



Parent Handbook

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www.dorothysdiscoverydaycare.com

Updated January 2018

Statement Acknowledging Parent's Receipt of Handbook

I/We, _____, hereby acknowledge and agree with the following:

I/We have received a copy of the Program Handbook of Dorothy's Discovery Daycare Center, Inc.

I/We have read and agree to comply with the policies contained in the Handbook governing the terms of the childcare contract, and have been given an opportunity to ask questions about the content of the Handbook.

I/We understand that the Handbook reflects the current policies and procedures of Dorothy's Discovery Daycare Center, Inc. and that it replaces and supersedes any prior policies, procedures or Handbooks.

I/We agree to conform to these policies and procedures and understand these policies and benefits may be amended, modified, terminated or replaced by Dorothy's Discovery Daycare Center, Inc.

Mother/Guardian Signature

Date

Father/Guardian Signature

Date

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1. Welcome

WELCOME TO DOROTHY'S DISCOVERY DAYCARE CENTER, INC.

Dorothy's Discovery Daycare Center, Inc. opened as a Group Day Care Home in December 2003 caring for 12 children ages 6 weeks-12 years. In April 2005 we became a Childcare Center and increased our enrollment to include before and after school.

The Center is located within a residential neighborhood; in a home renovated for childcare. Most of the children attending the Center live nearby and feel comfortable in their surroundings. Children are cared for in different age groups, but visit friends and siblings to enhance the family atmosphere and to provide an opportunity for long-term friendship.

In April of 2013 we were approved for a new addition which allows us now to care for 75 children. The addition is host to new infant, toddler, preschool, and pre-kindergarten classrooms. Our original classrooms have been turned into school age spaces for our Kids Club. In August of 2013 our new addition was finally completed and opened just in time for the new school year. With the new addition we also have two new playgrounds housing exciting and fun new playground equipment.

This Parent Handbook ("Handbook") contains the policies and procedures of Dorothy's Discovery Daycare Center, Inc. in outline form. Please take the time to read the Handbook and keep it in a convenient location for reference. The Handbook is meant to serve as a reference guide. It is not meant to cover every aspect of the childcare program or every situation, which may arise. Parents should feel free to contact the Director, Dorothy Morris, with questions concerning the contents of the Handbook.

Throughout the Handbook, the term "Parent" will be used to refer to the parent(s) or guardian(s) of the child in care. The term "Provider" will be used to refer to Dorothy's Discovery Daycare Center, Inc.

2. Changes to Handbook

The Provider reserves the unilateral right to add, delete, modify or amend the policies and procedures described in the Handbook upon 30-day written notice to Parent.

Changes to policies and/or procedures contained in the Handbook are effective only if set forth in writing signed by the Provider.

3. Philosophy of Child Care Program and Family Partnerships

Dorothy's Discovery Daycare Center, Inc. provides affordable, quality childcare for all children. The service is offered in a safe, healthy and developmentally appropriate environment. Trained staff provides educational opportunities for the well-rounded growth and development of

children. We are also advocates for children and partners with parents in the adventure of their child’s development. We utilize the “Creative Curriculum” in each of our classrooms. It closely matches our philosophy and the mission of our program. Our parents and staff are **PARTNERS**, working together to meet the needs of the children and their families. As partners, we will communicate regularly and thoughtfully with each other to build a relationship of trust and respect.

Philosophy

We Believe Children Learn Best:

We Provide:

