

Family Handbook

Wishview Children's Center
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Wishview Children's Center

Family Handbook

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Dear Parents,

We would like to warmly welcome you to Wishview Children's Center (WCC). We realize that there are many child care options in the Triad area and we are honored that you have entrusted us with your precious little one(s). Each unique student excites us and we are looking forward to building a good relationship with your family and watching your child thrive.

At WCC you will find that we are eager to bring our vision to life and work with you toward realizing our shared goal of giving your child an exceptional preschool foundation and support for elementary school. We have an open-door policy and you are welcome to visit the center at any time.

We will be encouraging your child to grow healthy and strong, follow school routines and rules, make friends, share, sing, dance, listen, talk, build, pretend, create, concentrate, ask questions, explore nature and their own ideas. As they grow, children will represent their learning through new abilities, conversations, creative works, drawings, and ultimately emergent reading and writing skills. We hope that your child will come home every day in a happy mood, anxious to tell you about their experiences.

We would like to begin our partnership by emphasizing that we value good communication. The teachers will update the dry-erase boards in the classrooms with fresh daily news. We will post signs and send you memos and account statements to keep you abreast of what's happening at the center. In the office we use child care management software, emails and text messaging to organize and relay information. Your questions, concerns, comments and ideas will always be thoughtfully received. This Handbook explains what to expect from us and what we expect from you. Please decide on a secure place for the Handbook so that your family can easily refer to it. If we find it necessary to add or change information, we will provide you with a revised version or a printed addendum to this Handbook.

Sincerely,

Donna D. Danzy

Director, Wishview Children's Center

P.S. Here are a couple of great resources for Triad families:

- Piedmont Parent Magazine, www.piedmontparent.com
- Family Life Education Services, www.chsnc.org/ProgramsandServices/FamilyLifeEducation.aspx

Welcome to

Wishview Children's Center

"Where enchanting childhoods are crafted"

MISSION

To connect young children and their families with
early childhood professionals who are kind, skillful, and inspiring.

VISION

An outstanding early childhood environment
where meaningful relationships are nurtured,
developmentally appropriate learning flourishes,
and the quality of life of everyone involved is uplifted.

Whatever you are, be a good one.
- Abraham Lincoln

Program History

The decision to invest in early childhood programs is rooted in Donna Danzy's desire to help other families and support the well-being of Greensboro's children. While raising five children, she recognized the need for more community based, full-day child development programs that emphasize supportive relationships, skillful teachers, and developmentally appropriate curriculum. Donna operates two local child care facilities: Piedmont Global Preschool which opened on September 7, 2011 and Wishview Children's Center was established June 1, 2015.

My children will grow up in a world made by all children.
Eleanor Roosevelt

Center Administration

The school's administrative team manages the day-to-day operation of the program and guides the roles of teachers and staff. The Director(s) and Assistant Director(s) assume management responsibilities and provide leadership to substantiate the mission, vision, and philosophy of WCC. A member of the admin team is scheduled to be on-site daily.

Donna Danzy, Owner/Director, holds a Bachelor's Degree in Elementary Education (UNCG) and is a Level III NC Early Childhood Administrator. Her twenty-five plus years of early childhood experience includes roles as a nanny, teacher, center director, teacher-trainer, and a preschool quality consultant. Donna worked locally for state-funded early childhood programs *Smart Start* and *More at Four* for over ten years. In 2010 she studied Spanish and Prekindergarten Education as a Rotary Scholar in Ecuador, South America. Donna specializes in hiring, staff development and organizational planning.

Amanda Morgan, Director, holds an Associate's Degree in General Studies and NC Level II Early Childhood Administrator certification. Amanda's strong commitment to piedmont-based early childhood programs has never wavered. She excelled across her progressive fifteen-year career, working her way up to Lead Teacher, Mentor Teacher, Assistant Director, and now Director. Fully engaged in the community, Amanda is a mother of three, plus an active foster parent. Amanda specializes in staff scheduling, tours and new family enrollments.

Program Profile

Wishview is a private, independent, year-round child care center with the capacity to serve around 90 children from infancy through age ten. WCC is locally owned and operated by Joe and Donna Danzy and is licensed by the North Carolina Division of Child Development and Early Education. We collaborate with a variety of organizations including but not limited to local colleges and universities, Child Care Resource and Referral, Children's Developmental Services Agency, Departments of Social Services, Guilford County Schools, National Association for the Education of Young Children, Smart Start, and the USDA Child Care Food Program. Our center invites student teachers, child development interns, community volunteers and relevant university research.

Center Hours and Office Schedule

Wishview Children's Center is open Monday through Friday 7:00am to 6:00pm. An administrative staff member is generally available in the front office from 9:30am through the end of the operating day. We strive to answer phone calls throughout the day and messages are checked frequently to return any missed calls. Please note that staff may not always be available for walk-in meetings. If a meeting is desired we will work with you to set an appointment that works for your schedule.

Center Closings (Home Days)

Wishview is closed on the following days: *(*If any of these days falls on a weekend, we will close the nearest weekday instead.)*

- New Year's Day
- Martin Luther King Jr.'s Birthday (Observed)
- One Professional Development Day in February or March
- Good Friday
- Easter Monday
- Memorial Day
- Independence Day (July 4th)
- The day after Independence Day
- Labor Day
- One Professional Development Day in September or October
- Veteran's Day
- Close at 12:30 the day before Thanksgiving
- Thanksgiving
- The day after Thanksgiving
- Christmas Eve
- Christmas Day
- The two consecutive days after Christmas



Great People
Care more than others think is wise
Risk more than others think is safe
Dream more than others think is practical
Expect more than others think is possible
Author unknown

Admission Policy



Wishview Children's Center respects and values all families and children. Everyone is welcome at our school regardless of race, color, ethnicity, religion, language, creed, family composition, economic status or ability. We are seeking to build a center community that is composed of diverse families. We admit children on a first-come, first-served basis and try to balance the number of boys and girls in a classroom.

We strive to make accommodations for all applicants and children with special needs are always welcome. In some cases specific equipment, training, additional staff, or specialists may be required in order to meet a student's needs and any such additional expenses will be at the parents' expense. Staff and parents will explore options together and publicly funded agencies may be a valuable resource.

