



Family Handbook
2024-2025

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INTRODUCTION

Hundred Acre Play Care is licenced by Wisconsin's Department of Children and Families as a Family Child Care Program and may serve up to 8 children enrolled in the child care program with one teacher. Wisconsin Licensing Rules for Family Child Care are available online at: <https://dcf.wisconsin.gov/cclicensing/rules>, upon request, and in the classroom. The HAPC Family Handbook is available on our website and in the entryway. Licensing information and non-compliance notices, if any, are posted at the entry.

Calendar

The HAPC program is based on a school year calendar from late-August through mid- June each year. Optional summer programming is available on a limited basis with a separate contract.

All planned closures are available in our program calendar before the beginning of the school year. These closures include provider vacation and holiday observances as known in advance.

Families are notified of any calendar changes or additions (including use of provider personal time) as soon as possible, should they occur. Families will receive notification of changes via email, message, or phone call.

HAPC observes summer break and provides optional enrichment programs during the summer months when our regular program is on break. Tuition is not due during summer break, unless enrolled in our summer programming.

Hours

Business Hours: Our business hours are Monday-Friday 7:15am-4:30pm during the school year (Late August/Early September through June). Emails, texts/messages, and calls will be returned during business hours.

Child Care Hours: Each family is contracted for their own hours of child care and should follow their schedule as listed in the child care contract unless prior arrangements have been made.

Non-Contract Hours: Extra non-contract hours (care outside of your regular contract schedule) are to be requested in advance. Requests should be submitted in writing and agreed upon at least 24 hours in advance. Additional fees apply.

Care takes place in our private home and non-daycare spaces are off limits to children and families. All daycare spaces are off limits to families outside of their contract hours and when the program is closed.

Philosophy

Childhood happens just once.

Hundred Acre Play Care is built on play and learning through child-led exploration. Children choose the daily activities and experiences that are meaningful to them, inspire their play, and explore new ideas. Teachers follow the lead of the children to provide love, support, materials, and further opportunities for children to explore their potential.

Hugs, laughter, and love are the most important part of our routines; followed closely by cooperation, kindness, and joy. All children are treated with respect, empathy, kindness, and understanding.

We strive to help every child feel safe, loved, and secure during their time with us. Our small group feels more like a family than a daycare- we believe that loving relationships are the cornerstone of a child's development.

We believe that every child is a unique individual with their own special personality, strengths, and developmental pace. We meet your child at their level and help them to grow and develop skills to last a lifetime.

Our program supports the social and emotional development of young children. We provide loving care, predictable routines, and clear expectations. Children are encouraged to develop independence and are supported as they learn problem solving skills, emotional awareness, and how to interact and develop relationships with peers.

We want every child to graduate from our program with strong friendships, new skills, a love for learning, and amazing memories!

History

Hundred Acre Play Care was founded as Olson Family Child Care in 2014. Ms. Sarah- as an Early Childhood teacher- began the in-home program to serve her own children and others in a high-quality, home-like setting. After 9 years at OFCC, the Olson family moved from West Madison to Windsor and the program was re-named as we expanded to reflect our passion for nature, play, and love.

APPLICATION & ENROLLMENT PROCESS

Non-Discrimination Statement

Hundred Acre Play Care (HAPC) does not discriminate based on age, race, ethnicity, socio-economic status, gender, sexual orientation, creed or religion, political persuasion, veteran's status, or disability in administration of its admission, education, employment, or programming policies and practices.

Applying for Enrollment

Meet & Greet

Meet & Greet Interviews are offered when we have an upcoming child care opening during limited non-childcare hours (evenings or weekends). The child and parents must attend the interview (siblings are also welcome!) to meet Ms. Sarah, see our spaces, and discuss the program.

After your interview, we will contact you to follow up on the available openings. Openings are matched with families that are interested in enrolling at HAPC AND the best fit for our current opening (schedule, age, philosophy, etc).

Openings are secured by returning the enrollment packet and fees by the application deadline. Unfortunately, openings cannot be held if these items are not returned in a timely manner.

After your child has been enrolled, you will receive HAPC registration materials to fill out and return the week before your child begins care.

Each year, families will re-enroll for the upcoming school year and provide updated contracts, forms, and information. HAPC current and past families are offered first enrollments (January) followed by families new to HAPC (March/April).

Waitlist

HAPC maintains a free waitlist to stay in contact about future openings. Any families on the waitlist are able to interview for a space with us when an opening becomes available that fits your families needs (age, schedule, etc). Families may remain on our waitlist as long as they would like- in our small, stable group, openings can be infrequent.

Financial Information

Every effort is made to maintain accurate records for your account. Should you ever have questions regarding your invoices or account status, please reach out.

Annual tuition for your child is based on school days in the year, and for your convenience, is billed in 10 equal payments (due from August 15- May 15). Therefore, the payment is the same each month even if the school is open only part of the month. There are no refunds, credits, or discounts for absences due to illness, snow days, or vacation.

Additional Financial information and fees can be found in your Child Care Contract.

Records Requirements

Prior to the first day of care, families should return all completed forms for their child's records. Families are required to submit and update information about their child, routinely to HAPC to maintain uninterrupted care.

Required forms include: Child Enrollment, Health History and Emergency Care Plan, Child Health Report (completed by a health professional for children under 5), Immunization Records, Child Information Form (Must be updated at least every 3 months for children under age 2).

Supply Checklist

We ask that you only bring the items your child needs for their day. Your child will have their own cubby space to keep their daily items (coats, shoes, hats, etc). Outside food, toys, backpacks/diaper bags, and jewelry should be kept at home. Label all items that belong to your child with their name or initials.

Infants (3 months-1 year)

Items to leave at school: pacifiers (2), diapers (no boxes please), diaper cream, 2 changes of clothing, family picture, extra formula or breast milk (a deep freeze is available)

Items to bring each day: formula/breast milk and bottles for 1 day, baby food for 1 day, outerwear (coats, hats, shoes, etc)

Toddlers + Preschoolers (1-5 years)

Items to leave at school: diapers (no boxes please), 2 changes of clothing, family picture

Items to bring each day: Outerwear (coats, hats, shoes, rain boots, etc) , packed lunch

School Age (5 years+)

School age children should have appropriate outerwear for the weather each day. Children attending full days should also have a change of clothing to be kept at school and daily packed lunch

Seasonal Supplies

Throughout the year, the following seasonal supplies are also required:

- Winter Gear: boots, snow pants, winter coat (Non-walking infants may use a one piece snowsuit in place of coat/snow pants/boots), winter hat, waterproof snow mittens*
- Spring/Fall Gear: knit mittens, winter hat, rain boots, rain suit, & sun hat , lotion sunscreen

*All winter gear is required daily, regardless of the weather forecast, from approx. November-March.

