



# Parent Handbook

## USAG Wiesbaden



## CONTACT INFORMATION

### **Parent Central Services (Registration Office for all programs)**

Building 1213

Monday-Wednesday 08:00 -16:00

Thursday Closed for Training 08:00-13:00

Thursday 13:00-18:00

Fridays 08:00-16:00

DSN: 548-9356

CIV: 0611-143-548-9356

Webtrac: <https://webtrac.mwr.army.mil/webtrac/wiesbadencym.html>

### **Clay Complex 1502**

#### **Child Development Center and School Age Center Shared Facility**

Child Development Center

Building 1502

Monday-Friday 05:45 -18:00

DSN: 548-9382 • CIV: 0611-143-548-9382

School Age Center

Building 1502

Monday-Friday 05:45 - 07:45/15:00-18:00

School Out Days, All Camps 05:45-18:00

DSN: 548-9391 • CIV: 0611-143-548-9391

(School Age hourly care is offered at the Clay School Age Center only on a school-out day due to logistics.)

### **Child Development Center Clay Kaserne 1501**

Building 1501

Monday-Friday 05:45 -18:00

DSN: 548-9372 • CIV: 0611-143-548-9372

### **Child Development Center Hainerberg CDC**

Building 7885

Monday-Friday 05:45 -18:00

DSN: 548-9320 • CIV: 0611-143-548-9320

### **CYS Nurse**

DSN: 548-9358 • CIV: 0611-143-548-9358

Building 1213, Clay Kaserne

### **Family Child Care (FCC)**

Building 7790 (Child Administrator/FCC Director)

Monday-Friday 0800-1600

DSN: 548-9302 • CIV: 0611-143-548-9302

**Hainerberg Combined Child Development and School-Age Center**  
Building 7894

**Part Day Programs**

Part Day Toddler, Part Day Preschool  
Monday-Friday 0830-1130

**Closed on School out Days**

**School Age Program**

**After School Program**

Monday-Friday 15:00-18:00  
School Out Days, All Camps 05:45-18:00

Hourly Care after school 1500-1800

Hourly Care on school out days-1<sup>st</sup> 5<sup>th</sup> Grades; includes care for 6<sup>th</sup> graders to 1300 (1300 teen center opens)  
DSN: 548-9331 • CIV: 0611-143-548-9331

**School Liaison Officer**

Building 7790  
DSN: 548-9305 • CIV: 0611-143-548-9305

**Clay Youth Center Annex-Middle/Teen (6<sup>th</sup>-12<sup>th</sup> Grade)**

Building 1215  
Monday through Friday 14:30-20:00  
Saturday 13:00-20:00 (Unless a field trip is scheduled)

(SAT Opening Alternates between Clay and Hainerberg)  
DSN: 548-9325 • CIV: 0611-143-548-9325

**Clay Youth Center-Teens (9<sup>th</sup>-12<sup>th</sup> Grades)**

Building 1215  
Monday through Friday 14:30-20:00  
Saturday 13:00-21:00 (Unless a field trip is scheduled)

(SAT Opening Alternates between Clay and Hainerberg)

**No school days**

MS/Teen 1300-2000  
Any activity or trip occurring before 13:00 will be offered for a fee\*

**Half School Days**

MS/Teen 1100-2000

DSN: 548-9325 • CIV: 0611-143-548-9325

**Hainerberg Youth Center-Middle School (6<sup>th</sup>-8<sup>th</sup> Grades)**

Building 7884

Monday through Thursday 14:30-18:30

Friday 14:30-20:00

Saturday 13:00-18:30 (Unless a field trip is scheduled)

(SAT Opening Alternates between Clay and Hainerberg)

DSN: 548-9341 • CIV: 0611-143-548-9341

**Hainerberg Youth Center-Teens (9<sup>th</sup>-12<sup>th</sup> Grades)**

Building 7884

Monday through Thursday 14:30-20:00

Friday 14:30-22:00

Saturday 13:00-21:00 (Unless a field trip is scheduled)

(SAT Opening Alternates between Clay and Hainerberg)

**No school days**

MS 1300-1830

Teen 1300-2000

Any activity or trip occurring before 13:00 will be offered for a fee\*

**Half School Days**

MS 1100-1830

Teen 1100-2000

DSN: 548-9341 • CIV: 0611-143-548-9341

**Youth Sports and Fitness/SKIES Unlimited Instructional Programs**

***Schools of Knowledge, Inspiration, Exploration and Skills***

Building 1043

DSN: 548-9363 • CIV: 0611-143-548-9363

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## **Welcome**

Dear Parents,

Welcome to USAG Wiesbaden Child and Youth Services (CYS)! We recognize the strength of our Soldiers comes from the strength of their Families; we consider it an honor and look forward to supporting your Family readiness. CYS is an Army program that provides services to all Military, Department of Defense and Contract Agencies who support the mission of our Garrisons. Our highly trained staff is committed to providing a safe, nurturing environment that meets the holistic needs of the child/youth ages 4 weeks to 18 years old. Lastly, our programs and activities are specifically designed by early childhood and youth development specialist to meet the growing needs of 21st century military Families.

CYS believes that parents are the most influential individuals in the lives of their child/youth. For this reason, our facilities and programs strive to create a Family friendly environment where parents and staff work in partnership in the positive development of their child/youth. Research shows that when families and teachers work together in support of learning, it results in the child/youth remaining in school longer, performing better in school and possessing a higher sense of self-esteem.

We thank you for partnering with USAG Wiesbaden CYS in the growth and development of your child/youth. We look forward to your visits and encourage you to become involved in the planned learning activities in the centers, in the home of your provider or in the comfort and convenience of your own home.

Again, thank you for considering USAG Wiesbaden Child and Youth Services (CYS)!

Sincerely,

Rashunda Gay  
Coordinator,  
Child and Youth Services





## **CUSTOMER SERVICE**

### **CAREGIVERS CREED**

I am an Army Caregiver, a professional trained in my duties. I serve Department of Defense Families who protect the nation by protecting their children. I will always provide a safe, nurturing, and enriching environment. Never will I put children in harm's way or allow others to do so. I will build trust with parents so they can concentrate on their mission. I will always treat Families with the dignity and respect they deserve. Army Caregivers are key members of the Army Team. I am an Army Caregiver!



### **CUSTOMER COVENANT**

Family and Morale, Welfare and Recreation (FMWR) is committed to providing quality through service excellence to our Soldiers and Families commensurate with the quality of their service to our Nation. We understand that we create value for our customers through predictable, consistent and efficient customer focused service.

**To that end, we promise our customer they will.....**

- Always be respected & treated as individuals who are valued
- Receive a prompt and friendly greeting in a professional and courteous manner
- Experience aesthetically-pleasing facilities
- Receive timely, accurate and helpful information
- Be offered high quality products and services
- Have an opportunity to provide feedback

**Mission:** CYS integrates and delivers base support to reduce the conflict between parental responsibilities and unit mission requirements and enable combat readiness for a globally responsive Army.

**Vision:** A driving force for excellence in school support, Youth programs, and child care for the Army, Department of Defense, and the Nation. CYS programs are dedicated to providing:

- Seamless delivery systems for child/youth enrolled in CYS Family Child Care Homes and Child Development Centers.
- Predictable services
- Safe, healthy family-friendly environments
- Well managed programs
- Accountability for Army, Community, CYS Staff, Child/youth and Parents
- Satisfied customers – Child/youth, Parents, Army and Community
- Maintaining status as a “Benchmark for America’s Child Care” and becoming “Benchmark for America’s Youth Programs”

*"An Army Readiness Enabler"* describes our purpose and who we support.

**Goals:**

**Availability:** Provide adequate program capacity and services with the right mix of age groups and spaces to support employment, deployment, health and fitness, youth development, instructional programs and school transition/education.

**Affordability:** Operate efficiently within Army resource guidance. Establish fees that consider Army Family budgets and meet Army financial goals so that the CYS Program is affordable to both the Army and the Army Family.

**Quality:** To support the growth and developmental needs of every child/youth, regardless of age or program enrollment, in a safe and healthy environment, with trained and caring adult staff, volunteers and contractors.

**Accountability:** To safeguard the Army’s resources by efficient management oversight, good fiscal stewardship, reducing waste and protecting assets of programs and services to Soldiers and their Families.

**Philosophy:** CYS programs are designed to help your child/youth build within themselves a positive self-concept that generates feelings of acceptance and respect for individuality. We believe in designing programs where children/youth have opportunities to participate individually or as a group in age appropriate developmental activities that allows for optimal social, emotional, physical, creative and cognitive growth. We promote and cultivate safe learning environments where your child/youth can resolve conflicts through learning age appropriate conflict resolution and mediation skills. We believe in partnering with parents and community to nurture a spirit of cooperation and self-respect for self and others; reinforce character building and encourage positive parenting.

**Families:** Families are the first and primary teachers in their child’s life. We support Families in this role through a variety of services that address the specific needs of each family, to include formal and informal education opportunities. Communication between the child’s primary teacher and Family, as well as management and support staff, is critical and includes an open, honest exchange of ideas, concerns, shared decision making, and respect for

cultural diversity. We encourage Families to share their culture, heritage and home language.

**Policy Changes:**

**Notification of change in personnel.** CYS management will notify parents of major changes in caregiving employees, management personnel, and programming staff particularly those involving the child's primary caregiver. (Directors should strive to give parents a two-week notice pending departure of their children's caregiver/provider).

**Notification of procedural changes.** CYS management will notify parents of upcoming major procedural changes (e.g., fees, operating hours) at least 30 days prior to implementing change.

**Confidentiality:** Only authorized CYS staff will have access to patron files. CYS is committed to protecting the privacy of patron information. Medical information concerning patrons is absolutely confidential under state and federal law and may not be discussed at any time with any person under any circumstance. Release of information from records requires your written permission unless the request is made by law enforcement during an investigation or covered under disclosure acts by other regulations.

**Diversity/Non-Discrimination:** In accordance with Federal Law, Title VII, the Department of Army, Child and Youth Services prohibits discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity or associational preference in employment and in their program operations serving Soldiers, Families and the community. The Department of Army affirms its covenant to support and serve Family and MWR customers and employees.

**Open Door Policy:** CYS staff members are approachable and accessible to parent/guardians during the center's operating hours. Parents/guardians can voice their concerns, complaints and/or compliments regarding their customer service experience. CYS offers a family friendly environment that encourages parents/guardians to drop in to visit or observe their child/youth.

**Deployment Support Services:** The Deployment Support Services institutionalizes a commitment by Army leaders to provide Soldiers and Families of all components with programs and services that maintain a quality of life commensurate with the quality of their service and sacrifice to the Nation.

**Communication/Feedback:** Parents/guardians who wish to post questions, comments or concerns regarding Morale Welfare and Recreation (MWR), CYS programs may do so at the following email address: [www.contactus@armymwr.com](mailto:www.contactus@armymwr.com). If you do not have access to email, write your questions, comments or concerns and place them in the drop box designated by the Parent Central Services office. You have the option of remaining anonymous or, (should you desire feedback), you may include your name and address. You may also complete an Interactive Customer Evaluation (ICE) survey on your garrison's website.

**Chain of Command:** The most effective way to resolve issues is to channel them through the CYS Chain of Command. Should all attempts at resolution fail, parents/guardians can elevate their issues or concerns up through the Chain of Command in the order below:

Classroom Lead Teacher  
Assistant Director

Parent Handbook

Facility Director

Child Administrator

Child and Youth Services Coordinator

Director, Family and Morale Welfare & Recreation (FMWR)

Deputy Garrison Commander

Garrison Commander

## CHAPTER 1- SAFETY & RISK MANAGEMENT

**Child Abuse and Neglect:** DoD defines reportable child abuse and neglect as follows: Child abuse and neglect includes physical injury, sexual maltreatment, emotional maltreatment, deprivation of necessities, or combinations of these, by an individual responsible for the child's welfare under circumstances indicating that the child's welfare is harmed or threatened. The term encompasses both acts and omissions on the part of a responsible person. A "child" is a person under 18 years of age for whom a parent, guardian, foster parent, caretaker, employee of a residential facility or any staff person providing out of home care is legally responsible.

***Child Abuse Reporting*** All CYS personnel are knowledgeable and considered "**mandated reporters**" who are required by law to report suspicions of child abuse or neglect. If CYS personnel notice suspicious bruises, cuts or burns on a child, they must:

- a) Report the incident to the Installation Reporting Point of Contact (RPOC). The RPOC's # is: DSN 548-7777/ CIV 0611-143-548-7777. The RPOC in Wiesbaden are the Military Police.
- b) Notify the appropriate CYS program director after notification to RPOC.
- c) Report the incident to State Child Abuse Hotline (if required by state law/host nation agreement).

DoD Child Abuse and Safety Violation Hotline Posters are placed in visible and high traffic areas throughout all CYS facilities and FCC homes should a parent/guardian/staff need to report incidents of suspected abuse. DoD Child Abuse and Safety Violation Hotline number is: CONUS: 1-877-790-1197 or OCONUS: 703-604-2547 (call collect).

**Reporting of Unusual Incident (RUI):** RUIs are defined as incidences such as but not limited to, loss of accountability, child injury requiring medical treatment, death/injury resulting in hospitalization, major crisis resulting in disruption of operations, communicable diseases, loss of accreditation, etc... All incidents/accidents will be logged within the program and reported IAW with Command Policy. Parents will be notified immediately of all instances involving their children. A thorough investigation will be conducted to determine the root cause, and management will work quickly to rectify the issue. Staff are trained on reporting procedures, and procedures are posted throughout the facility.

**Background Clearances:** All individuals who regularly interact with children under 18 years of age in Army-sponsored and sanctioned programs are required to undergo detailed initial background checks as well as periodic reinvestigations.

Until all background checks are satisfactorily completed, individuals must volunteer/work within "Line of Sight Supervision" (LOSS) of a cleared staff member and are not permitted to be left alone with child/youth.

Staff under LOSS will be identified by nametags with first and last names and red bib aprons or red polo shirts. Staff who have completed background checks will be identified by nametags with first and last names and green bib aprons or green polo shirts. Classroom leads will be identified by nametags with first and last names and blue bib aprons or blue polo shirts. Management

staff will wear nametags with first and last names and appropriate business attire. Managers with cleared background checks will place a green dot on their nametags; those under LOSS will place a red dot on theirs.

