



School Year Staff Manual

2025-2026 School Year



www.wisconsinyouthcompany.org

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School Year Staff Manual

Table of Contents

| Page | Section |
|--------------|-------------------------------------|
| 1-6 | Attendance and Enrollment |
| | Attendance |
| | Extracurricular Activities |
| | Messages |
| | Early Drop-off and Late Pick-up |
| | Impaired/Intoxicated Parent Pick-up |
| 7-10 | Supervision and Tracking |
| | Tracking System |
| | Ratios |
| | Bathroom Visits |
| | Missing or Runaway Child |
| | One-to-One Interactions |
| 11-19 | Program |
| | Program Goals and Plans |
| | Program Environment |
| | Schedule |
| | Snack and Lunch |
| | Active Play |
| | Communication |
| | Program Partners |
| 20-25 | All Day Programs |
| | All Day Programs |
| | Field Trip and Transportation |
| | Day of Field Trip |
| | Field Trip Emergency Procedures |

School Year Staff Manual

| Page | Section |
|--------------|---|
| 26-30 | Child Guidance |
| | Guiding Children |
| | Appropriate Interactions |
| | Behavior Management |
| | Consequences |
| 31-48 | Health and Wellness |
| | Health History and Emergency Care Forms |
| | Staff Health Care Responsibilities |
| | Ensuring Health Needs are Met |
| | Illness at Program |
| | Injury at Program |
| | First Aid and CPR |
| | Medication Management |
| | Accident Reporting |
| | Medical/Behavior Log Reporting |
| | Sanitization and Handwashing |
| | Child Abuse and Neglect |
| 49-57 | Emergencies and Safety |
| | Program Preparedness |
| | Drill Procedures |
| | Emergency Response |
| 58-76 | Program Relations and Personnel |
| | Child and Family Communication |
| | Staff Communication |
| | Photo and Video |
| | Staff Identifiers |
| | Personnel |
| | Staff Responsibilities |

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Attendance

Snapshot: Wisconsin Youth Company attendance forms are legal documents that must indicate accurate time of arrival and departure. The use of blue or black ink is required. All children must be signed in, signed out or marked absent each day.

Sign-In Process

- Greet each child upon arrival
- Parent or staff must indicate the time of arrival and sign their name (no initials) in blue or black ink. The child then finds their tag and hands it to the appropriate staff member.
- Inform the child where they can place their belongings

Sign-Out Process

- Greet Parent upon arrival
- Verify the appropriate person is picking up the child. If the pick-up person is new, check their photo identification and verify their name and contact information with the registration binder.
- Guide the individual to their child
- Staff returns the appropriate tag to the child and child puts their tag away
- Parent records time of sign-out and signature on the attendance, in blue or black ink
- Briefly talk with the Parent about the day's activities, include the child in the conversation
- Say goodbye to the Parent and child

Before School Attendance Process

| | | |
|----------|-----------|---------------------------------------|
| Sign-in | 7:00 a.m. | Staff or Parent Signature (Black Ink) |
| Sign-out | 8:40 a.m. | Staff Signature (Black Ink) |

After School Attendance Process

| | | |
|----------|-----------|------------------------------|
| Sign-in | 2:40 p.m. | Staff Signature (Black Ink) |
| Sign-out | 5:00 p.m. | Parent Signature (Black Ink) |

Authorized Pick-Ups

All children must be picked up by an authorized pick-up person. Authorized pick-ups can be found on the child's registration file under P1, P2 or the emergency contact chart. If staff have not met an authorized pick-up person or cannot identify them upon arrival, staff must check I.D. Acceptable forms of identification include: a Driver's License, a State issued I.D., or a matching phone number to the one listed on the child's registration file. If a Parent would like to add a new authorized pick-up to their account, they must contact the administrative office in writing. Staff will be notified of the new authorization through the message log.

Unauthorized Pick-Ups

If an unauthorized individual arrives to program to pick up a child, complete the following steps:

- Call the child's Parent to inform them the pick-up person is not authorized, and they will have to contact the administrative office in writing to authorize the individual
- If you are unable to reach the Parent, contact the Help Line for further assistance

Unexpected Arrival

If an unexpected child arrives to program, complete the following process:

- Check the registration file for a change of schedule form
- Check the message log to verify a change in attendance
- Call the administrative office for verification
- If the child's attendance is confirmed, enter their name on the attendance form under the correct grade
- If the child's attendance isn't confirmed, call and let the Parents know they are not scheduled for program, and they can contact the administrative office for further details

Unexpected Absences

All children must be accounted for on the daily attendance. If a child has not arrived to program as expected, complete the following steps:

- Verify with the school office that child was in attendance for school day
- Contact the administrative office for any new messages
- Double check the site message log and extracurricular forms
- Contact Parents (P1 & P2) and leave messages for both
- If the child still is not located, call the administrative office for assistance in tracking down the child
- No further attempt to locate the child will be made at the program site level. If staff are unable to reach the parent, they will notify the administrative office. Wisconsin Youth Company is responsible for children only during the time they are signed into program.

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Extracurricular Activities

Snapshot: Prior to attending an extracurricular activity, a child must have an extracurricular permission form on file with Wisconsin Youth Company.

Extracurricular Permission Form

Parents can complete extracurricular permission forms electronically through links provided by site staff or by the registration team. Copies of extracurricular permission forms are uploaded to digital binders.

Extracurricular Tracking

All programs have a folder in their digital binder to track extracurricular forms. After an extracurricular activity concludes, the form should be moved to the archive folder.

Extracurricular Attendance Preparation

Prepare your attendance to indicate the child will be attending an extracurricular upon receiving the extracurricular permission form. Under the child's name and designated day, note, "Extracurricular" in red ink. Then, use red ink to divide the sign-in and out boxes into four boxes.

| | | |
|----------|-----------|------------------------------|
| Sign-in | 2:40 p.m. | Staff Signature (Black Ink) |
| | 2:40 p.m. | Staff Signature (Red Ink) |
| Sign-out | 5:00 p.m. | Parent Signature (Black Ink) |
| | 5:00 p.m. | Staff Signature (Red Ink) |

Extracurricular Process

- Child checks in at program
- Child is signed in to program in blue or black ink
- At time noted on permission form, staff remind child they can depart for their extracurricular
- Before departure, the child retrieves their tag and places it in a container dedicated for extracurriculars
- Staff signs child out in red ink and child is excused to the extracurricular
- If permission form indicates a child will return to program after the extracurricular, staff should expect them to return at time indicated on the form
- When a child returns, they should retrieve their tag and provide it to the appropriate staff person. Staff will then sign them in, in red ink.
- Staff will then proceed with normal pick-up procedure and ensure the child is signed out with black or blue ink

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Messages

Snapshot: Wisconsin Youth Company requires Parents to relay all messages through the administrative office. Program staff must contact the administrative office daily via the site cell phone. Administrative staff will provide site staff with messages. Site staff must record messages on pink message log form. This form is a legal document.

Checking Messages

Program staff are required to call or text the administrative office prior to the start of after school program each day to check daily messages. Identify yourself, your site and request your site messages. During Before School, the administrative office will call the site cell phone each day to give daily messages. The number for the administrative office is in the site cell phone under “WYC Office CALL or WYC Office TEXT

Recording Messages

Each month should start with a new message log. Message logs should be kept in the designated binder on site. Record the following for each message:

- Time recorded (a.m. or p.m.) and the date
- Initials of the individual recording the message and providing the message
- Child’s name and program
- If a child is absent, dropping in, or adding a day; designate by highlighting or circling
- Add extra details under the “Other Message” column
- If necessary, enter the message on the attendance form and record on the message log
- If there are no messages, record the date and initials. Then write “no messages.”

On-Site Messages

If a Parent provides a message in person at program, write the message in the message log and remind the Parent they will need to call or text the attendance message line as well. Staff should send the message given by Parent to the administrative office at info@wisconsinyouthcompany.org

Voicemail

Check the voicemail at program upon arriving to site. Record any messages in the message log. The password for the site cell phone voicemail is the last four digits of the cell phone number.

Voicemail Script

“You have reached [PROGRAM NAME]. If you are calling to report your child’s absence, hang up and text or call the 24-hour attendance message line at [608-276-9898-Dane]/[262-547-2326-Waukesha]. If you are calling during program time, we are busy engaging with the children and are unable to answer the phone. We check our messages periodically throughout the day. Please feel free to leave a message and we will return your call as soon as possible. Thank you for calling [PROGRAM NAME].”

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Early Drop-Off and Late Pick-Up

Snapshot: Parents dropping off children prior to the start time or picking up children five minutes or more after program closing time are charged an early arrival or late departure fee of \$25 per child for every 15 minutes or portion thereof.

Early Drop-Off

If a Parent is attempting to drop off early, politely remind them of your program's start time. If they choose to leave their child earlier than the designated drop-off time, use a green late pick-up form to sign them in.

Late Pick-Up Process

If a child has not been picked up by the program's closing time, complete the following steps:

- Call P1 and/or P2, leave messages if needed
- If that is not successful, contact emergency contacts
- 'Call the Help Line to inform them that there are still children and staff present at program
- If you are unable to make contact with anyone, call the Help Line to inform them of the situation and discuss next steps
- Ask the Help Line for approval to contact non-emergency police if you have not been able to reach P1, P2 and emergency contacts 30 minutes after program concludes

Green Late Pick-Up Form

- Sign child out of regular attendance at end of program time (5:45 or 6 p.m.)
- Sign child in on green late pick-up form with the end of program time (5:45 or 6 p.m.)
- When child is picked up, they should be signed out by Parent on the green late pick-up form
- Turn in the late pick-up form with your weekly attendance

Late Pick-Up Attendance Process

Part 1: This will be completed in the regular attendance binder

| | | |
|----------|-----------|-----------------------------|
| Sign-in | 2:40 p.m. | Staff Signature (Black Ink) |
| Sign-out | 5:45 p.m. | Staff Signature (Red Ink) |

Part 2: This will be completed on the green late pick-up form

| | | |
|----------|-----------|------------------------------|
| Sign-in | 5:45 p.m. | Staff Signature (Red Ink) |
| Sign-out | 6:00 p.m. | Parent Signature (Black Ink) |

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Impaired/Intoxicated Parent Pick-Up

Snapshot: If an authorized pick-up person arrives impaired or intoxicated to pick up a child, please call the Help Line for support in handling the situation.

Signs of Intoxication:

- Smell of alcohol or other intoxicants
- Stumbling and slurred words
- Unsteady, tripping or falling
- Struggles to retain information

If these behaviors are observed, proceed with the following steps:

- Ask if they are feeling OK
- If you feel comfortable doing so, ask if they have another person who could drive them and their child home. If person is resistant, do not stand in the way of the Parent.
- If a pick-up person leaves with the child, call 911 to report a driver who appears to be impaired is leaving your location with a child in the vehicle
- If possible, note the license plate number and vehicle description
- Call the Help Line to report what happened
- Record the incident in the medical log

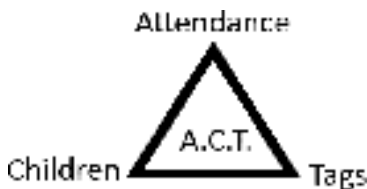
Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Tracking System

Snapshot: All programs must use the approved system of A.C.T. for tracking children. A.C.T. assists in the safe supervision of children during program hours. This system should be used alongside active supervision and interactions with children.

A.C.T.

A.C.T., Wisconsin Youth Company's tracking system, stands for attendance, children, and tags. At all times, the program attendance must match the number of children in program and the number of tags being held by staff. If these numbers do not match, the program must stop until the numbers are reconciled.



Tag System

Each child is assigned a tag with their first name and last initial noted on it. Tags also signify special health concerns. The tag system works with the following process:

- As a child arrives to program, they pick up their tag at the attendance table and place it in the designated check in location or hand it to the staff person assigned to supervise them
- The staff person places that child's tag on their carabineer and holds onto it during the duration of that child's time in program
- No staff person can have more tags than state licensing allows
- If a child moves to a different location or area, their tag must follow them in that process
 - Each staff member must be sure they know the whereabouts of the children in their care and the number of children in their care
- When a child is picked up, the staff person gives them their tag to return to the attendance table

Tag Color Code System

| White | Orange |
|----------|---------|
| Ages 5-7 | Ages 8+ |

| Blue | Yellow | Red | Purple | Green | Beige | Gray | Gray s/o |
|------------------------|---------|--------|--------------------|----------|--------------------------|----------|----------------------|
| Special Health Concern | Inhaler | EpiPen | On-Site Medication | Diabetes | Child has a food allergy | No Photo | Site-Use Photos Only |

School Year Staff Manual

Supervision and Tracking

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Ratios

Snapshot: Proper staff-to-child ratios must be maintained at all times. In addition to ratios, there must be a lead teacher qualified staff on-site at all times. Wisconsin Youth Company programs operate based on the terms of the license including capacity, ages, hours, months and days. This information is located on the licensing board at each program.

General Program Ratios

Two staff must be present when there are more than 13 children in attendance in a 4K program or more than 18 children in attendance in a school-age program. If a program has combined 4 year olds with 5-12 year olds, the ratio is 1:15. The following ratios must be maintained:

| | |
|---------------------------------|---------------|
| Children in 4K Wrap | 1 to 13 ratio |
| Maximum group size in 4K | 26 children |
| Children ages 5-12 | 1 to 18 ratio |
| Maximum group size | 36 children |

Field Trip Ratios

All groups taking a field trip must always have at least two staff present.

Bathroom Visits

Snapshot: All children, regardless of age, should enter the bathroom alone or in a group of three. Staff should never enter the bathroom with children. No child can be denied the use of a bathroom.

Group Bathroom Visit

When a staff is responsible for taking a group of children for a bathroom break, the following process should be used:

- If possible, prop bathroom doors open with door stops. Staff should position themselves near the bathroom doorway but not inside the bathroom.
- Children enter the bathroom one or three at a time. As one child comes out, have another child enters
- After all children have used the bathroom, complete a face-to-name ACT check to ensure all children are back in line. If needed, send a single child into the bathroom to ensure stalls are empty.

Individual Bathroom Visit (Child ages 4 to 7)

When a single child, ages 4 to 7, asks to use the bathroom, the following process should be used:

- Make a quick announcement to the other children to see if anyone else needs to use the bathroom
- Configure the tags so the individual taking children to the bathroom has the correct tags. Then ensure there are not more than the appropriate number of children left in the room with the remaining staff.
- Walk to the bathroom and then proceed with the group bathroom visit process

Individual Bathroom Visit (Child 8 or older) When a single child, aged 8 or older, asks to use the bathroom, the following process should be used:

- With the safety of the child in mind and at the discretion of the staff, the child can go to the bathroom on their own
- Staff will note the time the child left for the bathroom. If the child is gone for over 5-10 minutes, staff will check on the child's whereabouts. If the child is not in the bathroom, the child is now considered missing and staff must follow the missing child protocol.

Supervision and Tracking

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Missing or Runaway Child

Snapshot: All children need to be accounted for at all times during program. If a child looks like they are going to run, every effort, short of forcibly restraining the child, should be made to keep the child from leaving the premises. A missing child must be reported to state licensing within 24 hours. In the event a child is missing or leaves the premises without program staff's knowledge, the Help Line should be called immediately.

Proactive Steps to Prevent a Runaway Child:

- Know which children might be likely to run
- Inform site supervisor and program manager if a child attempts or threatens to run so that additional guidance can be given
- Keep doors that lead directly outside or into a hallway closed to reduce children's risk of leaving
- Have a designated space within program that children can go to cool down when escalated

If a Child Attempts to Run Away:

- Try to stop them with a firm, "STOP"
- If this is not successful and there is another adult in the program space, follow the child to keep in sight and sound supervision
- If child does not cooperate, program staff not following the child will call the five-minute contact for assistance and the Help Line for additional steps

If a Child is Missing:

- Stay calm.
- Gather two-way radio and ensure that all staff have their two-way radios, and they are turned on
- If a child was confirmed signed in and is unable to be located, first ask co-workers if they know the child's location.
- Have all staff check their attendance with the number of tags they have with the number of children in their group. Ensure that staff complete a face-to-name check when counting their children.
- The remaining staff will gather all children in one space that they can easily supervise
- Designate one staff member to call the five-minute contact for assistance and the Help Line for additional steps.
- Check all areas the child could be within the space
- Ask the other children if they have seen the child
- Check the bathrooms, gyms, playground or other common program spaces
- Check parking lot, outdoor perimeter of the facility or other outdoor "hiding" places.
- Ask facility staff, if present, to make an announcement over the PA system asking child to return to program.
- If child's whereabouts are unknown, Parent will be contacted immediately to inform them of the situation.
- If child cannot be located, additional steps may include calling emergency services, or sending additional staff to help with search or child supervision

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One-to-One Interactions

Snapshot: Staff should strive to reduce the number of times that they are alone with a child. Staff are encouraged to always have another staff or another child present in all situations.