Our teachers are dedicated to providing classrooms that are responsive to individual children and families. However, like all other centers our program does have limitations. The first three months (90 days) is a trial period that will help determine the goodness-of-fit between your family and your new preschool. In some cases a modified schedule may be required by the director. Continued enrollment of any student will be based on assessing the successfulness of the placement and supporting the needs of all the children in the class.

Withdrawal Policy

A written notice, provided to the director at least 14 days in advance is required should you wish to withdraw your child's enrollment in good standing. Tuition may be prorated when giving adequate notice, however paid tuition cannot be refunded for voluntary withdrawal. On or about your child's last day of attendance, you may be asked to complete a withdrawal questionnaire. Your family will be welcome to re-enroll in the future if you withdraw in good standing.

Should an extreme situation develop, the administration reserves the right to stop child care services to any client at any time. If your child's enrollment is discontinued by the administration, you will be refunded the prorated balance of any paid tuition.

Parent Involvement

We need your active participation at WCC throughout your child's enrollment. There are so many ways parents can be involved. Here are a few possibilities, but the sky is the limit!

1. Teach your child to be kind to other children, love learning, and be respectful to our teachers
2. Keep your Family Handbook in a special place and refer to it as needed
3. Carefully read the emails, memos, letters, and bulletins sent home and respond appropriately
4. Attend Parent-Teacher Conferences
5. Support teacher appreciation (holidays; life events; National Teacher Appreciation Day is in May)
6. Update your child's documents and complete forms promptly when asked
7. Attend school activities and chaperone field trips
8. Assist with pre-K graduation
9. Take pictures and then email them to us at wishview@att.net
10. Donate art supplies
11. Come and have lunch with your child; this is an open invitation!
12. Help with playground projects
13. Share your talents with the class…Can you knit? Play an instrument? Plant flowers? Conduct an easy science experiment? Record stories on CD or read aloud? Make playdough? Sew doll clothes?

Safe Arrival and Departure Procedures

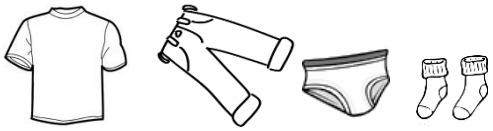
PLEASE teach your child this important safety rule: **ONLY parents and teachers are allowed to open doors and gates.**

Children should arrive to start the day between 7:00am and 9:00am so that they do not miss important activities. It is difficult for children to follow the class schedule when they arrive late. Arriving around the same time each day helps your child become comfortable with the classroom routine. Each day your child must be brought into WCC and signed in by an adult. Parents and children are asked to walk and use quiet "inside" voices in the building. Parents should help remove their child's outerwear and put it away. Parents and teachers should regularly exchange information about the child's health and well-being. Parents are expected to supervise/assist your child with proper hand washing upon arrival.

A relaxed drop-off and pick-up is the best way to start and end your child's day. Rushing in and out may cause anxiety and incomplete transfer of information between home and school. **PLEASE NOTE**: As our focus is on the children, cell phone use is not permitted by parents or staff in any classroom or on the playgrounds. **Please leave your cell phone in the car for drop-off and pick-up.**

Only authorized adults will be allowed to pick-up a child. **If someone who is not authorized on the child's application will be picking your child up, you must inform the school with a written note or email.** Unfamiliar persons will be asked to provide identification to see that it matches your written authorization. Pick-up by a mother or father cannot be denied unless the school has copies of a guardianship authorization or a court ordered restriction.

At pick-up, you must come inside and sign your child out, even if they are on the playground. Also, when picking your child up from the playground, be sure to make the classroom teacher aware of your departure. No child may ever go out to a car alone or with another child. Please check your child's cubby each day and gather all the items that need to be taken home. We suggest that children be picked by 5:45pm so that there is time for good parent-teacher communication. Our school closes at 6:00pm at which time staff are ready to go home.



What to Bring and Maintain at School

- 2 extra outfits including shirt, pants, underwear and socks (all ages). These extra clothes should be replaced as they are used and rotated as the seasons change. We ask that you label each item.
- A supply of disposable diapers/pull-ups and baby wipes (if needed), pacifier (if needed)
- Rubber boots for rainy, muddy days (age 16 months and up)
- 1 light blanket for rest time (all ages); blanket should be brought home on Fridays to be washed
- 1 favorite snuggly stuffed toy for comfort at rest time (only for children sleeping on rest mats/cots)

What to Leave at Home

Upon arriving at the center, cell phones and purses can be left locked in the car. Please do not let your pets out of the car as you are dropping off or picking up your child. Children's toys, jewelry and personal belongings should be kept at home because they can create tension or feelings of jealousy, they may hurt or injure other children, they may be lost or broken, and teachers are not expected to monitor these items.

Food that is being eaten on the go should not ever be brought into the school. Let your child finish eating completely before coming inside. No medications, lip balms, cough drops, etc. can ever be left with children or in cubbies, backpacks or diaper bags. No gum or candy. For safety reasons, children's shoes must cover and protect their toes. The following types of shoes are NOT allowed to be worn at the center: flip-flops, open-toed sandals, cleats and high heels (except for dress-up use).

Media Viewing Policy

Educational software and videos may occasionally be used by classroom teachers to supplement learning. If the children are very interested in a topic and we find a video clip or DVD that would complement what they have been learning, they may watch it, but not for long! Our curriculum is based on a belief that children learn best through active exploration, interaction with their world and the people in it. "Screen time" at preschool will be limited to 20 minutes per day. A "G" rated children's movie may be watched a few times per year at school.

Photography and Video Imaging Policy

I understand and agree that my child(ren) may be photographed, recorded and videotaped for the purpose of classroom display, memorabilia, showcasing skill progression, portfolio development, parent gifts, documentation of behavior, and Wishview advertising. The administration does plan to display pictures of the children going down the center's main hallway. In addition, student teachers occasionally have assigned early childhood projects that involve observing and photographing/recording children. We may utilize Facebook as a platform for social sharing and promoting our Wishview community.