### **Dropping Off and Picking Up Your Child Child Development Centers, Family Child Care (FCC) and School Age Centers (SAC)**

Parents/legal guardians are required to drop off and pick up their child from the program. CDC/FCC/SAC children will not be dropped off at the door, in the parking lot nor enter the facility without being accompanied by a representative authorized to sign them in.

#### ***Arrival***

When you bring your child to the program, you must record your child's arrival at the front desk. You must also sign in on the daily attendance sheet in the activity room/FCC home. Please be sure that you leave an accurate phone number for emergency contact. Assisting your child in removing his/her outerwear is helpful, as caregivers need to supervise the children in attendance while greeting you and your child. Make sure the caregiver on duty is aware of your child's arrival before you leave the room/home and convey any important information that may affect the child's behavior. All children wearing diapers will come into care with a fresh clean diaper; they will also go home in a clean diaper. **All parents are asked to inform the program if their child will not be attending on any given day to avoid being disturbed with a call or email checking on their whereabouts. The program has a responsibility to check on the child if he/she has not arrived after the normal arrival time. It is also SAC parent's duty to inform the center when the child will be absent from the program in the afternoon to avoid calls.**

#### ***Departure***

You must sign your child out at the front desk and sign them out of the program or home. Please allow adequate time for your child to clean up before leaving. Encouraging your child to clean up before going home helps us teach the child responsibility. It is important to take a few moments to talk with the caregivers about your child's day. This not only keeps you informed, but it lets your child know that you are interested in what they do each day. Do not forget to ask your child if he/she has work to take home. The children work hard during the day using a variety of media and materials. They are very proud of their work, but never quite as proud as when you show interest in their efforts. Your interest and praise will encourage your child's creativity and build self-esteem.

**At departure time, hourly patrons MUST pay their child care fees prior to picking up the child from the program.**

#### ***Child Release***

You may authorize someone else to pick up or drop off your child. However, we require **advance notification in writing**. Child release designees must be listed on the child's registration paperwork, which you sign. Please remember to keep these names updated as friends and coworkers leave the area. To avoid unintentional release, remove any names of people you no longer intend to have pick-up rights. We require child release designees to present proof of identification. A child release designee must be 13 years of age or older.

#### ***Middle School***

The youth are required to sign in upon arrival and to sign out upon leaving. Middle School children may leave a program unaccompanied for independent participation in events such as organized sports, classes, youth organizations, and to walk home. **NOTE:** Our responsibility

for the youth ends once she/he signs out of the program. **Parents may request notification from the program if their youth does not report to or leaves the program. CYS staff cannot force a middle school youth to stay in the program but will notify the parent if they leave.**

**Visitor Sign In/Out of Facilities:** To maintain a safe and secure environment, all visitors are required to sign in/out at the facility's front desk and obtain a visitor's identification badge. Parents/guardians simply dropping off or picking up their child/youth do not have to sign in. Parents/guardians visiting the facility or a classroom greater than 15 minutes must sign in at the classroom and at the front desk.

**Child Guidance and Touch Policy:** Helping a child/youth understand and decide what to do, rather than what not to do is the basis for child guidance. Our role is to meet each child's individual needs, thereby helping them to become confident, secure individuals with good problem solving and thinking skills. CYS strategies to support the development of self-control and the ability to problem solve are redirection, positive encouragement, substitution, diversion, praise for appropriate behavior, and gentle restraints to protect injuries to the child or others.

When a child/youth misbehaves, CYS staff works along with the Parent/Guardians using positive guidance to identify the problem and find strategies that enable the child/youth to respond appropriately. Positive Guidance is a belief that children should be treated with respect, free from fear of violence and shame and guided with loving encouragement. Punishment of any kind is prohibited in CYS to include but not limited to corporal punishment; aversive stimuli; withholding nutrition or hydration; inflicting physical or psychological pain; demeaning, shaming or degrading language or activities; unnecessarily punitive restrictions; forced physical exercise to eliminate behavior; punitive work assignments; punishment by peers; and group punishment or discipline for individual behavior. Punishment of any kind is not allowed in the CYS programs under any circumstances, even with parent approval.

Boundaries for appropriate and inappropriate touching are established to ensure a clear understanding of what is acceptable and what is not acceptable. Inappropriate touching will be investigated and may be grounds for immediate closure of the FCC home or removal of a CYS staff member.

**Biting:** Policies will focus on modifying the child's behavior within the existing environment rather than "suspending" the child. Biting is considered acceptable with children under 3 years old. CYS staff work to reduce the need to bite. In extreme situations, when it is extremely difficult to reduce biting by any child, the Outreach Services Director will assist parents in obtaining care in another CYS setting if available.

### **CSEFEL**

The Pyramid Model provides guidance for early childhood, special education and early intervention personnel, early educators, families and other professionals on evidence-based practices for promoting young children's healthy social and emotional development. The goal of the CSEFEL Pyramid Model Implementation in Army Child and Youth Programs is to ensure that staff members are well-equipped with the knowledge and skills necessary to promote the

social and emotional development of children and address challenging behavior.

**Behavior Management:** Child Development Centers, School Age Centers and Family Child Care Homes sometimes require assistance in behavior management. The staff are trained in techniques of redirecting, role modeling, looking for causes of behavior, using appropriate encouragement and guidance following established procedures. Inappropriate behavior will be documented with an incident report and signed by the staff witnessing the incident and a supervisor. The parent will sign and receive the original copy. A second copy will be placed in the file at the center. Refusal to sign an incident report will not negate the report or record of the incident.

Recurring incidents will be brought to the attention of the manager. The Director will be notified and observations will be scheduled within 48 hours. All observations and incidents will be documented on a tracking form and will be discussed with the family.

If needed, the director, parents and staff will develop a behavior modification plan in cooperation with Kids Included Together (KIT). If the parents are unwilling to participate in the modification plan, care will be denied and parents will make alternate care arrangements. A behavior modification plan includes the utilization of other Garrison services that correlates to the wellbeing of the child and family.

**Bullying:** U.S. Army Garrisons and DoD Schools are committed to making our facilities, homes and community safe, caring, and welcoming places for all who enter our doors, particularly our children/youth. For this reason, CYS has zero tolerance for acts of bullying or disrespect towards children/youth or CYS staff. We treat each other with respect. Our community and centers define respect as follows: Treat others, *regardless of age or position*, with the same level of respect and dignity you wish to be treated. CYS defines bullying as follows: A mean and one-sided activity intended to harm where those doing the bullying get pleasure from the intended target's pain and/or misery. Bullying can be verbal, physical, and/or relational to the target's race, ethnicity, religion, gender (including sexual orientation), physical, or mental attribute. It includes all forms of hazing and cyber bullying and can be and often is continuous and repeated over time. However, once is enough to constitute bullying.

Bullying (on post as well as off post), including all forms of cyber bullying, can impact the targeted individual's feeling of safety and create an intimidating, hostile or offensive environment. The CYS Coordinator or Facility Director will immediately address such actions for the well-being and safety of all children/youth and the community.

Children in the child development centers and FCC homes ages 0-5 years old (not in kindergarten) are in the beginning stages of understanding bullying and that it's unacceptable conduct. Children needing redirection in the CDC will have behavior management plans established. Suspensions are not in order for this age group unless an extreme incident occurred that caused major injury to another person.

**Exclusion Policy**

Children are excluded from care when parents fail to assist in behavior modification plans, MIAT's, or when behavior is extremely unusual. This unusual behavior poses a direct threat to



harm self or others. A child having a really difficult day that causes an injury requiring medical assistance may be sent home. The CYS Coordinator or designee must approve any child being sent home. Parent conferences will be conducted. A MIAT Team meeting may be required.

Services are not available for school age children and MST youth who are suspended from school outside of the normal hours of operations for the facility.

**Video Surveillance System (VSS):** All CYS program facilities utilize a comprehensive video surveillance system. VSS is designed to deter and reduce the risk of child abuse in CYS facilities; protect staff from unwarranted allegations of child abuse, provide Soldiers and Parents with “peace of mind” and support CYS management staff in the exercise of program oversight.

The cameras record most activity areas in the interior and exterior of the buildings. You may watch live rotating camera views in the lobby or request a specific camera view in your child’s classroom. MPI and CID may view the video for any investigation. Due to reasons of confidentiality, copies of these recordings are not authorized to be given to parent/guardians. Recordings are released only to authorized personnel such as the MPI and CID for official business.

**Adult/Child Ratios:** Staff-to-child/youth ratios must be maintained at all times of the day except under rare conditions caused by compensatory enrollment as outlined in guidance (see AR 608-10 for more information). The intent is to always be at ratio and not over or under ratio. Ratios may not be decreased to accommodate children/youth with special needs. Volunteers or other non-CYS staff not paid with CYS funding may be used to supplement the ratio; they do not count in ratio.

All rooms in a CDC/FCC home are multi-aged with a minimum age span of 18 months. Maximum group size is limited to two ratios of children/youth (e.g. two ratios of preschoolers (10) =20; a ratio of infants (4) and a ratio of pre-toddlers (5) =9 children in the infant rooms.

In the Sports and Fitness Program, appropriate youth/adult ratios are maintained 100% of the time during all sports and fitness program operating hours. The adult/youth ratio is 1:15 at all times indoors and outdoors. The National Governing Body rules determine adult staff/youth ratio for specific activities. Please consult youth director for additional information.

**Adult/Child Ratios are:**

| <b>CDC/SAC Center (Facilities)</b> |  |
|------------------------------------|--|
| <b>Adult/Child</b>                 | <b>Age</b>                               |
| Infants 1:4                        | 6 weeks to 12 Months                     |
| Pre-toddlers 1:5                   | 13 to 24 months                          |
| Toddlers 1:7                       | 24 - 36 months                           |
| Preschoolers 1:10                  | 3 to 5 years (not in Kindergarten)       |
| Kindergartners 1:12                | 5 to 6 years                             |
| School-Age 1:15                    | 1st to 12th grade                        |
| Family Child Care                  |  |
| <b>Adult/Child</b>                 | <b>Age</b>                               |
| Multi-Age 1:6                      | 4* weeks to 12 years                     |
| Infant/Toddler 1:3                 | 4*weeks to 12 years                      |
| Newborns 1:3                       | Birth to 12 months                       |
| School age 1:8                     | 1 <sup>st</sup> to 5 <sup>th</sup> grade |

**\*Infants of single and dual military children only. In multi-age homes, only 2 children can be under 2 years old.**

**Training & Professional Development:** All CYS personnel working directly with children/youth receive standardized orientation training before they are allowed to work directly with children. The orientation includes such topics as applicable regulations and installation policies; child health and safety; child abuse identification, reporting and prevention; age appropriate guidance and discipline; parent and family relations; health and sanitation procedures and position orientation. Training is ongoing and competency based. Assessments are completed to ensure staff comprehend and demonstrate the knowledge and skills learned from training. Other CYS professionals (directors, cooks, etc.) complete an orientation and ongoing training as well.

The Virtual Lab School (VLS) is an innovative, research-based Professional Development for Child & Youth Educators. The VLS empowers professionals as they build their knowledge and skills around research-based practices in child and youth care and development. This 21st century approach in professional development and learning includes; expert narratives, research based practices, streaming video, reflective questions, and downloadable activities & resources. The VLS offers distinct tracks for center-based professionals including direct-care providers, training and curriculum specialists (coaches), and management personnel, as well as a track for home-based care providers who typically care for mixed- age groups. The VLS is

anchored by 15 Core Content courses that include the 13 Child Development Associate competencies used in early care settings around the world. The Core Content covers research-based developmentally appropriate practices for working with children from birth to age 12 across all the functional roles in child and youth care and education settings.

**Parent Involvement:** Parent /Guardians are encouraged to participate in the planning and evaluation of programs through annual Garrison Multi-Disciplinary Team Inspection (MDTI), program surveys, NAEYC Accreditation and Parent Advisory Boards. These processes help ensure the safety of children/youth while improving administrative policies and programming issues geared toward program quality. ***Moreover, parent/guardians who participate in the program may earn points toward fee reduction on their child care.*** For detailed information on the various ways parent/guardians can participate in CYS programs and activities, contact your Parent Advisory Board representative or facility director.

**Non-smoking Policy:** Army Regulation 608-10, 3-9e. states that “Any person working within a CYS delivery system may not smoke in the presence of children or their parents while providing child care. In center settings, visiting adults and staff may smoke out of the presence or view of children in a designated smoking area.” Please ask programs where designated smoking areas are outside the building. A butt can is in place where cigarettes are to be placed when you have finished smoking. Cigarette butts are toxic to young children due to the amount of nicotine present in the residue. Do not throw any used butts on the ground. They must be disposed of in the butt can in the identified area. Ensure that no children either entering or departing the building can see your cigarette if you are using the smoking area. Tobacco use in government facilities is not allowed.

**Regulations & Inspections:** Regulations and services apply uniformly throughout the Army; however, commanders have the discretion to modify specified guidance to meet the appropriate requirements. In order to provide consistency, all Army CYS programs are inspected annually and required to be in compliance with the following Army Regulations (AR), Department of Defense Instruction (DoDI) and Public Law (PL):

AR 608-10, Child Development Services  
AR 215-3, NAF Personnel Policies  
AR 215-1, Military Morale, Welfare and Recreation Activities and Non-Appropriated Fund Instrumentalities  
DoDI 1015.2 MWR Programs  
DoDI 6060.2, Child Development Programs  
DoDI 6060.3, School-Age Programs  
DoDI 6060.4, Youth Services Programs  
DoDI 1402.5, Criminal History Background Checks on Individual in Childcare Settings  
DoDI 6025.18-R Privacy of Health Information  
PL 101-647 Crime Control Act  
PL 106-104 Youth Sponsorship  
PL 104-106 – Military Child Care Act  
PL 104-201, Sec 1044: Cites concern for lack of support for DoD Youth Programs  
PL 106-65, Sec 584, Expanded Child Care and Youth program services  
PL 106-79, Conference Report – DoD Report on Family Childcare Subsidy/Access to Military Child Care

PL 101-366 American with Disabilities Act

**Accreditation:** Accreditation is an activity, not a status. The benefits of accreditation are the external mark of quality, high standards, process improvements and support. CYS programs undergo a rigorous accreditation process. The Child Development Centers and School Age Centers as well as many of our FCC Homes are fully accredited programs through the following entities:

**National Association for the Education of Young Children (NAEYC):** sets professional standards for early childhood education programs (age 0-5 years) and helps families identify high-quality programs for their young children.