Potential Times Where Staff Members May Find Themselves Alone with a Child:

- Being the only staff present when the first child is dropped off or last child is picked up
- When one child needs to use the bathroom
- When one child has a first aid need
- Working through a behavior situation with a child
- Taking a child to get something from their locker or classroom
- Administering medication to a child
- Supervision of a sick child

Procedures to Avoid One-to-One Interactions:

- Plan transitions
- Schedule two staff to open or close program
- Use a buddy system in supervising groups
- Take multiple children if a child needs to go to their locker or bathroom
- Hold sensitive conversations in a quiet area within the program space
- Schedule regular bathroom breaks

Best Practices When Staff Are Alone with a Child:

- Let another staff person know you are alone with a child. Take a two-way radio and cell phone.
- Stay within public view at program site
- If a staff person is alone at the end of the day due to a late pick-up, they should move to a public/visible area and inform the Parent of their movement. Then, call the Help Line.

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Program Goals and Plans

Snapshot: The highest priority for quality program plans is the safety of the children. Program plans should be developmentally appropriate while encouraging children to explore their interests. Plans can create structure in program routines and support behavior management in different group sizes. Plans should also have specific objectives or goals associated with them that can be located at the top of the weekly lesson plans. Plans should be intentional and support the development of all children in program. Program plans should be submitted a minimum of 2 weeks in advance to your assigned program manager.

Program Environment

Create a Welcoming Environment

Establishing impressions about Wisconsin Youth Company programs begin as children and families arrive to program. Creating a positive and accepting environment helps comfort families and children feel safe and satisfied with programs.

How to Create a Welcoming Environment:

- Everyone who enters the program space should be greeted upon arrival
- If time allows, engage the Parent in brief conversation
- Set up the Parent table in an organized fashion. This helps Parents to easily access relevant information pertaining to the program and their child.
- At least one staff member should share a detail with each Parent regarding their child's time in program
- Always acknowledge that a Parent and child is leaving by saying goodbye
- Learn adults' names and address them by their name when they arrive. Invite them into the program space to see what their child may be working on.

Interest Areas

| Table Spaces | Floor Spaces |
|---------------|------------------------------|
| Arts & Crafts | Building and Constructs Area |
| Science | Dramatic Play |
| Game Area | Cool Down Space |
| Snack | Reading |
| | Manipulatives |
| | Music |
| | Sensory |

Space Layout

The following should be considered when determining program space layout:

- The layout should have defined interest areas created with cafeteria tables, rugs and carts
- Activity and noise levels
- Natural and artificial lighting
- Ensuring doors and/or exits are not blocked by program supplies
- Existing materials in the space from the school, i.e., milk coolers, gym mats

Storage for Children's Belongings

Storage space for children's belongings should be made available and off the floor at each program. A few methods for storing children's belongings are cubbies, lockers, hooks, baskets or bins. Each child should have access to their own storage.

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Schedule

Snapshot: The exact daily and weekly schedule may vary from program to program. There can be some flexibility within the schedule, however, each day must include a snack time, a staff-led activity, and active time. Routines such as toileting, eating snack and intervals between activities should be planned to avoid keeping children waiting in lines or assembled in large groups.

Sample Daily Schedule:

Before School

| | |
|-----------|---|
| 6:45 a.m. | Staff Arrives |
| 7 a.m. | Children Arrive with Free Choice Activities |
| 7:30 a.m. | Group Project |
| 8 a.m. | Active Time |
| 8:20 a.m. | Clean-Up |
| 8:30 a.m. | Dismissal to School Day |

4K Wrap

| | |
|------------|--------------------|
| 8:50 a.m. | Arrival/Group Time |
| 9:30 a.m. | Snack/Free Choice |
| 10 a.m. | Stations |
| 10:30 a.m. | Active Time |
| 11 a.m. | Rest Time |
| 11:30 a.m. | Lunch |
| 12:15 p.m. | Free Choice |
| 12:50 p.m. | Dismissal |

After School

| | |
|-----------|--|
| 2:40 p.m. | Children Arrive, Sign-in, Free Choice Activities |
| 3 p.m. | Handwashing & Snack |
| 3:45 p.m. | Bathroom Break and Outside Play |
| 4:30 p.m. | Group Project |
| 5:30 p.m. | Clean-Up |
| 6 p.m. | Staff Depart |

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Snack and Lunch

Snapshot: Snack is served once each afternoon. Wisconsin Youth Company staff must follow company procedures that meet or exceed state licensing and ACA requirements for serving and storing snack. All food served by Wisconsin Youth Company is nut-free, and sugar is not listed as one of the first three ingredients. Parents are encouraged to send nut-free lunches for their child. Staff are required to sit with children during snack and lunch.

Snack Delivery and Purchase

Snack is ordered and distributed weekly to After School programs. Site supervisors are responsible for picking up snack weekly and transporting it to their assigned program location. Snack must be organized and stored properly during transportation and at site. Most after school locations receive milk delivered to their school by their school's milk provider. Some locations require site supervisors purchase milk on an as-needed basis with their designated credit limit.

Snack Menus

Snack menus should be posted on the licensing board for Parent review and must comply with licensing requirements. Menus should be planned for the entire month and contain a daily afternoon snack. The previous month's menus are to be submitted to the assigned program manager monthly on the first of the month. Any changes or additions to snack should be noted on the snack menu. Items on the snack menu may not be repeated within a one-week time frame.

Food Groups

Snack should include two items from the following food groups. Both items must represent different food groups:

- **Grains:** whole grain or breads, cereals and crackers
- **Dairy:** cheese, milk and yogurt
- **Fruits and Vegetables:** canned or fresh fruits and vegetables
- **Meat or Other Protein:** meat, soy butter or alternate protein products

Milk and Water

Milk and water should be available each day with snack. Only unflavored, 1% milk is to be served for snack in compliance with USDA guidelines.

Snack Prep

Gloves should always be used for both snack prep and serving. Snack can be prepared in advance with the following methods:

- Place individually packaged items in a bowl for easier serving
- Ensure plates, bowls, cups, napkins, and silverware are available at the start of snack service

Snack Procedure

The following procedure should be used to ensure a successful snack experience:

- Tables where snack will be served should be cleaned with a two-step process before and after snack is served. Step one: Clean with Clorox wipe or soap/water solution. Step two: Sanitize with Clorox wipe.
- Children and staff wash their hands. If staff cannot wash their hands, they can use a soap and water wipe. Staff should wear gloves to serve snack.
- Children and staff should be seated at the snack table and snack should be available family style
- Snack should be available for 40 minutes
- Second servings must be always available. Second servings do not need to be the same as the first item served.
- Have children use plates, bowls, napkins as part of snack service. Food should not sit directly on tables.

Lunch Procedure (All Day Programs or Early Release)

Lunch should occur in the same process as snack; however, children will bring their own lunches. Lunches must not require refrigeration or microwaving. Children may not share items from their lunches as many children have allergies. In the event a child does not have a lunch, program staff can offer snack items to the child. Wisconsin Youth Company recommends Parents to send nut-free lunches with children. Plan for a nut-free table for children with nut allergies.

Allergies and Special Diets

Allergies and special diets are noted on a child's health history form. Children with food allergies and/or special diets will have a beige and blue tag. All staff should familiarize themselves with allergies or special diet concerns. When planning food projects, staff need to take into consideration all food allergies. Parents must provide written permission if they would like their child to be served a special diet for snack. Parents must provide all special food and it must meet the Wisconsin Youth Company nutritional requirements. Staff can provide Parents with a copy of the monthly snack menu to assist in planning for special diets or allergies. If a child consumes food or drink that may contain the child's allergen, monitor symptoms and contact parent to notify them of the situation. If the symptoms become severe, follow the response to allergic reaction plan.

Snack Storage

Wisconsin Youth Company policy and state licensing require snack be stored in the following ways:

- Any food that has been placed in open-top serving bowls should be disposed of after snack (i.e., crackers or canned fruit). Grab-and-go items or cereal served from a container with a closed lid can be saved, labeled with the opening date and served again.
- Store dry goods in a cool, dry location off the floor preferably on a shelf or in a cabinet
- All snack that has been opened needs to be stored in a food-grade plastic container with tight-fitting lid or Ziplock bag. All items should be labeled indicating contents and date opened.
- Prepared food that is saved must be used within 36 hours
- Refrigerators should be equipped with a thermometer and the temperature must be maintained at 40 degrees Fahrenheit or below. Freezers should be maintained at 0 degrees Fahrenheit or below. Milk coolers used to temporarily hold milk during snack service will have ice packs and thermometer and maintain temperature of 40 degrees or below. Daily temperatures should be checked and recorded on the temperature log. Monthly temperature logs must be submitted to the assigned program manager.
- All food should be stored on a shelf or refrigerator. No food should be on the floor in boxes or baskets.

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Active Play

Snapshot: All children should have an opportunity for active play throughout the day. Active play can occur outdoors on a playground or field, or indoors in a gym. Wisconsin Youth Company must provide a safe active play environment to reduce possible accidents.

Safety Considerations for the Gym

The gym is often the number one area for accidents. Consider the following to reduce the number of accidents:

- Staff should closely supervise the group at all times. Staff are encouraged to join in on active play; however, they must actively supervise while doing so. Staff should be spread out throughout the gym.
- Shoes must be worn at all times. Tennis shoes are preferred, but at minimum shoes must have a heel strap. Bare feet, flip-flops and boots are not allowed. Ensure shoes are tied.
- Limit the number of separate activities occurring at the same time in the same space
- All equipment should be used properly
- Always explain the rules of each activity before play begins
- Warn the group about any safety risks or concerns
- If the group is large, consider playing an organized group game rather free choice
- Explain boundaries in advance
- Loose clothing should be removed or tucked in, such as scarves

Safety Considerations for Playground or Outdoor Play

All children should remain closely supervised while outdoors. The following safety considerations should be implemented:

- Staff should monitor the use and condition of the grounds, age-appropriate equipment and any other play area. Check the area for hazards such as broken glass or lack of wood chips for fall coverage.
- Equipment must be used in the manner for which it was intended. For example, children should sit on swings and slide down a slide feet first and facing forwards.
- Children should not wear loose clothing on the equipment. Coats should be zipped and loose scarves should be tied or tucked into their coat.
- Limit the number of children on any one piece of equipment
- Children must wear shoes at all times and laces must be tied
- Check weather conditions before going outside and limit equipment use if needed (i.e. equipment could be icy or wet)
- Be aware of community members on the playground
- Hand slides and twirling monkey bars are off limits. Contact your program manager if you have questions regarding off-limit equipment.
- If something doesn't look or feel safe, re-direct the children to another activity

Playground Tracking

Prior to going outside, staff should determine playground zones. A zone is a designated amount of space that can be supervised by one staff. Once zones are established, the following should occur:

- Before staff go outside, they should ensure their tags match the children they are taking outside
- Staff should remind children of the zones and which zones are open or closed depending on the number of staff going outside
- Once outside, staff should remain within their assigned zone and actively supervise by walking throughout the zone

Equipment Maintenance

All equipment should be in good working condition. If equipment is not in good repair, it should not be used. If there is damage or a concern with equipment belonging to the facility (i.e. playground), report the concern to the facility as soon as possible. If there is damage or a concern with equipment belonging to Wisconsin Youth Company (i.e., ball cart), report this to your supervisor as soon as possible to determine a plan to fix or remove the equipment.

Organizing Group Games

Group games are a great way to keep children active and safe in a small space such as a gym. When organizing a group game, keep the following in mind:

- Determine which game is going to be played ahead of time
- Review the rules with the children and if possible, have the children describe the rules prior to starting a game
- Get involved in the game while supervising
- Ensure the rules are developmentally appropriate for the entire group
- Choose teams in a manner that all children feel included and welcome
- Play games that keep everyone engaged. Avoid playing games where participants are “out”
- Encourage all children to play for 10 minutes and then allow them the choice to sit-out if they are no longer interested

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Communication

Snapshot: While in program, staff can't always communicate face to face with each other. Due to this and communication needed with the administrative office, there are a number of communication devices used in program. These devices should be used for program purposes only. Personal devices should not be used during program hours.

Cell Phones

Each program is equipped with a cell phone. This is the main cell phone for the program and is the phone that families or administrative staff will call to get in touch with program staff. This cell phone must always be held by a program staff, preferably the site supervisor. The cell phone should remain on during program hours. Cell phones are not for personal use.

Uses for Cell Phones

Cell phones should be used for the following tasks:

- Communicating with the administrative office for messages or other program matters
- Contacting Parents
- Making emergency phone calls
- Communicating with the Help Line

Additionally, Smartphones Can be Used to:

- Verify authorized pick-up persons
- Take photos (considering photo release)
- Look up the weather
- Research other program related matters
- Play age-appropriate music

Cell Phone Handling Procedures

Cell phones should always be protected with a case when available (i.e. smartphones). When not in use, cell phones should be kept in a secure location. Cell phones should always be properly charged. Cell phones should never be taken home or elsewhere by staff. If there is an issue with a cell phone or damage occurs, inform the IT director right away. Staff should activate the voicemail on the cell phone. See "Messages" section for more details.

Important Phone Numbers

Wisconsin Youth Company administrative phone numbers are saved in all cell phones. In addition, emergency phone numbers are posted on an orange sheet on the licensing board at program.

Help Line

The Wisconsin Youth Company Help Line is available for staff to use in emergency or crisis situations. The Help Line is also available if staff have a question that requires an immediate answer upon which the safety of a child or program is immediately dependent. This phone number is saved in all program cell phones. The person answering the Help Line will respond and assess the situation, provide assistance and contact other members of the crisis team if necessary.

Calling the Help Line is not a substitute replacement for calling 911. If a situation warrants a 911 call, make that call first and then call the Help Line to inform them of the situation.

Two-Way Radios

Two-way radios should be used in the program space, gym, outside, on field trips or when staff members are out of physical sight and sound of each other. Staff should speak in a professional and appropriate manner on the radios. Staff must carry a two-way radio with them at all times. If there is an issue with any of the radios or if a radio is damaged, inform the operations manager right away.

Two-Way Radios Should be Used in the Following Manner:

- When one staff is outside with children and the other staff is inside, the two-way radio can be used to call for help, ask questions, or transition children (staff must still have sight of children)
- Communicate between two different groups or programs
- Communicate when a child's pick-up person has arrived if the children are in another location. Children must still remain within sight of staff during this transition. Private and confidential information should never be shared over the radio.
- Radios need to be charged nightly to ensure adequate battery power for the upcoming program day

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Program Partners

Snapshot: Wisconsin Youth Company programs have many partners that contribute to the success in high-quality out-of-school time care. Program partners include, but are not limited to: state licensing, City of Madison Accreditation, YoungStar, and the schools or community centers that provide space.

State Licensing

Wisconsin Youth Company After School programs are licensed by the state of Wisconsin as Group Child Care. Licensing rules are used as the framework for most of the program policies and procedures. A copy of the licensing rules must be available at all times to Parents at the sign-in table. All staff are required to become familiar with licensing regulations. The terms of the license including capacity, ages of children, hours and months of operation are posted on the child care license. Each year, there will be at least one licensing visit from a state of Wisconsin licensing specialist. Staff should notify their assigned program manager and the Help Line after being visited by licensing. Following a visit, the licensing specialist will create a record of compliance or non-compliance that must be responded to within the specified timeframe. If there is a non-compliance, the school year program director, program manager, and site supervisor(s) will create an action plan for the non-compliance.

City of Madison Accreditation

Wisconsin Youth Company After School programs in Madison Metropolitan School District are accredited through the City of Madison. Wisconsin Youth Company demonstrates compliance with City of Madison standards annually which include observations of each program.

YoungStar

YoungStar is Wisconsin's child care quality rating and improvement system. YoungStar provides Wisconsin Youth Company with tools to ensure After School programs are delivering high-quality care.