In small class sizes	Small class sizes with low child/teacher ratios
When given opportunities to work individually, in small groups, and in large groups	Individual attention along with small and large group activities
If they acquire knowledge at their own rate	A program with an emphasis on individual learning styles
When they are actively involved by using all their senses, manipulating and experimenting with a variety of materials and situations	Opportunities to create, manipulate, and explore in a sensory rich environment
Through play to translate experience into understanding, by exploring, observing, imitating and practicing	A flexible schedule that allows time for to play, explore, observe, imitate, and practice
When they feel physically and emotionally safe and secure	A safe, trusting and nurturing environment with positive role models and consistency of educated and trained teachers
When all areas of development are viewed as equally important and interrelated	Curriculum that includes experiences to enrich and enhance cognitive, language, social, emotional, physical and creative development
When they feel a sense of achievement and self-worth	Developmentally appropriate curriculum with built in successes and challenges
When engaged in self-initiated as well as teacher directed activities and experiences	A balance of child-initiated and teacher- directed activities
When teachers use language to enhance critical thinking, communication and problem solving, and teach English as a second language	An emphasis on language development to enhance problem solving and critical thinking skills, and English as a second language
In a literacy and numeracy rich environment	Curriculum that enhances reading and math skills
When children have time to interact socially with peers	An environment sensitive to learners who are developing social skills

Family Partnerships

We want you to feel fully confident and secure with your child’s experience here at DDDC. You are always welcome to visit and participate in activities in the classroom or around the center. All educational opportunities inside and outside of the center will be posted on the parent board. We also send this information home through email. If you have multiple households we would gladly share information in different ways. We offer opportunities for formal and informal

sharing of ideas. Every day when dropping off and picking up there is time to discuss your child's health, interests, and daily activities with your teachers.

Home visits are scheduled twice a year in the GSRP program. The first will be the week before school starts and the second will be in June. Home visits provide a time for you and your child to get to know your teachers before beginning the program and exiting at the end of the year. Any family at DDDC, who would like a home visit from their teachers, should contact the director so one can be scheduled. Parents play a significant role in their child's development. Strong partnerships between staff and families are crucial to a child's success.

Parent/teacher conferences are scheduled twice a year, once in the fall and once in the winter. We will offer you a conference as often as you request throughout the year. During the conference we will discuss your child's development with the data from AQS and TSG. We will also show you the progress in their work with samples, pictures, and anecdotal notes. GSRP families are required to attend both conferences. Other DDDC families are encouraged to attend, but are not required to do so. Each family will be given a copy of all assessments and goals.

Ages and Stages (ASQ-3) Screening Tool

Our Center uses the Ages and Stages-3 Questionnaire to track children's development. Parents are required to screen children birth through age 5, three times a year; once in the fall, once in the winter, and once in the spring. The questionnaire may be provided every 2-, 4- or 6-month period. You will be asked to answer questions about some things your child can and cannot do. The questionnaire includes questions about your child's communication, gross motor, fine motor, problem solving, and personal social skills. The ASQ-3 helps the teachers to set goals for each individual child. Teachers can plan activities centered on the interests and developmental needs of each child.

Ages and Stages (ASQ: SE-2) Screening Tool

Our Center uses the Ages and Stages: SE-2 Questionnaire to track children's social-emotional development. The questionnaire may be provided for use at 2, 6, 12, 18, 24, 30, 36, 48, or 60 months of age. You will be asked to answer questions about some of your child's behaviors. The questionnaire includes questions about your child's ability to calm down, take direction and follow rules, communicate, perform daily activities (e.g., eating, sleeping), act independently, demonstrate feelings, and interact with others.

Creative Curriculum

The curriculum that our center follows is called the Creative Curriculum. Creative Curriculum is a forward-thinking, comprehensive, research-based and research-proven curriculum. Teachers will create a responsive daily routine and a meaningful learning experience for all learners. Each classroom's teaching team will need to use and follow this curriculum for daily planning, preparing lessons and activities that follow the interests of the individual child as well as the developmental needs of each child.

Our preschool and GSRP classrooms will focus on different studies throughout the year. Through studies, which are hands-on, project-based investigations, the Creative Curriculum for Preschool helps teachers build children's confidence, creativity and critical thinking skills, and

promote positive outcomes. Studies are usually six-week long investigations.

Teaching Strategies GOLD (TSG) Assessment Tool

Our teachers use TSG daily to record child observations (documentation), create weekly classroom and individual lesson plans, share information with families, and assess children.

Teachers will assess children on 38 different objectives three times a year using TSG during checkpoint periods; fall, winter, and spring. The checkpoint system is a color-coded system showing where children should be at for their age range. This assessment is used in correlation with the ASQ-3 and AQS: SE-2 in determining at-risk children.