**The Council on Accreditation (COA):** sets professional standards for programs offering services to children ages 1-5. Afterschool Program Standards include After School Administration, After School Human Resources, and After School Programming and Services. The Administration Standards cover practices related to continuous quality improvement, financial management, risk prevention and management and ethical practice. The Human Resources Standards address recruitment and selection, training and professional development, support and supervision. The Programming and Services Standards set forth additional recommended practices for working with children and youth in out-of-school time.

**National Association for Family Child Care (NAFCC):** Awarded to family child care providers who meet the eligibility requirements and the Quality Standards for NAFCC accreditation. Accreditation reflects a high level of quality through a process that examines all aspects of the family child care program, i.e. relationships, the environment, developmental learning activities, safety and health, and professional and business practices. Once family child care providers become accredited, they agree to abide by the standards set forth and to be measured against those standards with periodic integrity and compliance reviews.

## CHAPTER 2- REGISTRATION PROCESSES & PROCEDURES

**Global Data Transfer (GDT):** This database makes it possible for Families relocating to a new duty station to forward their child's/youth's registration records to their next duty assignment prior to arrival. Upon arrival, the Parent Central Services at the new duty station need only import the patron's information (e.g. names, birth date, child's health records, basic family information, etc.) stored in the database. Families will provide needed updates upon arrival at the new location. Contact Parent Central Services for details on how to take advantage of this convenient tool.

**Patron Eligibility:** CYS programs accepts children as young as four weeks in Family Child Care homes and through eighteen years old in CYS programs. Eligible patrons of Department of Defense (DoD) Child Develop Programs (CDP) include active duty military personnel, DoD civilian personnel paid from both appropriate funds (APF) and non-appropriate funds (NAF), reservists on active duty or during active duty personnel training and DoD contractors. Each Installation Commander establishes a priority system under which access to CDPs shall be determined.

The purpose of the CDP and School Age Center (SAC) programs offered by the DoD Components is to assist DoD military and civilian personnel in balancing the competing demands of family life and the accomplishment of the DoD mission, and to improve the economic viability of the family unit.

Care at the CDC and SAC facilities is not considered an entitlement.

Foreign Military Service members assigned to the Installation/serving with the Department of Defense are authorized care and will pay the child and youth fee based on their Total Family Income (TFI). The eligibility criteria and priority are the same as any other Active Duty Soldier or DoD Civilian.

Coast Guard when activated and assigned to the installation are eligible patrons. The eligibility criteria and priority is the same as any other Active Duty soldier. Fees are based on their TFI.

Retiree's eligibility is limited to space available bases in all CYS programs.

### ***Definition of Parent:***

A parent or legal guardian is defined as the biological mother or father of a child; a person who by order of competent jurisdiction has been declared the mother or father of a child by adoption or the legal guardian of a child.

In Loco Parentis- When an individual acts "in loco parentis" as the parent, this can only exist when the individual undertakes care and control of another (child/ren) in ABSENCE of such supervision by the natural parents and in absence of formal legal approval. When the parent is still in picture no such "in loco parentis" relationship exists. This guidance has been provided by the IMCOM Office of Staff Judge Advocate.

**Parent Central Services (PCS):** Parent Central Services, commonly referred to as the "Gateway to CYS," is the first place a Family visits at a new installation to obtain information and register for CYS programs. CYS Parent Central Services:

Verifies a patron's eligibility using the DoD ID Card (Military, Civilian, DoD contractor assigned to the Garrison, Reservist/National Guard, Active Duty soldier on orders)

Determines services patrons needs (Wait list, hourly, part day, full day, SAC, MS/T, SKIES, Sports, etc.)

Explains age appropriate programs associated with patron's children

Conducts a search for care in CYS for immediate openings

Conducts initial and re-registration of patrons into all CYS programs

Explains Wait List polices and assists with wait list placement utilizing MCC.com

Determines patron fee category IAW with the latest fee policy

Schedules new patrons for program orientations

Sends eNews publications and messages to parents and contributes to CYS websites.

**Items Required for Child/Youth Registration:** Children/Youth must be fully registered before they can use any CYS programs. Contact your local Parent Central Services Office to set up an appointment to complete your registration. Walk-in services are also be available.

**To expedite or avoid delay of the registration process, please have the following available:**

**Identification Card and Orders** (Sponsor or Spouse)

**Social Security Number**

**Proof of Child Eligibility** (i.e. Legal Guardianship papers, Child Military ID Card, or Tricare Card or DEERS printout from Soldier's AKO)

**Copy of Child's Birth Certificate** – Required of DoD civilians or contractors.

**Immunization Record or transcription**

**Proof of Income:** (i.e. Leave and Earning Statements/Pay Vouchers or proof of fulltime school enrollment)

**Health Assessment/Sports Physical Statement or Well Baby Check Up** (due within 30 days of registration)

**Local Emergency and Child Release Designee:** minimum of two; (must have access to USAG Wiesbaden installations)

**Family Care Plan** (Dual/Single Military Only)

**ALL FORMS MUST BE SIGNED AND DATED TO COMPLETE REGISTRATION!**

**Immunizations:** Children/Youth accepted for childcare in CYS programs must be free from communicable diseases such as measles, mumps, hepatitis, scarlet fever and strep throat, and have written documentation of all age-appropriate immunizations listed on the Center for Disease Control Immunizations Recommendations. Child/youth immunizations must be up to date in order to participate in CYS programs. A waiver request must be approved by the CYS Coordinator before childcare can begin. Children/youth who are not immunized will be denied childcare during outbreaks of communicable diseases as determined by the APHN.

Health Assessment/Sports Physical Statement: A current health assessment/sports physical statement, within one (1) year of registration, is required for children 5<sup>th</sup> grade and under. If a current health assessment/sports physical statement is not available at registration, it is to be completed within 30 days of enrollment. Health Assessments are good for three (3) years, as long as the child does not a health status changes. Sports physicals are annual.

Well-baby exams or school athletic physicals can be used in place of the health assessment if dated, signed and stamped by the health care provider and parent within one year. ***Children/youth participating only in the middle school/teen program and SKIES Unlimited programs are exempt from this requirement.***

**Sports Physical:** No child/youth will be authorized to play, practice or participate in games until a valid physical has been furnished. The form must be signed by a licensed health professional and certify the child/youth is physically fit to participate in chosen sport(s) and address any pertinent medical condition and/or constraint such as asthma, heart murmur, allergies, etc. The sports physical must remain current throughout the season.

**Special Needs Identification:** The Army Child and Youth Services Screening Tool is required to be completed by parents to screen all children for special needs at initial registration and annually thereafter. Upon identification of special need (i.e.....Allergies, Special Diets, Respiratory Diagnosis, Epilepsy/Seizure Disorder, Diabetes), other supporting documentation must be submitted with the screening tool and forwarded by CYS to the Public Health Nurse (PHN) for review. If your child/youth has a disability or other special needs, the parent/guardian will be asked to participate in the Multi-disciplinary Inclusion Action Team (MIAT). Participation in services are impossible until the special needs clearance is approved and signed by the PHN.

**Special Needs Accommodation Process –Multidisciplinary Inclusion Action Team**

**(MIAT):** The MIAT is a multidisciplinary group that explores installation child care and youth supervision options for children that have been diagnosed with life-threatening conditions, functional limitations or behavioral/psychological conditions. The team determines child care and youth supervision placement and considers feasibility of program accommodations and availability of services to support child/youth needs. Parent participation is crucial to the success of the MIAT. Every effort is made to accommodate children/youth with special needs.

**Reasonable Accommodation:** These are basic adjustments, supports and/or modifications that may be needed by a child/youth with special needs to facilitate access to a program on an equal basis to their non-disabled peers. Accommodation for children/youth with special needs is not considered reasonable if it imposes an undue hardship on the

operation of the program, requires fundamental alteration of the program or poses a direct threat to the health or safety of the child/youth with special needs or others. Reasonable accommodations require the child to fit into the ratio with the authorized number of caregivers for that group. Providing an extra caregiver may not be authorized.

**Special Diet:** Children/youth with life threatening food allergies or special dietary needs must provide a statement from their health care provider specifying (1) which foods the child cannot consume, (2) the resulting allergic reaction if ingested and (3) allowable food substitutions. Children/youth are not be eligible for services without appropriate documentation. Children/youth who have special diets due to religious reasons must have a written statement from the parents specifying which foods should be eliminated as well as allowable substitutions meeting USDA guidelines. Dietary or life style preferences such as vegan, vegetarian, organic, etc. cannot be honored.

**Medical Action Plan (MAP):**

Maintaining the health and safety of every participating child/youth in CYS programs is of utmost importance. If the child/youth has a medical condition/diagnosis, such as allergies or asthma, that may require him/her to take medication while participating in an activity, the parent/guardian will be asked to submit a Medical Action Plan (MAP). Medical Action Plans (MAPs) are valid for one year or until notified of health status changes, based on the date signed by physician (MAPs) or PHN. This plan is completed by the child's/youth's health care provider to ensure CYS staff is aware of the proper medication and the necessary course of treatment for the child/youth.

**Respite Care:**

Respite care allows parents to have a break in caring for their children. The Deployment Support Services allows respite care for families of deployed soldiers. Respite care is scheduled as hourly care. See Parent Central Services for more information.

**Waiting List/MCC.com:** Because of the high demand for childcare, it is not unusual for families to be placed on a waiting list. Placement on this list is determined by sponsor priority and the date of application. Patrons access this service list by visiting MCC.com. Assistance with the electronic wait list can be received at Parent Central Services.

**Note:** It is the responsibility of the parent/guardian to confirm interest in remaining on the waiting list. MCC.com will send an email before the 30 day expiration to all patrons on the waiting list. The name will be automatically removed from the waiting list by MCC.com if patron does not log on the site and update their interest.

When a space is offered in a viable care option (CDC, FCC, etc.) parent/guardians are given forty eight (48) hours to accept or decline the space. If the care is accepted, the payment starts for use of the space on the day care has been requested to start. If the viable care option is declined, the patron needs to go back on MCC.com and put their child back on the waiting list if they still want to be consider for child care spaces.

**Viable Child Care Option:** Care to meet the patron's schedule that reflects the necessary program type (full day, hourly, part day, etc.) and the appropriate age group (infant, toddler, preschool and school-age) for the child. Care may be in any system (CDC, FCC, and SAC) at any location and may or may not be the most convenient to either the home or work.



But care is available at this time. Parents have the opportunity for care but may request to be placed on the preference waiting list.

The standardized procedures and priorities have been established throughout ID-Europe to ensure all patrons are served in a predictable, consistent and equitable way when filling vacancies in CYS Programs. Please check your Parent Central Services for further information on patron priorities.

Please log in to the below site to add your child's name to CYS child care waiting list by following the direction on the brochure.

<https://militarychildcare.cnic.navy.mil/mcc-consumer/home/viewhome.action>

**STEP 1 CREATE ACCOUNT**

Go to **MilitaryChildCare.com** to create an account containing information about your family, or to login using an existing username and password.

This simple step establishes your user ID for the child care system, allowing you to take advantage of its many benefits for your family.

**STEP 2 SEARCH and REQUEST CARE**

Search the system for the child care options that best fit your needs and submit your requests for care.

**MilitaryChildCare.com** gives you access to a powerful search engine to locate facility-based or in-home child care options. Enter the search criteria that pertain to your family's needs, and refine your search at any time. Select one or more options and then submit your requests for care. The program will contact you when space becomes available.

**STEP 3 MANAGE MY REQUESTS**

You can manage your requests for care from anywhere in the world.

You can always log onto **MilitaryChildCare.com** to review the status of your requests, change information related to your requests, and cancel requests that are no longer needed.

**STEP 4 UPDATE MY PROFILE**

Keep your *My Profile* page up-to-date with important information.

*My Profile* stores information entered during the create account process, including sponsor name, contact information, and child name and date of birth. Log onto **MilitaryChildCare.com** to update your profile at any time. It is important to keep your email and phone number current, so when an offer is made programs can reach you.

**It's that easy!**

**Middle School/Teen Registration:** Middle school/teens may register for CYS programs by completing the two page registration form and turning it in at either PCS or the youth center. Forms are available at youth services facilities. Youth may attend the teen centers one time as a guest while their registration is being processed. Once registration is validated, an annual pass will be issued to youth. If the youth has a special need, they must register at PCS. The special needs will be addressed by the Multidisciplinary Inclusion Action Team (MIAT). The youth may not attend until cleared by the MIAT process. Some special events and field trips may cost a nominal fee, but participation in these events is not mandatory. In the case of field trips, a permission slip must be signed by a parent in order for youth to participate in that field trip. To enroll in a team sports program, a sports physical is required in addition to this registration. Sports fees may also apply.

## CHAPTER 3 - DAILY OPERATIONS

**Daily Admission/Release: Arrival & Departure Procedures:** Under no circumstance will a child/youth be released to any person who is not authorized to pick up the child/youth. Positive control of child/youth will be maintained by the classroom and front desk staff. Upon entering the CYS facility, a parent/designated representative will swipe their child into the Child Youth Management System (CYMS) at the front desk before proceeding to their child's classroom. **Under no circumstance will the parent/designated representative move beyond the front desk without first swiping in.** After swiping in at the front desk, the parent/designated representative may proceed to the classroom. Upon entering the classroom, the parent/designated representative will sign the child in, annotating his/her name, date, time and signature.

School age children may be swiped in by their parent/designated representative or the child/youth will key their personal identification number (PIN) into CYMS and the parent/designated representative will then sign the child/youth in, as above.

Middle School/Teens (MST) youth participate in an open recreation program, which means they are allowed to enter and depart the facility without a parent/designated representative.

MSTs will swipe their key fob or enter their PIN and sign in before they may participate in the CYS program. They also swipe out when they exit.

***For pick up of child (ren), parents/designated representative will follow the same procedures listed above.***

Unless prior written arrangements have been made with CYS personnel, only parents or parent designees may take a child from a CYS program. The child will be picked up, signed out in the classroom/activity and swiped out of CYMS on the way out. Children may not be released to siblings or other children under age 13.