School or Community Partners

Wisconsin Youth Company holds space use agreements and/or contracts with each of the schools and community centers in which programs operate. The success of this agreement depends on open lines of communication and positive relations with school personnel. After School staff are encouraged to greet school or community center staff and communicate effectively with them. Report any issues or concerns to facility personnel right away. Most importantly, Wisconsin Youth Company is a guest in our facility locations, and staff need to treat facilities and hosts with respect at all times.

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All Day Programs

Snapshot: All day programs (ADP) provide quality programming on the days that schools are closed. After School may provide quality programming on some or all of those days at various sites. Staff may be expected to work at a location that is not their regularly scheduled program site.

All day programs require a separate registration and fee.

Downloading Child Files

Using the site Chromebook, download the Child Files folder prior to the start of program.

Checking Messages

Using the site Chromebook, check the digital ADP Message Log and transfer all messages into the Message Log.

Schedule

The exact daily schedule may vary and depend on activity type. There can be some flexibility within the schedule, however, each ADP must include two designated snack times, lunch, and group projects.

Sample Schedule:

| | |
|-----------------|---|
| 9 a.m. | Drop-Off and Activity |
| 9:30 a.m. | Snack |
| 10 a.m.-12 p.m. | Planned Activities |
| 12 p.m. Lunch | Lunch |
| 12-3 p.m. | Planned Activities/Field Trip (Afternoon snack) |
| 3 p.m. | Snack |
| 3:30-4 p.m. | Activity and Pick-Up |

Planned Activities

Prior to arriving to work an ADP, all staff need to familiarize themselves with the lesson plans and activities for the day to ensure that they can lead a group of children in each activity. Lesson plans will be shared digitally with staff and will be posted on the Parent table at the program location.

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Field Trips and Transportation

Transportation Policy

Chartered school buses are the only form of pre-approved transportation for field trips. If a privately-owned vehicle is needed to transport a child, the following requirements must be met:

- Prior approval from the director of operations and chief executive officer
- Written Parental consent
- The driver must hold a valid driver's license
- The driver must be at least 21 years of age and have at least two years' experience as a licensed driver
- Wisconsin Youth Company has documentation of adequate automobile liability insurance coverage on file

Transportation Guidelines:

- All passengers should be provided with an orientation to safety regulations and procedures prior to departing
- All passengers must follow all regulations set by the bus chartering agency during field trips. This includes not exceeding the capacity of the bus.
- A staff member must take rollcall to match children's names to faces, followed by an overall count to ensure that everyone is safely on the bus
- Child attendance, registration, and emergency contact information for all individuals will be readily available with the group
- If available, children and staff must wear seatbelts
- Any vehicle used to transport children must have its doors locked at all times while moving
- Children may not be left unattended in the vehicle
- There must always be a second adult in addition to the driver traveling with the group that is trained in safety responsibilities and group management
- Adult passengers are responsible for ensuring that children remain seated
- While the vehicle is in motion, children should not speak loudly, argue, roughhouse, etc. If necessary, the driver must stop the vehicle until all children are following directions
- Persons in wheelchairs must be seat-belted with their chair in locked position and secured to the vehicle
- After children and staff exit the vehicle, a staff member must inspect the vehicle to make sure all children and staff safely exit the vehicle
- Children and staff may only be transported to destinations that can be easily accessed by emergency assistance and with cell phone service
- Under DCF state licensing, programs may only visit destinations within one-hour distance from program base site. Any exceptions must be pre-approved by DCF.

Day of Field Trip

Informing Families of Field Trips

When taking trips off-site, families must be informed. The following methods are used for informing families:

- Families will receive information about the field trip via email prior to the ADP
- If a field trip is changed or cancelled, the program director will inform families of the changes via email. Staff should also be sure to inform families of the change and post it on their whiteboard.
- When leaving for a field trip, place a sign where families can see it, stating when the group is scheduled to return from a field trip. Also be sure to post the site cell phone number where it is clearly visible.
- In the case that a group is late returning to ADP, inform the program director and a text message can be sent to all primary pick-up persons informing them of the late arrival

Preparing for a Field Trip

Consider the following prior to leaving for a field trip:

- All children and staff should take a bathroom break prior to loading the bus
- Inform someone at your facility (custodian, front desk staff, school staff) that you are leaving for a field trip and when they can expect you to return
- Once the bus driver arrives, double check to ensure that they know the destination and how to get there. Also, exchange cell phone numbers to make contact during or after the field trip.

Loading and Unloading the Bus

- Once the bus driver arrives, double check to ensure that they know the destination and how to get there. Also, exchange cell phone numbers to make contact during or after the field trip.
- Children and staff should enter the bus in a single file line and load from back to front. Children should sit no more than three (preferably two) per seat.
- Staff should strategically sit in a way that allows all children in the bus to be supervised. Staff should not sit next to another staff.
- Before the bus departs, one staff should go over bus rules (see below) and take attendance.
- When departing the bus, all staff and children should depart in a single file line and meet at a predetermined location outside.

Required Supplies

The following supplies must always come with the group on a field trip:

- Attendance binders
- Chromebook
- First aid kits
- Medications
- Cell phone(s)
- Two-way radios if applicable
- Tags
- Snack

Bus Rules

- Wear seatbelts if available
- Stay seated and face the front
- Children should keep their hands/body to themselves and their body within the bus (i.e. no sticking hands out the windows)
- The aisle cannot be blocked
- No kicking the seat in front of you
- Voices must remain at a reasonably low level as to not distract the driver
- No food or drink, unless approved by the driver
- Listen to and respect the bus driver and all staff
- All garbage must be cleaned up and placed in a trash can or removed from the bus

Arriving at a Field Trip Location

Upon arrival at a field trip location, all children should remain seated. One staff should inform the group of where to meet once off the bus and any rules to consider while on the field trip. Often, a representative from the field trip location will come onto the bus to share rules or provide rules once off the bus. Once the children and staff have exited the bus, staff should ensure that they have the correct children in their group. One staff should do a final check of the entire bus to ensure all children have left the bus.

Field Trip Tracking

Child groupings should be established prior to arriving at a field trip location. Staff should review rules and guidelines with their group. All children, regardless of age, must remain within sight and sound at all times. All children must also travel with their group for bathroom or water breaks.

Walking Field Trips

All walking field trips must be pre-approved by the program director. At least two staff should attend walking field trips with children. Staff must take all required field trip supplies and follow tracking guidelines. Prior to leaving for the field trip, review walking field trip guidelines and rules with children. When crossing the street, consider the following:

- Use great caution and maintain awareness
- The group must remain on sidewalks for the duration of the walk, except when crossing the street
- Staff should distribute themselves at equal intervals along the length of the group including one person in the front and one person in the rear
- Always use crosswalks to cross the street, even if it requires a slight detour
- When crossing the street, the entire group should come to a compact and complete stop at the corner before crossing
- Staff should observe for the appropriate time to cross
- When no cars are present the lead staff will walk to the middle of the street and usher the entire group across the street
- The group will stop at the other side and wait for the entire group to cross
- Large groups may need to divide into smaller groups and perform this procedure multiple times
- When in doubt, wait and be safe

Field Trip Emergency Procedures

Bus Evacuation Emergency Plan (Non-Auto Accident)

In the event of an accident or other emergency situation, the bus driver has been trained in evacuation procedures, but may be seriously injured or unable to help in evacuation of all passengers. The driver is to give the command for evacuation and is the acting individual in charge in the event of an emergency situation. If the driver is unable to perform this duty, staff will consider the risk of staying on the bus, versus the risk of evacuation and make the safest choice. The exit instructions, conducted by the driver unless unable to do so:

- Stop the bus, set the parking brake, turn off the engine and remove the key. Stress that the most important thing to do is to be very quiet and listen to instructions.
- If needed, call 911. Always call the Help Line.
- Point out the emergency exits on the bus including front door, emergency exit windows, the roof hatch, and the rear doors
- Decide which exit(s) to use, based on the position of the bus
- Appoint staff to open the exit doors and stand on either side of the door to assist in children getting out of the bus

If exiting from an emergency exit, instruct children and staff to do the following:

- Leave everything in their seat
- Hold loose clothing close to their body
- Sit down in the doorway
- Grasp the helper's hand or shoulder
- Jump to the ground, land with knees bent
- Have an additional staff take the children to a safe location at least 100 feet from the bus and roadways, if possible

If exiting from the main entrance/exit, do the following:

- Walk down the aisle of the bus and tell children to stand up and exit
- When the last seat is empty, walk to the rear of the bus, checking to see that everyone is out
- When you are sure that everyone is off the bus, rejoin the children and staff members at least 100 feet away from the bus and roadways

Auto Accident Procedure

In the event of an auto accident, follow the procedures below. If the bus driver is able to do so, they will assist in these steps:

- Stop the bus, set the parking brake, turn off the engine and remove the key. Stress that the most important thing to do is to be very quiet and listen to instructions.
- Do not move an injured person unless the situation they are in is life threatening
- Always call 911 followed by the Help Line
- For any injury requiring emergency medical attention, one staff is to follow the injured party and one staff stays with the remaining children. If there are no available staff to go, be sure to ask and record the destination of the ambulance and the carrier name.
- If staff are all injured, make sure the police understand that the children need to remain together and safe
- If there has been a death, do not move anything at the site, including the body of the deceased
- Assess any physical damage to the vehicle. Set out flares 25 feet from the rear of the vehicle if you have them.
- Share insurance information with the driver of the other vehicle. Get name and address of vehicle owner and driver. Get vehicle license number and driver's license number of the other party.
- Record names, addresses, and phone numbers of all witnesses
- Document the entire incident
- Cooperate with the police and emergency personnel
- Director of operations and chief executive officer will inform staff of next steps

Reminders for Specific Emergencies

In the case of an emergency occurring while on a field trip, always follow the instructions of facility staff if they are present. Below are some tips for handling specific emergencies:

- **Fire:** Look for an evacuation route. Be aware of flammables. Look for fire extinguishers and fire alarms.
- **Tornado or Severe Weather:** Look for a safe place to find shelter. Is there time to call for a ride back to program? If not, stay in place until an all-clear sounds.
- **Civil Disturbance:** Keep your eyes open for potential events. Planning how to keep the children safe. Train the children in how to report unsafe situations to you and how important it is to be quiet and stay together.
- **Serious Injury:** Plan on how you will keep the children together while you attend to the injured child. If staff is injured, plan on how to handle the ratio issues until backup has time to reach you.
- **Missing/Found Child:** Be aware and track children carefully
- **Heat Safety/Sunscreen:** Watch for signs of heat exhaustion. Locate water sources and how you will keep children cooled off. Always have children reapply sunscreen every couple of hours.

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Guiding Children

Snapshot: The first step to establishing appropriate behaviors among a group of children is getting to know the children and guiding them. The following strategies can be used to enhance child guidance:

- **Know the child:** Watching, listening, and learning about a child's temperament, interests and learning style
- **Be honest:** Don't tweak the truth
- **Be kind:** The goal is to make sure children know they are being guided not reprimanded
- **Make sure verbal and non-verbal messages agree:** It's important to be aware that your tone and body language fit your words
- **Show respect:** Showing the children respect will help them see that they are being guided and not punished
- **Redirect:** It can be beneficial to avoid struggle with the child by directing their attention elsewhere
- **Use humor:** Most children respond to adults' joy
- **Allow natural consequences:** A natural consequence is when an action happens and the natural outcome is what guides the child (i.e., a child makes a mess during snack time, so the consequence is they clean it up)
- **Logical consequences:** Sometimes it is not appropriate to let natural consequences serve as the guide (i.e., a child stands on a chair and falls off, without redirection from staff)
- **I-messages:** The three parts of an I-message are:
 - Define the behavior in a non-blaming manner
 - State the tangible effect of the behavior
 - Clarify how the behavior makes you feel
- **Work with the children:** Let school age children be active participants in establishing rule
- **Establish one-way communication:** One-way communication occurs when someone informs another person of something
- **Be an active listener:** Active listening supports the congruency of verbal and nonverbal messages and builds two-way communication
- **Turn chores into games:** Activities, such as clean-up, can invite misbehavior
- **Evaluate your environment:** Look at your room set-up, determine if changes could be made in the environment to assist with behaviors. (i.e., reduce run-ways, establish clear interest areas, ensure that there is adequate space for cool-down and relaxation)
- **Give choices:** Giving choices will help solve conflicts
- **Make clear statements:** While it is good to offer choices, when feasible, it is also important not to imply there is a choice when one really does not exist
- **Minimize adult-imposed transitions:** A transition is the time between changing activities. Program staff are required to respond promptly to a crying child's needs.

Sussna-Klein, Amy (2008). Guiding Young Children: 21 Strategies, <http://earlychildhoodnews.com>

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Appropriate Interactions

Snapshot: Interactions between staff and children must be appropriate physically and verbally. Staff should avoid being alone with a child or in a confined space with a child.

Physical Interactions

Physical contact between staff and children should be limited to high fives, side to side hugs or pats on the upper back. Staff may not allow children to sit on their laps. If a child approaches a staff to sit on their lap, the staff person should politely reposition the child off of their lap. Staff may not pick up or carry a child. Staff may not grab a child by the arm or hand to move them, but staff may hold a child's hand when asked by the child.

Verbal Interactions

Staff should talk to children in a developmentally appropriate manner and at the child's eye level. Staff should avoid using sarcasm or speaking in a tone that could be inappropriate for children. If a staff needs to speak to a child who is not in their direct vicinity, staff need to move and position themselves closely to the child, and not yell from across the room.

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Behavior Management

Snapshot: there are many factors that contribute to behaviors. In the case that a child is misbehaving, techniques will be implemented in a way that protects the child's emotional health and the integrity of the program. The goal of behavior management is to help children learn appropriate behavior, expectations and consequences in order to prevent future issues.

Understanding Behaviors

There are many reasons why a child may be displaying disruptive behaviors. The goal of behavior management is to work with that child to determine the cause of the behavior and assist them in problem-solving a solution. Behavior could be a result of something that happened at home or school, something that another child said or even because a basic need of a child isn't being met.

Effective Prevention

The best way to prevent inappropriate behaviors is to take steps ahead of time to define appropriate behaviors. This can be done in the following ways:

- Children should be included in the rule-making process and even assist in setting the expectations and consequences. This will help create a sense of community.
- Be consistent with rules. All staff should comply with rules and enforce rules in the same manner.
- Set expectations for the group and be willing to be flexible. All children should follow the same rules, but the way the staff respond to each child when behaving inappropriately may be different.
- Outline appropriate consequences in advance. If necessary, take a child aside and redirect them privately rather than in front of a group.
- Staff should always model appropriate behavior
- Provide transition warnings to the entire group and individual warnings for children that may have a more difficult time transitioning

Strategies for Managing Disruptive Behavior

Not all children are the same and therefore, not all children will respond to the same behavior management strategies. The following could potentially assist in managing difficult behavior with children:

- First, do not overreact when a child is displaying disruptive behavior. This will likely escalate the situation.
Calmly approach the child and get down on their level
- Ask the child to walk with you away from the group or situation that caused the behavior
- Invite the child to calm down in the cool down area
- Try having a conversation with the child and encourage them to provide details on what happened and what should have happened instead. Avoid using words like 'no' or 'don't.' Instead, talk through what the child could have done instead to redirect them. Also ask them how they could have better communicated their feelings.
- If possible, have the child step aside to have a conversation instead of talking in front of a group of children
- Be consistent in your conversations and messages. If you set an expectation the last time there was inappropriate behavior, keep that expectation.
- Acknowledge the feelings of the child
- If the situation is recurring, pay attention to the warning signs
- Suggest that the child takes a break from what they are doing. Wisconsin Youth Company policy does not allow 'time-outs' or break times longer than three minutes. If a child is taking a break, they must still have an activity available such as a book, puzzle or fidget toy to play with while continually being supervised by staff within program space.

Bullying Behaviors

Bullying is an issue which should be taken seriously when observed during program hours. It can often be difficult to distinguish between bullying and other inappropriate behavior, remember that bullying contains:

- Attempts to harm, intimidate, or coerce another specific individual
- Behaviors that are intentionally happening away from close supervision of staff
- An imbalance of power (either perceived or actual) between the aggressor and the victim
- Repeated instances of similar behavior from one individual to another

These clarifiers will help determine if specific next steps should be determined for behaviors being observed in program, or if the behavior in question falls under the Progressive Guidance section of behavior management. Because each bullying situation is unique, there is no best way to manage each situation. Instead, think about how to take away the environment in which these behaviors may be happening. Can the children be moved to different groups? Or areas of the program? A staff person can also spend more time engaging with children to potentially reduce the possibility of a bullying scenario. If it is believed that bullying behaviors are being observed in program, inform the program director right away for next steps. These could include intervention with children involved at the site, as well as members of their family depending on the situation.