Transitions within DDDC

Our center is committed to creating a smooth transition from one classroom to another for your family.

During enrollment, you will be given a welcome packet for your classroom. The welcome packet will include a welcome letter, the classroom daily schedule, a sample menu, your teacher's bios, and other important information pertaining to your child's classroom.

When your child is transitioning from one classroom to another, we will provide you a tour of the new classroom, introduce you to the teachers, and provide you with a welcome packet for that classroom.

Orientation night will be available for any families during the end of August each year. During orientation night, we will introduce all of our lead and assistant teachers, talk about transitions, discuss our health and weather procedures, developmentally appropriate practices, go over our curriculum and assessment tools, and other important information.

Transitioning to Kindergarten

Our center is committed to preparing your child for the kindergarten transition. We bridge the gap between preschool and kindergarten by providing your child with the necessary skills to succeed such as:

Taking care of personal needs

Developing small muscle coordination needed to hold and write with a pencil

Large motor skills (skipping, running, bouncing balls)

Expressing their feelings with words and can regulate own behavior

We support learning at home by providing parents with activity ideas that they can do with their child such as:

Reading with them each day

Providing crayons for drawing and scissors for cutting

Encouraging healthy eating and good sleep habits

Providing small manipulatives (Legos, markers) to support the development of fine motor skills.

We also encourage parents to attend an open house or orientation for the school, or to visit the school and meet the kindergarten teachers. We provide information as to the dates and times that these activities are taking place. The information can be located on our parent bulletin board.

We will provide a Parent Education class in March on Kindergarten Readiness. During this class, we will have local teachers at our center to give a small presentation about their school and program (Young 5's and Kindergarten). They will discuss their curriculum and assessment, how to prepare your child for kindergarten, what information is needed for enrollment, and dates and times of kindergarten roundup

Parent Notice of Program Measurement

DDDC is required to work with the Michigan Department of Education (MDE) to measure the effect of the statewide Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff or a representative from MDE might;

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers.
- Ask teachers how children are learning and growing.

Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

Questions: Contact, mde-gsrp@michigan.gov or 517-373-8483 or MDE, Office of Early Childhood Education and Family Services, 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909

4. Non-Discrimination Policy

The Provider will maintain and conduct all practices relating to enrollment, discipline, and all other terms and benefits of childcare services provided in a manner that does not discriminate against any child, parent or family based on race, color, religion, national origin, sex, or handicap.

5. Admission Requirements/Care Schedule

The Programs are open to all children from birth through 13 years of age. Children may attend on a full-time or part-time basis. On admission, Parent will be required to establish a set weekly schedule for care. Additional care or schedule changes will be accepted on a space available basis. A two-week written notice should be provided in order to make a schedule change.

Daily Activities and Program Schedule

Daily schedules and activities are in the child's classroom and on the DDDC website. You will receive information on each developmentally appropriate level so that as your child grows you will see the progression of their schedule and expectations.

We will provide your infant with an inviting and safe environment with devoted teachers. We

will provide daily experiences for children to explore, learn, and manipulate with their senses. We will encourage early learning through Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, and the Arts with play-based activities.

Your teacher(s) will provide you with a daily report on your child’s day. On this report will include what/how much your child ate, their bathroom needs, their nap schedule, and a little summary of their day, including any developmental milestones.

Diapers are changed in two-hour intervals unless the child has a BM, then it is changed immediately, and the rotation returns to two hours.

Infant Daily Schedule	
Our infant classroom is for children birth– 18 months of age at a 1:4 teacher: child ratio.	
6:30-9:00 am	Greeting children and communicating with parents. Open choice time and reading. Breakfast will be served.
9:00-10:00 am	Indoor choice time, sensory and art exploration, music and movement, manipulative toys and working on individual goals. AM snack will be served.
10:00-11:00 am	Outdoor play (weather permitting).
11:00-3:00 pm	Lunch/bottles will be served and quiet/ nap time. Quiet activities will be provided during this time for infants who are not sleeping or wake up early.
3:00-4:00 pm	PM snack will be served. Outdoor play (weather permitting).
4:00-6:00pm	Indoor choice time including music and movement, manipulative toys, working on individual goals, and reconnecting with families as they pickup.