No parent may be denied access to a child, including the right to pick up a child from a CYS program or FCC home, unless a copy of the **custody agreement or court restraining order that relinquishes such parental rights is on file at the care giving site.**

**All CDC/FCC/SAC parents have the responsibility to inform the program when their child will not be coming. This helps the staff account for children during required accountability checks.**

**Denial of Child Care Services:** CYS takes all reasonable precautions to offer a healthy environment. To ensure the safety of all enrolled children/youth the staff will observe children/youth for signs of illness or symptoms of contagious disease upon arrival, while they are in care and before they leave. Parents/guardians must pick up their child/youth that becomes ill while in care within 1 hour after being notified. Children/youth who appear to be ill or show visible signs of fever will be screened closely and may be denied admission based upon the following symptoms:

Obvious illness such as:

Temperature of 100.5° F and above (38.06° C) for children 3 months or younger or 101.0° F and above (38.3° C) for children older than 3 months

Impetigo- Blister like lesions that develop and 'honey crusted' scabs (common on hands

and face)

Scabies-Crusty wavy, ridges, and tunnels in the webs of fingers, hands, wrist and trunk with intense itching

Ringworm-Flat, spreading ring-shaped lesions

Chicken pox-slight fever and eruption that progresses from red bumps to pustules

Head lice-nits-sever itching scalp with nits, egg sacks seen on hair shafts

Culture-proven strep infections that have not been under treatment for at least 24 hours

Conjunctivitis (pink eye)-Redness of the eye, swelling of lid, sensitivity to light and purulent discharge

Persistent cough, severe diarrhea or vomiting.

Symptoms of other contagious diseases such as measles, mumps, hepatitis, and strep infections

Pinworm infestation

Inability to participate (out of the norm for that child)

Exclusion criteria for children/youth and adults who become ill during the **influenza season** (1 October – 31 May) include: having a fever (100° F axillary or oral) and at least one (1) respiratory symptom such as runny nose, cough, congestion, sore throat, intestinal upset, and diarrhea, NOTE: Individuals may be infected with the flu and have respiratory symptoms without a fever.

**Note- For the protection of all, it is the parent's responsibility to notify CYS Services when their child has a communicable disease.**

**Re-Admission after Illness:** CYS staff will provide Parent/Guardian with an illness/injury readmission form (AE Form 608-10-1B) detailing criteria for readmission. The child's/youth's health care provider should use the form to indicate when it's safe for the child/youth to return to the program. However, a note alone from the health care provider **will not automatically re-admit the child/youth into the program or override CYS Health regulations.** The child/youth may only return to the CYS program when the following conditions exist:

Fever has been absent for 24 hours.

Nausea, vomiting or diarrhea has stopped for 24 hours.

Antibiotic has been given over a 24 hour period for known strep or other bacterial infection.

Chicken pox lesions have all crusted, usually 5-6 days after onset.

Scabies is under treatment and a physician's note.

Lice treatment has been completed and there is no presence of nits (eggs) and lice seen on the shafts and scalp

Pinworm treatment has occurred 24 hours before readmission and a physician's note.

Lesions from impetigo are no longer weeping. Requires a physician's note.

Ringworm has been under treatment and a physician's note. The lesions must be covered.

If lesions cannot be covered, child/youth will not be admitted until lesion has shrunk.

Conjunctivitis (Pink Eye) has diminished to the point that eyes are no longer discharging.

The child/youth has completed the contagious stage of the illness and a physician's note.

Hand and foot mouth disease - fever subsides usually 2 to 3 days; rash is not contagious.

The child feels well enough to participate in all activities taking place in the classroom or activity area.

**Basic Care Items:** Acceptable basic care items are limited to topical items used for the prevention of sunburn, diaper rash, teething irritation, lip balm, insect repellants and lotions. Products such as these are limited to those identified in AR 608-10 and must be approved by the Food and Drug Administration (FDA). An authorization form must be obtained from the parent/guardian in order for such items to be applied. The form is good for 3 months. Basic care items will be in their original container and stored out of reach of children. Each item should have the child's first and last name legibly written on it, as well as on the outside of the bag. The use of basic care items is not allowed in hourly care.

**Administration of Medication:** Certain medications may be administered in the CYS setting when it is **not possible** for Parents/Guardians to be present. Only prescribed antibiotics, antihistamines, decongestants, topical medications and behavioral medications from health care providers and U.S. medical treatment facilities may be administered to child/youth that are enrolled in full-day, part-day or regularly scheduled school-age programs. Medications not on the approved medication list must have a medication Exception to Policy by supporting PHN. Medications that are prescribed as needed (PRN) will not be given in programs, with the exception of rescue medications. Parent/guardians will complete and have the health care provider sign the corresponding Medical Action Plan (MAP) for the required rescue medication. All medications must be in the original container, have a current prescription label and if not listed on the "approved medication list" have an exception to policy. The medication must be accompanied by proper dosing syringe/cup/spoon. **All medication will be stored at the appropriate temperature and out of reach of children.** A child/youth must be taking the medication for at least 24 hours prior to re-admission into a CYS program. Parent/Guardians will complete and sign a CYS Medical Dispensation Record, DA Form 5225-R or the AE Form 608-10-1K for rescue medications, for each approved medication to be administered. A parent/guardian must complete and sign the form before medication can be administered. This policy will be discussed during the parent/guardian orientation. Please contact the individual program for further information.

**Self-Medication:** School age youth can self-medicate if the child's/youth's health care provider determines that it is developmentally appropriate, and the youth knows enough about the health condition and the treatment procedure. Self-medication in CYS programs requires written instructions from the youth's health care provider clearly spelling out what and when self-medication is allowed and under what circumstances the youth **must** refer to the parents and health care provider for assistance. Parent/guardians and youth are responsible for notifying the program staff of any medication that will be brought to CYS programs. Youth must self-administer all medications in the presence of CYS staff who will then document the incident on a medication card. If a youth (6th–12th grade) cannot self-medicate, a MIAT review is required.

**Rest and Nap Periods:** Children enrolled in CDC and FCC full-day programs or hourly care during naptime will have a rest period, usually following lunch. Children wishing to nap can do so, while the others engage in some other quiet activity (e.g. read a book, draw pictures, etc.) following their rest period. Rest period is generally 1 hour. Infants are allowed to follow their own resting/napping patterns.

### **Personal Items from Home:**

**Clothing:** Children should come to the center dressed appropriately for the weather (e.g.) jackets and hats for fall and spring; coats, boots and gloves/mitten for winter). Children should come in "**play clothes**" so that they feel free to participate in indoor and outdoor activities. Washable clothing is recommended as children may be involved in messy developmental activities (e.g. art, cooking, and water and sand play). Two changes of clothing for all children under school-age are recommended. All clothing and accessories should be labeled with your child's full name.

**Shoes:** Children's footwear must have rubber soles and be suitable for running, climbing and jumping. For safety reasons, flip-flops, thongs, heels without straps, open-toed or wedged heels are prohibited.

**Jewelry:** Accessories such as earrings, rings, bracelets, necklaces, barrettes, etc. are not permitted for children under three or children who are in multiage rooms with children under three. Such items present safety hazards when they are pulled on or fall to the floor. Young children experience their world by picking up things and taking them directly to their mouths. To avoid any child swallowing jewelry, we ask that they not be worn. Those with screw on backs are safer but still pose a risk to young children. Consider the thought of your child being the one to pick and swallow a piece of jewelry.

**Sleep Aids:** If your child is over 12 months of age and has a special soft toy that he/she she to have in order to **fall asleep / nap** with and that **fits into the child's cubby**, it may be brought to the program. It is prohibited for children younger than 12 months to sleep with any item in the cribs. Best practice is nothing goes in the cribs with sleeping infants. Pillows also present hazards for all young children and are not to be brought to the program. The naptime item for children over 12 months will be put in the child's cubby and be made available for use during naptime only. These items will need to be taken home for weekly laundering (or sooner if needed).

**Labeling Items:** Please ensure all personal items (i.e. book bags, bottles, school supplies, show and share, and clothing) are labeled with your child's full name. Book bags are subject to CYS inspections to avoid any medications or other hazardous items to children to be brought into the facilities. Books bags are used for hourly children or when cubbies are shared. Children regularly enrolled have an assigned space that includes a **center provided** blanket and sheet for nap time.

### **Diapering/Toileting Training:**

**Diapers:** For health and sanitation reasons, only disposable diapers are permitted in our programs. Cloth diapers are only allowed when the use of disposable diapers creates an allergic reaction for the child and the parent/guardian submits a health care provider's statement to that effect. Diapers for environmental reasons are not acceptable. Diapers are checked and changed promptly if they are wet or soiled. Diapers and baby wipes should be labeled with the child first and last name.

**Toilet Training:** Toilet training is a natural developmental process. Peak readiness is typically at 2 ½ years, but will vary with each child. We will not force children to use the

toilet, nor will we punish a child for lapses in toilet training. Planning a consistent toilet routine for home and center will go a long way in helping your child accomplish this developmental milestone. You must provide sufficient changes of clothing and training pants for this task.

**Transitions:** Children are supervised closely at all times and the environment facilitates staff visibility and access to children. Extra vigilance is given during transition periods, i.e., arrival, departure, employees shift changes, moving to and from playgrounds, etc. Staff complete headcounts during all transitions. Children are typically transitioned up by the program at their next stage of development. The program will provide you notice of when your child will be moving. You will have the opportunity to meet the staff in your child's new room and get their procedures as they change with age.

### **Celebrations:**

**Birthday and Holidays:** CYS recognizes that local, ethnic and seasonal celebrations are a part of valuable traditions. Parents/guardians are encouraged to coordinate plans with the program director and staff in advance of the event. Coordination is necessary as appropriate items for celebration vary based on age and developmental stages of children/youth. CYS encourages celebration cakes or cupcakes be made as a food project. The children prepare the batter and have the kitchen staff bake it. They then enjoy the art of decorating it together. All other food items must be store bought (e.g. cake or cupcakes in the original sealed package) and approved by the director and/or dietician prior to serving the children. These items must be purchased from the military approved sources (i.e. commissary or Post Exchange (PX)).

**Special Events:** Throughout the year, CYS sponsors special events and awareness campaigns such as Month of the Military Child and Army Birthday. Senior Commanders from Active Army, Guard, and Reserve and other branches of service; congressional delegates, local district officials and other key stakeholders plan and engage in observance of these events. Openings for child care are available during other special events such as balls and meetings that occur after normal operating hours. This type of care must be coordinated in advance through Parent Central Services.

**Toys/Personal Items:** Do not allow your child to bring toys or other personal items, such as jewelry, purse/wallet, money, etc. to the program. They frequently become lost, broken or are the source of conflict. If your child has a special soft toy that he/she need to fall asleep, it may be brought to the program. The naptime item will be put in the child's cubby, and available only during naptime on the mats.

**Lost and Found:** If your child is missing anything, please inquire at the program as soon as possible. It is much easier to return a lost item if it is labeled with the owner's name. Remember to label everything. Unclaimed items are given to charity or discarded every 2<sup>nd</sup> and 4<sup>th</sup> Friday.

**Personal Belongings:** CYS cannot assume responsibility for loss or damage to any personal possessions children bring to the program. It is distressing to children to misplace or lose personal belongings and sometimes difficult for staff to identify the owner. Therefore, children are prohibited from bringing toys, food, electronic equipment, money, pets, gum, candy, etc. to the programs. Please help your child understand why it is not wise to bring toys of other objects that they may not wish to share with the group. **MST youth are responsible for any equipment brought to the program.**

**Outside Activities:** Outside activities/play is scheduled for all children. A variety of equipment and activities are planned to ensure that outdoor play is safe and developmentally appropriate. Specific guidelines have been established regarding weather conditions to ensure the child/youth outdoor play is safe and healthy. Outdoor play is not allowed when weather extremes exist. Children can go outside in fog or mist. Please ensure your child has the appropriate clothing for outdoor weather.

Parents are asked to have children dress appropriately for weather conditions so their children may participate in outdoor play. Some popular clothing with children is unsafe for outdoor play (i.e., certain shoes, long dresses, cords/ties on hooded clothing and jewelry are hazardous in play areas as they promote slips and falls). Further clarification on appropriate attire will occur in detail during parent orientations at your child’s program.

Children who are unable to play outdoors will be denied participation in our programs.

Children go outside to play depending upon temperature.

|                 |                              |
|-----------------|------------------------------|
| <b>Above 90</b> | <b>Play with caution</b>     |
| <b>86-89</b>    | <b>Limited to 30 minutes</b> |
| <b>35-85</b>    | <b>No restrictions</b>       |
| <b>25-34</b>    | <b>Limited to 30 minutes</b> |
| <b>Below 25</b> | <b>Limited to 15 minutes</b> |

The fresh air in the lungs reduce respiratory illnesses.

**Emergencies Closures/Evacuation/Mobilization:** In the event of emergency, mobilization or other contingency in which the facility needs to be evacuated, CYS staff will follow a written Mobilization and Contingency Plan. Children/youth may be moved to the designated evacuation sites for safety and supervision if the emergency is not post-wide and only affects one facility. Parents/guardians and military police will be notified. Specific information can be obtained from your local CYS program.

Childcare will be provided only for mission essential personnel during post closures at the CDC, SAC, and FCC programs. Hazardous road conditions dictate bringing in only sufficient staff to cover the communities’ needs.

In the event of illness, emergency or facility closure, CYS will make every attempt to contact the parent/guardian. If the parent/guardian cannot be located to pick up the child/youth, the following procedure will be put into action:

The emergency notification child release designee on record will be called. If the center is unable to contact him/her, the next designee listed will be called.

If none of the designees can be contacted, the military police will be notified and their procedure will be followed in reference to locating the parent and custody of the child/youth.

Parents/guardians and visitors will enter and exit CYS Facilities through the front entrance/reception area, except during emergency evacuation and fire drills. During evacuations/fire drills, patrons will follow designated facility evacuation procedures.

**Accident /Emergencies:** In the event of an accident resulting in injury to a child/youth requiring medical treatment, the CYS staff will immediately contact emergency services followed by notification of the Parents/Guardian. CYS personnel or FCC Providers will accompany the child/youth immediately to the nearest emergency room by ambulance. The staff or provider will remain with the child/youth until the parent/Guardian arrives at the emergency room.

CYS policy requires written incident/accident reports for falls, scratches, bruises, bites, scrapes, etc. that occur while your child/youth is in our care to include emergency situations. Parents/guardians will be informed of the incident/accident and will be asked to sign the report. All reports are kept in the child's/youth's folder.

Any incident/accident with child abuse allegations or injuries requiring medical attention are reported through the chain of command to IMCOM higher headquarters within 24 hours.

**Severe Weather or Emergencies:** When the commander identifies the installation is in operation for mission essential and critical personnel only, the CDC and SAC programs remain operational for mission essential and critical personnel. If instructions are provided to close a program early, parents will be notified to pick up their child. Daily fees will not be refunded. Parents are required to have back-up designees for emergency situations, i.e., illness, center closures, etc. Each CYS site has a severe weather emergency plan that designates primary and secondary evacuation sites. Please ask the facility manager for those sites.