Progressive Guidance

Parents, site supervisors, and program managers must be informed when disruptive behavior persists or escalates. This often includes phone conversations or in-person conversations with Parents and a program manager. Progressive guidance is a technique that can be used to help children build inner controls to manage their emotions when behaviors are continuous. Progressive guidance includes the following steps:

- Identify what happened: Gather information through observations and questions, allow children time to decompress and separate children from one another
- Communicate: Have a conversation with the child(ren) and determine appropriate consequences. Communicate with site supervisor and Parent(s).
- Document: Record the incident in the medical log and complete an accident report if anyone was injured

If behaviors are repetitive and strategies for managing disruptive behaviors are not effective, additional guidance is necessary. The program manager will review the situation and may recommend additional actions, including but not limited to:

- Referral to additional resources that may support family
- Providing training and information on additional behavior management techniques
- Soliciting community and school resources (with prior parental permission)
- Parent meeting to create an agreed upon plan for continued behavior modification
- Short-term suspension from program and immediate parent pick-up

In the event that a behavior plan is unsuccessful, further actions may include:

- Continued communication with Parents
- Revision of a behavior plan
- Short-term suspension from the program of two or three days
- Reduction or change in attendance or transferring attendance to another site
- Termination of enrollment

Authorization to Release Information

When behaviors are recurring, it is often beneficial to speak with other adults in a child's life, such as a teacher or social worker. Parents must complete an authorization to release information form for any communication with anyone other than a Parent/Guardian. This form must be on file prior to holding any conversations regarding a child.

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Consequences

Snapshot: Consequences must be clear and meaningful when correcting disruptive behavior. Staff should get to know each individual child to better understand the child's needs and behavior pattern.

Appropriate Consequences

The following are appropriate consequences according to the Wisconsin Model Early Learning Standards:

- **Withdrawing Privilege:** This can range from immediate removal from an activity to loss of a privilege. Activities may not be taken away for more than the remainder of the day at maximum. The goal is to teach, not punish. Remind the child the next day of the prior consequences.
- **Natural Consequences:** What is "natural" about the consequence is that it is a direct result of the misbehavior, not an arbitrary punishment
- **Problem-Solving:** Problem-solving is where both the child and staff (or child and child) discuss possible solutions or consequences for a problem
- **Parent Pick-Up:** If a child's behavior is of a serious nature, staff may call a Parent for immediate pick-up. Staff should consult with their program manager to determine next steps and if a suspension is needed.
- **Administrative Withdrawal:** Wisconsin Youth Company reserves the right to withdraw a child from program due to repeated disruptive, unsafe, or inappropriate behavior

Inappropriate Consequences

Actions that may be psychologically, emotionally or physically painful, discomforting, dangerous or potentially injurious are prohibited. Examples of prohibited actions include:

- Actions that are aversive, cruel, humiliating or frightening to a child
- Corporal punishment (spanking, hitting, shaking, pinching, slapping, twisting etc.)
- Verbal abuse or any derogatory remarks made about a child or their family
- Physical restraint, binding or tying to restrict movement
- Enclosing a child in small, confined spaces as punishment
- Withholding or forcing meals or snacks or alluding to such actions
- Allowing children to have disciplinary power over other children
- Breaks or time-outs that exceed three minutes

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Health History and Emergency Care Forms

Snapshot: As part of the registration process, Parents complete a health history and emergency care plan for their child. This provides information staff need to provide the best care for children. On-site registration information, child health care addendums, accommodation plans and authorization to administer medication forms are all kept with the child registration information. Information is kept confidential beyond being shared with and accessible to all staff assigned to care for children.

Health Review

A health review is completed when a health concern is identified by a Parent that may require modifications to program or program delivery, special staff training, administration of medication or accommodation plans for behavior management. The health review must be completed prior to approval for enrollment. The review is completed via phone conversation or in-person conversation by the program support coordinator, operations manager, program manager, or program director. The review process is used to determine necessary accommodations that will best meet the needs of the individual child to provide a safe environment for every child.

Blue Forms

Notes from the health review process are written in a standardized format on a blue form. Any time a child has a special health or behavior consideration, they will also have a blue form. Blue forms are stored in the child's digital registration file within the digital site binder. Staff should familiarize themselves with all blue forms. Blue forms may contain information regarding reasonable accommodation plans that should be made. Information on a child's blue form may need to be changed during the course of the school year as their care plan changes.

Special Health Needs Signified by Tags

If a child has a special health or behavior consideration, a colored tag will be added to their tag key ring. Some children may have more than one tag. If a child has any health-related tags, they will always have a blue tag signifying that staff can find more information on a blue form. The following colored tags are used:

| | |
|---------------|------------------------------|
| Blue | Child has a blue form |
| Purple | Child has medication on-site |
| Yellow | Child has an inhaler on-site |
| Red | Child has an EpiPen on-site |
| Green | Child has diabetes |
| Beige | Child has a food allergy |

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Staff Health Care Responsibilities

Snapshot: All program staff are required to obtain CPR/First Aid/AED certification within the first three months of employment. Staff are also responsible for reviewing health history, emergency care plans and blue forms for all children.

Site Supervisor Responsibilities

The site supervisor(s) serve as the After School program's health supervisor. The site supervisor is responsible for the following:

- Reviewing all child health history information at assigned site and assigning the appropriate color tracking tags
- Documentation in the medical logbook
- Collection and disbursement of medication
- Communication with Parents about child health
- Communicate health alerts to families regarding communicable illness
- Ensuring that first aid bin and kits are stocked
- Supervise group leaders with regards to completion of accident reports, delegation of medication disbursement and compliance with health procedures
- Continued training and coverage of health-related topics at weekly staff meetings
- Inform the program manager of any significant child or staff health concerns
- Inform program manager of any child health or medication changes for blue form updates

All After School Staff Responsibilities

All program staff are responsible for the following:

- Review health history and blue forms of assigned group
- Complete accident report forms as necessary and submission to the health supervisor in a timely manner
- Supervise sunscreen application
- Application of insect repellent
- Ensure children stay hydrated and keep themselves hydrated
- Keep site supervisor informed of any child health concerns
- Contacting 911 in the event of a medical emergency
- Providing first aid within the scope of parameters instructed by first aid certification

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Ensuring Health Needs are Met

Snapshot: Staff should observe children upon arrival and throughout the day for signs of illness or injury. Staff should review health history and blue forms and be aware of any special health considerations or accommodations that children may require.

Staying Cool and Hydrated

When children are active and out in the heat or even indoors on a warm day, staff should ensure they have plenty to drink. Water is the best liquid to give to any child in the heat. Staff should encourage numerous water breaks throughout the course of the day. Staff should also ensure they are keeping themselves hydrated and taking water breaks along with the children. If the temperature indoors exceeds 80 degrees Fahrenheit, fans should be added to assist in air circulation. Staff can also turn down lighting and pull-down shades, if possible. At the discretion of the chief executive officer, program may be cancelled in a publicly declared heat emergency.

Sunscreen

Unless Parents designate they do not want their child to use sunscreen, all children should have sunscreen on when outdoors for long periods of time. Children may use sunscreen provided by Wisconsin Youth Company (Rocky Mountain SPF 30) or Parents may provide their own. This preference is noted on the child's registration forms. If Parents provide their own sunscreen, they must also complete an authorization form. Sunscreen should be applied at least 30 minutes before outdoor play. Children must apply their own sunscreen but may ask for the assistance of a friend. If a child appears to be getting burned or requests more, staff should provide them with additional sunscreen.

Additional Health Resources

In the case that staff can't meet the health needs of a child, the following may be considered:

- Staff should inform Parents of health concerns and Parents may seek additional medical health
- The program manager can assist staff in making health related decisions. If an emergency arises, the Wisconsin Youth Company crisis team, local health department or state licensing may be involved.
- 911 should be called in the event of any medical or health-related emergencies

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Illness at Program

Snapshot: If a child arrives to program ill or becomes ill while at program, staff will use the “sick child kit” to set up a space for that child to rest away from others. Staff should communicate symptoms with parents.

Recognition of Illness

If a child has any of the following conditions, they may not attend program and must be symptom free for 24 hours before returning:

- Fever: Temperature of 100 degrees Fahrenheit or greater
- Diarrhea: Five or more loose, watery stools within 24 hours
- Vomiting twice or more in a 24-hour period
- Undiagnosed rash or spots on skin
- Severe itching
- Mouth sores that cause uncontrolled drooling
- Significant tiredness, irritability or crying
- Uncontrolled coughing
- Difficulty breathing, wheezing
- Any reportable communicable disease

Response to General Illness

If a child arrives or becomes ill at program, the following procedure should be followed:

- A staff member will spend time with the child, assessing the nature of the problem
- If the child is obviously ill and unable to participate fully in program activities or if a child is displaying any of the conditions below, a staff member will contact the child’s parents and ask them to pick the child up as soon as possible. The child should be placed in a quiet area, isolated from other children but within sight and sound of staff.
- If P1 or P2 cannot be reached, a staff member may call an emergency authorized pick-up to pick up the child

Recognition of Heat Related and other Illnesses

The following heat related illnesses are more likely to occur during the hot summer months:

| Illness | Symptoms | Prevention/Treatment |
|-----------------|--|--|
| Heat Cramps | This is the mildest of the three forms. It is characterized by severe cramping of the muscles, fatigue and nausea. | Move the victim to a shady, cool space immediately and give them water. They should recover easily. Inform the parent of the cramps. |
| Heat Exhaustion | Dehydration is more severe. It is characterized by dizziness, fainting and the child will not have a high temperature. | Call the parent immediately to transport the child to the doctor. Move the child to a cool, shady place. Give the child cold water every 15 minutes. Have the child lie down with feet elevated. |

| | | |
|------------|---|--|
| Heatstroke | This is a medical emergency characterized by fainting or unconsciousness; severe confusion (delirium); elevated temperature and lack of sweating. | Call 911. Try to cool the child off as quickly as possible by sponging the child with cold water. Do not administer any medication, as this will not work. If the child is conscious, give them cold water every 15 minutes until emergency services arrive. |
|------------|---|--|

Recognition of Childhood Illnesses

| Illness | Symptoms | Prevent Spreading |
|------------|--|--|
| Chickenpox | Fever and rash consisting of blisters appearing first on the head, then spreading to body. | Vaccine available. Exclude from program until blisters have crusted (no longer than one week after onset). |
| Scabies | Red bumps or tracks on the skin. Can appear anywhere on the body but is most commonly found on the scalp, neck, wrists, waist, between fingers or toes. Often difficult to identify. | Exclude from program at end of program day. Child can return once treated and with a doctor's note. |
| Impetigo | Blisters on skin that open and become covered with yellowish crust. No fever. | Cover lesions and exclude at end of program day. Child can return once treatment has started. |
| Head Lice | Itching and scratching of scalp. Louse (tiny insects) on the scalp. White eggs or nits on the head. | Exclude from program at end of program day. Shampoo treatment is available. Child can return to center after one medicated shampoo treatment has been given. |
| Diarrhea | More than 2 stools above what is normal for the child. Stool is not contained to the toilet/children are having accidents. Stool contains blood or mucus. | Exclude from program while symptoms are present. |

Response to Communicable Disease

When there is a confirmed diagnosis of a communicable disease for a child or staff, the staff must:

- Notify the program director and/or senior director of programs
- Program director or senior director of programs will notify health department if applicable
- Notify the school/program site office, if applicable
- Notify the parents of all children in the affected program by posting a sign at the parent table
- Observe other children at the program for signs of the confirmed illness
- A child may return to program with a letter from their physician or after the recommended amount of time has passed per department of health recommendations.

Blood Borne Pathogens and Universal Precautions

The following procedures are followed to prevent transmission of infection:

- Treat all blood and body fluid spills as if they are infectious. This is referred to as universal precautions.
- When providing first aid or CPR protect yourself first, treat the victim second.
- Wear appropriate personal protective equipment. Most accident responses will require only gloves for adequate protection.
- Contain spills immediately, then clean up and disinfect the area. Please contact school or program site custodial staff for assistance in cleaning and disinfecting the area. • Wear gloves when assisting children in putting soiled clothing from a bathroom accident in a bag.
- When removing contaminated clothing, carefully turn inside out as it is removed to contain contaminants.
- Place in appropriately marked and/or labeled containers or bags. If necessary, dispose of item in bio-hazard receptacle.
- After removing personal protective equipment, wash hands or other affected body parts with soap and warm water. Vigorously scrub all areas to remove all potentially infectious contamination. Place all potentially infectious materials and contaminated items (including gloves) in closeable containers or bags. The bags must be color coded (usually red) and/or marked with a biohazard label. Discard biohazard containers according to federal state and local regulations.
- When performing CPR, always use a pocket mask equipped with a one-way valve to prevent contact with potentially infectious body fluids. (Found in first aid kits.)

Response to Allergic Reaction (EpiPen)

If a child has been diagnosed as having an allergy and the physician has prescribed an EpiPen, that child must have an EpiPen on-site (held by staff). Wisconsin Youth Company staff are allowed to administer EpiPens as long as the parent provided proper paperwork (copy of prescription, authorization to administer forms and EpiPen addendum). Approved training is available to staff at www.EpiPen.com. As with all medications, the EpiPen may only be used for the child to whom it has been prescribed. Some children will also have additional antihistamine medication on-site to administer alongside their EpiPen, such as Benadryl or Zyrtec. The following procedure should be used when administering EpiPens:

- As soon as an EpiPen has been administered, call 911. Additional medical help will be needed as the medication lasts 15-20 minutes.
- Save the EpiPen to provide to the emergency personnel
- Call the child's parents to inform them of the situation
- Call the Help Line to inform the administrative office of the situation
- If possible, remove the other children from the area to allow privacy
- Document the event in the medical log

Doctor's Note

Wisconsin Youth Company may require a doctor's note to allow for illnesses including but not limited to: German measles, measles, mumps, meningitis, hepatitis, pertussis, tuberculosis, etc. This would be prior to the child returning to program

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Injury at Program

Snapshot: Injuries can occur at any point throughout program. Staff should be prepared by always having a first aid kit fully stocked and readily available.

Response to Injury

The following steps should be taken when a child becomes injured in program:

- Ensure that the child is in a safe location
- Administer first aid and comfort the child
- Depending on the situation, staff may ask the child to rest out from play for a few minutes
- Complete an accident report form
- If the injury has occurred on the child's neck or above, a call must be made to the child's Parent immediately, providing sufficient detail to reasonably apprise the Parent of the situation
- Have the Parent sign-off on the accident report upon pick-up
- Site supervisor should record the injury in the medical log

Response to Serious Injury

The following steps should be taken when a staff or child obtains a serious injury while in program:

- Assess the situation. Does the injury warrant a call to 911 or parents in addition to first aid? In the event of a life-threatening injury, call 911 immediately. Administer first aid if you can do so safely until help arrives.
- Comfort the child. Ask staff to call Help Line for assistance. The Help Line responder will call the chief executive officer who will contact crisis management team and put crisis plan into action.
- Staff are not to initially call the parents at the time of injury. They are to report the injury to the Help Line first.
 - The Help Line responder or chief executive officer will notify the parents of the emergency
- If necessary, the child may be transported via ambulance. Find out the name of the hospital to which they are being transported and any other information that will be shared with parent(s).
- Be sure to give the rescue team the child's name and information
- If possible, have other staff remove all other children from the scene
- Record the events. This information will need to be added to the medical log.
- Additional steps will be situation dependent
- Remember, Wisconsin Youth Company chief executive officer is the media spokesperson

Response to Staff Injury

The following steps should be taken when a staff becomes injured:

- Ensure that the staff member is in a safe location and assess the severity of the injury
- If possible, have staff move all other children from the area
- If the injury is not serious, administer first aid and have staff complete the Staff Injury Report form
- If the injury is serious, call 911 immediately and continue to administer first aid until help arrives
- Call the Help Line for additional support: call staff emergency contact, send additional staff to assist program
- If required, the staff may be transported to the hospital. Secure the name of the hospital so that information can be given to staff emergency contact.

Employee Work Injury

Anytime an employee is injured while at work, the staff must complete a staff injury report form. The report form should be submitted to the HR generalist within 24 hours. Reference the employee handbook for more information regarding employee work injuries.