Toddler Daily Schedule	
Our toddler classroom is for children 18 months- 3 years of age at a 1:4 teacher: child ratio.	
6:30-9:00 am	Greeting children and communicating with parents. Open choice time and reading. Breakfast will be served.
9:00-10:15 am	Group time along with indoor choice time, sensory and art exploration, music and movement, manipulative toys and working on individual goals. AM snack will be served.
10:15-11:15 am	Outdoor play (weather permitting).
11:15-2:45 pm	Lunch will be served and nap time. Quiet activities will be provided as children wake up.
2:45-4:00 pm	Group time and PM snack will be served. Outdoor play (weather permitting).
4:00-6:00pm	Indoor choice time including music and movement, manipulative toys, working on individual goals, and reconnecting with families as they pickup.

Preschool Daily Schedule	
Our preschool classroom is for children 3 and 4 years of age at a 1:10 teacher: child ratio.	
6:30-9:15 am	Greeting children and communicating with parents. Open choice time and reading. Breakfast will be served.
9:15-9:30 am	Large group time- Participating in activities lead by the teachers with the whole class. Activities may include: Daily board, music and movement, large motor games, listening and following direction games.
9:30-9:50 am	Small group time- children will participate with a small group of children in activities to help develop individual developmental goals.
9:50-10:50 am	Indoor choice time, sensory and art exploration, and manipulative toys.
10:50-11:50 am	Outdoor play (weather permitting).
11:50-3:15 pm	Lunch will be served and nap time. Quiet activities will be provided as children wake up. PM snack will be served.
3:15-4:15 pm	Outdoor play (weather permitting).
4:15-4:45 pm	Large group time.
4:45-5:00 pm	Small group time.
5:00-6:00 pm	Indoor choice time and reconnecting with families as they pickup.

6. Great Start to Readiness Program

GSRP is Michigan’s state funded preschool program designed for four-year-old children, with factors that may place them at risk for future educational difficulties. The program is administered by the Michigan Department of Education (MDE) and is no cost to families that qualify. With a high-quality preschool experience that will prepare them socially, emotionally, cognitively and physically for school and for life. Our program runs Monday-Thursday from 8:15am-3:15pm. September through June.

Preschool parents start the enrollment process by visiting the website: www.washtenawpreschool.org or calling 1-800-777-2861 to determine eligibility for enrollment under grant guidelines.

Parents/guardians registering a preschool child are required to present:

- Proof of residency in the form of a lease or mortgage agreement, DTE or YCUA bill
- The child’s original, state-certified birth certificate as proof of birth.
- Previous year tax return for parents/guardian as proof of income
- Their Michigan driver’s license to prove residency in Washtenaw County and or the WISD service area.

Great Start to Readiness Program Daily Schedule	
Our Great Start to Readiness Program is for qualifying 4 year olds at a 1:8 teacher: child ratio.	
8:15-8:45 am	Greeting children and communicating with parents. Open choice time and reading. Breakfast will be served.
8:45-9:15 am	Greeting time- Participating in activities lead by the teachers with the whole class. Activities may include: Daily board, music and movement, large motor games, listening and following direction games.
9:15-9:35 am	Small group time/ Planning- children will participate with a small group of children in activities to help develop individual developmental goals.
9:35-10:45 am	Indoor choice time/ Recall time, sensory and art exploration, and manipulative toys.
10:45-11:45 am	Outdoor play (weather permitting).
11:45-1:15 pm	Lunch will be served and nap time. Quiet activities will be provided as children wake up. PM snack will be served.
1:15-1:55 pm	Outdoor play (weather permitting).
1:55-2:10 pm	PM snack time
2:10-3:15 pm	Inside choice time, large group time, and reconnecting with families at pickup time.