**Transportation Policy:** CYS MST and Sports staff are trained to operate government vehicles to safely transport children/youth on and off post. Our safe passenger rules must be adhered to at all times, please review them with your child/youth. Failure to follow these safety rules may result in the suspension of a child's/youth's transportation privileges.

The CYS program does not provide/utilize bus monitors to and from school at CYS expense.

Seat belts must be worn at all times in mini-buses. Busses will not move until everyone is buckled up.

Everyone must remain seated and facing forward on busses. Busses will not move until everyone is properly seated.

Inside voice is to be used at all times in vehicles.

Eating, chewing and drinking are prohibited in vehicles.

No objects (including body limbs) shall be extended out a window.

Littering is prohibited. Trash should be placed in designated trash containers.

SAC and MST programs contract busses for off post field trip transportation.



All staff complete name to face counts of children/youth before entering a vehicle and upon exiting it when going on field trips. Disciplinary action will be taken for any children/youth left unattended in vehicles which could lead to termination of employment.

Staff are required to follow the guidance in the ID-Europe Child Supervision Guidance Policy for children left unattended in vehicles.

**Field Trips:** As part of the curriculum, field trips and nature walks are scheduled to Family and Morale, Welfare and Recreation (FMWR) sites and other local sites to augment the developmental program. All field trips receive input from families, child/youth and staff to offer planned activities in conjunction with community service projects. Permission is required.

Off post field trip sites are visited by staff prior to the scheduled trip. Parents/guardians will be informed in advance of the date and destination of each trip and will be required to sign a permission form for each child/youth participating in the trip. Ratios must be maintained by paid staff supplemented with adults such as parents or volunteers. Ratios for high risk activities must follow guidance. Please consult the program director for additional information on high risk activities.

**Food and Nutrition:** FCC homes and CDC programs provide all infant jar food, cereal and teething biscuits. FCC homes and CDC programs offer some iron-fortified formula for infants. These specific USDA CACFP approved formulas are free of cost and parents/guardians have the option to decline. Parents/guardians are responsible for preparing bottles and providing an adequate number of bottles labeled with the date and child's first and last name. Please allow a few minutes as staff must acknowledge receipt of the bottles from the parents when the child is dropped off. Parent will be contacted when the number of bottles are not sufficient for the day.

All bottles must have caps. Approved bottles to include specially made non-breakable glass bottles are accepted. Medications or cereal **will not be mixed** with formula/breast milk. Bottles for infants will only contain formula or breast milk. Parents will have infant bottles prepared and ready to feed when they enter the care. Whole milk is allowed for children over 12 months (in a cup).

Infants (under 12 months) will be fed individually. Every effort will be made to feed according to the infant's feeding plan but they are fed on demand. Infant Feeding Plans are based on USDA CACFP guidelines and are established by the parent and recommendations of the child's physician or other qualified health professional.

**Meals and Snacks:** The menus are posted, and a copy may be obtained upon request. Breakfast, lunch, and snack are provided to children who are in full day, school age, and hourly care during meal times. Children in part day care only receive snack. Parents are welcome to join their child for any meal or snack but must make prior arrangements with management or FCC providers so that sufficient food can be prepared. Meal times are posted. Children must be present to eat. Food is not saved. Children arriving after a meal/snack must be fed before arriving. Due to health requirements, patrons, with the exception of infant formula/food and special dietary requirements (which are beyond the capability of the program to provide), cannot bring food into the program.

### **Feeding Children and Youth**

School age children eat their meal buffet style and the youth are served ala carte. Both styles still promote expanded language and cognitive skills, and model appropriate eating habits while fostering social interactions. It is developmentally age appropriate for children to participate in cleaning, preparing meals, serving themselves and assisting with clean-up after meals.

### **Cooking Activities**

The children participate in cooking activities to develop self-help skills, strengthen nutritional awareness and learn basic science and math concepts. They may prepare their own snack, celebration cakes or cupcakes or part of their meal when participating in these activities.

**Parent Participation Program:** The Military Child Care Act requires the establishment of a parent participation program at each DoD installation. The program allows parents/guardians to earn points by participating in pre-approved activities at the centers, on field trips or in the comfort of the parent's home. ***Parents/guardians who wish to take advantage of this cost saving opportunity will receive a 10% monthly fee reduction.*** Here are a few ways Parent/Guardians can earn points towards fee reductions in childcare:

**Parent Education:** Classes at least quarterly by CYS Training staff, Army Community Service, Parent 2 Parent, etc. Regularly scheduled classes include some of the following (1) child growth and development (2) special needs awareness, (3) character counts, (4) baby sign language and (5) child guidance techniques.

**Parent Bulletin Boards:** Parent Boards are located in the main hallway and classrooms to provide parents with information on program operations, critical policies and events.

**Parent Advisory Board (PAB):** The PAB is a parent/guardian forum that meets at least quarterly to discuss current issues and offer recommendations for CYS program and service improvements. Parent/Guardians concerns are channeled through the program director to the installation commander for review and disposition.

**Parent Conferences:** Provide parents/guardians a formal means of communicating with those who provide direct care to their children on a regular basis. It offers a great opportunity for parents/guardians to learn up to date community news and program information while discussing their child's/youth's developmental progress.

**Mission Related Extended Hours:** Provided at no additional cost for short term child care (generally up to 3 hours/day) CYS childcare programs support patrons that have mission requirements, mobilization, deployment, contingency or TDY responsibilities after normal duty hours. Child Development Centers (CDC) supports unit requirements for childcare during training exercises, and alerts to the extent possible. CDC operating hours for full-day care will reflect installation variable duty hours. Other childcare programs provided for extended hours are FCC Extended Hours and Long Term Care homes, trained CDC baby-sitters, and Army Community Services foster homes as well as available off-post options. Extended hours per operations are according to the Installation's Child Youth Operations Plan (ICOP).

Families are not charged for approved Army mission related extended hours care. Families must provide written validation confirming the mission related extended hours care. The Soldier's Unit/Sponsor's Supervisor will provide documentation to qualify for approved mission related extended hours care to the center based program staff or FCC Provider.

**After Hour Care:** Children/youth must be picked up by posted closing time. When a child/youth is left at the site past closing, staff will attempt to contact the parent/guardian using all telephone numbers provided, to include the emergency release designees. If there are no positive responses to these calls, and the child/youth has not been picked up within 1 hour of posted closing time, the military police will be called for assistance.

## CHAPTER 4: PAYMENTS AND REFUNDS

**Joint Base Location:** At Joint Base locations where Army is the supporting Service, non-Army Families are not eligible for deployment support services fee reductions.

**Tax Liability:** All Civilian Families using on-post child care are required to register with the designated DoD Third Party Administrator and complete an online parent enrollment form to determine the tax value of their child care subsidy. Each year DoD must determine the value of the child care subsidy. This net value is the amount that is considered potentially taxable income associated with the DoD child care subsidy. Only child care subsidies that exceed the \$5000 (\$2,500 for married individuals filing separately) exclusion and taxable and reportable. Sponsors are responsible for considering any dependent Care flexible Spending Accounts (DCFSA) to determine if the net value plus the DCFSA value exceeds the \$5,000 or \$2,500 amount.

**Total Family Income (TFI)** is all earned income including wages, salaries, tips, special duty pay (flight pay, active duty Demo pay, sea pay), and active duty save pay, long-term disability benefits, voluntary salary deferrals, retirement or other pension income, including SSI paid to the spouse and VA benefits paid to the surviving spouse before deductions for taxes. TFI calculations must also include quarter's subsistence and other allowances appropriate for the rank and status of military or civilian personnel whether received in cash or in kind. For dual military living in government quarters include BAH RC/T of the senior members only; for Defense civilian OCONUS include either the housing allowance or the value of the in-kind housing provided. Current BAH chart is located at <http://www.defensetravel.dod.mil/suite/bah.cfm>

Fee assistance has been eliminated for DoD Contractors assigned to TFI Fee Category 9 and all not otherwise authorized patrons whose children receive care in military Child Development Centers, Family Child Care, School Age Care, and Youth programs. They will fall under Category 9a and their fees will be determined accordingly. Contractor employees in TFI Category 9 and all not otherwise authorized patrons are not eligible to receive the Multiple Child Reduction.

### **DOCUMENTATION NEEDED TO DETERMINE TFI:**

- a. Military Sponsor's current Leave and Earnings Statement (LES).
- b. Civilian Sponsor's current LES.
- c. Spouse/Partner's LES, W-2 forms, and/or other income documentation.
- d. Schedule C (IRS return) from previous year to demonstrate wages from self-employments.
- e. Letter from employer if spouse/partner has not worked one full month. The letter must include rate of pay and anticipated average number of employment hours in order to calculate an annual pay estimate. Pay stub must be submitted following the first month of employment.

Families who fail to show proof of TFI are charged Category 9 parent fees. If the required documents are provided at a later date, the TFI Category is adjusted accordingly and new fees effective from that date.

Fees for Blended Families and Legally Separated Families will be based on the TFI of the household.

Fees for Legally Separated Families are contingent on a legal separation document or a notarized statement stating the Sponsor is legally separated acknowledged by the commander/supervisor.

Annual TFI **will not** be adjusted unless:

Unemployed spouse/partner finds paid employment  
Family is granted a Financial Hardship/Extenuating Circumstances Reduction  
Annual Internal Review Audit documents inaccurate documentation of TFI or Fee changes  
Special circumstances (Furlough)

Parent fees **will be** adjusted when:

The Family moves to a new TFI Category.  
Child/youth transition between programs with different fees, e.g., full day care to kindergarten, Full Day to Part Day, After School to Summer Camp, Child Development Center to Family Child Care, etc.  
Army Fee policy directs a fee change.  
A Financial Hardship Waiver is approved.  
The Family relocates to another installation with different fees  
Special circumstances (Furlough)

**Program Fees:** Program fees are generated semi-monthly on the 1<sup>st</sup> and the 15<sup>th</sup> of the month. Parents can pay monthly fees for regularly scheduled Full Day, Part Day and SAC in monthly or semi-monthly installments. Incoming Families make their initial payment for care at the time they accept the child care space offered by the CYS Parent Central Services Office. **Services will be terminated if full payment plus a n y late fee charges for the month are not received by the last working day of the month unless a command approved financial hardship waiver has been approved. Only full installment payments are accepted.**

**Hourly Care Fees:** The Standard Army-wide hourly care rate is \$4 per hour per child for ALL CYS programs regardless of Total Family Income (TFI) category. **Multiple Child Reductions do not apply to hourly care.** Hourly care payment is due at the time of pick-up. If unable to pay, services will be denied until the outstanding balance has been paid in full. **For Army-wide consistency, if the child does not show up for the scheduled hourly care, a “no show fee” of \$8 will be assessed for the missed reservation. Outstanding No Show fees for missed hourly reservations must be paid in full before patrons can continue to use additional hourly care services.**

Same day or walk-ins may be accepted on a space available basis who must call no later than 0900). Reservations for childcare can be made in advance.

CDC based hourly care is a maximum of 20 hours per week per child for occasional use only. Parents cannot have regular reservations every week.

Hourly care orientation is required to be completed and documented before ALL hourly and PNO services can be scheduled/utilized.

CYS cannot guarantee hourly care reservations will be available. Demand is consistently high. Requests your reservations in as much advance as possible.

**School Age Hourly Care:** Reservations for school age program hourly care are offered only for before and after school hours when the Department of Defense schools are in session. When DoD schools are not in session, hourly care reservations are available for all day care. Reservations for same day after school care cannot be made after 1200 in order to give staff time to update children's rosters for pick-up from school.

Hourly care for children for ages 5 and attending kindergarten through 5<sup>th</sup> grade is available when children are in the facilities during before and after school. When the Department of Defense schools are closed care is all day. Hourly care for kindergarteners is in 1502 CDC Kindergarten Room. Hourly care is available for after school kindergarten provided the child is brought to the facility. Bus service for hourly care after school care is not available for the Clay facilities. After school hourly care is offered at Hainerberg SAC.

**6<sup>th</sup> graders in Hourly Care:** Reservations for before school hourly care are only available for 6<sup>th</sup> graders at Hainerberg SAC. On school out days, the 6<sup>th</sup> graders must report to the Youth Center at 1300. Hourly Care is not available for those 7<sup>th</sup> grade and above. Parents may contact PCS in reference to care in Family Child Care Homes. The homes provide care for children to 12 years old in the multiage homes

**CYS WEBTRAC Payments:** Some CYS programs allow patrons to make online payments. Please contact your local Parent Central Services for availability of WebTrac payment options.

**Other Payment Options:** Payments may be made with cash, check, credit card, auto debit or through WebTrac. Personal checks will be accepted in the amount due only. Accepting payments over the phone is possible with the use of a credit card.

**Late Pick-Up Fee:** CDC and SAC programs have a late pick-up fee of \$1.00 per minute up to 15 minutes per family per site regardless of the number of children in care at that site. For example, a family who has two children in the CDC and one child in SAC will pay a \$15 late pickup fee at each site if pick up is 15 minutes after closing. When the family is later than 15 minutes, the family is charged \$5.00 per child, per site for the remainder of the hour and then \$5.00 per child, per site for each hour thereafter. The military police will be called if children are not picked up one hour after facility closing. Late pick-up fees are not charged for approved mission related circumstances or when specific arrangements to extend child care are made prior to pick-up. Be sure to contact program director regarding documents required for the approval of mission related circumstance.

**Late Payments:** Payment for those regularly scheduled for full day/part day care are due on time. Late payment fee is charged after the 5<sup>th</sup> business day and is \$10.00 per child per payment cycle (semi-monthly) or \$20.00 (monthly).

When late or non-payments have been identified, the procedures as outlined in the SOP, Subject: "Non-Payment of Child Care Fees, Collection of Delinquent Accounts and Denial of Services" will be followed which include:

**Verbal Warning:** By Front Desk staff during swipe in/swipe out on the 4th and 5th days of each semi-monthly billing cycle. CYMS swipe station messages will notify front desk personnel to give parents a courtesy reminder of approaching payment deadlines.

**Personal Follow-Up:** By Program Manager on 5<sup>th</sup> day of the first delinquent billing cycle. Families with an outstanding balance should be contacted via telephone, in writing or in person regarding the outstanding balance. This will include informing families of their option to request a Financial Hardship Waiver and reminding of them of penalties if payment arrangements are not made by established deadlines.