At your written request we can avoid featuring cover images with your child as the primary focus, but we are not able to guarantee that your child will not be recorded or photographed in the midst of their class group.

The time to be happy is now. The place to be happy is here.
-Robert Ingersoll

The Teaching Staff

Finding great teachers is one of the most important and challenging components of a great center. WCC embraces this challenge and when compared to other programs, the competence of our staff is what really makes our program shine. Each of our teachers is a passionate career-minded professional with unique individual talents. Together we aim to be your child care dream team!

Each classroom has a team of three or four core teachers. The Lead Teacher leads the communication that keeps everyone on the team informed about plans and happenings in the classroom. The entire team of teachers share the tasks of gathering supplies, writing the lesson plan, implementing activities, and recording notes/images to document children's progress. All the teachers on the team support supervision, parent communication, house-keeping, discipline, and special events. We try to maintain regular floaters and substitute teachers to fill in as needed.

Structured Learning Through the Daily Routine



Each classroom has its own unique daily schedule and activities. Greetings and departures are important in every classroom. Making good connections at drop-off and pick-up time sets the stage for strong bonds between parents, children and teachers.

Circle Time, also known as Group Time or Morning Meeting is an important routine for beginning the preschool day together. Greetings, familiar songs, key concepts, the day's activities/events are shared during this group time. You can expect to see a posted classroom schedule that includes time in learning centers, small group time(s), active/outdoor play, meals, and rest.

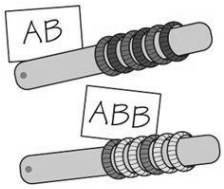
All the materials in each classroom have been especially selected and organized for their educational play value. Children spend a large portion of the day making their own choices among a variety of learning centers. Infants explore grasping toys, sensory objects, music, and moving their bodies with increased coordination. Centers in the preschool rooms include art, math, music, dramatic play, sand/water, block building, library, fine motor, and structured games. School-agers enjoy hanging out after a busy school day, a wholesome snack, games, and some quiet time for homework or reading.



Examples of how young children learn during center time: In the art center children experiment with color, line, cause and effect. They learn to make choices and corrections. Their fingers become stronger and more coordinated in preparation for writing. In addition, children gain practice in carrying out a creative mental plan and build on their ability to represent real objects with drawings of increasing detail. When teachers write down and read a child's description of their artwork, the child conceptualizes how ideas are expressed in print and begins to learn phonics. Creative art can be powerfully educational!

In the block center, math is everywhere. As children manipulate real shapes they learn geometric vocabulary and gain 3D perception. Fine motor and gross motor skills are strengthened while moving and positioning blocks. As they build, children learn concrete lessons about quantity, balance, and spatial awareness. Block play naturally leads to counting as well as quantity and weight comparisons. During clean up, children use visual discrimination to match each block to its outline on the shelf. Problem solving skills, cooperating with other children and imagination increase day by day!

Learning social-emotional skills are a fundamental: Our teachers help children learn to play safely, take turns, share, and show concern for the feelings of others. Gentle touch and kind acts are encouraged. In the older classes, children are responsible for meaningful classroom jobs. Personal and team accomplishments receive encouragement and praise.



Children learn through interactions with their teachers and their peers. During small group time teachers work closely with a few preschoolers at a time to teach and practice certain academic concepts. Challenging activities and rich conversations take place during teacher directed small group activities. Peer teaching is another valuable element because it enhances a child's sense of mastery and self-worth, as well as facilitating cooperation with others.

When a quarrel emerges among the children we often use the following procedure:

1). Staff will calmly approach the situation
2). Staff will encourage the children to discuss what happened
3). Staff will restate the problem
4). Staff will encourage and model to help students express their emotions and respect one another
5). Staff will help the student(s) come up with a solution (their own solution if possible)

If staff see that a quarrel has resulted in an injury, the situation will be documented for parents and our files. An "Ouch Report" or "Incident Report" will explain the injury. A "Behavior Report" will document any unusual emotional behavior or a serious act of aggression.

Tell me and I'll forget; Show me and I may remember; Involve me and I'll understand.
- Chinese proverb

Rest Time

Children are provided a place and time for quiet rest each day. Each young infant is provided a personal crib with sheets that are changed daily. Each toddler and preschool age child has a personal rest mat or cot with a sheet that is washed weekly. Children should bring a light blanket to school for use at rest time. Children age two and up may also bring one snuggle toy for rest time. Blankets and snuggle toys from home should be taken home every Friday for laundering.



Sleeping is encouraged but not forced. During the first part of rest time, preschool children are expected to sit or lie down quietly on their cot. The lights are dimmed and quiet music and/or audio books are played while teachers help children relax by rubbing backs and/or sitting close by. After the first hour or so of rest time, non-sleeping children are given quiet activities such as books, drawing, recorded stories or music with headphones, manipulative toys, clay, watercolor paint, and sticker activities.

Potty Training

After potty training has begun at home, WCC teachers will gladly collaborate with you to help your child gain this exciting new level of independence. Some children show signs of readiness for potty training between 2 and 3 years of age, while others are ready before or after this age range. Signs for readiness include staying dry for 2-3 hours at a time, having regular bowel movements, being able to pull pants up and down, asking to use the potty and wear regular underwear. You should also be able to tell when your child is about to urinate or have a bowel movement by their actions, facial expressions, posture or by what he/she says.

A long, uneventful weekend is a good time to start potty training. During potty training, parents should bring disposable underpants (pull-ups) and 3 extra outfits to school every day. Children should wear simple clothes that are easy to pull up and down. Cloth underwear can be worn at school when accidents have become infrequent. Teachers will make every effort to take children who are potty training to the bathroom hourly. We do not scold, shame, or punish children for toileting accidents. We praise children's efforts and successes and let them take a safe active role in cleaning up after an accident.

Education is not the filling of a bucket, but the lighting of a fire. Author unknown

Curriculum

Wishview uses the research based and state approved *Creative Curriculum for Infants and Toddlers* and the *Creative Curriculum for Preschoolers*. The director and/or teachers will help you become familiar with the learning objectives which are displayed in the classrooms. Weekly lesson plans are posted in each classroom which detail the methods/activities that the teachers will use to give children practice with specific learning objectives from the curriculum. Your child's learning progress will be documented on periodic progress reports.