Children cannot be accepted into care without all of the supplies needed for their day.

Dress Code

Our days are busy, sometimes messy, and we are learning independence- please help your child dress for success!

We require:

- Clean, weather appropriate, properly fitting clothing.
- Children wearing diapers must arrive in a clean, recently changed diaper with clothing covering the diaper at all times (including under dresses/skirts).
- Potty training children must have clothing that they can manage independently.
- Hair should not interfere with the child's vision.
- Shoes MUST have a heel strap and must fit well without causing falling or tripping.

We recommend:

- Washable and non-restrictive clothing that is good for playing and getting messy.
- TENNIS SHOES with velcro or shoes with covered toes that your child can manage independently (usually by age 2 and up).

We do not allow:

- Uncovered diapers
- ANY jewelry (earrings with screw on backs are allowed if your child cannot remove them)

- Dress shoes, fashion shoes, shoes with laces, or wearing outdoor shoes in our indoor spaces.

If your child's dress does not meet these requirements, they will be changed into their extra supplies or you will be called for pick up.

Withdrawal

We understand that your child care plans may change for any number of reasons and know that as children grow and change sometimes their needs do too. We appreciate as much advance notice as possible when you know your child care needs are changing.

A child may be withdrawn from the program with at least 8 weeks written notice to the provider (by letter or email) from the legal parent/guardian(s) that are contracted for child care. Families are responsible for all tuition and contract fees for the entire 8 week notice period, regardless of attendance. Verbal communication or intent to cancel or alter a contract is not an acceptable notification

Families leaving child care have up to seven days from the nearest business day of withdrawal or cancellation to take home their child's belongings. A reminder will be sent out with the last possible day and time for pick up. After the 7th day, all remaining items will be disposed of.

Further withdrawal policies can be found in your Child Care Contract. We look forward to helping make your transition as easy as possible for everyone.

Contract Cancellation

In the event the child does not adjust to care or the child care program is not a good fit for the child, the provider may cancel the contract with a two week notice.

If the terms of the Child Care Contract or the Family Handbook are not followed by the family, the care contract may be canceled by the provider at will- refunds will not be issued. (Situations requiring immediate contract cancellation may include, but are not limited to, repeat late payments, repeat use of unscheduled non-contract hours, failure to communicate with the provider, or severe or dangerous behavior by a child, parent, or authorized pick up person.)

CURRICULUM

Our curriculum is based on the Wisconsin Model Early Learning Standards, which are based on research and supported by evidence-based practices. The Wisconsin Model Early Learning Standards (WMELS) provide a framework for families, professionals and policy makers to share a common language and responsibility for the well-being of children from birth to first grade, know and understand developmental expectations of young children, and understand the connection among the foundations of early childhood, k-12 educational experiences, and lifelong learning. To see a copy of the WMELS, go to <http://www.collaboratingpartners.com/wmels-documents.php>.

The Guiding Principles that informed the development of the WMELS are as follows:

- All children are capable and competent.
- Early relationships matter.
- A child's early learning and development is multidimensional.
- Expectations for children must be guided by knowledge of child growth and development.
- Children are individuals who develop at various rates.
- Children are members of cultural groups that share developmental patterns.
- Children exhibit a range of skills and competencies within any domain of development.
- Children learn through play and the active exploration of their environment.
- Parents are children's primary and most important caregivers and educators.

Children at HAPC learn, grow, and discover through the act of play. The children's play at HAPC is supported by the environment and teachers to provide opportunities for children to explore and expand their play and learning.

Our play is focused and guided by the children and their choices and interests. Children are free to engage in play that is spontaneous, self-directed, and meaningful to THEM. We believe that every play choice a child chooses to engage in supports their development (in ways that are sometimes obvious to adults and sometimes not).

Through play, children at HAPC develop pre-learning and readiness skills that will lead them to literacy, math, music, art, social and emotional regulation, large and fine motor movements, and more. We believe in more than preparing children for reading and math- we want your child to be empowered and self-confident in making their own choices and to grow to develop independence, creativity, and problem solving skills that will support them throughout not just school, but life.

Environment

Our play environments are designed intentionally and materials are chosen for children with purpose. We believe in the Reggio Emilia philosophy that the environment is the child's "third" teacher (behind their parent and school teacher). The environment is set up to give children a safe space to explore and to allow them access to many and varied materials that may enhance their play. Materials and invitations are added to the environment based on observations about the children's interests and skills with the intention of extending, enhancing, or creating new opportunities for the children's play and learning. Children are familiar with many of our materials and may request them as needed to create the environment they require.

We believe in giving children the right to spend unstructured time outside every day. We spend time outdoors to give children many opportunities to explore and engage with nature and the space to freely engage in large motor experiences.

The Role of Teachers

Teachers at HAPC follow the lead of the children. In our small group, Ms. Sarah is currently the only lead teacher and has a special relationship with and knows each child and their unique personality well. Teachers build from the relationships and knowledge about the children to follow and collaborate with each child in their play, learning, and development. Teachers spend time observing the children's activities, interactions, and challenges to inform their own choices. When children show interest in a topic or are working to develop a skill, teachers apply their knowledge of child learning and development to offer new materials, extensions, or "wonders" that may help children make further discoveries.

Our day does not include any teacher directed activities (aside from our scheduled meal times and rest time). Activities that may be teacher-led in other programs such as calendar time, songs, stories, and crafts/art are allowed to occur naturally and when they have meaning for the children in our program. At HAPC, the children ask for stories and songs when they would like to engage with them, art supplies are ALWAYS on the shelf for children to explore their creativity, a child-friendly calendar is hanging up in our environment and frequently a topic of discussion, and children invite their teacher into their work when they are ready to connect, ask a question, further their knowledge, or need support.