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

First Aid and CPR

Snapshot: All After School staff are required to obtain first aid and CPR training within three months of assuming their position. Staff are responsible for administering basic first aid to children. Fully stocked first aid kits must be easily accessible for staff at all times during program.

Hip-Pack First Aid Kits

All programs are equipped with enough hip-pack first aid kits for each staff to use as one of their own. Staff are responsible for restocking their own first aid hip-pack from supplies on-site. Hip-packs contain the most commonly used first aid items. Additional items are available in the first aid storage tote. First aid kits are to be kept with each group at all times, including when away from program site. No foreign materials, besides emergency medication and listed first aid equipment should be kept in the first aid kit.

On-Site First Aid Supplies

The following first aid items are kept on the program site. Items with an asterisks (*) are kept in the hip-packs:

- 2" and 3" sterile roller bandages
- 2" and 4" gauze pads
- Accident reports*
- Adhesive tape
- Band-Aids (assorted sizes)*
- Bio-hazard bag*
- Blood spill kit
- CPR shield*
- Disposable thermometers*
 - Facial tissue
 - Flashlight and batteries
- Gloves*
- Instant cold packs*
- Pen and note pad*
- Sanitary napkins
- Scissors
- Soap and water wipes*
- Sunscreen
- Triangular bandages

Basic First Aid

The following techniques should be used to complete basic first aid:

- **Cut or Scrape:** Rinse the area with soap and water, apply Band-Aid
- **Large Cut or Scrape:** Rinse area with soap and water, apply gauze pad
- **Bump, swelling, bruise or soreness:** Apply ice pack
- **Bloody Nose:** Lean forward, pinch at bridge of nose with facial tissue, wash area with soap and water

First Aid for Poisoning

If a child or staff ingests or comes in contact with poison, immediately call poison control. If a victim stops breathing, immediately call 911 and start CPR. If victim is a child, contact their Parent and/or emergency contact. Always call the Help Line, too.

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Medication Management

Snapshot: All medication must be stored in a locked location, not accessible to children. If a child's paperwork states they will have a medication at program, staff must ensure the medication is in fact on site. Over-the-counter medications may require a doctor's note and all prescription medications must have the prescription label included. Emergency medications must follow the child throughout the day.

Requirements for Administering Regularly Scheduled Over-the-Counter or Prescription Medications:

- There must be a signed authorization to administer medication on-site including dosage and directions
- Written authorization must be provided by a physician for some over-the-counter medications
- The medication must be in its original container and labeled with the child's name
- The medication must not be expired
- Staff administer the medication to the child per directions on authorization form
- Staff log administration of medication in the medical log and authorization form tracking sheet

Requirements for Administering Non-Emergency, As-Needed Medications:

- There must be a signed authorization to administer medication on-site including dosage and directions
- Written authorization must be provided by a physician
- The medication must be in its original container and labeled with the child's name
- The medication must not be expired
- The child complains of symptoms (i.e., headache, etc.)
- Staff places a phone call to the Parent
- Parent makes the determination to administer medication
- Staff administer the medication to the child per directions on authorization form
- Staff log administration of medication in the medical log and authorization form tracking sheet

Requirements for Administering Emergency Medications:

- There must be a signed authorization to administer medication on-site including dosage and directions
- Written authorization must be provided by a physician
- The medication must be in its original container and labeled with the child's name
- The medication must not be expired
- The child complains of symptoms (i.e., difficulty breathing, etc.)
- Staff administer the medication to the child per directions on authorization form (see "Illness at Program" for more information)
- If situation is an emergency (i.e., life-threatening allergic reaction), staff should call 911
- Staff makes call to Parent to inform them of administration
- Staff log administration of medication in the medical log and authorization form tracking sheet

Incorrect Administration of Medication

Communicate with parent immediately if a child is given incorrect medication, incorrect dosage of medication or medication was given at incorrect time. Provide parent with details of medication administration. Call Help Line to inform of the situation. Document in medical logbook.

Medication Storage

All medications, including staff medications, should be stored in an area inaccessible to children. Each program is equipped with a refrigerator lock box for medications that may need to be kept cold. Emergency medications (inhalers, EpiPens, emergency diabetic kits, etc.) must be made available at all times by storing these in locked first aid packs and/or backpacks. Under no circumstances may a child carry or store personal medications.

Handling Medication

When a medication is received, enter the amount of medication on the authorization form (i.e. 2 tablets, 2 fl. oz., etc.). Have the parent initial this amount. To safely count tablets, you may count them in the lid of the prescription or onto a clean piece of paper. For inhalers, ask Parents to estimate the number of uses remaining. When the medication is returned, enter the amount returned and have the Parent initial. Medication can only be handled by staff and/or Parents of the child to whom the prescription is prescribed.

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Accident Reporting

Snapshot: All accidents and/or injuries must all be documented at program. Accident reports and the medical/behavior log are both used to document these situations. Both of these are considered legal documents and should be completed legibly, using only black or blue ink. Additionally, a state accident report is used in situations that require evaluation by a health care professional. This form is completed electronically.

Accident Report Form (Short Form)

Wisconsin Youth Company requires staff to complete an accident report form each time a child is injured in program. If the injury occurs to the neck or above (head-related injury), staff must call the Parent and inform them of the injury in advance. The process of completing an accident report form includes:

- A complete entry for each section on the form
- Accident reports are confidential and may not be placed in an area for all Parents to see. Staff can use envelopes or designate a staff-only location to store accident reports until pick-up time.
- Review the accident report with the Parent at pickup. The Parent's name and signature should then be included.
- Staff should provide Parents with the pink copy. The yellow copy should be kept in the accident report storage file at site. The white copy is turned into the program manager.

Incident Report Form (Long Form)

Wisconsin Youth Company requires staff to complete an incident report form when an injury occurs that requires additional professional medical treatment (i.e. physician, dentist, nurse, on-call nurse, etc.). Injuries of this nature should be brought to the attention of the program manager and the program director will provide assistance in completing the form. The process of completing an incident report form includes:

- The form must be completed within 24 hours of staff being informed of the medical treatment
- Staff should call the program manager upon receiving notice from a Parent
- Copies of the form are kept in the site file box; however, the final document should be completed electronically by the program manager
- All parts of the form must be completed thoroughly
- Completed forms should be reviewed by the director of operations and chief executive officer prior to submission to the regional licensing office
- A final copy should be stored in the administrative child file and site child file sleeve

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Medical/Behavior Log Reporting

Snapshot: All programs are required to maintain a medical/behavior log that conforms to state licensing requirements. Entries include: injuries, illness, medication administration, previous existing injuries, behavior incidents and calls to social services. The log is reviewed by the program manager, program director or director of operations every six months. The review is documented. All programs must also keep the previous year's log on-file. For directions on how to correct an entry or include a missed entry, reference the back of the medical log.

Medical/Behavior Log Requirements

The following are required for all entries:

- Each page must be numbered prior to the first use
- All entries should be legible and made in blue or black ink
- There should be no blank space or lines — write from edge to edge
- There can only be one child per entry (including if the incident involves siblings)
- All entries should start with the date including month, date, year
- Each entry should have a time of occurrence
- The child's first and last name should be listed
- Each entry should end with a staff signature — full name, no initials (staff should also sign the back of the medical log)
- All entries should be made in chronological order

Entries Reporting an Injury Include:

1. Date and time of injury
2. Full first and last name of child
3. The nature of the injury and its specific location on the body
4. An objective description of how it happened (incidents involving peers shouldn't use names, but instead "the other child")
5. What did the staff do (first aid, phone calls, etc.)
6. Staff signature

Entries Reporting Behavior Include:

1. Date and time of injury
2. Full first and last name of child
3. The nature of the behaviors
4. What did the staff do (provide a break, phone calls, etc.)
5. Staff signature

Entries Documenting Medication Administration Include:

1. Date and time medication was given
2. Full first name and last name of child
3. Name of medication
4. Amount of dosage
5. Staff signature

Entries Reporting Previous Injuries Include:

1. Date and time of observation
2. Full first name and last name of child
3. Specific nature and location of injury or physical complaint
4. If possible, the child's explanation of when and how the injury occurred.
5. Staff signature

Entries documenting Illness Include:

1. Date and time of observation
2. Full first name and last name of child
3. Nature of illness (child complained of stomachache, etc.)
4. What was done by the staff (took child's temperature, etc.)
5. Staff signature

Entries Documenting a Phone Call to Social Services Include:

1. Date and time of phone call
2. Full first name and last name of child
3. Specific nature of the purpose of phone call (observed, child share information, etc.)
4. If possible, the child's explanation of when and how injuries occurred
5. Staff signature

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Sanitization and Handwashing

Snapshot: Children and staff should wash their hands regularly while in program. Handwashing is required after using the bathroom and before/after eating. If running water is not immediately available, soap and water wipes can be used temporarily until running water is available. Disinfecting hand sanitizer may not be used in place of soap and water. Eating surfaces and dishes must also be sanitized according to the protocol listed below.

When to Wash Hands

In addition to after bathroom breaks and before/after eating, hands should also be washed at the following times:

- **Children:** After playing outdoors; after coming in contact with an animal; after coughing, sneezing or nose blowing
- **Adults:** Before prepping food; after taking off gloves; after caring for a sick child; before and after administering first aid/medication; after assisting a child with a bathroom accident; after cleaning a spill

Handwashing Procedure

The following should be considered when both staff and children wash hands:

- Wet hands with clean, running water
- Apply soap and lather hands by rubbing them together with soap
- Thoroughly wash the backs and fronts of hands
- Wash between the fingers and under fingernail
- Wash the wrists
- Wash hands for at least 20 seconds
- Rinse well under clean, running water
- Dry your hands with paper towel and turn the water off using the paper towel
- Discard of paper towel in trash can

Disinfecting Eating Surfaces

Wisconsin Youth Company requires that food be served in bowls, on plates or on napkins rather than bare tables. Eating surfaces should be washed and disinfected with a two-step process before and after use. This two-step process includes the use of two Clorox wipes or a soap/water wash for step one and Clorox wipes or bleach/water wash for step two. Staff should wait for eating surfaces to dry between each step. Children should not be in the immediate area while eating surfaces are being disinfected.

Washing Dishes

All dishes and utensils used for serving food must be washed after each use with the following process:

1. Scrape excess food from dish
2. Wash dishes with detergent in hot water (minimum temperature of 110 degrees Fahrenheit)
3. Rinse dishes with clean water to remove detergent
4. Sanitize dishes in a solution of 2 teaspoons bleach per 1-gallon water
5. Let all dishes air dry

Sanitizing Furnishings and Equipment

Furnishings, toys and equipment should be sanitized with a two-step process when they are soiled, and throughout the school year. If a sick child kit is used, the blanket and pillowcase should be washed after each use and the mat should be sanitized with a two-step process.

Bathroom Accidents

All programs should be stocked with extra clothing and underwear for children to use in the case of an accident. The following steps should be used when an accident occurs:

- Staff should ask the child if they have extra clothes in their backpack or if they need to borrow clothes
- Staff takes the child to the bathroom using regular bathroom procedures
- Staff provides child with the extra clothes and a bag to put soiled clothes into. Staff instructs the child to do the best they can to clean themselves, change their clothes, and put soiled clothes into the bag. Staff should put on gloves if they need to assist with getting clothing into the bag.
- Child should wash their hands thoroughly as should staff if they touched any soiled materials
- Inform Parents of the accident at pick-up and record the incident in the medical/behavior log

Hazardous Materials

All hazardous materials, including Clorox wipes and bleach should be sealed and kept in locked storage, inaccessible to children, at all times. Products use for cleaning and disinfecting will be stored in a place away from food and food service supplies. Safety Data Sheets, for products used in program, are available in a red binder located in administrative area.

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Child Abuse and Neglect

Snapshot: Wisconsin Youth Company requires staff report either knowledge or reasonable suspicion of child abuse or neglect. Any incident which an After School staff member or volunteer is suspected or accused of neglecting or physical or sexually abusing a child must also be reporting directly and immediately to the County Department of Social Services.

Six Types of Maltreatment:

- **Physical Abuse:** Physical injury inflicted on a child by other than accidental means
- **Physical Neglect:** The failure, refusal, or inability on the part of a caregiver, for reasons other than poverty to provide necessary care so as to seriously endanger the physical health of the child
- **Sexual Abuse:** When any person commits sexual intercourse with a child 15 years of age or younger (consent is not a consideration), sexual exploitation of a child, permitting or encouraging a child to engage in prostitution, intentionally causing a child to view or listen to sexually explicit conduct for the purpose of sexually gratifying oneself or sexually humiliating the child, and exposing oneself to a child or causing the child to expose himself or herself for the purpose of sexually gratifying oneself or sexually humiliating the child.
- **Emotional Abuse:** Emotional damage for which the child's parent, guardian or legal custodian has neglected, refused, or been unable for reasons other than poverty to obtain the necessary treatment or to take steps to ameliorate the symptoms.
- **Emotional Damage:** The statutes define emotional damage as harm to a child's psychological or intellectual functioning that is demonstrated by one of the following exhibited to a severe degree:
 - Anxiety
 - Depression
 - Withdrawal
 - Outward aggressive behavior
 - Substantial change in behavior, emotional response, or mental functioning that is outside the normal range for the child's age and stage of development
- **Methamphetamine manufacture:** The criminal manufacture of methamphetamines is defined as child abuse when it is done under any of the following circumstances:
 - A child is present
 - It is manufactured in a child's home, on the premises of a child's home, or in a motor vehicle on the premises of a child's home
 - It is manufactured under any other circumstances where a reasonable person should have known that the manufacture would be seen, smelled, or heard by a child
- **Threatened abuse or neglect:** Threatened abuse and neglect refers to behaviors or conditions the child is exposed to that are dangerous to the child and likely to result in abuse or neglect. Threatened abuse or neglect also includes instances when someone verbally threatens to injure a child, if you believe he or she is serious about carrying out the threat.

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Reporting Suspicions of Child Abuse

Snapshot: Wisconsin Youth Company requires that any After School employee who suspects, or witnesses the abuse is the person responsible for reporting to the Department of Social Services or the appropriate police department. When identifying neglect, staff shall be sensitive to issues of poverty, differing cultural expectations and values, and differing child rearing techniques. WYC affirms that a report made in good faith will in no way jeopardize the person's job.

Once staff has suspicions of abuse or neglect, staff immediately place call to social services to report.

- Phone number to department of Social Services can be found on the license board on the parent table
- In emergency situations reports should be made directly to the police department
- If there is any doubt or question in reporting a case of abuse, it should be resolved in favor of the child

When placing the call be sure to include the following information: it is best to have child's registration information prior to making the phone call.

- What happened or is happening to the child
- The nature of the abuse or neglect. Be as specific as possible. Tell all you know about the situation.
- Name of child suspected to be abused
- Name of parent
- Names and ages of all children within the family
- School
- Grade
- Facts and circumstances forming the opinion

It is preferable that the caller identify him or herself and the program. However, reports may be made anonymously if so desired. After reporting to Social Service, your supervisor and program manager must be contacted and informed on the situation. The incident must also be documented in the medical behavior log. If the director decides to notify the parent(s) she or he will inform social services of this decision.

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Program Preparedness

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Snapshot: Wisconsin Youth Company is committed to preparing staff to respond to events that could negatively impact the safety of all program participants. Staff are oriented to emergency protocols upon hire and on-going training is provided.

Practices

The following Wisconsin Youth Company practices support program preparedness:

- Completed health history and emergency care plan forms are on-site and accompany groups when off-site
- Each staff is CPR/AED certified within three months of hire.
- Each staff receives information on providing first aid and the location of first aid supplies, including fire extinguishers and AEDs.
- A complete caregiver background check and information disclosure is completed on each new employee and every year afterward
- Each program is equipped with communication devices such as cell phones and two-way radios

Required Postings:

Emergency Care Facility Locations

Wisconsin Youth Company requires that each site posts the location of the emergency care facility that will be used in the event of an emergency. This includes numbers for local rescue squad, fire department, law enforcement agency, child protective services, poison control center, and emergency medical services.

Emergency Five Minute Contact

Each program site will have an emergency contact person that, in case of an emergency, will be able to respond within five minutes. The name, phone number, and address of emergency contact will be posted at site.