An integral part of the Creative Curriculum is that classes engage in study topics that emphasize new explorations and vocabulary through planned activities and explorative play. Key components of literacy learning, math, science, social studies and other content areas are explored through study topics. Study topics may be included in a class' lesson plan for one week or a few weeks, depending on the children's interests. Good study topics nurture curiosity and a genuine love for learning!

Some examples of early childhood study topics are: Apples, Ants, Balls, Birds, Boxes and containers, Butterflies, Bread, Buildings, Chairs, Classic storybooks, Clothes, Community Workers, Dental health, Exercise, Families near and far, Five Senses, Fruits and vegetables, Gardening, Hands and feet, Homes, Human body, Insects, Kites and wind, Light and shadows, Machines, Mail, Magnets, Maps, Mixtures,

Pets, Pizza, Places we go, Pumpkins, Rocks, Seeds, Shoes, Sky, Sound and instruments, Transportation and signs, Tools, Trash, Trees, Water pipes, Weather, Wheels, Winter near and far, Worms… The possibilities are endless but our curriculum requires that studies provide children with opportunities to explore the topic first hand and manipulate real objects.

Transitioning to a New Classroom

Children are initially placed in a group according to their age and/or space availability. All of our classrooms are multi-age and we strive to fortify each classroom with interesting and challenging opportunities for an array of abilities. While we roughly outline an age range for each of our classes, children may attend a classroom above or below the average chronological age for a given class for a variety of reasons. We aim to be responsive to each child's unique needs and respect children to move at their own pace.

Individual children change classrooms based on observation of their developmental need for mental peers and challenging materials, situational circumstances, and space vacancy. Please speak to the teacher and/or director if you have any concern about your child's classroom placement.

In accordance with North Carolina public school rules, children start kindergarten the year that they are 5 years old on or before August 31st. It's a good idea to keep kindergarten entry in mind as move-ups are planned. When parents and teachers agree that a child is ready, the child is then placed on the list of children waiting to move up into the next class. Some move-ups occur occasionally throughout the year when vacancies become available while most move-ups occur in the summer as our oldest students move on to kindergarten. Parents and teachers work together to prepare a child for transition from one class to the next.

At the dawn of each morning anything is possible and everything is new again.
Donna Durham Danzy

Home Visits

Building trusting, meaningful relationships is a foundational principle at WCC. Interaction with your family in your home is an effective way to enhance the communication and connectedness between children, parents, and teachers. A home visit may be elected to support a child or classroom, review specific health care needs, conference about behavioral challenges, etc. Whenever a home visit is desired, you and your child's teacher(s) will set date and time that is convenient for your family.

Wellness Procedures

Hand washing, cleaning, fresh air ventilation, and Disease Control Methods of Diapering are used to reduce the spread of germs. It is required by state policy that your child's hands be washed with liquid soap according to the posted hand washing procedure upon arrival at school. Classroom surfaces are sanitized and/or disinfected with the bleach solution recommended by NC Environmental Health Child Care Rules. Classroom windows are often opened to allow fresh air to circulate.

In an effort to promote dental health, good vision, hearing acuity, pro-social behavior, etc. WCC may arrange and/or sponsor health screenings to take place at the center. Parents will be notified in advance.

NC State guidelines require that up-to-date immunization records or an immunization wavier be kept on file for each child. You will need to provide the Preschool with a new copy of your child's vaccines each time they are updated.

As a preventive measure, we use non-toxic pest control services to treat our playgrounds for mosquitos, fleas, and ticks in the spring, summer, and fall.

Illness Policy

Please call the school if your child is going to be absent all day or late due to an appointment. Please place an appointment note on the front desk if you arrive tardy (after 9:00am).

Attending WCC with a very mild cold is fine. However, if a child is observed to have symptoms of significant illness, they cannot be accepted at drop off time. If such symptoms develop during the day, a parent will be called to come pick up the child immediately. If you cannot be reached, we will notify the people you have designated as emergency contacts. Sick children must be picked up within 45 minutes of notification. We will try to make the child comfortable until you arrive.



If your child is diagnosed with a contagious illness you will need to inform us immediately so we can notify other families. We may require a doctor's note before a child may return to class.

Your child must be kept at home until he/she is well enough to participate in all parts of the class schedule including outdoor play and has been clear of the following symptoms for a full 24-hour period (without medication):

- Fever at or above 100 degrees Fahrenheit
- Pain
- Seizure
- Persistent cough
- Heavy nasal discharge
- Inconsolable discomfort or lethargy
- Unusual rash, open blisters, or sores
- Eye Discharge
- Vomiting (1 episode)
- Diarrhea (2 episodes)

Medication Policy

As a group care setting for well children, we generally do not administer medication at school. Medicines such as antibiotics and cold remedies can usually be given at home. Parents will need to come to the preschool to administer any short-term medication that is directed to be given 3 or fewer times per day. WCC staff will only administer the following medications:

(a) Non-prescription diaper ointment, lip balm, lotion, and once-a-day sunscreen in the afternoon
(b) Prescription medication that is to be administered 4 or more times per day, or "as needed"
(c) Treatment for a chronic medical condition, such as asthma or diabetes, that must be administered on a precise schedule, for which there is no alternative
(d) Emergency situational medicine such as an *EpiPen* injection

Medications and ointments that meet the above requirements must be given to a staff member in their original container along with a signed, dated permission slip. Medicines will be stored in a locked container. No medications, lip balms, cough drops, etc. can ever be left in a child's possession or in backpacks, diaper bags, or cubbies.

Confidentiality

Personal information that we gain and have access to as your child care provider will be kept confidential. We will respect all families' right to privacy and staff will not copy or distribute children's medical records or developmental information until family consent has been obtained. Representatives of regulatory agencies do have access to children's files and family accounts during inspections and audits.

The exception to this policy is if there is reason to believe that a child's welfare is at risk. The Preschool is obligated to share confidential information with agencies that may be able to intervene on the child's behalf. If a staff member is concerned that a child's welfare is at risk, they will inform the Director who will help decide the appropriate action.