Outdoor Play

We highly value giving children unstructured time outdoors. Opportunities for outdoor play are offered daily and year round. Children who should not go outdoors due to illness should be kept home, to allow for their comfortable recovery. On a typical day, we are outside 45-60 minutes each time we go out to play (twice daily in spring/fall, once daily in winter)

Children have access to small ride-on toys, sleds, water & water tables, sprinklers, swings, slides, sand, climbing structures, and various toys throughout the year. Children may also participate in walks through the neighborhood and/or to the neighborhood park/playground.

Children are encouraged to explore their personal boundaries and to engage in activities that are developmentally appropriate for their own skills. Children will be scaffolded as they explore new skills, at their own pace, and will not be placed by adults at or on activities they are not able to independently manage (ie climbing onto an open swing, moving up and down the rock wall, getting on ride on toys, etc).

Inlement Weather

Outdoor playtime will be restricted under the following conditions:

- Temperatures above 90°F
- Temperature or wind chills of 0°F or below for a group of children only aged 2 and above
- Temperature or wind chills of 20°F or below for a group including children under age 2
- Air quality advisory suggesting limits on outdoor time
- Wind advisory
- Tornado watch

Teachers may decide to take children 2 and older outside for shortened play periods when the temperature/wind chill is between -5°F and -1°F, or may decide to take children under 2 outdoors for a shortened period when the temperature/wind chill is between 10°F and 19°F.

Teachers will be mindful of weather conditions and check forecasts, as appropriate, to determine temperature and wind chill before taking children outdoors. Parents/guardians should send proper winter play clothing every day during the winter months, regardless of daily weather conditions.

Children always have access to large motor materials and space in our indoor environment. In the event we cannot play outdoors, children are encouraged to move their bodies in that space.

Playground Expectations

- Care for friends, teachers, and materials.
- Wood chips and sand must stay in designated areas.
- Climbing can be done on provided equipment, not fences.
- ONLY adults open gates and doors- children must ask for permission or have an adult with them to leave the playground or building.

Technology

Screen time is used at HAPC on an occasional and very limited basis. We do not have a television in our classroom.

Educational video clips and/or images may be used to enhance discussions, help children relate to and recall information, and explore new topics and ideas.

All programming, videos, and images will be appropriate for children under 4 and pre-screened by teachers. Children will not have unsupervised access to screens/technology.

Children are never required to watch and always welcome to play or read if they prefer. Non-mobile infants are given activities in a space where they cannot view screens.

The Atelier: Art, Creativity, + Self Expression

Children at HAPC are given the freedom to choose how and when to use materials to create art and experience art processes, creativity, and forms of self expression. Art materials are always available in our environment for children to choose and new materials are introduced as interest is shown.

Children are given the option to take work home or display their work in our environment to enjoy, discuss, and share. Seeing their own artwork displayed or choosing to share it with family reinforces to your child that their thoughts, ideas, and work are important and valued. Some days your child may be bringing home a pile of creations and other times you may not see a paper or creation come home for months. Some children only love the process of creating and exploring and don't find meaning in the final product. It's all completely up to them.

Social Emotional Development + Conflict Management

At HAPC, the purpose of child guidance is to help children learn and to keep them safe. We proactively manage our environment and expectations to prevent many behavior, safety, and discipline issues that may arise with young children.

Our guiding safety rules are that children may not cause harm to anyone or anything. These overarching ideas extended naturally to caring for ourselves, friends, and environment in many different ways. Children are expected to follow these rules in developmentally appropriate ways as they learn about their world and we work closely with parents to ensure the safety and well being of all of the children in our program.

Children in care at HAPC are given power, control, and choices in as many ways as possible throughout their day. We create opportunities for children to have choices and reduce the amount of adult driven instructions involved in their day. When children are given these opportunities to make choices in their lives, they learn about cause and effect, relationships, and their world view.

Adults in our program model safety, kindness, compassion, and respect throughout each day while using techniques such as setting limits, connection, calming strategies, discussion, redirection, and calming spaces to help children work through difficult situations.

When children are developing the social skills of being part of a group and working with others- they encounter conflict frequently. We believe children must be allowed the opportunity to develop these skills through experience. When adults step in to manage and remove every conflict, a child does not truly develop the skills they need to problem solve and navigate uncomfortable situations. Unless a child's safety is in danger or an adult has been invited into

the conflict, teachers will allow children to work through their own conflicts. When a teacher is invited or asked into the conflict, suggestions will be offered that are appropriate for each child's developmental level- some children just need more confidence to solve a problem, some need to try the same thing again or something new altogether, and some need a time to calm down before they can approach the situation. We recognize each child as an individual and use knowledge of each child to assist in working through challenging emotions and situations.

Child Progress

It is SO exciting to see your child learn and grow! Children's progress is monitored by the provider through observations. Growth and progress looks different in every child and at every developmental stage. Parent conferences are always available upon request and questions about your child's development are welcome at any time. Families will be made aware of any concerns about a child's development and we will work together to provide support for your child.

OUR DAY

Daily Schedule

Our days have a routine to them- they are structured yet flexible. We rearrange as needed, but try to maintain a predictable schedule as often as possible because it gives most children a sense of safety and comfort when our days are reliably predictable.

On a typical day, we aim for the schedule below:

7:15/7:30-8:00 Arrivals/Handwashing

8:00-10:00 Playtime

9:00-9:30 Morning Snack & Bathroom Breaks

10:00-11:30 Outdoor Playtime

11:30-12:00 Lunch

12:00-12:30 Bathroom Breaks & Books & Stories

12:30- Nap & Rest Time ; Quiet Activities; Bathroom Breaks

3:00-3:20 Afternoon Snack

3:20-4:15 Playtime- Indoors or Outdoors

4:15-4:30 Home Time/ Departures

Infants settle into a schedule that fits into the group schedule and meets their individual needs. We adjust as needed as they learn, grow, and become ready to be more involved in our "big kid" schedule.

Communication

Parent/teacher communication is HIGHLY valued in our program. We want you to be involved and know about what is happening during your child's day with us.

Families may touch base with teachers for verbal updates at drop off and pick up each day. If you have something that requires more time, please send an email or set up a time to conference so it can be addressed and given our full attention.