Program Observation

All sites will be visited at least twice during the school year to assess risk and preparedness. The purpose of this visit is to ensure that all sites operate in a consistent manner and follow all procedures. A sample inspection form is available from the program director. The following inspection process is used:

- The observation visit is completed
- A copy of the visit is provided to the program director
- A list of corrections will be provided, if needed
- A visit and list of corrections is discussed with the site supervisor, program director, and program manager
- Corrections must be implemented as soon as possible
- Follow-up will occur by a program manager and/or program director

Media Spokesperson

It is the policy of Wisconsin Youth Company that the chief executive officer is the media spokesperson. If the chief executive officer is unavailable, there is back-up. These individuals have been trained in proper media communication. Staff are not to give any statements to the media and refer all inquiries to the chief executive officer. If staff are approached by the media, give this statement: "Our focus is on taking care of our children. We want to make sure you receive accurate and timely information. For this reason, please contact our chief executive officer at 608-276-9782. Thank you for your understanding."

Evacuation/Shelter Plans & Maps

Wisconsin Youth Company requires staff work with program leadership to devise plans for evacuation or shelter in case of fire, tornado, and civil disturbance. Emergency plans are to be posted at the program site. These plans should designate a primary and secondary route in case of fire and tornado. The following should be considered when devising evacuation plans:

- Use different colors to designate routes on the map: red-primary fire; green-secondary fire; blue-tornado
- There should be an evacuation route prepared for each room used by the program
- Consider the amount of space needed for shelter
- The best protection in a tornado is underground against a wall without windows. If an underground location is not available, take cover in an interior room without windows or doors, such as a storage closet or restroom.

Consider Special Needs

When devising emergency plans, Wisconsin Youth Company requires staff to include special considerations for children with health and behavioral needs. In pre-planning for an emergency, staff will develop plans for children who may need special assistance that could include children who have unique behavior, hearing, visual, mobility, or communication considerations.

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Drill Procedures

Snapshot: Wisconsin Youth Company requires sites practice emergency drills once per month and give emergency drill orientation the first day a new child or staff start program. Orientations should include the emergency locations and guidelines to follow during an emergency (or drill). All drills should be documented on the green fire and safety checklist. Drills should occur on different days of the week, different times and from various program locations. While a drill is occurring, be sure to leave a note on the sign-in table in case Parents arrive to pick-up.

Fire Drill Procedure

- An audible signal will be used to alert children and staff of the “fire drill”
- Tell the children to remain quiet and calm
- Have the children line up at the exit door
- Quickly count the children to be sure all are present
- Remind staff to check bathrooms and any other closed areas before exiting the space
- Take attendance information, laptop, cell phone, and first aid kit with emergency medications
- Take the children to a predetermined area at least 300 feet away from the building and away from any road or parking lot
- Count the children and verify with attendance to be sure all are present
- Once all children are present, give the “all clear” signal to re-enter the building
- Document the fire drill on the green fire and safety checklist. Documentation should include date and time of drill as well as length of time it took to reach assembly area.

Tornado Drill Procedure

- Announce in a loud, clear voice “tornado drill”
- Tell the children to remain quiet and calm
- Have the children line up at the exit door
- Quickly count the children to be sure all are present
- Remind staff to check bathrooms and any other closed areas before exiting the space
- Take attendance information, registration laptop, cell phone, first aid kit with emergency medications, flashlight, and emergency shelter kit
- Move to the predetermined shelter location
- Count the children and verify with attendance to be sure all are present
- Once all children are present, give the “all clear” signal to re-enter the program room
- Document the tornado drill on the green fire and safety checklist. Documentation should include date and time of drill as well as length of time it took to reach shelter area.

Civil Disturbance Drill Procedure

A civil disturbance drill is prompted by a universal code word. The code word to alert staff of a potential situation is "Arizona" (i.e., "Have you ever been to Arizona?"). The universal code word for children in program is "Snickers" (i.e., "We are going to get a Snickers now.").

- Tell the children to remain quiet and calm
- Have the children line up at the exit door
- Quickly count the children to be sure all are present
- Remind staff to check bathrooms and any other closed areas before exiting the space
- Take attendance information, registration computer, cell phone, and first aid kit with emergency medications
- Move to the pre-determined shelter location
- Count the children and verify with attendance to be sure all are present
- Once all children are present, give the "all clear" signal to reenter the program room
- Document the civil disturbance drill on the green fire and safety checklist. Documentation should include date and time of drill as well as length of time it took to reach shelter area.
- Practice civil disturbance drills for various scenarios:
 - If the threat is outside, move children inside once all have been accounted for and move to shelter
 - If the threat is inside, move children outside to the edge of the playground, and sit down, to not attract too much attention
 - If inside, instruct children to form a group and quickly check to be sure all are present. If the threat is in the program space, leave quietly if possible and move to shelter.
 - If the threat is in the building, but not in the program space, move to shelter if possible. If moving to shelter is not possible, close the doors and have children sit quietly. If possible, lock or block the doors and turn off the lights.

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Emergency Response

Snapshot: In the event of an actual emergency, staff may need to consider some additional steps in addition to the action taken during a drill. If an emergency occurs while on a field trip, follow the direction provided by the facility location. If a Parent arrives to pick up a child during an emergency situation, staff should invite the Parent to join the group in shelter or evacuation.

Fire Emergency

All staff should know the location of the nearest fire extinguisher and fire alarm. In the event of an actual fire, if staff feel comfortable doing so, they may use the fire extinguisher. Upon exiting the program space, staff should pull the fire alarm if the alarm is not already activated. In the event of an actual fire, complete steps as listed in the drill and consider the following:

- Call 911 on a cell phone and be prepared to provide the following: your name, school name, where the fire is located, where you are located and any other details (injuries, missing person, etc.)
- Call the Help Line. Tell them what happened. The crisis plan will then go into effect.
- The fire department or Wisconsin Youth Company administrator will arrange transportation to a safe location
- The administrative team will manage contacting the Parents of the children in your care and arrange reunification plans
- Document what happened and what you did as soon as you can

Tornado Emergency

Staff may be informed of a tornado emergency in multiple ways including weather radios, sirens, or a call from the administrative office. Regardless of the means of gathering the information, all tornado warnings should trigger the following response:

- Complete steps listed under the tornado drill procedure
- If the administrative office does not call you first, call the Help Line to inform them you are going into shelter
- Have children and staff assume the safe position of sitting while tucking their head into their hands
- Only leave the protective area after an all-clear has been provided by the administrative office
- Return to the program space
- If there has been damage to the building and/or injuries, call 911 and be prepared to provide the following: your name, school name, where you are located, and any other detail (injuries, building damage, utility outage)
- Call the Help Line for assistance. Tell them what happened. The crisis plan will then go into effect.
- If children and staff need to be relocated due to damage, emergency services or the Wisconsin Youth Company administrative team will arrange transportation to a safe location
- The administrative team will manage contacting parents of the children in our care and arrange reunification plans
- Document what happened and what you did as soon as possible

Severe Weather Emergency

Severe weather emergencies include thunderstorms or tornado watches. In these situations, ensure that all children and staff come in from outdoors. The conditions can often be right for these emergencies to trigger a tornado warning. Because of this, it is a good idea to have children take bathroom breaks and gather emergency supplies in case the group needs to take shelter. If weather is severe but a tornado warning has not been triggered, and if staff feel the need to, they may take shelter and inform the Help Line of their decision.

Civil Disturbance Emergency

Civil disturbance emergencies are highly unpredictable and can occur in a multitude of ways. Potential situations can include a threatening phone call, presence of a non-custodial parent picking up a child, disruption of program activities by an intruder, verbal or physical assaults upon staff or children, possession or use of firearm or other weapon, or any behavior which might jeopardize the safety of others. It is most important for staff to be aware of their surroundings and potential situations that may occur. In the case of a civil disturbance emergency, staff should always call law enforcement followed by the Help Line. As common practice, staff should always approach adults that enter the program space and assist them or politely remind them that non-school personnel or Wisconsin Youth Company staff are not allowed in the building during program hours. All staff and children should be aware of the chosen code word. In addition to steps taken during a drill, the following should be considered in the event of a civil disturbance:

- If possible, call 911 then call the Help Line.
- If the threat is outside, ensure all staff and children move inside
- If you do not know the perpetrator's name, try to remember his or her description, mannerisms, clothing, distinguishing features, etc.
- Do not challenge or force a physical confrontation
- If appropriate ask the individual to accompany you outside, away from the children
- If you are unable to get the group to the shelter location, secure the children in an area out of window sight and low to the floor
- Allow law enforcement to take over the situation immediately upon arrival

Pre-Event Planning

- Confirm with facility staff what doors will be locked and unlocked during program hours
- Confirm with facility staff civil disturbance shelter during program hours
- Survey physical program site inside and outside and assess potential areas of risk
- Notice the areas of the program a perpetrator can see from the outside
- Note places where a perpetrator may hide
- Pay particular attention to doors leading to closets, classrooms, storage rooms, exterior exits, and restrooms
- Check whether these doors are locked or unlocked
- Plan alternate routes away from an indoor area or outdoor area in case an event originates in these locations

Standard Operation

- All visitors should be asked to leave the program area unless they have an approved reason to be there. Unknown people entering the premises should be questioned. Staff should wear nametags.
- Reduce entry to the program site as much as possible
- Keep emergency phone numbers posted on the bulletin board and programmed in the program cell phone
- Work closely with the school and Wisconsin Youth Company administration to identify problems and obtain assistance
- Notify the facility staff and Help Line immediately when any stranger or individual is seen loitering outside the building or on the playground
- If you feel uncomfortable about an unauthorized person at your program, or if the person refuses to leave, be prepared to activate the civil disturbance plan
- Have a code word to alert staff of a "Code Red" situation. This will help prevent the children from being frightened. Code word for staff is "Arizona" (i.e., "Have you ever been to Arizona?").
- Have a code word for the children. Train them in what to do if the word is used and practice this procedure.
- The universal code word for children in program is "Snickers" (i.e., "We are going to feed our goldfish Snickers now.").
- Ask for I.D. from unfamiliar authorized pick-up person(s)

Checklist for Developing Alert System

- Define the responsibilities of program staff and describe the activation procedure. This plan is to be written and practiced.
- List key telephone numbers for emergency assistance organizations
- Describe the warning code words used to alert the program staff to potential situations
- Describe the warning code words used with children
- Develop guidelines for warning hearing impaired or non-English speaking persons
- Practice drills monthly

Guidelines for Resolving Problem Situations

Civil disturbance emergencies are unpredictable and can happen in many ways and escalate quickly. The safety of our children and staff is our number one priority and the following steps in addressing a potential threat are situation dependent.

- If necessary and when safe to do so, call 911 and be prepared to provide the following: your name, name of school or community center, where you are located in the facility, and any other details (injuries and need for medical assistance, type of threat to group, location of perpetrator if known)
- Then call the Help Line for assistance. Tell them what happened and that 911 has been contacted. The crisis plan will go into effect.
- If children and staff need to be relocated, emergency services or the Wisconsin Youth Company administrator will arrange transportation to a safe location
- The administrative team will manage contacting parents of the children in our care and arrange reunification plans
- Announce the code word
- Ask the children to be very quiet and to remain calm
- Have the children come to you and form a group. Quickly count the children to be sure all are present. Remind staff to check the bathrooms and any other closed areas before exiting the program space.
- Gather your required attendance information, site chromebook with digital registration binder, cell phone, weather radio, first aid kit with emergency medications, flashlight and any other supporting materials you may need.
- Do not stop for purses, backpacks, coats, or anything else
- If possible, move to shelter location
- If the threat is outside, you will move them all inside, once all have been accounted for
- Or, if moving inside is not possible, move to the edge of the playground, and sit down, to not attract too much attention from a perpetrator
- If you are inside, the children should come to you and form a group
- Quickly check to be sure all are present
- If the threat is in the program space, leave as quietly if possible and move to shelter
- If you are unable to get the group to the shelter location, secure the children in an area out of window sight and low to the floor

- If the threat is in the building, but not in the program space, close the doors to the space, and have the children sit quietly
- If appropriate, lock the doors and turn off the lights
- If you must speak with the perpetrator: Identify yourself to the individual
- If the individual will not give his or her name, try to remember his or her description, mannerisms, etc., to aid later in identification
- Do not challenge or force a physical confrontation
- Ask individual to accompany you outside, away from the children
- Don't argue with the individual.
- Call the facility staff to alert them as to what is happening
- Stay in place until you are told it is safe to move
- If possible, try to jot down details of the description of any perpetrators, including: sex, height, weight, skin, hair and eye color, age, distinguishing features, type of clothing
- After the event, document all the details, while they are fresh in your mind
- Refer media to the chief executive officer
- Proceed to Event Follow-Up

Event Follow-up

In the event of a death, serious injury or traumatic experience; children may feel insecure, frightened, or unsafe. To help them process their emotions, consider the following:

- Suggest that children draw or write a note to express their feelings. Encourage children to talk as they are processing this information.
- Encourage conversation among children and include staff
- In the event of a death, briefly explain that someone has died. Do not try to hide the fact that someone has died.
- Actively communicate with Parents at the start and end of day regarding a child's progress with processing a crisis
- Use the Wisconsin Youth Company administrative team and school staff for additional resources

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Facility Loss of Utility Services

Snapshot: Utility failure is the loss or interruption of services such as electric power, natural gas, water or sewage services to the program site. In certain situations, children may need to be relocated until services are restored.

In the event a program loses electricity, water, heat, or sewage services, the following procedures will be followed:

- Contact facility staff and determine if it is safe to remain in program space
- Work with facility staff to determine the anticipated length of time program will be without utility services
- Ask facility staff if there is an alternate location within building that has maintained utility services and program could be temporarily relocated to that space
- Call the Help Line. Tell them what happened and request assistance.
- If children and staff need to be relocated, emergency services or the Wisconsin Youth Company administrator will arrange transportation to a safe location
- The administrative team will manage contacting parents of the children in our care and arrange reunification plans

In the event a program location experiences a gas leak, the following procedures will be followed:

- Contact facility staff immediately to alert them to the gas leak. Let them know you are evacuating the building.
- Tell the children to remain quiet and calm
- Have the children line up at the exit door
- Quickly count the children to be sure all are present
- Remind staff to check bathrooms and any other closed areas before exiting the space
- Take attendance information, registration binder, cell phone, and first aid kit with emergency medications
- Take the children to the predetermined area used for fire drills that is at least 300 feet away from the building and out of any road or parking lot
- Call 911 on a cell phone and be prepared to provide the following: your name, school name, where the fire is located, where you are located, and any other details (injuries)
- Call the Help Line. Tell them what happened.
- The fire department or Wisconsin Youth Company administrative team will arrange transportation to a safe location if children and staff may not re-enter the building in a reasonable amount of time
- The administrative team will manage contacting the parents of the children in your care and arrange reunification plans
- Document what happened and what you did as soon as you can

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Child and Family Communication

Snapshot: Staff communicate and interact with families on a daily basis. Staff should be professional in their conversations and actions. Staff should also be certain they keep information confidential while sharing information.

Customer Service

Staff should create a warm, welcoming environment for children and families as they arrive and leave program.

Implement the following strategies:

- Greet all Parents and children (by name, if possible) as they enter and leave the program room
- On the first day of a child attending program, be sure to provide verbal directions on how families can sign-in or out
- If it is the staff's first time meeting a pick-up person, politely ask them for their ID and verify the ID to the information in the digital registration binder or phone verification by asking the parent to text the site phone. All parent 1 and 2 phone numbers are programmed into the site phone.
- If program is holding a special event, invite families to join in on the event
- Upon pick-up provide some details about the child's day to the pick-up person
- Ensure baskets or lockers are kept organized and clean

Communication with Children and Families

Staff should not "friend" or communicate with families on social media platforms.

Communication with Parents

Parents of a child will be contacted if any of the following occurs during program:

- Child becomes ill
- Child experiences an injury that may require professional evaluation
- Child experiences a head injury
- Child has a seizure
- Child consumes food or drink that may contain the child's allergen or poisonous material
- Child comes in contact with poisonous material
- Child is given incorrect medication; incorrect dosage of medication; medication given at incorrect time
- The child is missing
- The child was subject to guidance that is prohibited

Confidentiality

In all forms of communication, confidentiality must be maintained (unless a signed release is obtained).

