consistency between home and school.

- Children need praise and compliments as much as possible.
- It is easier to communicate with children when you get down to their physical level and establish eye contact.

- Remember that young children watch and imitate the adults that they spend time with.
- Children need reminders about materials and how they are used; such as “books are for reading” and “chairs are for sitting.”
- Use positive rather than negative suggestions or statements. This takes practice. If you find yourself stating something in the negative, just keep talking until it comes to the positive. Soon, you will be making more and more positive statements.
- Avoid making threats to control behavior.
- When limits are necessary, see that they are set, understood, and maintained.
- Remain calm. Avoid making a crisis of things.

Indirect guidance techniques include:

- Arranging the classroom environment to stimulate children’s interests in activities through furniture placement, toy and material selection in play centers.
- Scheduling alternating quiet and active times with age and developmentally appropriate activities.
- Scheduling child directed and teacher directed activities.
- Modeling appropriate behavior and attitude.

Direct guidance techniques include:

- Positive verbal statements that are made clearly and on the child’s eye level.
- Redirection of behavior, repeating directions and reinforcing appropriate behavior.
- Demonstrating

DISCIPLINE AND GUIDANCE POLICY

Discipline must be:

1. Individualized and consistent for each child;
2. Appropriate to the child’s level of understanding; and
3. Directed toward teaching the child acceptable behavior and self-control.

A caregiver may only use positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction, which include at least the following:

1. Using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior;
2. Reminding a child of behavior expectations daily by using clear, positive statements;
3. Redirecting behavior using positive statements;
4. Using brief supervised separation in order for the child to take a break from the group, when appropriate for the child’s age and development. This method is limited to no more than one minute per year of

There must be no harsh, cruel, or unusual treatment of any child. The following types of discipline and guidance are prohibited:

1. Corporal punishment or threats of corporal punishment;
2. Punishment associated with food, naps, or toilet training;
3. Pinching, shaking, or biting a child;
4. Hitting a child with a hand or instrument;
5. Putting anything in or on a child's mouth;
6. Humiliating, ridiculing, rejecting, or yelling at a child;
7. Subjecting a child to harsh, abusive, or profane language;
8. Placing a child in a locked or dark room, bathroom, or closet with the door closed; and
9. Requiring the child to remain silent or inactive for inappropriately long periods of time for the child's age.

School/Family Conference - Making a Plan Together:

A school-family conference is an ideal way to begin to address a social emotional learning challenge. It includes family members, teachers and the child care director. The director facilitates this process, in which both parents and teachers are acknowledged as essential resources in defining and solving the challenge. The meeting participants use the Guidance Plan for Staff and Parents form to share information, come to a full understanding of the situation, and make a plan together.

An intervention strategy will be chosen which may include changes both at home and in the classroom, or it may be specifically focused on either family or school issues. Interventions that are planned for the classroom are usually most successful when they involve the family in some way. The director/teacher will make every effort to meet the needs of the family regarding the child. However, there may be times, when CDC staff feel that it is in the best interest of the child to consult with experts such as AISD Multi-Tiered Systems of Support (MTSS) coaches, Social Emotional Learning coordinators, social workers, or others with the consent of the parent regarding the child's behavior or social emotional wellbeing.

If the challenging behavior continues after conferences and other attempts towards resolution are unsuccessful, the child may need to be removed from the classroom setting. A child may be dismissed from the center if his or her presence is determined to be detrimental to the child's safety or the safety of other children. If the center dismisses a child, the parents are no longer obligated to pay the tuition fees.

Uphaus CDC follows the discipline, child and guidance minimum standards set by:
The Texas Department of Family and Protective Services website is www.dfps.tx.us .

CHILD ABUSE POLICY

INDIVIDUAL RESPONSIBILITY:

Any person who has cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect is obliged by law to report (Texas Family Code, Sec. 261.101a). School employees who suspect child abuse, neglect, or an act of indecency with a child must make an oral report not later than 48 hours after the hour the person suspects the child has been or may be abused, neglected or a victim of indecency, as described in Penal Code section 21.11 (Family code 261.101b). The principal or District official shall promptly notify the parents of any student alleged to have experienced prohibited harassment by a District employee or another adult associated with the District.