**Written Notice of Non-Payment/Potential Termination:** Issued by Program Manager on 6<sup>th</sup> day of the delinquent billing cycle. This will be a template Army-standard notice. The Program Manager should also do a final verbal follow-up in conjunction with this letter to ensure the family fully understands the pending consequences and to encourage them to seek assistance if warranted. Termination of care occurs when payment is not made by the last work day of the month.

**Note: When payment is not received after repeated request, garnishment of wages will be initiated.**

**Financial Hardship Waiver:** Families must demonstrate a need for a child care fee reduction due to financial hardship based on a review by an ACS financial counselor. The counselor will provide a recommendation for a fee reduction to the Garrison Commander. Fee Adjustments for Financial Hardships must be re-evaluated at least every six months by the counselor or Garrison Commander. **Families whose child care fees are 25% or more of their Total Family Income (TFI) may request a hardship review.** Contact the Parent Central Services for assistance in filing a hardship.

**Leave/Vacation Options:** Family Child Care Fees are annualized during registration for a 2 week Leave/Vacation which reserves the child's space. The option chosen must be used during the registration year and cannot be carried over into the next year. Families who opt for 4 weeks of Leave/Vacation pay a higher monthly fee than families who chose the 2 weeks fee option. Family Leave/Vacation must be taken in a minimum of one week increments. Families must provide advance notice prior to taking leave/vacation. **Vacation options are available to patrons enrolled in CDC and FCC programs ONLY.**

**Withdrawal/Out-processing/Termination/Disenrollment:** **Parents are required to provide a 30 day notice in writing prior to withdrawal.** This notice applies to all full day care and before/after school care programs. Parents who fail to provide a 30 day notice will be charged the applicable fees. Patrons who provide more than a 30 day notice are eligible to receive a withdrawal discount of ten percent. The notice should be given to the Center Director, Assistant Director or clerical staff.

**Absenteeism:** *No credits or refunds are issued for child/youth absenteeism due to:* (a) regular childhood illnesses or injuries (two weeks or less) (b) CYS program closures due to inclement weather, training days or special installation circumstances determined by the Garrison Commander (GC), (c) withdrawal except in situations approved by the CYS Coordinator where the child/youth has not started the class and for (d) unused leave/vacation. Sponsors requesting refunds for circumstances outside the scope of this policy must submit their justification in writing through the program director to the garrison commander.

**Refunds:** Refunds are authorized for: (a) program closures for repair or renovation when an alternate care setting is not provided (b) unexpected prolonged child absence due to family emergency or extended illnesses (c) withdrawal from a regularly scheduled child care programs upon receipt of PCS orders and (4) withdrawal from a Youth Sport (occurring before midseason of the sport) upon receipt of PCS orders. Forms are available at Parent Central Services or at your program facility.

### **PARENT FEE REDUCTIONS/INCENTIVES:**

**Deployment Support Services:** Parents receive deployment reduction for regularly scheduled child care and reduction for other deployment support services.

Please contact Parent Central Services for additional information regarding Deployment Support Services.

**Parent Participation Fee Reduction:** Parents may earn a fee reduction for participating for a minimum of 10 hours in CYS programs. A 10% reduction on one month's fee for one child may be awarded for each 10 hours of parent participation. Reductions are limited to 10% per child per month.

Parent participation hours may accumulate month to month and will not be shared with other families. The CYS Coordinator may approve Military Units or formal organizations such as Family Readiness Groups (FRG) to "adopt" families who are unable to accumulate participation hours due to deployment or other extenuating circumstances. Families must be identified and approved prior to the accumulation of points. Members of units or organizations are not required to have children or youth enrolled in CYS. Adopted Families may not use hours accumulate on their behalf when the deployment or extenuating circumstance ends.

**Multiple Child Reductions (MCR):** A 15% MCR is applied when more than one child is enrolled in regularly scheduled child care programs or seasonal youth sports offered by CYS. MCRs for child care and youth sports are determined separately and may not be combined. MCRs are *not* applied to Hourly Care, SKIES *Unlimited* fees, or School Age occasional user fees.

Seasonal youth sports: MCR applies to Families with more than one child enrolled in a seasonal youth sport. The Standard Army-wide Multiple Child Fee Reduction is applied to the second child and all subsequent children enrolled in a youth sport occurring in the same season.

Regularly scheduled child care programs (Full-day, Part day, FCC home, Before and After School Age, etc.): MCR applies to Families with more than one child enrolled in ongoing child care programs. The child enrolled in the highest cost care option is considered the first child and pays full fee. The Standard Army-wide Multiple Child Fee Reduction is applied to the second child and all subsequent children enrolled in regular ongoing child care program.

**Family Child Care Fee Incentive:** FCC Parent Fee Assistance represents a savings to Families over Army CDC and SAC fees for designated Total Family Income Categories. This savings is an efficiency incentive to encourage more Families to use FCC Homes as their primary source of child care. Contact Parent Central Services for additional information on FCC Parent Fee Assistance.



**Extended Duty Child Care Fee Assistance:** Provided at no additional cost for short term child care (generally up to 3 hours/day) beyond FCC regularly scheduled care hours (based on Sponsor's typical duty day/care requirements). A written validation statement is required from the Soldier's unit/Sponsor's Supervisor to the FCC Provider to qualify.

**Mission Related Extended Duty 24/7 Fee Assistance:** Provided at no additional cost for care beyond FCC regularly scheduled care hours. Individual Families are authorized up to 15 days for Extended Duty Child Care per year.

## **CHAPTER 5 - CURRICULUM AND PROGRAMS**

### **CORE CURRICULUM:**

#### **CHILD DEVELOPMENT CENTERS (CDC) and FAMILY CHILD CARE (FCC) HOMES**

The Creative Curriculum is the authorized curriculum used in CDCs and FCC Homes for children ages 0–5. The Teaching Strategies (TS) Gold Developmental Assessment and *Checkpoints*, will be used to document the progress of children. All activities will be developmental in nature and recognize children’s individual differences by providing an environment that encourages self-confidence, development of self-help and life skills, curiosity, creativity, and self-discipline as outlined in the Creative Curriculum. Concrete experiential learning activities encompass the following six domains: Social, Physical, Language/Literacy, Cognitive/Intellectual, Emotional and Cultural.

Typical child routines such as meal times, clean-up times, napping and rest times, and diapering and toileting are integral parts of the curriculum, not separate items between curriculum areas. Daily schedules and weekly lesson plans are posted.

A child growth and development chart has been attached at the end of the handbook. It is one of the charts used in the programs.

#### **SCHOOL AGE CARE (SAC)**

Curriculum and programming centers around the school age five services areas. Children will have input into activity choices to ensure the activities meet their needs and interests. Documentation of child input into activities is on file in the program. Program choices are designed and implemented to meet a variety of child interests to cover a wide variety of skill, ability and interest levels.

Daily schedules/lesson plans will be flexible, provide stability without being rigid, allow children to meet their physical needs (e.g., water, food, restrooms) in a relaxed way, allow children to move smoothly from one activity to another, usually at their own pace, and facilitate transitions when it is necessary for children to move as a group.

Program activities are offered in Life Skills, Citizenship and Leadership Programming. A variety of clubs and committees will be available to expand children’s interpersonal, speaking, and leadership skills. Program choices will be offered to help children develop skills in independent living and life planning such as cooking, gardening, etc.

#### **MIDDLE SCHOOL/TEENS (MST)**

The MST program utilizes a comprehensive youth development curriculum framework to ensure the physical, cognitive, social and emotional needs of youth are addressed. The framework is comprised of Five Service Areas to meet the core requirements:

- Character and Leadership Development
- Education, Support and Career Development

- Health, Wellness and Life Skills
- Sports, Fitness and Recreation
- The Arts

Youth will work together with staff to ensure they have input into activity choices. Activities must meet the needs and interests of the youth. Intent is to have a combination of youth and adult choices in the lesson plan. Youth will help determine frequency. Activities will reflect the program's written philosophy and goals for youth in a prominent area.

*We encourage our Families to share their culture, heritage and home language throughout all curriculums.*

Workforce Preparation Program (WPP). WPP is a program for Army youth ages 16-18 years of age offering an opportunity to gain valuable work experience with CYC for 12 weeks.

### **CHILD AND YOUTH SPORTS AND FITNESS PROGRAM**

The Child and Youth Sports and Fitness Program utilize a comprehensive framework to ensure the physical, cognitive, social and emotional needs of youth are addressed;

The System is comprised of Five Service Areas to meet the core requirements:

- o Character and Leadership Development
- o Education, Support and Career Development
- o Health, Wellness and Life Skills
  - Sports, Fitness and Recreation
  - The Arts

Team Sports are offered for all children ages five and above in the following sports:

- o Baseball/T-Ball
- o Soccer
- o Basketball
- o A minimum of two additional team's sports offered at any time of the year (volley ball, dodge ball, cheerleading, tackle football, etc., based on community needs and interests).

Individual Sports are offered in at least three locally selected sports. A minimum of one Fitness and Health option is offered anytime during the year such as healthy lifestyles, healthy eating, personal hygiene, etc.

Fitness and Health programs focus on nutrition education/counseling and health promotion. These programs are implemented throughout the CYC system.

- o Nutrition, Counseling or Health activities/event

At least one other locally determined option i.e. aerobics, weight lifting, biking, fitness trails, challenge courses, walking, jogging, hiking, etc.

Outreach programs are offered in CDC, SAC, MST and FCC in four areas throughout the year.

- Intramurals (SAC/MST)
- Motor Skill Activities (CDC/SAC) i.e. Start Smart
- Skill Building Clinics (all)
- MWR Partnerships (SAC/MST) i.e. Gymnasium, Outdoor Recreation

A minimum of one additional outreach activity (usually a special event or camp) is offered.

## **CORE PROGRAMS:**

**Child Development Centers (CDCs):** (Ages 6 weeks-5 years) Offer post full-day, part-day, hourly child care, and the *Strong Beginnings* Pre-Kindergarten, before and after kindergarten program. Care is provided by trained staff and operations are subject to Department of Defense (DoD) Certification.

**Family Child Care (FCC) Homes:** (Ages 4 weeks-12 years) Offer full-day, part-day, and hourly child care to include extended duty day, weekend care, 24-hour care as needed in a home environment. Care for up to eight children (depending on mix of ages) is provided by trained, certified, and monitored Family Child Care Providers in their government housing and is subject to DoD Certification.

### **Benefits of Family Child Care:**

- Flexible hours
- Home-like environment
- Low adult-to-child ratios
- Long Term and Extended Care

### **Extended and Long Term Care**

Providers offer care for children of parents who work evenings, unusual hours, weekends, shifts, or over 12 hours per day (duty-related) in order to support the mission. The government pays for a portion of the childcare costs; however, the parent is still responsible for their full daycare fees and a daily rate for any weekend care. Extended and long term will care require approval of the requestor's commander. All requests must be submitted no later than one (1) week in advance and approved by the FCC Director. The forms are available at the FCC Office. Please call Family Child Care Office for more information.

**School-Age Centers (SAC) (aka Child Development Centers for 6-10 year old children):** (Grades 1-5) Offer before and after school programs, weekend activities during the school year, summer care and camps during school vacations. Care is provided by trained staff and operations are subject to DoD Certification.

**Youth Centers (YCs):** (Grades 6-12) The Youth Program offers comprehensive, supervised program options and affordable, quality, predictable services that are easily accessible for eligible youth. This is achieved through a comprehensive Youth Program framework consisting of the Five Service Areas. Through formal partnership agreements with several nationally- recognized youth-serving organizations, such as United States Department of Agriculture (USDA), 4-H and Boys & Girls Clubs of America (BGCA), youth have access to programs, standardized curricula, special events, camps, scholarships, etc., no matter where they live. Supervision and programming is provided by trained staff and operations are subject to DoD Certification.

**Youth Sports & Fitness Programs/SKIES:** (Ages 3-18 years) Offer developmentally appropriate opportunities for children and youth to be engaged in individual and team sports, competitions, skill building clinics, and nutrition and health classes that foster development of life-long healthy habits. Provided by trained CYS employees and volunteer coaches in a variety of settings including Youth Centers, MWR Facilities, Schools, community fields and facilities.

Baseline Programming includes:

- o Team Sports
- o Individual Sports
- o Fitness and Health
- o Outreach

**SKIES Unlimited Instructional Program:** (Ages 3-18 years) Offers range of out of school classes, e.g., music, dance, martial arts, gymnastics, technology, life skills, and SAT prep designed to complement, expand, and support the academic, life skills, and athletic experiences children and youth have within Army CYS Programs and Schools. Provided by CYS employees and contract instructors in a variety of settings which may include Child Development Centers, School Age Programs, MWR and Community Facilities and Schools.

**Get Fit... Be Strong:** A comprehensive health, fitness and wellness campaign in an effort to increase children and youth's physical activity and teach them healthy lifestyle techniques. The "Get Fit, Be Strong" initiative is executed in School Age Care (SAC), Middle school/Teen Programs (MST), and Child & Youth Sports & Fitness (CYSF). All children and youth enrolled in SAC, MST, and CYSF programs have daily opportunities to participate in self-directed and staff-facilitated physical fitness activities while earning recognition from the President's Challenge Physical Activity & Fitness Awards Program. CYS staff and parents will also be able to participate in this initiative, thus setting great examples and serving as role models for children and youth.

**National Alliance for Youth Sports (NAYS):** NAYS is the nation's leading youth sports educator and advocate with national programs that educate administrators, coaches, officials and parents about their roles and responsibilities in the context of youth sports, in addition to offering youth development programs for children.

Since 1993, the National Alliance for Youth Sports has created a unique partnership to bring quality youth sports programs to children on military bases in CONUS and OCONUS locations. Through NAYS CYS offers; youth sports coach's certification, youth sports officials training services, parental sports education and marketing services, Start Smart Sports Development Program for Child Development Services, and on site and on-line educational forums on Army installations worldwide.

### **Parent and Outreach Services Programs**

**Parent Central Services:** (Ages 0-18 years) Offers registration, enrollment, records transfer, parent education classes, and babysitter training and referral services for families. Includes CYS *Parent Advisory Board*, non-traditional outreach services, and *Parents On Site* and the volunteer program. Provides program information, sends eNews publications and messages and contributes to web sites of interest to parents.

**Kids On Site/Short Term Alternative Child Care:** (Ages 6 weeks-12 years) Offers short term hourly child care for families using/attending Command Sponsored events, e.g., Strong Bonds, Family Readiness Groups, Memorial Services, Yellow Ribbon Events etc. Provided by CYS employees in a variety of on and off post settings that may include Family and Morale, Welfare and Recreation facilities, Chapels, Armed Forces Recreation Centers, Hotels, Schools, Armories, etc. Parents remain on site or are immediately available in an adjacent facility.