Consider the following in conversations with co-workers and other families:

- If staff need to have a conversation with a Parent about a child, be discreet. Talk with them privately and not in front of other children or staff.
- Don't talk about Parents or children in a public place
- Don't talk to Parents about other Parents or children in program
- Don't leave a registration notebook or any other private information out where anyone can see it
- Don't take pictures of children on personal devices
- Don't discuss confidential information over the two-way radios

Custody Issues

All custody issues are handled through the administrative office. At times, Parents may ask staff members questions about the other Parent, to give an opinion about the care the child receives from the other Parent, or to complete documents that pertain to custody issues. In these instances, take the following steps:

- Refer all requests for information to the administrative office
- Say to the Parent, "I understand you would like that information; however, we cannot provide that. Please contact the administrative office.
- Staff should be sure to follow sign-out procedure for releasing children at pick-up, without exceptions

Discrimination

Wisconsin Youth Company requires that staff not discriminate against children or families on the basis of race, color, national origin, age, disability, sex, gender identify, religion, reprisal, and where applicable, political beliefs, marital status, familial or Parent status, sexual orientation or source of income.

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Staff Communication

Snapshot: Staff communicate and interact on a daily basis with co-workers and families. Staff should be professional in their conversations and actions. Staff should also be certain they keep information confidential while sharing information.

Site Supervisor Meetings

Site supervisors meet biweekly with the program team including program managers, school year program director, recruitment and training director, senior director of programs, and others as planned and necessary. . This meeting provides administrative updates and allows for small group discussion and reporting of information. In addition, site supervisors will participate in weekly one-on-one meetings with their assigned program manager or director.

Site Staff Meetings

Each site supervisor conducts a staff meeting once per week for up to an hour. These meetings help with the development, implementation and evaluation of program. All staff are expected to attend the weekly staff meeting. After School staff may reach out to their program manager if they would like input on weekly meeting topics.

Working Relationships

The following procedures will be followed to build and maintain respectful relationships with co-workers:

- Arrive on time
- Smile and greet coworkers upon arrival at program
- Take care of your assigned set-up duties, offer help to coworkers when able to
- Communicate necessary information regularly and privately with other staff
- Be prepared to do your assigned tasks for the day
- Be sure all interactions with other staff are warm and in a positive tone
- Talk to your supervisor about any concerns
- Contribute ideas and make suggestions at staff meetings
- If you make a mistake, acknowledge it. Mistakes are OK.
- Welcome and get to know administrative staff

Reporting Incidents Involving Staff

Wisconsin Youth Company and state licensing requires that all staff notify their program manager as soon as possible if any of the following occurs:

- An employee has been convicted of a crime
- An employee has been or is being investigated by any governmental agency for any other act, offense, or omission, including an investigation related to the abuse or neglect or threat of abuse or neglect, to a child or other client or an investigation related to misappropriation of a client's property
- An employee has a substantiated governmental finding against them for abuse or neglect of a child or adult for misappropriation of a client's property
- When a professional license held by an employee has been denied, revoked, restricted, or otherwise limited
- In addition to the required report to the social service agency, suspicions and allegations of abuse involving employees must be immediately reported to the chief executive officer. The incident will be investigated, during which time the employee will be removed from positions involving direct contact with children and suspended with pay pending the outcome.
- An employee who is determined responsible for committing an inappropriate or abusive act will be subject to disciplinary action up to and including termination of employment

Please note: Families are varied and the use of the word Parent(s) refers to the adult(s) who are responsible for the child(ren).

Photo and Video

Snapshot: Staff are permitted to use Wisconsin Youth Company smartphones to take photographs or videos of children for the purpose of projects or promoting Wisconsin Youth Company programs. Under no circumstances may a staff use a personal device to take photos or video.

Taking Photos

The following should be considered when taking photos in program:

- Prior to taking a child's photo, check to make sure Parents have accepted the Wisconsin Youth Company photo release for program site use, as indicated on the agreement form
- If a Wisconsin Youth Company administrative staff is taking photos for promotional materials, check to make sure Parents have accepted the Wisconsin Youth Company photo release for promotional materials
- If Parents have not given Wisconsin Youth Company permission to take any photos, the child will have a gray tag and no photos should be taken
- If Parents have not given Wisconsin Youth Company permission to take promotional photos, but did give permission to take site photos, the child will have a gray tag with "s/o" written on it
- In the event of an emergency (i.e., bus accident), the cell phone can be used to take photos to document the accident

Use of Photos

The following should be considered when printing or using photos in program:

- Under no circumstances, can photos be uploaded to personal social media sites or personal devices
- Photos can be used with a digital photo frame or to create a PowerPoint at a family gathering
- Photos can be printed by bringing the site smartphone to a store
- If using the photos on a display board, photos of individual children may be given to Parents. Group photos, with two or more children, may not be given to Parents.

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Staff Identifiers

Snapshot: Staff t-shirts and ID badges are used to identify staff in program. Staff t-shirts should be worn on the first day of program and on every field trip. Additional staff t-shirts can be purchased from the program director. For additional details on the dress code, reference the employee handbook.

ID Badges and Lanyards

Staff must wear their ID badges at all times while in program or on a field trip. The ID badge also contains staff's emergency contact information. Name badges should not be worn in any manner that would be considered unprofessional or have detrimental effect on Wisconsin Youth Company. A duplicate photo must be posted on the licensing board. ID badges should be returned to the administrative office on the last day of employment.

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Personnel

Snapshot: Detailed personnel information can be found in the Wisconsin Youth Company Employee Handbook.

Personnel Files

All personnel files will be maintained electronically through Wisconsin Youth Company administrative office. The following items are required to be completed and placed in employee personnel file: application, references, results of fingerprint check eligibility, transcripts, staff record sheet, orientation checklist, first aid/CPR certification, Registry certificate (school year only), staff health report, mandated reporter, and continuing education.

Correcting Timesheets

If an error is made on a timesheet or if a staff forgets to clock-in or out, they must make corrections through the electronic payroll system. If staff have questions, they can contact the HR generalist for further clarification. Manual corrections should be an infrequent occurrence.

Hours and Scheduling

Schedules are determined by the assigned program manager. Staff should arrive on time for assigned shifts. Staff may be asked to assist at other program locations if substitutes are needed.

Time Off Requests

All time off requests are to be submitted to the assigned program manager no less than two weeks in advance. All time-off requests should be submitted in writing via email or submitting through the payroll app. Time-off will be approved on a first-come, first-serve basis and only if a substitute is available.

Staff Call-Outs

Before School and 4K A.M. Wrap

Staff calling out of before school should communicate their absence by calling the Help Line prior to 6 a.m. Staff are required to speak to a live person when calling out.

After School and 4K P.M. Wrap

Staff calling out of after school should initially communicate with their assigned program manager prior to 9 a.m. If they are unable to reach their assigned program manager by 9am, they should call the school year program director followed by the senior director of programs and lastly, the Help Line. Staff are required to speak to a live person when calling out. Their program manager will then communicate the staff call out with the senior director of programs and school year program director to determine coverage.

Performance Reviews

All staff receive a performance review a minimum of once annually. This review includes a self-evaluation and supervisor evaluation. The performance review process includes a staff/supervisor discussion and an opportunity for both to provide feedback.

Job Descriptions

Dane County After School Site Supervisor

FLSA status: non-exempt

Job status: Full-time 40 hours per week, school year

Work schedule: Monday through Friday

Positions supervised: After School group leaders

POSITION SUMMARY: The site supervisor is responsible for the daily operations of their assigned after school program. Responsibilities include lesson planning for children in grades K-5, managing a staff team, purchasing program materials, managing a monthly budget, and ensuring program quality standards are met.

PRIMARY TASKS: to perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

CREATE A DEVELOPMENTALLY APPROPRIATE ENVIRONMENT

- Ensure an engaging, physically and emotionally safe and inclusive environment
- Encourage play, exploration and learning among all ages and levels of development
- Maintain all health and wellness standards of Wisconsin Youth Company, YoungStar, and Department of Children and Families
- Maintain all state licensing and internal risk management practices as they relate to all aspects of the environment
- Maintain proper physical set up and clean-up of program space on a daily basis
- Implement all accreditation standards as identified on yearly action plans
- Implement developmentally appropriate curriculum
- Implement systems for tracking of all children at all times during program hours
- Implement applicable plan of correction(s) submitted to Department of Children and Families as developed by the site team and approved by the senior director of programs

CULTIVATE POSITIVE INTERACTIONS

- Ensure that staff and self are consistently engage with children during program
- Ensure that staff and self-maintain eye level communication when speaking to children
- Ensure that staff and self-engage in respectful developmentally appropriate conversations with children
- Ensure that staff and self-communicate with family in an appropriate and professional manner

SUPERVISE ASSIGNED SITE STAFF

- Provide onsite orientation to new site staff
- Assess, coach and help to develop each staff member's skills and abilities
- Implement action plans to ensure that staff are consistently responding to individual differences in development, temperament, and cultures of children while maintaining a positive emotional environment
- Ensure all staff are following licensing, accreditation, and Young Star requirements while maintaining internal risk management practices
- Ensure all communication from administration is communicated with site staff in a clear, consistent and timely format
- Conduct weekly meetings with site staff to ensure the overall quality of the daily operation of the program

PERFORM ADMINISTRATIVE RESPONSIBILITIES

- Adhere to all defined due dates and if applicable deliver to administrative office
- Transport materials needed to assigned After School program
- Shop for program supplies for program activities
- Track receipts and usage of site credit card for program materials and needs per guidelines
- Maintain accurate medical and behavior logs and accident reports
- Attend and participate in all required meetings and trainings
- Maintain accurate monthly paperwork required by administrative office
- Ensure proper daily log of work hours through phone, online or phone app timekeeping system

COMPETENCIES

A qualified and successful employee in this position must effectively and continuously demonstrate the following:

- **Teamwork:** Build effective relationships, engage in team meetings, and act in an ethical and mature manner.
- **Leadership:** Coach and develop employees to grow their skills and abilities.
- **Communication:** Ability to cultivate and maintain positive relationships with children, families, school personnel and others by using excellent verbal, interpersonal and decision-making skills.
- **Organization:** Demonstrate outstanding organization and time management daily.
- **Reliability:** Follow assigned work schedule commitment and job expectations with a positive behavior.

SKILLS & ABILITIES

Education: associate's or bachelor's degree, course work in early childhood education I and II or school age equivalent OR child development, elementary education, physical education or other child-related field preferred

Experience: work with school age children in and out of school time environment(s), DCF state licensing and YoungStar preferred

Certificates & Licenses: State of Wisconsin Registry Certificate, First Aid Certificate, CPR Certificate

| Physical Demands | | | Lift/Carry | |
|----------------------|------------------|--|------------------|-------------------|
| Stand | F (Frequently) | | 10 lbs or less | F (Frequently) |
| Walk | F (Frequently) | | 11-20 lbs | F (Frequently) |
| Sit | O (Occasionally) | | 21-50 lbs | O (Occasionally) |
| Handle | O (Occasionally) | | 51-100 lbs | O (Occasionally) |
| Reach Outward | O (Occasionally) | | Over 100 lbs | N (No Applicable) |
| Reach Above Shoulder | O (Occasionally) | | Push/Pull | |
| Climb | O (Occasionally) | | 12 lbs or less | F (Frequently) |
| Crawl | O (Occasionally) | | 13-25 lbs | F (Frequently)) |
| Squat or Kneel | F (Frequently) | | 26-40 lbs | F (Frequently)) |
| Bend | F (Frequently) | | 41-100 lbs | O (Occasionally) |

PHYSICAL DEMANDS:

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

The % of physical activity will remain relative to the amount of hours worked during regular program and non- school day programs.

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

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4K Wrap Lead Teacher

Reports To: Assigned site supervisor

Job Status: 40 hours per week

FLSA Status: Non-exempt

Work Schedule: Monday through Friday, before/after school hours dependent upon location

POSITION SUMMARY: The 4K Wrap Lead Teacher is responsible for the daily operations of their assigned 4K wrap program. Additionally, the lead teacher assists the site supervisor during either before or after school hours. Responsibilities include lesson planning and implementation for children as well as fostering positive relationships with children, families and school personnel. This position also requires assisting the site supervisor in the day-to-day operations of a before or after school program.

TASKS: to perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

CREATE AND MAINTAIN DEVELOPMENTALLY APPROPRIATE ENVIRONMENT DCF 251.07(1)(a)

- Follow all tracking procedures for children at all times during program hours.
- Maintain and follow all state licensing rules, YoungStar standards and internal risk management practices as they relate to all aspects of the environment and safety.
- Implement developmentally appropriate curriculum.
- Provide an engaging, physically and emotionally safe and inclusive environment that encourages play, exploration, and learning among all ages and levels of development.
- Follow all accreditation standards (if applicable) as identified on yearly action plans and under the direction of the site supervisor.
- Follow any plan of correction submitted to Department of Children and Families with the oversight of site supervisor.
- Maintain all health and wellness standards of Wisconsin Youth Company, YoungStar and Department of Children and Families.
- Follow through on all actions that help to provide an inclusive environment for all children, families during program hours.
- Set-up program space to be developmentally appropriate on a daily basis.
- Assist with set-up and break-down of program space on a daily basis.

ADMINISTRATIVE DUTIES

- Maintain all medical/behavior logs and accident reports in an accurate manner. DCF 251.04(6)(c)
- Ensure proper daily logging of your timesheet.
- Attend all required meetings and trainings
- Submit weekly reports to site supervisor and assigned program manager
- Complete developmentally appropriate curriculum and daily schedule

RELATIONSHIPS WITH CHILDREN, FAMILIES AND OTHER STAFF

- Ensure that staff is consistently and appropriately engaged with children during program.
- Engage with families daily.
- Ensure all staff speak with children at eye level.
- Ensure all staff engage in respectful, developmentally appropriate conversations with children.
- Provide a supportive environment in which children and youth can learn and practice appropriate and acceptable behaviors.
- Ensure confidentiality of information for all staff, children and families.

COMPETENCIES

A qualified and successful employee in this position must effectively and continuously demonstrate the following:

- Engage in respectful and appropriate conversations during program
- Interact with school personnel in a professional manner
- Use best practices for out of school time programs during program hours
- Engage in ethical conduct during program hours
- A qualified and successful employee will incorporate Wisconsin Youth Company Company's core competencies into their work.
- These core competencies are: uphold Wisconsin Youth Company values of honesty and integrity, be a team player, embrace diversity, be customer-oriented and maintain genuine relationships, demonstrate proactive problem-solving and leadership.

SKILLS AND ABILITIES

- **Education:** AA or BA in Child development, BA Social Work, BA Education, state-approved courses.
- **Experience:** Experience working with school age children in an out-of-school time environment
- **Computer Skills:** Basic Microsoft Word, email, internet knowledge
- **Certificates and licenses:** State of Wisconsin Registry Certificate

| Physical Demands | | | Lift/Carry | |
|----------------------|------------------|--|------------------|--------------------|
| Stand | F (Frequently) | | 10 lbs or less | C (Constantly) |
| Walk | F (Frequently) | | 11-20 lbs | F (Frequently) |
| Sit | O (Occasionally) | | 21-50 lbs | O (Occasionally) |
| Handle | O (Occasionally) | | 51-100 lbs | O (Occasionally) |
| Reach Outward | O (Occasionally) | | Over 100 lbs | N (Not Applicable) |
| Reach Above Shoulder | O (Occasionally) | | Push/Pull | |
| Climb | O (Occasionally) | | 12 lbs or less | F (Frequently) |
| Crawl | O (Occasionally) | | 13-25 lbs | F (Frequently) |
| Squat or Kneel | F (Frequently) | | 26-40 lbs | F (Frequently) |
| Bend | F (Frequently) | | 41-100 lbs | O (Occasionally) |

PHYSICAL DEMANDS:

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

The % of physical activity will remain relative to the amount of hours worked during regular program and non-school day programs.

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

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After School Group Leader

Reports to: Assigned site supervisor

Job status: Part-time, 10-35 hours per week, school year

FLSA status: Non-exempt

Work schedule: Monday through Friday

POSITION SUMMARY: The group leader supervises and engages with children in grades K-5 during indoor and outdoor play at After School. The group leader is responsible for guiding their group of children and supporting the site supervisor in the program by helping with daily tasks such as snack preparation and program set-up and take-down.