A professional may not delegate to or rely on another person to make the report. The report should be directed to any of the following authorities:

- Any local or state law enforcement agency.
- The Texas Department of Protective and Regulatory Services if the alleged or suspected abuse involves a person responsible for the care, custody, or welfare of the child.
- The state agency that operates, licenses, certifies or registers the facility in which the alleged abuse or neglect occurred.
- The agency designated by the court to be responsible for the protection of the children.

CHILD ABUSE REPORTS:

The administrator shall annually distribute and review with all personnel the District's policy regarding child abuse and neglect.

District personnel should not investigate a suspected incident. Child Protective Services (CPS) of the Department of Human Services and/or the local law enforcement agency, not the Austin Independent School district nor its staff, has the responsibility for investigating reports.

School personnel must cooperate fully and may not interfere with an investigation of reported child abuse or neglect.

GUIDELINES FOR REPORTING:

Telephone report: The individual who has cause to believe shall report suspected abuse, neglect, and/or acts of indecency with a child. The principal, administrator, or designee may assist the individual in the reporting process. Reports should be made to one of the following agencies:

1. Department of Human Services
Child Protective Services
P.O. Box 15995
Austin, TX 78761
Telephone: 512-438-3312 (8 a.m. to 5 p.m.)
24 Hour Hotline 1-800-252-5400
2. Law enforcement:
 - a. Austin Police Department

715 E. 8th Street
Austin, TX 78701
Child Abuse Unit
Telephone: 480-9285

- b. Travis County Sheriff's Department
Dispatcher: 473-0285

INFORMATION IN REPORT:

The report shall contain the name and address of the child, the name and address of the person responsible for the care of the child, if available, and any other pertinent information. *Family Code 261.104*

The individual should be prepared to give known family information, e.g., names of other family members, where siblings attend school, etc. The emergency care card is helpful to have for information.

IMMUNITY FROM LIABILITY:

A person who reports or assists in the investigation of a report of child abuse or neglect, other than a person reporting his or her own conduct or reporting in bad faith or with malice, is immune from any civil or criminal liability that might otherwise be incurred or imposed.

FAILURE TO REPORT:

A person commits a class B misdemeanor if he or she has cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect and knowingly fails to report it as provided by law. *Family Code 261.109*

STUDENT WELFARE:

An employee who coerces another into suppressing or failing to report child abuse or neglect to a law's enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*
Failure to report child abuse or neglect violates the Educator's Code of Ethics and may result in sanctions against an educator's certificate, as addressed in 19 TAC 249.

SCHOOL INTERVIEW WITH CHILD:

Workers from the Child Protective Services are authorized to interview, examine, videotape, and photograph children at school, without parent permission, if in the worker's opinion, contact with the child is necessary. If the CPS worker decides to take the child from the campus, the principal will have the CPS worker complete a release form.

The principal shall (1) require and allow a print copy of the identification to be made; sign in at the office; and state the purpose of the campus visit.

It is the CPS worker's decision if the school personnel may be present during the interview. The principal will ensure that the interview be conducted in a place that respects privacy and ensures the safety of the student.

School personnel is prohibited against (1) interfering with an investigation; (2) denying an investigator's request to interview a student at school; and/or (3) requiring the presence of a parent or administrator during an interview by an investigator.

Upon departure from the school after the interview, the CPS worker will inform the principal or designee of the appropriate information to allow the school to support the student.

District personnel shall cooperate with law enforcement and Child Protective Services' child abuse investigations without the consent of the child's parents/guardians.

DEFINITIONS OF ABUSE AND NEGLECT:

Definitions of abuse and neglect are found in the Texas Family Code, Section 34.012.

Generally, "abuse" includes acts or omissions by a person responsible for a child's care which results in mental, emotional, or physical injury to the child and/or substantial harm or impairment. Generally, "neglect" includes acts or omissions by a person responsible for a child's care that risks or results in substantial harm to the child.

Prevention of Child Abuse and Neglect Training

Travis CDC employees and teen parents participate in a one-hour Prevention of Child Abuse and Neglect training with information specific to infants and toddlers as well as older children.

Training covers the following topics:

- Factors indicating a child is at risk for abuse or neglect;
- Prevention techniques for and recognition of symptoms and warning signs indicating a child may be a victim of abuse or neglect;
- Procedures for reporting child abuse and neglect;
- Actions that the parent of a child who is a victim of abuse or neglect should take to obtain assistance and intervention;
- Texas Family Code sec 261.101a and Family Code 261.109-Individual responsibility
- AISD and program policy regarding reporting child abuse and neglect
- Community organizations that have training programs available to staff, children and parents.