**Kids At Home:** Offers non-traditional outreach services to support Families with children/youth whose primary care/educational setting is in their own home. Includes imAlone classes for enrolled children (Middle School) whose parents have determined that they can be home alone during out of school hours, and Home School *Services*, e.g., use of CYS tech labs, multipurpose rooms, homework centers, instructional programs for educational purposes during school hours (when facilities are not in use) by children/youth who are home schooled and accompanied by their parents.

**Parents On Site/Parent Co-Ops:** (Ages 6 weeks-12 years) Offer support services for the operation and management of parent co-ops that exchange babysitting services, infant/toddler playgroups, short term care in unit settings by family members in one unit or organization for similar services at a future agreed upon time with family members in another unit or organization. Care is provided by parents with CYS staff assistance and operations are subject to DoD Certification.

**CYSitters/Trained Babysitters:** Offer formal training for teens and adults who provide short term hourly child care in families' own homes. Training covers skills needed to safely and appropriately care for children and includes First Aid and CPR, program activities and the "business" of babysitting. Trained CYSitters receive a certificate of completion and a wallet card and may be placed on the CYS' babysitter referral list at <http://www.sittercity.com>.

### **Deployment Support Services**

**Operation Military Kids (OMK):** Operation: Military Kids is a collaborative outreach effort between many different organizations to build capacity in local communities to support military children and youth impacted by deployment and build resiliency during the reintegration process. OMK is funded through the Army National Guard and Army Reserve. National partners, (e.g., Army R e c r u i t i n g Command, A r m y Cadet Command, Military Entrance Processing Stations, 4-H, Boys & Girls Club of America, Military Child Education Coalition, the American Legion, Child Care Aware of America) provide support to geographically dispersed military families where they live. Programs and services are delivered by State Teams comprised of local representatives from the partner agencies listed above.

**Youth Technology Labs (YTLs):** (Grades 1-12) Provide a safe, secure, and age appropriate place where children and youth can engage in technology-based activities and programs; both key to linking youth with their deployed parents and serving as a vital component of CYS Home Work Centers and Mobile Tech Labs that support geographically dispersed children and youth through Operation Military Kids.

**Child Behavior Consultants (Military Family Life Counselors/MFLC):** Provide on-site counselors in child and youth programs to offer non-medical, short term, situational, problem-solving counseling services to staff, parents, and children within CYS facilities, garrison schools and summer camps.

**Respite Child Care:** Offers respite child care for parents to give them temporary relief from child rearing duties and allows them time to take care of personal business. Families are offered 16 hours per child, per month at no cost care beginning 30 days before Soldier is deployed and ending 90 days after Soldier returns.

**"We've Got You Covered:"** Offers extended hours in designated CYS operations to ensure child care is available for enrolled full day children at no additional cost to Soldiers who

have mission requirements beyond normal duty hours.

**ICYSmiles (aka "I See Your Smiles"):** Offers separated Families and Soldiers opportunities to download and view video footage of their children participating in CYS Services Programs. Existing video surveillance systems in CYS Facilities allow Families to record video messages to send to absent loved ones.

**School Support Services:** (Grades K-12) The purpose of School Support Services is to reduce the conflict between military mission requirements and parental responsibilities related to K-12 education. School Support Services provides a variety of programmatic strategies and resources to achieve this mission and to support academic success and wellness for Army children and youth.

**School Liaison Officers (SLOs):** Have strong educational backgrounds and are located on each Army garrison. SLOs provide support to Garrison Commanders, Army Families and school districts. SLOs advise garrison command staff on matters related to schools; assist Army Families with school issues; communicate information and support services to Army Families and schools; support Army Families during school transitions; collaborate with school districts to build positive relationships and address issues that impact Army students; facilitate training for parents, schools, and garrisons; foster reciprocal transition practices among school districts and increase school transition predictability for Army Families.

**Homeschool Support:** Provided to Families who choose to homeschool their children. SLOs gather and share policies and resources to help these families overcome unique challenges and barriers.

**Homework Centers (K-12 grades):** Create a safe and familiar before and after school academic support environment in school-age centers and youth centers.

**School Youth Sponsorship Programs:** Ease school transitions in CONUS and OCONUS schools.

**Tutor.Com:** (K-1st Yr College) Offer free, online tutoring services to dependent children of active duty Army personnel, dependent children of deployed Army National Guard personnel, dependent children of deployed Army Reserve personnel, dependent children of Army Wounded Warriors/Survivors, inactive/part-time Army National Guard personnel and their dependents and inactive/part-time Army.

## Developmental Characteristics of Children

### Child Growth and Development

| <b>Age</b> | <b>Physical</b>                      | <b>Socio-emotional</b>   | <b>Cognitive</b>                                   |
|------------|--------------------------------------|--|--|
| 0-3        | Born with reflexes-sucking, grasping | Concerned with satisfaction of needs                               | Makes sounds (coos)                                |
| Months     | Lifts head when held at shoulder     | Smiles spontaneously and responsively                              | Smiles and expresses pleasure when sees faces      |
|            | Moves arms and legs actively         | Likes movement-being held and rocked                               | Looks at patterns (e.g. faces, shapes)             |
|            | Brings hands or objects to mouth     | Expresses discomfort by crying and tensing body                    | Knows familiar voices especially mother and father |
|            |                                      |  | Follows light, faces, objects                      |
|            |                                      |  |  |
| 3-6        | Rolls Over                           | Makes sounds to get attention                                      | Recognizes primary caregiver                       |
| Months     | Holds head up when held in position  | Smiles responsively  | Uses both hands to grasp objects                   |
|            | Lifts up knees=crawling motions      | Laughs aloud   | Likes to watch objects and people                  |
|            | Reaches for objects                  | Socializes with anyone but knows mother, father, primary caregiver | Recognizes bottle                                  |
|            | Sits with support, back is rounded   | Smiles at reflection in mirror                                     | Laughs, squeals, blows raspberries                 |
|            |                                      |  |  |



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| 6-9 Months  | Sits unaided- spends more time in upright position | Prefers primary caregiver   | Babbles to himself/herself  |
|             | May be able to crawl                               | May cry when strangers approach   | Puts everything in mouth  |
|             | Reaches and grasps objects using whole hand        | Commonly exhibits anxiety when parent or caregiver leaves   | Solves simple problems (e.g., will move obstacles aside to reach object)                |
|             | Develops eye-hand coordination                     | Pats own reflection in the mirror   | Transfers objects from hand to hand   |
|             | Begins to pull up and stand                        | Begins to “play” with adults (e.g. peek-a-boo)  | Drops objects repeatedly  |
|             | Can hold an object in each hand                    | Prefers mother over others  | Fascinated with small objects   |
|             | Begins teething                                    | Responds to changes and emotions of others  | Begins to respond to words  |
|             |  |   |   |
| <b>Age</b>  | <b>Physical</b>                                    | <b>Socio-Emotional</b>  | <b>Cognitive</b>  |
| 9-14 Months | Achieves mobility- strong urge to climb, crawl     | Extends attachment for primary caregivers to the world; in love with the world and wants to explore everything              | Demonstrates intentional behavior-initiates action                                      |
|             | Stands and walks                                   | Knows objects exist even when they can't be seen (object permanence); thus knows when parents or caregiver leave, they will | Eager for sensory experiences; explores everything; has to touch and mouth every object |

|              |   |  |  |
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|              |   | return   |  |
|              | Learns to grasp with thumb and finger               | Typically friendly and affectionate with caregiver- less so with strangers | Curious about everything   |
|              | Feeds self  | Responds to his or her name  | Realizes objects exist when out of sight and will look for them (object permanence)  |
|              | Drinks from a cup with spout                        | Cries or shows emotions when told “no”                                     | Stares for long periods to gain information  |
|              | Bangs objects together                              | Fear and anxiety of strangers; may cling to parents                        | Interested in and understands words  |
|              | Able to pick up small objects                       | May cry when parent leaves   | Say words such as “mama” and “dada”  |
|              | Can turn a group of pages in a book                 |  | Likes to look at books   |
|              | Plays ball by receiving and returning a rolled ball |  | Combines gestures with words-wave hand and says “bye-bye”                            |
|              |   |  |  |
| 14-24 Months | Walks and runs                                      | Tends to be opinionated – “no” stage-and/or very directive                 | Can follow simple directions   |
|              | Drinks from cup alone                               | Aware of being an independent person; starts to assert independence        | Uses language to serve immediate needs (“mine”, “cookie” and names familiar objects) |
|              | Turns pages of                                      | Tests limits   | Imitates words readily and understands a lot more than                               |

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|            | books   |   | he or she can say  |
|            | Scribbles spontaneously                           | Develops concept of self, is fearful of injury (“band aid stage” “I wanna” stage, everything “mine” stage.  | Has improved memory  |
|            | Loves to practice new skill                       | Tends to stay near mother or father and make regular overtures-seeks approval, asks for help  | Experiments to see what will happen and observes cause and effect relationship                 |
|            | Likes gymnastics, climbing, going down slides     | Plays beside other children without interacting called parallel play  | Learns to use means to achieve end (e.g. can tilt object to get to them through bars in cribs) |
|            | Stacks two to three blocks                        | May have security object (blanket, stuffed animal)  | Spends long periods of time exploring a single object  |
|            | Climbs  | May have temper tantrums  | Loves to play with objects   |
|            | Can stop, squat and then stand                    |   | Recognizes self in mirror  |
|            |   |   | Begins to be able to think about an action before doing it (e.g. reaching for a toy)           |
|            |   |   |  |
| <b>Age</b> | <b>Physical</b>                                   | <b>Socio-Emotional</b>  | <b>Cognitive</b>   |
| 2-3 Years  | Has sufficient muscle control for toilet training | Has strong urges and desires but is developing ability to exert self-control; wants to please parents but sometimes has difficulty not acting impulsively | Has a beginning awareness of time  |
|            | Highly mobile-skills are refined                  | Displays affection-especially for caregiver   | Capable of thinking before acting  |

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|           | Uses spoon to self-feed  | Imitates own play activity and occupies self   | Becoming very verbal   |
|           | Throws and kicks a ball  | Able to hold a conversation  | Enjoys talking to self and others  |
|           | Takes apart simple objects and put them back together                                  | Developing interest in peers but does not understand sharing                                 | Loves to pretend and to imitate others   |
|           | Has increased eye-hand coordination; can do simple puzzles, string beads, stack blocks | Displays sense of humor  | Enjoys creative activities such as block play, art, drama  |
|           | Likes to help dress and undress self   | May exhibit fears of the dark, "scary" faces, masks, or monsters                             | Thinks through and solves problems in the head before acting (has moved beyond action-bound stage) |
|           | Washes and dries hands   | Acts as if other children are objects or toys  | Can make simple choices  |
|           | Climbs on playground structures  | Temper tantrums may continue   | Begins to use language to express ideas and feelings   |
|           |  |  |  |
|           |  |  |  |
| 3-4 Years | Runs and jumps easily; jumps in place  | Knows name, gender, age and sees self as part of a family unit                               | Believes there is a purpose for everything and asks "why?"   |
|           | Walks up/down stairs unassisted  | Plays alongside other children and begins to enjoy and interact with them; learning to share | Uses symbolic play- has strong fantasy life, loves to imitate and role-play                        |

|            |   |   |  |
|------------|---|---|--|
|            | Balance on one foot                                       | Helps with small household tasks            | Understands some number concepts, comparisons, colors                                |
|            | Uses toilet consistently                                  | Likes to be "Big" and to achieve new skills | Shows logical thinking   |
|            | Begins to dress self                                      | Shows affection for friends                 | Interested in letters  |
|            | Builds with blocks and construction toys                  | Can express anger verbally                  | Able to scribble and draw recognizable objects and circles                           |
|            | Has developed fine muscle control                         | Uses please and thank you                   | Speaks in longer sentences and uses language to describe events and explain behavior |
|            | Has boundless energy                                      |   | Ask a lot of questions   |
|            | Can stand on tip-toes                                     |   | Can remember simple rhymes and lyrics  |
|            | Rides a tricycle  |   | Names colors   |
|            | Vision nearing 20/20                                      |   | Understand size differences  |
|            | Has all 20 primary "baby" teeth                           |   | Understand past tenses (yesterday)   |
|            | Stacks 10 blocks  |   | Remembers certain events   |
|            |   |   |  |
| <b>Age</b> | <b>Physical</b>   | <b>Socio-Emotional</b>                      | <b>Cognitive</b>   |
| 4-6 Years  | Has improved coordination and is learning many new skills | Plays cooperatively with peers              | Shows increased attention span   |

|            |   |  |   |
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|            | Has improved coordination in fingers-able hold and use a pencil, cut with scissors, catch a ball, use a fork and spoon, can brush teeth | Can share and take turns                           | Expands dramatic play with attention to detail and reality                  |
|            | Climbs, hops, skips, and likes to do stunts   | Identifies with own gender and ethnic group        | Has increasingly more complex language skills                               |
|            | Catches and throws a ball overhand  | Displays independence                              | Expresses ideas, asks questions, engage in discussions                      |
|            | Jumps rope  | Protects self and stands up for rights             | Speaks clearly  |
|            | Begins learning to tie shoes  | Identifies with parents and likes to imitate them  | Able to draw pictures that represent objects or things                      |
|            | Talks backwards   | Often has "best" friends                           | Likes to tell or act out stories  |
|            | Dresses self  | Likes to show off skills to adults                 | Knows the days of the week and months                                       |
|            | Likes to play sports  | Continually forms new images of self               | Can name coins and money  |
|            |   | Enjoys being a leader                              |   |
|            |   |  |   |
| 6-12 Years | Enjoys using new skills, both large and small muscle  | Developing a more refined personality              | Enjoys projects that are tasks oriented (e.g. sewing, cooking, woodworking) |
|            | Likes to achieve in sports  | Friends are very important; may have a best friend | Highly verbal-enjoys jokes and puns, uses language                          |