- **Information Area-** In the entryway, a parent display contains our daily routines, reminders, snack menus, classroom news, and more. Please check this area daily for updates.
- **Brightwheel-** We use a daily app (Brightwheel) to send notifications, updates, and pictures about your child's day with us. All families are expected to use and check the app for each day their child is in attendance. Children under 12 months will also have updates about their eating habits, bm diapers, and naps. Children over 1 year will receive those updates while they are new to care and settling into our program (1-2 weeks). Families and teachers can also use this app to communicate by message. The app will be monitored by teachers as time allows.
- **Calendar-** Each family is provided a copy of our program calendar at the beginning of the school year. Our program's Brightwheel calendar also includes information about closures/ important dates in a digital format.
- **Newsletter-** Throughout the year, you will receive newsletters containing upcoming important dates, updates about the learning and development happening in our play, policy reminders, and other program updates.

Please feel free to message through Brightwheel or email at any time! Messages and emails will be returned during business hours as soon as time allows.

Traditions

Birthdays

We welcome the celebration of each child's birthday in any way appropriate for their family. Families may celebrate by providing a healthy snack (fruit and dip, crackers and cheese, applesauce), OR a small treat (cookies, popsicles). In lieu of snacks, you may wish to donate a favorite book or art material to the classroom in celebration of your child.

Holidays

HAPC does not formally celebrate or impose any holiday or religious celebration/routines. All play and celebration in the classroom is led by the children- when children show interest in a holiday, celebration, or cultural practice, materials and resources may be added to the environment to support their discoveries. Often, our holidays are "celebrated" AFTER children have experienced them in their life (and some are celebrated year round!). Families are welcome and encouraged to share their own traditions and customs with our program.

Family Involvement

Families are welcome to share their time, talents, traditions, or interests in our program and at family events! Reach out if you have an interest in visiting the classroom to enrich our experiences.

Attendance

Families will sign their child into and out of care each day to ensure an accurate record of attendance.

Please notify us as soon as possible- by message, email, or phone call- if your child will be absent for the day or arriving later than usual. If you do not arrive at your usual time, you may get a call or text (when time allows) checking in to make sure all is well.

If your child will be home due to illness, please let us know about their illness and/or symptoms so we may be proactive about everyone's health and the safety of our environment.

We appreciate it if you are able to schedule appointments at the beginning or end of the day (or a day off!) to minimize disruption to our routines.

If the program shall have an unplanned closure, families will be notified via message or email as soon as possible.

Arrival and Departure Procedures

Please do not arrive early or late without arranging for extended care. Your drop off time begins at your contracted arrival time and pick ups should be complete by your contracted departure time.

Parking

Families should park on the street OR side-by-side at the end of the daycare driveway on Chestnut Circle. Do not park more than one car deep in the driveway or use the private home driveway on Pine Crest Lane. Never leave children alone in a parked car- siblings are always welcome to step inside with you. Please follow traffic laws and do not use neighboring driveways/lawns to turn around.

Routines

- Greet Ms. Sarah/teachers and ensure they are aware of your child's arrival and departure.
- Sign in/sign out your child upon arrival/departure each time.
- Help your child place/remove belongings in their cubby and remove/put on shoes.
- Check your child's cubby and our information board before departing for the day.
- Please keep pickups and drop offs short to help ease the transition and prevent disruptions to supervision and activities.

Drop Off

Your contact drop off time is the time you may enter and begin your drop off routine. For regular drop off days, you are welcome to knock and come right in.

We do not wear shoes in our space and ask all children and adults that need to come past the front rug to do so as well. If you prefer not to remove your shoes, you may wait at the front door.

All children must be awake and alert when accepted into care. Infants must be awake and removed from their car seat by parents.

Parting Suggestions

Children often have difficulty separating from their parents/guardians during the first days of school and even on and off as they grow. However, prolonged good-byes often raise a child's anxiety and may unsettle other children. We advise parents/guardians to tell their children when they'll see them, that they will be eager to hear about the child's day, and that they are mindful of appearing confident in entrusting the child's care to the teacher.

To make the transition easier for your child:

- Put all of their items for the day away and communicate any information BEFORE beginning your separation.
- Give your child a quick hug and kiss; reassure them you will be back later and head out the door.
- Your child will be given one-on-one time to transition into the day's activities in the way most helpful to them as an individual (ie. cuddles, activities, songs, discussion, calm space, etc) if they are upset. Please know we will absolutely contact you if we need to, but, most often, they settle very quickly once you are out of sight.

Drop offs should usually be 5 minutes or less. Longer drop offs often make the transition more difficult and interfere with the supervision and activities of our group. If you have anything that needs more attention or just want to check in, feel free to send a message!

Pick Up

Families should arrive on time and before their contract end time for pick up each day. Please allow time to briefly talk with the provider about the day and pick up any daily items from your child's cubby.

The adult picking your child up assumes complete responsibility for the child's safety as soon as they arrive/the child is released to them. Children shall be signed out from the program as soon as their adult has arrived. This adult is responsible for ensuring safe behavior and supervision at all times.

If you need to pick your child up early, it is very helpful if you can avoid picking up during nap/rest time (12-2:30) to avoid disrupting the rest needs of other children.

Sometimes, children who have difficulty transitioning to care in the morning have the same problem at the end of the day! At the end of the day, we start talking about how much time is left in our day and that it is almost home time. During your pick up time, you are responsible for helping your child finish up their transition to going home. We appreciate it if you can help them keep the transition short during such a busy time of day.

Authorized Pickup Procedures

Individuals must be parent-authorized (and at least 18) to pick up a child and must be prepared to show state/federally issued photo identification. The provider must not allow someone they do not recognize as a parent/authorized individual to pick up a child unless the individual provides proper ID and is at least 18 years of age- the child will remain with the provider until an authorized and identified person can pick up the child. The authorized individuals should be listed on the Enrollment Form. For single occurrence pick up changes, please notify teachers by including the following information in an email - name, relationship to child, phone number, and home address.

A child cannot be withheld from any parent without legal documentation. Children will be released to either parent/guardian at any time unless the proper documentation is on file with the legal system and provider.

If teachers sense an unsafe pick up person or situation, their first priority will be the child's safety. Teachers may refuse to release children to unsafe non-guardian pickups, require an alternate pick up plan, or contact authorities to monitor unsafe guardian pick ups.

Parent Involvement (Open Door Policy)

We welcome parent involvement in our program- we believe that parents are a child's first and most important teacher and value the relationship you have with them. Please reach out if you would like to participate in our program or would like ideas for how to become involved in our days.

During child care hours, families are always able to drop in to see their child- announced or unannounced- while their child is in care. For the safety of all children, we ask that only current HAPC families visit our program during care hours.