Financial Records and Correspondence with Other Schools



Our center will help you with documentation for flexible spending accounts, verification of enrollment, annual child care expenses, and requested records of charges and payments.

At your request, our staff will refer and recommend enrolled students to preschool-age programs that are outside the Greensboro area and to any kindergarten-age program. We will also collaborate with any student's parents, therapist or special education team to transfer the student according to his/her exceptional developmental needs. Records and forms will be released provided that there is no administrative hold due to an account problem.

Since WCC is a private child care program serving children through pre-kindergarten, it is a conflict of interest for our staff to complete forms, provide assessment data or host observations for other local early childhood programs during the workday or on their own time while being employed by WCC.

Conduct Policy for Children and Parents

At Wishview Children's Center we expect our students to generally behave well and use manners. We expect that children will occasionally need coaching and extra attention from their teachers. As young children are learning how to express their feelings and share, we expect that sometimes there will be disagreements between children. We believe children's conduct should be guided so as not to cause harm to themselves or others. Children's conduct should not markedly disrupt classroom activities.

To protect and value the children, we do not spank, "pop," shake, bite, push, pull, slap, jerk, squeeze or otherwise physically punish the children. We do not make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse the children. We do not shame or punish the children when bathroom accidents occur. We do not deny food or rest as punishment, we do not relate discipline to eating, resting or sleeping. We do not leave children alone or without supervision, nor do we place children in locked rooms, boxes, or closets as punishment. We do not criticize, make fun of, or otherwise belittle children's parents, families or ethnic groups.

WCC believes it is the responsibility of parents/guardians to set expectations for appropriate behavior in a school environment and exercise family-based discipline at home. Parents will need to leave work/class and promptly make themselves personally available to support their child as needed at the center to address any serious behavioral situations. It is our goal to help children and families work through social-emotional challenges displayed at school.

Here are some of the strategies we use to prevent and minimize behavior problems:

- Build trusting and meaningful relationships with children and parents
- Teachers participate in social-emotional training including Dr. Becky Bailey's *Conscious Discipline* model. For more information, please visit http://consciousdiscipline.com/
- Set rules and limits, emphasize safety, and offer choices when conflicts occur
- Provide children time to cool down before discussing a conflict
- Speak to children calmly, model composure, self-regulation and kindness
- Listen to children and respect their perspectives, validate children's desires and feelings
- Overlook minor misbehaviors such as stamping feet or needing a reminder to follow instructions
- Provide the children with natural and logical consequences to their behavior
- Follow a predictable daily routine with well-organized transitions
- Offer songs, activities, books, conversations and breathing exercises that teach self-regulation
- Arrange smaller groupings for some routines
- Present challenging activities
- Remind children of rules, explain rules to children on their developmental level
- Give positive encouragement, attention and praise for good behavior

If problems arise, we recognize that it is the teachers' role to communicate what we are seeing to a parent and try different strategies to support the child to act safely and appropriately at the center. We will always take the child's age and developmental stage into account. As needed, we will coordinate behavioral meetings/conferences to discuss challenges and plan strategies collaboratively. We will also propose additional outside resources for help. It is the director's role to assist the teachers with parent communication, developing strategies, and accessing outside resources. It is also the director's role to limit the disorder caused by behaviors that continually disrupt or strain the classroom.

In the event that serious child behaviors become recurrent or improper parent conduct should occur, the following procedures will be used as a guide:

1. In acute situations where child safety, extreme classroom disruptions, or Family Handbook policy violations are an issue, the director reserves the right to modify a child's schedule or stop enrollment of any student/family at any time, in order to protect the safety and/or peaceful operation of the classroom or center.
2. The first three months (90 days) of enrollment are a probationary period to assess the goodness-of-fit between the child, family and your new center. During this time participation may be discontinued without documentation. A two-week notice will usually be given.
3. In the event that a child is unable to regain control of their behavior after 20 continuous minutes of one-on-one behavioral support from a staff member, a parent may be contacted. When contacted, the parent is required to come to the center within 45 minutes of receiving the call and provide the child with one-on-one support to finish the day or take the child home.
4. In the event that a child repeatedly acts out with periods of aggressive or oppositional behavior in a single school day, a parent may be contacted. When contacted, the parent is required to come to the center within 45 minutes of receiving the call and provide the child with one-on-one support to finish the day or take the child home.
5. When a serious or concerning behavior occurs, a staff member will complete a "Behavior Report". A copy will be given to the parent the same day or the next school day and a copy will be kept on file. The report will be classified as a either: **(A) Guidance Note** or **(B) Behavior Log**. The most concerning type of report is the Behavior Log. The accumulation of Behavior Logs, as explained below, may lead to discontinuation of enrollment. Examples of serious behaviors include, but are not limited to the following list:

<u>At Wishview there can be NO…</u>

- Hitting, kicking, biting or other aggressive act toward a person, or causing injury to person
  - NOTE: Infants and toddlers will not typically receive Behavior Logs due to their young age
- Throwing or kicking objects in a destructive or dangerous manner
- Spitting on a person
- Using profanity after being warned
- Verbal insults or shunning targeted at another person
- Inappropriate behavior involving nudity or touching private parts
- Damaging, marring or stealing school property or a person's property
- Refusal to accept redirection/inability to regain self-control, for more than 20 continuous minutes
- Violent temper tantrum(s) lasting 20 minutes or more
- Dangerous or risk-taking acts/behaviors which present a safety hazard



6. The first time that any one of the previously listed behaviors occurs, a **warning** will be documented as a Guidance Note. Future occurrences of breaking any rule will result in a written Behavior Log.

7. If 4 or more behavior logs are accumulated and the child's behavior is markedly disrupting or straining the classroom, a meeting will be arranged for parents, teachers and an administrator to discuss the child's strengths and develop strategies to help improve the child's behavior.

8. If the initial classroom-based strategies are not successful in improving the child's behavior, an additional meeting will be held to identify and engage outside resources to support the child and teachers.