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|  |   |   | creatively   |
|  | Energetic and tends to have large appetite                          | Enjoys working/playing with others and alone  | Asks questions that are fact oriented-wants to know how, why, and when       |
|  | Gaining in height and weight at a steady rate                       | Defines self-image in part by success at school   | Likes to make up stories, plays, and puppet shows                            |
|  | Has increased coordination and strength                             | Has a strong sense of group identity  | Understands cause and effect relationships                                   |
|  | Developing body proportions similar to adult                        | Plays almost exclusively with same gender; starts to mix (10-12)                                  | Organizes collections and enjoys sorting objects by shape, size, color, etc. |
|  | Practices self-care habits (brushing teeth, combing hair, dressing) | Begins to experience conflicts between parents' values and those of peers                         | Judges success on ability to learn to read, write and do arithmetic          |
|  | Puberty may start   | Has a strong sense of fairness and fair play  | Able to deal with abstract ideas   |
|  | More graceful with movements and abilities                          | Believes that rules are important and must be followed  | Enjoys clubs and groups such as Boy Scouts or Girl Scouts                    |
|  | Can use tools (hammer, screwdriver)                                 | Likes affection from adults-especially true for girls   | Understands concept of space   |
|  | Practices skills in order to become better                          | Increasingly independent but still emotionally dependent on adults-wants them to be there to help |  |
|  | Enjoys many activities and stays                                    | Able to assume responsibility for self and  |  |

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|             | busy  | may care for younger siblings  |  |
|             |   |  |  |
| <b>Age</b>  | <b>Physical</b>   | <b>Socio-Emotional</b>   | <b>Cognitive</b>   |
| 13-15 Years | Puberty continues. Boys height and weight may surpass girls   | Interested in activities involving opposite gender; learning to live with them | Find justice and equality to be important issues               |
|             | Growth of hands, feet, nose and ears may be faster than arms, legs and face causing concern for appearance and clumsiness | Looking more to peers than to parents. Seek peer recognition                   | Developing skills to use in logic. Understand cause and effect |
|             | Extremely aware of differences between their own physical development and that of their peers                             | Seek acceptance and trust  | Can solve problems with more than 1 variable                   |
|             | Acne and body odor become a concern for many  | Question authority and family values   | Can imagine consequences                                       |
|             | Develop habits that affect their lifelong level of physical fitness   | Compare themselves to others   | Develops the ability to think abstractly                       |
|             | May begin to smoke, drink or take drugs and develop poor  | Concerned about physical development and emerging sexuality                    | Is concerned with philosophy, politics and social issues       |



|             |   |   |  |
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|             | eating habits   |   |  |
|             | Concerned with body image   | Body changes can set up situations of great embarrassment         | Wants independence from parents                      |
|             |   | Concerned with social graces, grooming and being liked by friends | Peer influence and acceptance becomes very important |
|             |   |   | Sets goals   |
|             |   |   | Thinks long term                                     |
|             |   |   |  |
| <b>Age</b>  | <b>Physical</b>   | <b>Socio-Emotional</b>  | <b>Cognitive</b>                                     |
| 16-18 Years | Boy's growth has doubled since age 12. Considerably taller and heavier than girls           | Make commitments  | Enjoy demonstrating acquired knowledge               |
|             | Have increased appetites  | Desire respect  | Create new possibilities from information            |
|             | Eating disorders may appear (e.g. bulimia, anorexia)(Girls more likely to suffer than boys) | Want leadership roles   | Will lose patience with meaningless activity         |
|             | Tend to have realistic view of limits to which the body can be tested                       | Test sexual attractiveness  | Can imagine impact of present behavior in the future |
|             | Learn to take and manage appropriate  | Beginning to accept and enjoy their own uniqueness,               | Tries planning their own                             |

|  |  |   |                          |
|--|--|---|--------------------------|
|  | physical risks   | but still seek status and approval of peer group  | program                  |
|  | Life patterns may become consistent                    | Initiate and carry out own tasks without supervision  | Tries on different roles |
|  | Concerned with body image                              | Develop their own set of values and beliefs   |                          |
|  | Exhibit smaller range in size and maturity among peers |   |                          |
|  |  |   |                          |
|  |  | Note: Children move through developmental stages at their own pace; within each age group, children acquire skills at different times. The ranges prescribed here are approximate rather than precise times when children acquire these skills. |                          |

## **How to increase your child's learning**

### 0-3 Months

Hold baby face to face and make eye contact

Talk in a soothing tone and let baby hear your affectionate and friendly voice

Sing to baby

Walk with baby in a sling, carrier or stroller

Rock baby in rhythmic, gentle motions

Respond quickly to baby's cries

Talk to baby with a soothing, animated voice throughout the day while dressing, bathing, feeding or playing with baby

Give baby rattles and soft toys with different sounds

Let baby hear different sounds

Show baby bright pictures of black and white images

Call baby by name

### 4-6 Months

Repeat sounds and smile when baby makes sounds

Laugh with baby

Talk to and imitate baby during feeding, dressing, and changing diapers

Spend time on the floor playing with baby everyday

Dance with baby and do other rhythmic movements

Introduce baby to other children and parents

Place soft toys near baby to encourage reaching and grasping

## Parent Handbook

Encourage laughing and play by making funny faces or sounds

Play peek-a-boo games

Show baby bright picture books and interesting objects

Show baby his reflection in a mirror

Read books and stories to baby and point out pictures

### 6-9 Months

Give baby safe toys that make noises when shaken or hit

Play pat-a-cake and peek-a-boo

Name common objects when shown to baby

Make a variety of sounds with your mouth and tone of voice

Repeat and expand on sounds baby makes

Show picture books and read stories to baby every day

Give baby toys with objects or knobs to push, poke and turn

Give baby toys that stack or nest and show him or her how they work

### 9-14 Months

Look at picture books with baby and talk about the pictures

Give baby finger foods and help him or her use a spoon (but allow baby to feed alone)

Read stories to baby every day

When baby asks for something by pointing, name the object as you give it to him or her

Hold and cuddle often

Continue a bed time routine of cuddling, rocking and soothing

Give baby toys that move (balls, cars)

## Parent Handbook

Give child toys that can be filled and emptied

Give child toys for imaginary play

### 14-24 Months

Give child simple 2-6 piece puzzles and balls of all sizes

Help child build a tower of blocks

Encourage child to help with household tasks

Give child paper and large crayons to scribble and draw (monitor closely to prevent wall pictures)

Talk to your child with clear simple language about what you are doing

Use correct names of objects for example you say "water" even if the child says "wa-wa"

Expand your child sentences (e.g. "want cookie", you say "Do you want another cookie?")

Read to child using picture and story books

Feed child at family mealtimes

Provide consistent firm, appropriate discipline without yelling or hitting

### 2-3 Year Olds

Let child have a choice when possible

Let child help in routine tasks

Read picture and story books with child

Help child learn to wash hands

Let child try to dress self

Let child play with blocks, balls, crayons and clay. (Supervise)

Sing songs, play children's music and dance with child

Let child play on toy phone to increase vocabulary

Parent Handbook

Play follows the leader games

Teach body parts

Count things out loud to teach about numbers

Use toys that sort shapes

Read a book of rhymes

Limit television/video/computer time

Spend time allowing the child to just talk to you

Teach the child how things work

Encourage play with other children

Encourage child to tell you stories

Let child do for self as much as possible

Have child pick up toys

Sing songs or nursery rhymes and teach child the words

Read stories and ask child to name pictures in the stories or retell part of the story

Teach child colors

Play sports with child

4-6 year Olds

Offer compliments for good behavior and achievements

Read to child, sing songs and talk

Spend quality time with child and show new experiences

Encourage child to ask questions and explore

Encourage physical activity with supervision

Give child chance to make choices

## Parent Handbook

Encourage child to express anger in an appropriate manner

Limit television/video/computer time

### 6-12 Year Olds

Set and provide appropriate limits, guidelines and expectations and consistently enforce using appropriate consequences

Model appropriate behavior

Offer compliments for cooperation and personal achievements

Help child choose appropriate activities

Encourage child to read and read with the child

Encourage child to get involved with hobbies and other activities

Encourage physical activity

Encourage self-discipline; expect child to follow rules that are set

Teach child of the need to respect and listen to authority figures

Encourage child to talk about peer pressure

Limit television/video/computer time

### 13-18 year Olds

Encourage adolescent to take on new challenges

Talk to adolescent about not losing sight of one's self in group relations

Encourage adolescent to talk to trusted adult about problems and concerns

Discuss ways to manage and handle stress

Provide consistent, loving discipline limits, restrictions and rewards

## Developmental Programming

Interest areas in rooms serving children less than 2 years of age.

(1) Manipulative Area – Manipulative toys include: 1-3 piece puzzles, small blocks, cubes, rattles, etc. Some of these toys are self-correcting, those which fit together in a specific way (puzzles). A child using this type of toy can realize if the toy has been put together “correctly”. Open-ended toys (small blocks, cubes, rattles, etc.) can be used in a variety of ways with no right or wrong combination. Children can be creative with them: sort, match, combine, and compare.

(2) Art Area – The art area offers a rich environment for the development of fine motor skills, creatively, and problem solving skills. Children express themselves through their art. When trying a variety of art materials, children are encouraged to make choices, try out ideas, experiment and plan. A child learns about cause and effect, colors, shapes, and textures while expressing thoughts and ideas. Fine motor skills are increased and eye-hand coordination is refined.

(3) Library Corner – Exposure to books and stories help young children develop a motivation for reading (when a child is ready to read). Children gain information by reading stories on various topics. Children acquire a specific knowledge about a variety of subjects, learn new ideas, and expand their imagination through looking at/reading books. Books strengthen children’s skills in all areas of development. They foster creatively and build vocabulary (language development). They help children deal with fears and pleasurable life experiences (social-emotional). They help develop empathy, enhance self-esteem, increase small/fine motor skills, improve visual tracking and traditionally, increase attention span, and improve listening skills.

(4) Gross Motor/Outdoor Play – Gross Motor/Outdoor play is an important daily activity for children. They get to stretch and strengthen their muscles, take in fresh air, and enjoy the environment. Children can use all their senses to experience nature; watch leaves change colors, touching the bark on trees, smelling flowers, tasting rain and snow, and listening to birds chirping. Children learn cause and effect, how to make observations and how to problem solve. Children gain physical confidence by climbing, crawling, rolling, etc. A child’s sensory abilities are enhanced, small and large muscles skills are developed, eye-hand coordination, and balances skills are increased.

g. Interest Areas in Rooms Serving Children Ages 2 and Older.

(1) Block Area – When children play with blocks, they develop concrete understanding of concepts necessary for logical thinking. They learn about shapes, sizes, numbers, order, length, and weight as they choose, build, and clean up blocks (cognitive development). Language and social development take place in the block area. As children build together, they learn to cooperate and solve problems. Physical development (both large and small muscles) is enhanced through block play. Age appropriate, functional



carpentry tools and soft wood is available for construction projects for school age children.

(2) Dramatic Play Corner – Children love playing “make believe”. They develop many new skills as they act out roles. Children learn about themselves, their families, and others around them. They perform small motor skills (buttoning, zipping, etc.), but most importantly they learn to cooperate with others by negotiating roles and playing out scenes (language and social – emotional development). Dramatic play is also important to young children because they can “safely” act out fears and re-live life experiences. Through dramatic play, children can take on roles they fear and possibly learn to control the fears (i.e., going to the doctor, dentist, etc.).

Pictures, stories and trips are used to enrich dramatic play ideas. There are opportunities for developing drama productions for school age children.

(3) Manipulative Area – Manipulative toys include: puzzles, Legos, small blocks, cubes, pegs, games, etc. Some of these toys are self-correcting, those which fit together in a specific way (puzzles). A child using this type of toy can realize if the toy has been put together “correctly”. Open-ended toys (Legos, beads, pegs, etc.) can be put together in a variety of ways with no right or wrong combination. Children can be creative with them: sort, match, combine, and compare.

(4) Art Area – The art area offers a rich environment for the development of fine motor skills, creativity, and problem solving skills. For the preschool child it is the process of creating that is important, not the end product. Children express themselves through their art. When trying a variety of art materials, children are encouraged to make choices, try out ideas, experiment, and plan. They learn what the material can do or how it can be used while expressing themselves and having fun. A child learns about cause and effect, colors, shapes, and textures while expressing thoughts and ideas. Fine motor skills are increased and eye-hand coordination is refined. For school age children, there are opportunities to learn new skills and complete long range projects (sculpting, pottery, embroidery).

(5) Sand and Water Play – Sand and water are naturally soothing substances for children. Children can’t resist touching water or digging in sand. Children exploring with sand/water naturally lead to learning. Math and science principles are inherent to sand/water play. When mixing sand and water, children discover a change in properties. Water is absorbing in sand and textures change. Wet sand can be molded, unlike dry sand and water. Certain objects sink in water and others float. A child can measure, compare, and understand cause and effect. Children learn to play cooperatively with others and develop group social skills, such as sharing, taking turns, communicating, and problem solving. Fine motor control is strengthened (pouring, sifting, and scooping); eye-hand coordination and visual discrimination is enhanced.

(6) Library Corner – Exposure to books and stories help young children develop a motivation for reading (when a child is ready to read). Children gain information by reading stories on various topics such as going to a new school, going to the doctor, the birth of a sibling, etc. Children learn to deal with difficult events such as the death of a pet or being hospitalized. Children acquire a specific knowledge

about a variety of subjects, learn new ideas, and expand their imagination through looking at/reading books. Books strengthen children's skills in all areas of development. They foster creativity and build vocabulary (language development). They help children deal with fears and pleasurable life experiences (social-emotional). They help develop empathy, enhance self-esteem, increase small/fine motor skills, improve visual tracking and traditionally, increase attention span, and improve listening skills.

(7) Writing Center – Rooms serving children 4 and older may set up a small writing center with a supply of paper, pens, pencils, wipe-off cards, letter to trace, etc. Children who exhibit an interest in writing or copying letters can then practice on their own. Staff can staple blank books together and allow children to prepare illustrations to the text, which the children dictate for staff to write. School age children write their own stories, poems and newspapers.

(8) Outdoor Play – Outdoor play is an important daily activity for children. They get to stretch and strengthen their muscles, take in fresh air, and enjoy the environment. Children can use all their senses to experience nature: watch leaves change colors, touch the bark on trees, smell flowers, taste rain and snow, and listen to birds chirping. Children learn cause and effect, how to make observations and how to problem solve. On the playground, a child learns to take turns and share, play cooperatively with others and gain physical confidence by climbing, swinging, jumping, etc. A child's sensory abilities are enhanced, small and large muscles skills are developed, eye-hand coordination, and balances skills are increased. Outdoor space has a variety of surfaces suitable for different types of play. Items which are available inside (art supplies, games, manipulatives, etc.) are to be taken outside to be available to those who choose them.