Nap + Quiet Time

Children under 5 years of age, who are in care for more than four hours, are required by licensing regulations to have at least a 30 minute rest time. A child who is not asleep after 30 minutes of quiet time will be permitted to engage in quiet activities. Children who fall asleep are permitted to sleep until they awaken naturally. In conjunction with state regulations, teachers will not withhold or force naps.

Napping children will share a sleeping space. Children grow accustomed to having others in their sleeping space over time. White noise and/or music is played to help drown out noise from roommates and children who don't sleep well near each other will be rearranged when possible.

Toddler + Preschool (1-5 years)

HAPC provides each child over one year with an individual rest mat/cot, sleeping bag/blanket, and small comfort item. All linens are laundered and mats sanitized at least once a week (or after 5 uses and immediately if soiled), at HAPC.

Infant (Under 1 Year)

HAPC provides each infant with a crib or pack n play and tight fitting sheet. Parents may provide a sleep sack if desired.

Infants lead their own sleeping schedules as much as possible.

SIDS Risk reduction- We practice Safe Back to Sleep- All infants under 12 months will be placed on their backs to sleep only on a firm, tight fitting mattress without any soft materials. Sleep sacks may be used, when necessary, in place of blankets. When infants can easily turn over from the back position, they shall be put down on their backs but may adapt to any position they prefer for sleep.

Nutrition

Children should have breakfast before their arrival each day. If your child will not be here at the beginning of our meal time please make sure your child has eaten that meal before you drop them off. Our meal times are approximately 9:00am, 11:30am, and 2:30-3:00pm.

Meal Routines

- We provide, and encourage families to provide, balanced and healthful foods for children while encouraging healthy eating habits.
- Meals are served at the table where we sit together and children and teachers engage in conversation during meals.
- Toddlers practice using utensils, open cups, and napkins at the table and table manners are modeled for them by adults and older children.
- We practice saying (and using sign language for) please, thank you, more, and all done to communicate about our needs.
- Children will be offered a variety of foods, in age appropriate serving sizes, and encouraged to taste all the foods on their plate.

- Older children will learn to serve their own food, pass dishes at the table, and be role models for younger children.

Snacks

- Snacks (morning and afternoon) are provided to children by HAPC each day and meet USDA requirements. HAPC also provides water with all snacks and throughout the day.
- When special treats are supplied by families, they will be served along with our snacks.
- Any changes to snack menus will be noted.
- Parents/guardians must supply appropriate substitutes that meet USDA guidelines, when a child is unable to eat HAPC snacks, due to an allergy or parental preference.

Lunch

Families send a packed lunch each day for their child enrolled 4+ hours per day.

- All food should be fully prepared (cooked, cut as needed, unpackaged) and ready for your child to eat.
- Make sure choking hazards such as: grapes, raw carrot, hot dogs, cherry tomatoes, and other round foods are cut lengthwise for children under 5.
- “Bento” style boxes (or containers with multiple compartments and just one lid) are the best option to pack lunch in.
- Families are encouraged to send balanced meals and make mindful choices to offer their child. Families are responsible to review the USDA Child Meal Patterns at the end of this handbook and ensure that your child’s lunch, or any snacks you may provide, meet the meal pattern requirements for your child’s age.
- HAPC will supplement meals (on an occasional basis) that do not meet the guidelines for the CACFP. A fee will be charged to your account for each occurrence.
- HAPC will provide/offer each child milk (whole if under 2 and 1% if over 2) with their lunch. Lunch is stored in the classroom.
- Please include an ice pack with your child’s lunch if items should remain cold. Hot food should be kept in a thermos. Teachers do not heat children’s lunch items.
- All lunches should be labeled with the child’s name.

Infants

Families will provide bottles and milk/formula each day so that infants can be fed on demand. Extra formula or breast milk should be provided by families and kept at daycare as a backup (in addition to the bottles sent each day). Infant eating habits (times and amounts) will be recorded in your child's daily report.

Table food transition: Around 6-8 months, infants often begin the transition to table food by joining us at the table during meal times to taste and experiment with food.

- We ask that families complete (and regularly update) an "Under 1 Food List" that details all of the foods served at school to tell us which foods your child has eaten at home. We will not introduce new foods at school. Infants with this form on file will be offered food from the snack menu that has been introduced at home.
- Families can supply additional finger foods to supplement snacks, if they would like, until the child can eat all of our menu items.
- Any food from home should be clearly labeled with your child's name and contents.

Children 1 year and up will be offered our regular snacks (with age appropriate cutting and preparations as needed) and transition to drinking milk/water served in a sippy cup at meal times.

Food Allergies

- If your child has any known food allergies, please let us know as soon as possible. We will work together to discuss and plan the safest way to meet your child's needs.
- To keep all children safe, special treats and shared foods/drinks must have pre approval by Ms. Sarah.
- Please do not allow your child to carry, bring, or finish any foods from home on their way in or out of the door.

HEALTH & SAFETY

HAPC health policies reflect the requirements of Wisconsin's Department of Health, Public Health Madison Dane County, and Department of Children and Families.

Health Records

HAPC requires families to maintain up-to-date health records at HAPC. Every child must have an up-to-date Health History and Emergency Care Plan and Immunization Record. For children under the age of 5, a Child Health Report will also be required. Note: HAPC reserves and acts on the right to refuse care for children while parents/guardians are noncompliant with records requirements.

Health History and Emergency Care Plan:

This form must be completed for all students and includes information regarding medical conditions, allergies and any special care that a child may require while on campus. Parents/guardians must update the school on any new medical information.

Immunization Record (IR):

This record must be completed for each student. A copy of the record may be obtained from the child's healthcare provider, through the Wisconsin Immunization Registry or a completed Student or Child Care Immunization Record may be submitted. Parents/guardians may 'waive' requirements, using the IR form. If immunizations are waived for a medical reason, a physician must also sign the IR. The record should be updated anytime a new vaccine is received. A new waiver will be required when there is a new vaccine required per state requirements. Note: The state may require child care to temporarily exclude children who are under-vaccinated if a vaccine-preventable disease for which they are susceptible occurs.

Child Health Report (completed for children under 5):

This report must be signed by a medical provider and reflect the child's most recent physical exam. For children under 2, records on file must document a physical at least every 6 months. For children over age 2, records must indicate a physical within 12 months prior to admittance or shortly thereafter, and at least every 24 months thereafter. The child health report requirement may also be met by a copy of your child's most recent "Well Child" after visit summary.