9. If the classroom-based strategies and the outside resources are not effective, and the child accumulates 16 or more behavior logs, the child's enrollment may be discontinued or their attendance schedule may be adjusted by the director without any further warning. While it is not our desire to ever dismiss a child, it is not in the student's best interest to stay in an environment that is not meeting his/her needs, nor is it in the center's best interest to deny a class of children the best learning environment we can provide. In such as case, the director will offer resources to help the family find a new setting.

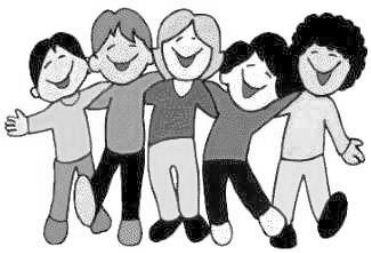
Additional Resources and Support Services for Children

If teachers are concerned about an aspect of a child's development, we may refer the child to be evaluated by professionals or a specialist outside the center. Parents will be notified before their child is evaluated or special support services begin.

After a screening or evaluation, parents will have the opportunity to consider any proposed services, resource agencies, and/or support staff. Publicly funded agencies such as the NC Infant-Toddler Program and Guilford County Schools may be able to cover the cost of evaluation, therapists, support staff, and/or special equipment. If private providers are used, health insurance sometimes covers all or part of such expenses as well.

Generally speaking, additional resources are an option for parents and our staff will encourage you to try services and/or equipment intended to provide additional support toward meeting your child's needs.

However, if special services/equipment/supervision is necessary for basic safety or care, or a child has accumulated 8 or more Behavior Logs, then parents may be required to accept the referrals or employ similar special services/equipment/supervision within 30 days of receiving the referral(s) in order for the child's enrollment to continue.



Behavior Report

Direct questions to WCC staff in person, or wishview@att.net or (336) 854-0421

(Instructions: Complete fully, obtain director signature, make copy for parent, put original in file.)

A. **GUIDANCE NOTE**

- ❑ Noteworthy occurrence, concern or behavior
- ❑ Behavioral Warning

B. **BEHAVIOR LOG** # ❑1 ❑2 ❑3 ❑4 ❑5 ❑6 ❑7 ❑8 ❑9 ❑10 ❑11 ❑12 ❑13 ❑14 ❑15 ❑16

- ❑ Hitting, kicking, biting or other aggressive act toward a person, or causing injury to person
  - ➢ NOTE: Infants and toddlers will not typically receive Behavior Logs due to their young age
- ❑ Throwing or kicking objects in a destructive or dangerous manner
- ❑ Spitting on a person
- ❑ Using profanity after being warned
- ❑ Verbal insults or shunning targeted at another person
- ❑ Inappropriate behavior involving nudity or touching private parts
- ❑ Damaging, marring or stealing school property or a person's property
- ❑ Refusal to accept redirection/inability to regain self-control, for more than 20 continuous minutes
- ❑ Violent temper tantrum(s) lasting 20 minutes or more
- ❑ Dangerous or risk-taking acts/behaviors which present a safety hazard

Date_____ Child's Name _____ Age _____

Time_____ Location _____

What occurred _____

_____

_____

_____

Guidance strategies used by teacher _____

_____

_____

Child's response to strategies _____

_____

_____

Positive aspect of today _____

_____

Additional information or resources _____

_____

Teacher's Name_____ Administrator Signature _____

Description of how parent was notified _____

Communication and Resolving Concerns

Please keep your child's teacher(s) up-to-date and informed about how things are going for your child and family. Communication is the key to our successful home-school partnership and your concerns and suggestions are welcomed.

Compliments, concerns, and complaints should first be brought to the attention of the teacher if it relates to a classroom matter. A persistent classroom issue or any item that relates to a staff member or the school in general should be brought to the director. If possible, the concern should be stated in writing.



After the administration learns about a concern we will discuss the matter with the parent(s) at a mutually convenient time in an effort to develop strategies/solutions. Concerns are discussed in a calm, thoughtful manner with open and direct communication. Discussion of emotionally charged situations will be postponed to allow everyone involved the ability to communicate calmly.

Peace is its own reward.
by Mahatma Gandhi

Weather and Emergency Procedures

In case of acts of nature or an unexpected emergency, you will want to have a back-up child care plan in place. While we do not anticipate difficulties, it is best to be prepared.

Inclement Weather: When bad weather is forecasted parents should access the local news station WFMY News 2 to get updates on Wishview Children's Center's operating status. (You may wish to utilize their website or text alert feature.) In the event of snowy or icy weather, the decision to open late will usually be made before 6:30am. If snow begins falling during the school day with accumulation on the roadways we may decide to close early so that families and staff can travel home before driving conditions become hazardous. If severe weather makes it unsafe to travel, access adequate staff coverage, food, or supplies, the program may be closed for a full day or more. If a state of emergency is declared the period of school closure may be prolonged.

Fire: In the event of a fire we will evacuate the building immediately and go to Fire Station 52 across the street. Fire drills are practiced monthly.



Tornado/Severe Storm: When a local warning is issued, we will "shelter in place" in the main hallway. Children will be helped to crouch down along the walls and cover their heads.

Power Failure: Depending on the temperature, natural light, and time of day, WCC may need to close due to a power outage. If this occurs, parents will be called to pick up their children.

Water Loss: Due to Environmental Health rules, if running water is not available for drinking and bathroom facilities for more than 30 minutes, parents will be called to pick up their children.

Evacuation: In the event that we need to evacuate the building for any reason, staff will escort the children to our safe gathering site at Fire Station 52 across the street.

To the world you may be one person, but to one person you may be the world.
Author unknown

Outdoor Play

In compliance with NC child care regulation, children are taken outdoors every day that weather permits. We encourage playing outdoors in snow, mud, and light rain. In mild temperatures, preschool and school-age children may spend 2-3 outdoors daily. Even our youngest babies spend time outside. When there is a current weather advisory due to very hot or very cold weather we take a brief outdoor play period. On the very rare days that air quality or temperatures are declared dangerous we will stay indoors. It is important that you dress your child appropriately for the weather. Please send coats, hats, and gloves in the winter. During warm months dress your child in light clothing and apply sunscreen before drop-off. With a signed permission form on file, staff will reapply the sunscreen that each parent has provided before going outdoors in the afternoon.