PRIMARY TASKS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

MAINTAIN A DEVELOPMENTALLY APPROPRIATE ENVIRONMENT

- Maintain all state licensing and internal risk management practices as they relate to all aspects of the environment
- Implement all accreditation standards as identified on yearly action plans and under the direction of the site supervisor
- Carry out applicable plan of correction(s) submitted to Department of Children and Families under the direction of the site supervisor
- Administer developmentally appropriate curriculum prepared by the site supervisor
- Facilitate an inclusive environment for all children and families during program hours
- Maintain proper physical set up and clean-up of program space on a daily basis

CULTIVATE POSITIVE INTERACTIONS

- Consistently engage with children during program
- Maintain eye level communication when speaking to children
- Engage in respectful developmentally appropriate conversations with children
- Communicate with family in an appropriate and professional manner

PERFORM ADMINISTRATIVE RESPONSIBILITIES

- Maintain all accident reports in addition to other paperwork assigned by the site supervisor
- Ensure proper daily log of work hours through phone, online or phone app timekeeping system
- Participate in all required meetings and trainings
- Provide all required documentation for personnel file in a timely manner

COMPETENCIES

A qualified and successful employee in this position must effectively and continuously demonstrate the following:

- Teamwork – build effective relationships, engage in team meetings, and act in an ethical and mature manner.
- Communication – ability to cultivate and maintain positive relationships with children, families, school personnel and others by using excellent verbal, interpersonal and decision-making skills.
- Organization – demonstrate outstanding organization and time management daily.
- Reliability – follow assigned work schedule commitment and job expectations with a positive behavior.

SKILLS & ABILITIES

- **Education:** High school diploma or GED, course work in child development, elementary education, physical education or other child-related field preferred
- **Experience:** Work with school age children in and out of school time environment(s), DCF state licensing and YoungStar preferred
- **Certificates & Licenses:** State of Wisconsin Registry Certificate, First Aid Certificate, CPR Certificate

| Physical Demands | | | Lift/Carry | |
|----------------------|------------------|--|------------------|-------------------|
| Stand | F (Frequently) | | 10 lbs or less | F (Frequently) |
| Walk | F (Frequently) | | 11-20 lbs | F (Frequently) |
| Sit | O (Occasionally) | | 21-50 lbs | O (Occasionally) |
| Handle | O (Occasionally) | | 51-100 lbs | O (Occasionally) |
| Reach Outward | O (Occasionally) | | Over 100 lbs | N (No Applicable) |
| Reach Above Shoulder | O (Occasionally) | | Push/Pull | |
| Climb | O (Occasionally) | | 12 lbs or less | F (Frequently) |
| Crawl | O (Occasionally) | | 13-25 lbs | F (Frequently)) |
| Squat or Kneel | F (Frequently) | | 26-40 lbs | F (Frequently)) |
| Bend | F (Frequently) | | 41-100 lbs | O (Occasionally) |

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

The % of physical activity will remain relative to the amount of hours worked during regular program and non- school day programs.

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

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4K Wrap Group Leader

Reports to: Assigned 4K Wrap Lead Teacher

FLSA status: Non-exempt

Job status: Full-time, 35-40 hours per week, school year

Work schedule: Monday through Friday

POSITION SUMMARY: The 4K Wrap group leader supervises and engages with children in grades 4K-5 during before school and 4K wrap programs. The group leader is responsible for guiding their group of children and supporting the 4K Lead Teacher in the program by helping with daily tasks such as snack preparation, lesson plan support and leading activities.

PRIMARY TASKS: to perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

MAINTAIN A DEVELOPMENTALLY APPROPRIATE ENVIRONMENT

- Maintain all state licensing and internal risk management practices as they relate to all aspects of the environment
- Implement all accreditation standards as identified on yearly action plans and under the direction of the site supervisor
- Carry out applicable plan of correction(s) submitted to Department of Children and Families under the direction of the site supervisor
- Administer developmentally appropriate curriculum prepared by the site supervisor
- Facilitate an inclusive environment for all children and families during program hours
- Maintain proper physical set up and clean-up of program space on a daily basis

CULTIVATE POSITIVE INTERACTIONS

- Consistently engage with children during program
- Maintain eye level communication when speaking to children
- Engage in respectful developmentally appropriate conversations with children
- Communicate with family in an appropriate and professional manner

PERFORM ADMINISTRATIVE RESPONSIBILITIES

- Maintain all accident reports in addition to other paperwork assigned by the site supervisor
- Ensure proper daily log of work hours through phone, online or phone app timekeeping system
- Participate in all required meetings and trainings
- Provide all required documentation for personnel file in a timely manner

COMPETENCIES

A qualified and successful employee in this position must effectively and continuously demonstrate the following:

- Teamwork – build effective relationships, engage in team meetings, and act in an ethical and mature manner.
- Communication – ability to cultivate and maintain positive relationships with children, families, school personnel and others by using excellent verbal, interpersonal and decision-making skills.
- Organization – demonstrate outstanding organization and time management daily.
- Reliability – follow assigned work schedule commitment and job expectations with a positive behavior.

Skills & Abilities

- **Education:** High school diploma or GED, course work in child development, elementary education, physical education or other child-related field preferred
- **Experience:** Work with school age children in and out of school time environment(s), DCF state licensing and YoungStar preferred
- **Certificates & Licenses:** State of Wisconsin Registry Certificate, First Aid Certificate, CPR Certificate

| Physical Demands | | | Lift/Carry | |
|-----------------------------------|------------------|--|------------------|--------------------|
| Stand | F (Frequently) | | 10 lbs or less | C (Constantly) |
| Walk | F (Frequently) | | 11-20 lbs | F (Frequently) |
| Sit | O (Occasionally) | | 21-50 lbs | O (Occasionally) |
| Use of Hands, Movement of Fingers | F (Frequently) | | 51-100 lbs | O (Occasionally) |
| Reach Outward | F (Frequently) | | Over 100 lbs | N (Not Applicable) |
| Reach Above Shoulder | F (Frequently) | | Push/Pull | |
| Climb | O (Occasionally) | | 12 lbs or less | F (Frequently) |
| Crawl | O (Occasionally) | | 13-25 lbs | F (Frequently) |

PHYSICAL DEMANDS:

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

The % of physical activity will remain relative to the amount of hours worked during regular program and non-school day programs.

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

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Program Supervisor

Reports to: assigned program manager

FLSA status: non-exempt

Job status: 40 hours per week, year round

Work schedule: Monday through Friday with occasional evenings and weekends

School Year: after school hours dependent upon location, non-school days as scheduled, location dependent (7:15 a.m. – 6 p.m.), weekly meetings at the regional office, individual meetings with your program manager and administrative time (minimum of 15 hours per week) outside of direct program hours.

Summer: attend training sessions and summer management training sessions when scheduled, weekly meetings at regional office with summer program director, administrative time outside of assigned direct program hours.

Positions Supervised: *school year:* group leaders, and volunteers; *Summer:* day camp assistant director, day camp lead counselors, day camp counselors and volunteers at assigned site.

POSITION SUMMARY: The program supervisor is responsible for the day-to-day operation of the assigned program site. This responsibility includes operation of the site in accordance with the policies and procedures set forth by Wisconsin Youth Company, applicable Wisconsin licensing regulations, accreditation standards, and internal risk management practices. In addition, the program supervisor provides management and training to assistant directors, group leaders, and volunteers. Additional responsibilities include promoting WYC program opportunities, creating and maintaining relationships with school personnel, families, and other community partners. The program supervisor is responsible for planning and implementing activities that will enhance program and positively impact children in ways stated in Wisconsin Youth Company's ends statements.

Program Relations and Personnel

PRIMARY TASKS: to perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Other related duties or projects may be assigned based on departmental needs.

Site Management

- Prepare the site at the beginning of the season and close the site at the end of the season according to established procedures and expectations.
- Maintain timely and accurate site records, including program, fiscal and staff records.
- Provide updates to immediate supervisor and other administrative staff relating to but not limited to risk management, personnel, process improvement, programming, etc.
- Attend weekly meetings.
- Develop and maintain positive relationships with school staff and other members of the site community.
- Assure the safety of all children and staff at the site through the implementation of established risk management procedures.
- Serve as the site health supervisor responsible for medication management, medical and behavior logging and reporting, and accident/injury response.
- Develop and execute site-specific systems and procedures to support the effective operation of the site.
- Implement any plan of correction submitted to Department of Children and Families as developed by the site team and approved by the program director.

Program Delivery and Creating a developmentally appropriate environment (DCF251.01(1)(a))

- Provide an engaging, physically and emotionally safe and inclusive programs that encourage play, exploration, and learning among all ages and levels of development to ensure overall level of safety, fun and learning at the site.
- Implement developmentally appropriate program curriculum.
- Interact with and supervise children on-site or with groups 80% of the time.
- Develop and maintain positive relationships with parents and families.
- Maintain all state licensing, YoungStar and internal risk management practices as they relate to the physical environment.
- Implement WYC approved systems for tracking of all children at all times during program hours.
- Acquire and maintain program equipment and supplies.
- Assist with program evaluation and implement improvements based on evaluation.
- Ensure all assigned staff are following state licensing procedures, YoungStar, Accreditation standards (school year only) and American Camp Association (summer only) standards while maintaining internal risk management policies.
- Maintain physical set-up and clean-up of program space daily.

Personnel Management and Supervision

- Provide on-site orientation and site specific training to assigned program staff.
- Help to coordinate staff work schedules.
- Schedule, plan and lead weekly site staff meetings and ensure all communication from administration is communicated with staff in a clear, consistent, and timely format.
- Ensure all staff are following licensing, accreditation, and YoungStar requirements while maintaining internal risk practices.
- Evaluate staff performance and effectively communicate results.

Relationships with children, families and other staff

- Ensure that staff are constantly and appropriately engaged with children during program.
- Engage daily with families.
- Ensure all staff engages in respectful, developmentally appropriate conversations with children.
- Provide a supportive environment where children and youth can learn and practice appropriate and acceptable behaviors.
- Ensure confidentiality of information for all staff, children and families.

COMPETENCIES

A qualified and successful employee in this position must effectively and continuously demonstrate the following:

- **Teamwork** – build effective relationships, engage in team meetings, and act in an ethical and mature manner.
- **Leadership** – coach and develop employees to grow their skills and abilities.
- **Communication** - ability to cultivate and maintain positive relationships with children, families, school personnel and others by using excellent verbal, interpersonal and decision-making skills.
- **Organization** – demonstrate outstanding organization and time management daily.
- **Reliability** – follow assigned work schedule commitment and job expectations with a positive behavior.

Skills & Abilities

- **Education:** associate's or bachelor's degree, course work in early childhood education I and II or school age equivalent OR child development, elementary education, physical education or other child-related field preferred
- **Experience:** work with school age children in and out of school time environment(s), at least two summers of camp experience, one summer with WYC camp preferred, DCF state licensing and YoungStar preferred
- **Certificates & Licenses:** state of Wisconsin Registry certificate, First Aid certificate, CPR certificate
- **Other Requirements:** access to a vehicle for supply and equipment acquisition

| Physical Demands | | | Lift/Carry | |
|-----------------------------------|------------------|--|------------------|--------------------|
| Stand | F (Frequently) | | 10 lbs or less | F (Frequently) |
| Walk | F (Frequently) | | 11-20 lbs | F (Frequently) |
| Sit | F (Frequently) | | 21-50 lbs | O (Occasionally) |
| Use of hands, movement of fingers | F (Frequently) | | 51-100 lbs | O (Occasionally) |
| Reach Outward | F (Frequently) | | Over 100 lbs | N (Not Applicable) |
| Reach Above Shoulder | F (Frequently)) | | Push/Pull | |
| Climb | O (Occasionally) | | 12 lbs or less | F (Frequently) |
| Crawl | O (Occasionally) | | 13-25 lbs | F (Frequently)) |
| Squat or Kneel | F (Frequently) | | 26-40 lbs | F (Frequently)) |
| Bend | F (Frequently) | | 41-100 lbs | O (Occasionally) |

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

The % of physical activity will remain relative to the amount of hours worked during regular program and non- school day programs.

Program Relations and Personnel

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

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Waukesha County Site Supervisor

Reports to: Assigned program manager

FLSA status: non-exempt

Job status: Full-time 40 hours per week, school year

Work schedule: Monday through Friday

Positions supervised: Group leaders and 4K teachers if applicable

POSITION SUMMARY: The site supervisor is responsible for the daily operations of their assigned before and after school program. Responsibilities include lesson planning for children in grades 4K-5, managing a staff team, purchasing program materials, managing a monthly budget, and ensuring program quality standards are met.

PRIMARY TASKS: to perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

CREATE A DEVELOPMENTALLY APPROPRIATE ENVIRONMENT

- Ensure an engaging, physically and emotionally safe and inclusive environment
- Encourage play, exploration and learning among all ages and levels of development
- Maintain all health and wellness standards of Wisconsin Youth Company, YoungStar and Department of Children and Families
- Maintain all state licensing and internal risk management practices as they relate to all aspects of the environment
- Maintain proper physical set up and clean-up of program space on a daily basis
- Implement all accreditation standards as identified on yearly action plans
- Implement developmentally appropriate curriculum
- Implement systems for tracking of all children at all times during program hours
- Implement applicable plan of correction(s) submitted to Department of Children and Families as developed by the site team, program manager and risk management director.

CULTIVATE POSITIVE INTERACTIONS

- Ensure that staff and self are consistently engage with children during program
- Ensure that staff and self-maintain eye level communication when speaking to children
- Ensure that staff and self-engage in respectful developmentally appropriate conversations with children
- Ensure that staff and self-communicate with family in an appropriate and professional manner

SUPERVISE ASSIGNED SITE STAFF

- Provide onsite orientation to new site staff
- Assess, coach and help to develop each staff member's skills and abilities
- Implement action plans to ensure that staff are consistently responding to individual differences in development, temperament, and cultures of children while maintaining a positive emotional environment
- Ensure all group leaders are following licensing, accreditation, and Young Star requirements while maintaining internal risk management practices
- Ensure all communication from administration is communicated with site staff in a clear, consistent and timely format
- Conduct weekly meetings with site staff to ensure the overall quality of the daily operation of the program

PERFORM ADMINISTRATIVE RESPONSIBILITIES

- Adhere to all defined due dates and if applicable deliver to administrative office
- Transport materials needed to assigned program location
- Shop for program supplies for program activities for before school, after school and 4k wrap, if applicable
- Track receipts and usage of site credit card for program materials and needs per guidelines
- Maintain accurate medical and behavior logs and accident reports
- Attend and participate in all required meetings and trainings
- Maintain accurate monthly paperwork required by administrative office
- Ensure proper daily log of work hours through phone, online or phone app timekeeping system

COMPETENCIES

A qualified and successful employee in this position must effectively and continuously demonstrate the following:

- **Teamwork:** Build effective relationships, engage in team meetings, and act in an ethical and mature manner.
- **Leadership:** Coach and develop employees to grow their skills and abilities.
- **Communication:** Ability to cultivate and maintain positive relationships with children, families, school personnel and others by using excellent verbal, interpersonal and decision-making skills.
- **Organization:** Demonstrate outstanding organization and time management daily.
- **Reliability:** Follow assigned work schedule commitment and job expectations with a positive behavior.

SKILLS & ABILITIES

- **Education:** associate's or bachelor's degree, course work in early childhood education I and II or school age equivalent OR child development, elementary education, physical education or other child-related field preferred
- **Experience:** work with school age children in and out of school time environment(s), DCF state licensing and YoungStar preferred
- **Certificates & Licenses:** State of Wisconsin Registry Certificate, First Aid Certificate, CPR Certificate

Program Relations and Personnel

| Physical Demands | | | Lift/Carry | |
|----------------------|------------------|--|------------------|-------------------|
| Stand | F (Frequently) | | 10 lbs or less | F (Frequently) |
| Walk | F (Frequently) | | 11-20 lbs | F (Frequently) |
| Sit | O (Occasionally) | | 21-50 lbs | O (Occasionally) |
| Handle | O (Occasionally) | | 51-100 lbs | O (Occasionally) |
| Reach Outward | O (Occasionally) | | Over 100 lbs | N (No Applicable) |
| Reach Above Shoulder | O (Occasionally) | | Push/Pull | |
| Climb | O (Occasionally) | | 12 lbs or less | F (Frequently) |
| Crawl | O (Occasionally) | | 13-25 lbs | F (Frequently)) |
| Squat or Kneel | F (Frequently) | | 26-40 lbs | F (Frequently)) |
| Bend | F (Frequently) | | 41-100 lbs | O (Occasionally) |

PHYSICAL DEMANDS:

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

The % of physical activity will remain relative to the amount of hours worked during regular program and non- school day programs.

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

Wisconsin Youth Company is an Equal Employment Opportunity and Affirmative Action Employer