Illness, Health, + Exclusion

To ensure the health and safety of ALL of the children, we only offer well child care.

Any child that requires: more care or accommodations than a typical day, care that takes away from the ability to maintain a clean, healthy environment, OR who's health needs disrupt the care and supervision of other children will be excluded.

Children will be excluded from care if they display symptoms including (but not limited to):

- fever/temperature over 100.4 degrees
- vomiting
- diarrhea
- unidentified or communicable rash
- eye discharge or redness
- lethargy
- constant and/or disruptive cough (especially if unable to cover their mouth as needed or the cough is disruptive to others' rest needs)
- constant runny nose (especially if unable to notice/manage/wipe their own nose)
- pain
- antibiotics for less than 24 hours
- lice or nits in hair
- requires pain relieving medications (Tylenol, cough medicine, etc) or has had them within 24 hours
- immunizations within last 24 hours

Children who present these symptoms will be excluded from care.

Your child may return to care after he/she has been WELL (without symptoms or pain relievers) for 24 hours.

Children may be allowed to return to child care at the discretion of the provider.

Common Exclusions:

Fever: A child with a temperature of 100.4° or higher will be sent home. A child with a temperature less than 100.4° but who is exhibiting other symptoms of illness that prevents participation in all classroom activities will also be sent home. A child may return when they have been fever-free for at least 24 hours without the use of fever-reducing medications and if their other symptoms have improved so that they are able to participate in all indoor and outdoor activities.

Diarrhea: Diarrhea is characterized by watery, unformed, or an increased number of stools beyond a child's normal pattern. A child who has one or more episodes of diarrhea will be sent home. In order to return to school, a child must have no episodes of diarrhea for at least 24 hours and be able to tolerate a regular diet.

Vomiting: A child who vomits must be picked up or excluded. Prior to returning to school, the child must have no vomiting episodes for at least 24 hours and be able to tolerate a regular diet.

Skin Rash: A child with a skin rash that is rapidly spreading or of an unknown or infectious origin should remain home. Parents/guardians must provide a doctor's note indicating that it is appropriate for the child having a rash to be admitted to child care- the provider will make the final decision on admission.

Conjunctivitis, "Pink Eye": Conjunctivitis, or "Pink Eye," is a bacterial or viral eye infection spread from direct contact with an infected person, or through secretions. A child with red eyes and drainage must remain home until the eyes have been free of discharge for 24 hours and the child is well enough to participate in classroom activities.

Ear Infections: A child diagnosed with an ear infection must be fever-free for 24 hours, free of any ear drainage and able to participate in all classroom activities before returning. A child diagnosed with an ear infection, but having no ear drainage or fever may attend the program, without interruption, if the child is well enough to participate in all classroom activities. Children prescribed antibiotics for ear infections should be on them for at least 24 hours before returning to care.

Strep throat: A child diagnosed with strep throat should remain home until fever-free for at least 24 hours and at least 24 hours following the initiation of antibiotics.

Head Lice: Head lice are common, particularly among young children. They are not indicative of poor hygiene, and they do not jump or fly, but are spread mostly from hair-to-hair contact. If a child is found to have head lice or nits they will be excluded and asked to pursue treatment until no lice or nits are present in the hair. The child will be checked by the provider, daily, prior to readmission, following lice treatment.

Covid: Any child in contact with a person positive for Covid should NOT attend child care. Any adult in contact with Covid should NOT be at HAPC. Children that test positive for Covid will be excluded from care for 10 days past the date of their positive test as children in child care cannot follow masking requirements during meals or rest. Refer to CDC guidance for additional information.

Other Conditions: For other conditions not specified, the Wisconsin Childhood Communicable Diseases chart produced by the Department of Health Services will be utilized to determine a safe return to school.

Communicable Disease Procedures + Reporting Requirements

A child with a known or suspected reportable communicable disease (see details, below) must not be present at HAPC during the period in which the disease is communicable.

HAPC is required to report to the state/health officials any occurrence of certain contagious diseases such as chickenpox, infectious hepatitis, measles, mumps, poliomyelitis, scarlet fever, whooping cough, diphtheria, and meningitis. Please contact us as soon as you receive such a

diagnosis. HAPC must send an exposure notice to all families with children who have been with your child. The notice will list symptoms of the illness so that parents can be alerted (notices do not include personally identifying information). This policy is for protection of all children and is mandated by the State of Wisconsin.

Illness Pick Up

If a child becomes ill while in care, they will be isolated from other children and offered rest and comfort. Parents will be contacted to pick up the child within one hour. If your child should need to be picked up, please respond to the provider within 20 minutes to address a pick up plan. If you cannot be reached, emergency numbers will be contacted. Children who leave care due to symptoms/illness may return after at least 48 hours exclusion.

Medications

We only administer medication that relates directly to a child's emergency care or long term health plan. We will not dispense over the counter medications. Medications will only be administered with the signed consent and direction of the parent and/or doctor. Any medication must be in the original container and include the original prescription label and instructions.

Medication must always be handled and stored by adults and cannot ever be left in a child's reach or belongings.

For the safety of your child, any medication a child has been given prior to arriving at child care must be disclosed to the provider at drop off.

Safety Preparedness

HAPC is a safe space for all children and families. Severe behavior from any adult or child-including, but not limited to, physically or verbally abusive behavior, will not be tolerated.

Adults picking up or dropping off children on the child care property shall not be under the influence of alcohol or drugs.

HAPC conducts drills and inspections in accordance with state statutes. Fire drills are held monthly and tornado drills are held monthly April-October. All drills are practiced in a non-threatening way and are included in larger discussions about keeping our bodies/selves safe.

Children are signed in and out of the program so that the name and number of children currently present in the program is known by the provider at all times.

HAPC is a school and as such, weapons (concealed or visible) are restricted and not allowed on the property at any time.

Smoking is not permitted on the premises of the program or home at any time.

Emergent + Emergency Situations

Teachers will use their best judgment in emergent or unforeseen emergency situations to make choices that will protect the safety, health, and well being of all children in care. Families will be notified of such situations as soon as possible.

The parent signature on file serves as consent for medical treatment, administration of first aid, contacting medical services, and arranging transport to the hospital (UW Health East Madison Hospital), if necessary.