Clothing



As children will be taken outdoors daily, they should wear shoes that strap/tie securely, cover and protect their toes year round. Your child should enter the center wearing sneakers, closed–toed "explorer" sandals, or other rubber-soled shoes to stay safe.

Please remove all strings on coats and hoods which can easily get caught on playground equipment.

Children should wear washable play clothes to preschool and <u>everything should be labeled with the child's name</u>. Active learning can get wet and messy. We encourage creativity and exploration and do not scold children for being messy or rough on their clothing. WCC is not responsible for clothing or any other items that are lost, torn or stained at preschool.

We support preschool and school-age children's self-help skills by taking them to the sink so they can wash their hands and face. Yet be prepared, -they probably will not look as sparkling clean as they did when you left them in the morning! Being messy usually means that your child has been fully engaged with all of their senses, worked with friends, created a work of art, or just had a great time! If you will be taking your child to an appointment for which you would like your child to be "dirt/sand/paint" free, we suggest that you bring a clean set of clothing with you so you can change your child before departure. As always, if you have a question, suggestion or concern please feel free to discuss it with your child's teachers.

We request that each child and staff member wear their WCC t-shirt regularly to show our school pride. In the winter the t-shirt can be layered over a long-sleeved top. Wearing a school shirt is required for all field trips.

Accidents and Injuries

Young children are naturally prone to injuries and accidents, and none will escape childhood without getting hurt. It is the school's responsibility to provide supervision and a structurally safe environment. WCC is not responsible for medical expenses resulting from normal childhood incidents such as falls, bites, contagious illness, peer quarrels, temper tantrums, etc. First-aid supplies are kept in each classroom for staff to administer non-emergency first-aid. Parents are given an "Ouch Report" to explain minor injuries we observe during the day.

In an emergency 911 will be called. There is staff on duty at all times that hold current CPR and First Aid certification. In case of accident, injury, or sudden illness, appropriate first aid will be administered as needed and then the parent will be notified right away. In some situations, an administrator may provide transportation to a medical resource. A Wishview administrator will prepare an Incident Reports for injuries that involve professional medical attention and parents are asked to sign this form.

Child Abuse Reporting

Wishview maintains compliance with the state and local requirements for reporting suspicions of child abuse. It is actually everyone's legal responsibility to report suspicions of child abuse, maltreatment or neglect. To learn more about child abuse visit www.childwelfare.gov.

Meal Services

Breakfast, lunch, and afternoon snack are provided at no additional cost. We ask that parents be mindful of our meal-times to help our daily routine flow smoothly.

If you will not arrive at the center in time for the start of a class meal, you must feed your child before bringing them in to school. Once the food service cart has left your child's classroom, meal distribution has ended. In consideration of the class, children should always completely finish eating foods on the go in the car. Partially eaten food should not be brought inside the school.

WCC participates in the Child Care Food Program (CCFP) and our menus follow certain state guidelines. There are annual forms that every family must fully complete so that our school can maintain participation with the Food Program. The aims of the school are to serve appealing food, promote healthy eating habits, and have some of the cost referred to the CCFP instead of increasing tuition. The Food Program has developed specific meal patterns and serving sizes for breakfast, lunch, and snack. We serve the recommended amount of food and second helpings are usually available at the child's request. We develop our own school menus and post them weekly in each classroom.

Self-help skills are encouraged. Each classroom has a water cooler and paper cups. Children may have water as they wish throughout the day. During meal time children are encouraged to feed themselves and help clean-up.



Infant Feeding: Infants are fed according to their own personal schedule and needs. All infants under 15 months of age must have an updated Infant Feeding Schedule posted in the classroom. Each bottle and baby food item sent in must be labeled with the baby's name, date, and approximate time to serve. Sample labels applied using tape are shown below:

Teddy 2/11/15 AM #1	Teddy 2/11/15 AM #2	Teddy 2/11/15 PM #1	Teddy 2/11/15 PM #2

Special Dietary Needs

Please note that we are not a gluten-free or nut-free school. In cases of severe or multiple allergies we will need documentation from a medical professional as to what foods your child cannot have and allergic reaction protocols. If your child has food allergies or if you simply prefer they eat something specific, you are responsible for providing approved substitutions to the planned menu. Food substitutions must be sent in on a routine schedule (not here and there). The food items you send in must meet the requirements of the meal pattern or a physician's written instructions. Except for during parties, the following foods are not allowed to be included in meals or snacks: fried potato chips, fast food, hot dogs, *Lunchables*, punch, soda, *PopTarts*, cakes and candy. All cups and food/drink brought to school must be clearly labeled with 3 pieces of information: (1) child's name, (2) date, (3) which meal it is for.

If your child has special dietary needs we will accommodate them by establishing DAILY ROUTINE of:

- Serving vitamin fortified soy milk at our expense
- Serving lactose-free milk or organic milk which you provide
- Serving another type of fluid milk which you provide (a doctor's note is required)
- Serving a complete meal/snack from home every day (must follow the meal pattern on page 24)
- Substituting 1 approved item from home in place of 1 school-prepared item on a child's plate