Supervision

In accordance with state regulations and licensing requirements, children are provided sight, sound, or sight and sound supervision throughout the day- as appropriate for their age and activities.

Risky Play + Safety

Our environment is designed with safety as a top priority. The most important thing to us is sending your child home safe, healthy, and loved at the end of our days. Environment choices and expectations/boundaries are created specific to each group of children and the things the teacher knows about the children in that group.

In hazardous situations (dangers children are not aware of), rules are in place and adults teach children the safety rule and explain why it exists. Some rules that are in place in our environment are: ovens are hot and children should never touch a real one, doors to outside are only for adults to open, children should only enter a street holding hands and with an adult, etc. These rules are applied to children as they are developmentally ready to learn them and change as children grow (school age children may help open doors and learn to cook on the stove and oven).

Children in our program are allowed to make choices involving risk (a situation that a child can assess the danger involved in and choose whether or not to take that risk). Risky choices vary by developmental level, but can include: jumping off of objects, climbing, walking on things that require balance, etc. These are typically behaviors that would cause an adult to respond with "be careful".

We believe that giving children opportunities to assess risk when they are young allows them to learn from those choices and apply their skills as they grow. Teachers in our program help children to think through risk situations by asking if they feel safe or asking what their plan is. Teachers may scaffold the child through the decision making process, but will allow children to engage in behaviors they feel safe in. Teachers will allow risks that can cause minor injury, but will intervene or stop play that they feel may result in major injury.

Injury + Accidents

As children learn to crawl, walk, run, and play together, accidents do happen. We provide close supervision, encourage age appropriate activities, and support children in decision making, but accidents are an inevitable part of a child's experience. Teachers are regularly trained and certified in First Aid and adult and child CPR.

- Scrapes are cleaned with water and then covered with a bandage if there is bleeding.
- Bites are cleaned with water and ice is applied.
- Any accident resulting in a fall or bump to the body or head will have a cold pack applied to it. The child will be watched for any change in symptoms while at school. In the event of a continuation of symptoms (swelling, redness of injured area, crying or noticeable discomfort) the parent will be notified. If the parent is not available or reachable, the emergency contacts will be called.

If an injury needs medical attention, but is not an emergency, we will call the child's parent/guardian. If a parent/guardian can not be reached, we will call the emergency contacts listed on the child's enrollment form.

If the injury requires immediate emergency treatment, 911 will be called followed by parents.

Families will be notified of injuries in person, via text, daily report, phone call, and/or incident report.

Hundred Acre PlayCare will not be held liable for injuries that occur under reasonable and appropriate circumstances.

Transportation

Children at HAPC are not transported in vehicles. We may occasionally take walking trips through our neighborhood.

Child Abuse + Neglect

Child care providers are mandated reporters and are required by law to report if they know or suspect that a child has been neglected or harmed. Reports will be made to Dane County Social Services, in compliance with state child abuse and neglect reporting laws.

Pets

Our pets are not allowed in areas accessible to children during the hours of child care operation. Children do not have contact with any pets. The child care home currently has three indoor cats and one dog (golden retriever). Families will be notified in writing when new pets are added to the family.

Toilet Learning + Potty Training

Getting ready to be FULLY potty trained is a process that takes time, practice, and lots of repetition! When your child is showing readiness signs, potty training will begin at home so that you can give your child your full attention and immediate access to a bathroom when they need to go.

The skills you should teach your potty training child are:

- Getting on/off the toilet
- Using the toilet
- Wiping
- Pulling pants up and down
- Washing hands
- ASKING to use the toilet (before it's too late!)
- Waiting to use the toilet for short intervals (if you are not at the bathroom yet, someone else is using it, etc).

Potty training in a group setting is much different than at home and often happens in stages:

Stage 1: Observe the routines of other children during our scheduled bathroom times.

Stage 2: Children that are beginning potty training at home and having success using the toilet can be sent wearing pull ups. Children wearing pull ups will be offered the use of a potty seat during scheduled bathroom breaks. They will begin practicing pulling their own clothes up and down and independent hand washing.

Stage 3: Children wearing pull ups that can tell the provider when they need to use the bathroom will be taken (or sent alone- depending on the child's level of need) to the bathroom as soon as time and supervision permit. These children will begin completing bathroom routines with gradually less supervision in the bathroom.

Stage 4: Children wearing pull ups that have been dry in the child care home for 2 FULL weeks, can ASK to use the bathroom, and can be independent in bathroom routines may wear underwear when awake. If your child has an accident soon after transitioning to underwear we will return to pull ups and continue practicing before attempting underwear again. Please send extra spare sets of clothing when transitioning to underwear.

Stage 5: When your child has been consistently dry during nap times, we will begin transitioning to underwear during naps and talk about getting up from nap to go to the bathroom should the need arise.

Potty training children MUST wear clothing that allows independence in the bathroom (no belts, onsies, rompers, overalls, etc).

The potty training your child is doing at home may or may not happen at the same rate as the potty training they are doing at school- that's normal! Keep practicing and encouraging your child and they will be successful when they are ready.

Toilet learning strategies will always be positive in nature and no child will be disciplined for toileting mistakes.

POLICIES

Permission to Photograph

Photos and video are taken of the children while they are in care. This media is used in communication with families (newsletters, text, email), on display in our environment, in children's portfolios, in advertising materials, on social media, and our website. Pictures of children posted online will not be identified by the provider.

Hundred Acre Play Care and Sarah Olson reserve ownership of all photos taken and the rights to use them. Families may share or use photos that contain ONLY their own child- sharing photos that contain other children is STRICTLY prohibited. Please give photo credit to HAPC when sharing photos of your child from daycare.

Records

All paperwork and records kept by HAPC are confidential in nature. We strive to protect your child and family's privacy and do not share personal information. Families may view copies of their child's enrollment records upon request. Records will be made accessible to teachers and state/licensing specialists as needed and required.

Insurance

HAPC maintains insurance on the child care business operations and property.

Fees + Payment Policy

Your child's tuition and fee information can be found in your Child Care Contract. You will be invoiced each month to reflect any changes to tuition and your account. Accounts shall be paid on time and kept in good standing.

All payments made to Hundred Acre Play Care and Sarah Olson are final and non-refundable.

Grievance Procedure

Should you have any concerns during your time at HAPC, please communicate these to your provider so that, together, we can take steps to remedy them as they are occurring.