Approved Meal Patterns

	Children 1-2 yrs.	Children 3-6 yrs.	Children 6 & up
BREAKFAST (3 Items)			
1) Milk, fluid (dairy, soy, almond)	½ cup	¾ cup	1 cup
2) 100% Juice/fruit/vegetable	¼ cup	½ cup	½ cup
3) Grain or bread			
Bread, enriched or whole grain	½ slice	½ slice	1 slice
Cornbread, biscuit, roll, muffin	½ serving	½ serving	1 serving
Cold dry cereal	¼ cup	1/3 cup	¾ cup
Hot, cooked cereal	¼ cup	¼ cup	½ cup
Pasta, noodles, rice or grains	¼ cup	¼ cup	½ cup
LUNCH (4 Items)			
1) Milk, fluid (dairy, soy, almond)	½ cup	¾ cup	1 cup
2) Meat or meat alternate	1 ounce	1 ½ ounce	2 ounces
Lean meat, poultry, or fish, cooked			
Meat alternates			
Cheese	1 ounce	1 ½ ounce	2 ounces
Egg	½	¾	1
Cooked dry beans or peas	¼ cup	3/8 cup	½ cup
Peanut butter, seed/nut butter	2 Tbsp.	3 Tbsp.	4 Tbsp.
Yogurt	4 ounces	6 ounces	8 ounces
3) Vegetable and /or fruit (two or more)	¼ cup	½ cup	¾ cup
4) Grain or bread			
Bread, enriched or whole grain	½ slice	½ slice	1 slice
Cornbread, biscuit, roll, muffin	½ serving	½ serving	1 serving
Pasta, noodles, rice or grains	¼ cup	¼ cup	½ cup
SNACK (2 Items) Serve two of these components from two different food groups			
Milk, fluid (dairy, soy, almond)	½ cup	½ cup	1 cup
100% Juice/fruit/vegetable	½ cup	½ cup	¾ cup
Peanut butter, seed/nut butter	2 Tbsp.	3 Tbsp.	4 Tbsp.
Yogurt	2 ounces	2 ounces	4 ounces
Cheese, lean meat, poultry, or fish	½ ounce	½ ounce	1 ounce
Bread, enriched or whole grain	½ slice	½ slice	1 slice
Cornbread, biscuit, roll, muffin, crackers	½ serving	½ serving	1 serving
Hot, cooked cereal	¼ cup	¼ cup	½ cup
Cold dry cereal	¼ cup	1/3 cup	¾ cup
Pasta, noodles, rice or grains	¼ cup	¼ cup	½ cup
Cooked dry beans or peas	1/8 cup	1/8 cup	¼ cup
Nuts or seeds	½ ounce	½ ounce	1 ounce



Strong women and strong men protect the children,
tend the ailing, care for the aged,
and in fact reassure the entire world.
By Maya Angelou

Multicultural Experiences and Celebrations

Each family has its own distinct beliefs and familiar culture. At Wishview Children's Center and diversity among families is respected and celebrated. Enrolled families will be encouraged to share knowledge and celebration of their own culture/religion, and experience many others as well. Children will be exposed to languages, cultural arts, and food from around the globe. They will be invited to observe and experience age-appropriate customs practiced by their diverse classmates and members of the community. The purpose of this is that children are positively exposed to a broad awareness of diversity and develop diverse friendships; all while holding true and being proud of the beliefs of their own family.

Please plan to spend some time with us sharing special activities, traditions, songs, foods, etc. to help us celebrate special times observed by your family, including birthdays. All foods served must be store-bought or prepared in our kitchen. For health/safety reasons, latex balloons are not allowed and healthy party treats are encouraged. Some recommended party treats are listed below:

- Pretzels with fun dips (yogurt or fruit dip with sprinkles)
- Mini-cupcakes or cake with light/whipped frosting
- Yogurt or pudding with fun toppings, squeezable yogurt
- Fruit kabobs
- Smoothies or ice cream
- Fruit popsicles or low fat fudge popsicles
- Snack mix (Combine Goldfish crackers, colorful fruit chews, & Cheerios)



All I really need to know I learned in kindergarten.
by Robert Fulghum

Field Trips

WCC classes will occasionally venture on recreational and educational field trips. These outings are fun, educational and make great memories! The responsibilities of parents are:

- Chaperoning from time to time
- Turning in the signed permission slip
- Paying the trip cost for your child
- Dressing your children in their WCC t-shirt for each field trip. (If the t-shirt is forgotten a new one will be provided and charged to your account.)

Field trip outings are a privilege where safety is a priority. Low teacher-child ratios are maintained on trips and in some cases it may be required that an individual child has his/her own parent chaperone present in order to participate. If your child leaves with WCC to go on any field trip, the child must ride to and from the field trip in the same vehicle, with the same adult. Parents or children may not join in or exit in the middle of a field trip.

The older classes may take several field trips per year. One mode of transportation we may use is city buses operated by Greensboro Transit Authority. We also may hire a bus or van for transportation. Before each field trip, parents will be given a permission slip to sign. If you wish for your child to remain at the school instead of participating in a field trip, they may stay with another class. You may also elect to transport your own child round trip. Although our younger classes do not normally take traveling field trips, we do plan school based enrichment activities that bring special experiences to all of our students throughout the year.

I had a mother who read to me
Sagas of pirates who scoured the sea.
I had a Mother who read me the things
That wholesome life to the boy heart brings-
Stories that stir with an upward touch.
Oh, that each mother of boys were such!
You may have tangible wealth untold;
Caskets of jewels and coffers of gold.
Richer than I you can never be --
I had a mother who read to me.
by Strickland Gillilan

Donations

Our center sincerely appreciates donations and gifts to our classrooms and outdoor learning environments. Materials donated to the center become property of WCC and may be distributed, rotated, or discarded as determined by an administrator. Materials added to classrooms or playgrounds should first be approved by a staff member.

Sample items that are greatly appreciated:

- Gift certificates for Kaplan Early Learning Company in Clemmons, NC
- Paper of all kinds and art supplies (magazines, newspaper, washable paint, brushes, glitter, fabric, rubber stamps, ink pads, white glue, crayons, chalk, markers, etc.)
- Healthy snack foods
- Facial tissues, baby wipes, paper towels, liquid soap
- Toys: balls, bubbles, children's books, wood puzzles
- Shirts, pants, shorts, and coats in sizes toddler sizes and youth sizes
- Non-toxic plants, flowers, and seeds

Thank you for taking the time to read our Family Handbook! Your comments, concerns, questions and ideas are always welcomed.



Wishview Children's Center
Family Handbook Agreement

By signing below, I verify that I am the parent/guardian of_____.
I verify that I have received a copy of Wishview Children's Center Family Handbook (01/01/2020) Revision). I understand that this issue of the handbook replaces any and all previous versions of the Parent or Family Handbook. I understand and agree to follow the policies and procedures herein.

_____

1st Parent/Guardian Printed Name

_____ _____

1st Parent/Guardian Signature Date

_____

2nd Parent/Guardian Printed Name

_____ _____

2nd Parent/Guardian Signature Date