Revisions to Handbook and Contract

The Family Handbook and Child Care Contract may be revised at any time. Families will be asked to review both annually when renewing care.

USDA MEAL PATTERNS

Child and Adult Care Food Program Lunch and Supper					
[Select the appropriate components for a reimbursable meal]					
Food components and food items¹	Minimum quantities				
	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18² (at-risk afterschool programs and emergency shelters)	Adult participants
Fluid Milk ³	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces	8 fluid ounces ⁴
Meat/meat alternates (edible portion as served):					
Lean meat, poultry, or fish	1 ounce	1 ½ ounces	2 ounces	2 ounces	2 ounces
Tofu, soy products, or alternate protein products ⁵	1 ounce	1 ½ ounces	2 ounces	2 ounces	2 ounces
Cheese	1 ounce	1 ½ ounces	2 ounces	2 ounces	2 ounces
Large egg	½	¾	1	1	1
Cooked dry beans or peas	¼ cup	⅜ cup	½ cup	½ cup	½ cup
Peanut butter or soy nut butter or other nut or seed butters	2 Tbsp	3 Tbsp	4 Tbsp	4 Tbsp	4 Tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁶	4 ounces or ½ cup	6 ounces or ¾ cup	8 ounces or 1 cup	8 ounces or 1 cup	8 ounces or 1 cup
The following may be used to meet no more than 50% of the requirement:					
Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternates (1 ounce of nuts/seeds = 1 ounce of cooked lean meat, poultry, or fish)	½ ounce = 50%	¾ ounce = 50%	1 ounce = 50%	1 ounce = 50%	1 ounce = 50%
Vegetables ^{7 8}	⅛ cup	¼ cup	½ cup	½ cup	½ cup
Fruits ^{7 8}	⅛ cup	¼ cup	¼ cup	¼ cup	½ cup
Grains (oz eq) ^{9 10 11}	½ ounce equivalent	½ ounce equivalent	1 ounce equivalent	1 ounce equivalent	2 ounce equivalents

Child and Adult Care Food Program Snack					
[Select two of the five components for a reimbursable meal]					
Food components and food items¹	Minimum quantities				
	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18² (at-risk afterschool programs and emergency shelters)	Adult participants
Fluid Milk ³	4 fluid ounces	4 fluid ounces	8 fluid ounces	8 fluid ounces	8 fluid ounces
Meat/meat alternates (edible portion as served):					
Lean meat, poultry, or fish	½ ounce	½ ounce	1 ounce	1 ounce	1 ounce
Tofu, soy products, or alternate protein products ⁴	½ ounce	½ ounce	1 ounce	1 ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce	1 ounce	1 ounce
Large egg	½	½	½	½	½
Cooked dry beans or peas	⅛ cup	⅛ cup	¼ cup	¼ cup	¼ cup
Peanut butter or soy nut butter or other nut or seed butters	1 Tbsp	1 Tbsp	2 Tbsp	2 Tbsp	2 Tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁵	2 ounces or ¼ cup	2 ounces or ¼ cup	4 ounces or ½ cup	4 ounces or ½ cup	4 ounces or ½ cup
Peanuts, soy nuts, tree nuts, or seeds	½ ounce	½ ounce	1 ounce	1 ounce	1 ounce
Vegetables ⁶	½ cup	½ cup	¾ cup	¾ cup	½ cup
Fruits ⁶	½ cup	½ cup	¾ cup	¾ cup	½ cup
Grains (oz. eq.) ^{7 8 9}	½ ounce equivalent	½ ounce equivalent	1 ounce equivalent	1 ounce equivalent	1 ounce equivalent

Endnotes:

¹ Select two of the five components for a reimbursable snack. Only one of the two components may be a beverage.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent fat or less) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored or flavored fat-free (skim) or low-fat (1 percent fat or less) milk for children 6 years old and older and adults. For adult participants, 6 ounces (weight) or ¾ cup (volume) of yogurt may be used to meet the equivalent of 8 ounces of fluid milk once per day when yogurt is not served as a meat alternate in the same meal.

⁴ Alternate protein products must meet the requirements in Appendix A to part 226 of this chapter.

⁵ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

(CACFP) Infant Meal Patterns

Infants	Birth through 5 months	6 through 11 months
Breakfast, Lunch, or Supper	4-6 fluid ounces breastmilk ¹ or formula ²	6-8 fluid ounces breastmilk ¹ or formula; ² and 0-½ ounce equivalent infant cereal; ^{2,3} or 0-4 tablespoons meat, fish, poultry, whole egg, cooked dry beans, or cooked dry peas; or 0-2 ounces of cheese; or 0-4 ounces (volume) of cottage cheese; or 0-4 ounces or ½ cup of yogurt; ⁴ or a combination of the above; ⁵ and 0-2 tablespoons vegetable or fruit, or a combination of both. ^{5,6}
Snack	4-6 fluid ounces breastmilk ¹ or formula ²	2-4 fluid ounces breastmilk ¹ or formula; ² and 0-½ ounce equivalent bread; ^{3,7} or 0-¼ ounce equivalent crackers; ^{3,7} or 0-½ ounce equivalent infant cereal; ^{2,3} or 0-¼ ounce equivalent ready-to-eat breakfast cereal; ^{3,5,7,8} and 0-2 tablespoons vegetable or fruit, or a combination of both. ^{5,6}

¹ Breastmilk or formula, or portions of both, must be served; however, it is recommended that breastmilk be served in place of formula from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breastmilk per feeding, a serving of less than the minimum amount of breastmilk may be offered, with additional breastmilk offered at a later time if the infant will consume more.

² Infant formula and dry infant cereal must be iron-fortified.

³ Refer to FNS guidance for additional information on crediting different types of grains.

⁴ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁵ A serving of this component is required when the infant is developmentally ready to accept it.

⁶ Fruit and vegetable juices must not be served.

⁷ A serving of grains must be whole grain-rich, enriched meal, or enriched flour.

⁸ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

HUNDRED ACRE PLAY CARE FAMILY HANDBOOK AGREEMENT

Please return a signed copy of this page to the provider to agree that:

I have read, understand, and agree to follow the policies detailed in the Family Handbook.

I understand that failure to comply with the policies listed within the Family Handbook or the Child Care Contract may result in termination from the program at Hundred Acre Play Care at the discretion of the provider.

Child's Name: _____

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date