7. Food and Nutrition

We believe healthy eating is important for children. We have a nutrition plan in place that follows the guidelines of the Federal Child Development Food Program. Some examples of the healthy food we serve at mealtime include:

Breakfast – fruits, whole grains, and milk (ex. whole grain cereal and bananas)

AM Snack/PM Snack – two of the food groups (ex. turkey slice and pita bread)

Lunch – protein, whole grains, fruits, vegetables, and milk (ex. beef stew, mashed potatoes, diced peaches, and whole grain roll)

Family Style Meals

In all our classrooms you will see meals served “family style.” Children and teachers sit together at tables, serve themselves from child-size bowls, pour drinks from small pitchers, and share thoughts and experiences as they eat. When spills and splatters occur, children (with teachers' guidance) wipe them up. Before the meal, children help set the table and afterwards, clean their own area. Self-service fosters independence and empowers children to feel in control of their choices, thus eliminating power struggles. Teachers and children encourage one another to try different foods including a “no thank you” bite. It can take up to 12 experiences for a child to accept a new food.

Food Allergies

If your child has any kind of food allergies, please make us aware at the time of enrollment. The cost of food is included in the childcare fees. For any child with documented food allergies, substitutions can be made to meet the individual needs for that child. A meeting will be requested with the parents and the provider to make a plan to meet the needs of that child. Center will provide parents with a full menu on the first day of each month. When a parent elects to supply food from home, no fee adjustment will be made.

Note: Per Federal Guidelines any child under 2 years of age receives whole milk while any child over the age of two receives 1 percent milk.

Meal times are as follows:

Breakfast 7:15 – 8:45 am

AM Snack 10:00 – 10:15 am

Lunch 11:15 am – 12:15 pm

PM Snack 3:00 – 4:15 pm

For the GSRP program, meal times are as follows:

Breakfast 8:30 – 8:45 am

Lunch 11:45 am – 12:15 pm

PM Snack 2:00 – 2:15 pm



**Families are not permitted to send in food from home.

8. Rest/Quite Time

All children at DDDC programs have a designated rest/quite time in their daily schedule after lunchtime. Children under the age of 18 months may sleep on demand as their schedule demands it. We do ask for all children to lie down for a rest/quite time. We understand that not all children will fall asleep but for the benefits of their development, we do ask for children to rest their bodies. Teachers will sit besides children and rub their backs to help them fall asleep. For children who have not fallen asleep after an hour or wake up early, will be provided with quite activities until naptime is over.

Before naptime, children will assist putting out cots, getting their own blankets and transition items, turning off the lights, and playing soft music. After naptime, teachers will softly wake children who are still sleeping by turning off the soft music, opening the blinds and turning on the lights, and gently awaken children with a touch and conversation. Children will assist in transition by putting away cots, blankets, and transition items.

9. Cultural Competence Plan

We value you and every child's unique differences. Our program has a commitment to respecting all children and families' diverse and cultural needs. Our goal is to provide a supportive early learning program that respects home culture and promotes and encourages the active involvement of the traditional family, extended family, and the non-traditional unit. To ensure all children and families of different cultures and ethnicities are respected and valued our program provides the following:

Baby dolls in each classroom with various skin colors and facial features.

We do not celebrate religious holidays as part of our curriculum. We do encourage families to share their individual holiday traditions with their child's classroom.

Books, pictures, materials, and dress up clothes are in the classroom that reflects various cultures of the children.

We use "traditional clothing" as part of our dress up clothes such as, kimono's or Native American headdresses.

Posters, songs, and language used in the classroom would include simple words from the cultures of the children in the classroom.

Curriculum focuses on the factors that make us different such as, skin color or language.

Family structure such as, dual parent families, single parent families, same sex parents, grandparents, etc., are reflected throughout the curriculum in stories, pictures, and discussions.

An intake family questionnaire helps us to gain information about the individual families' values and customs.

10. Special Needs Care

Our program has a commitment to inclusion of all children. It is important that communication is ongoing and responsive to the needs of all families. We want to assure you that confidentiality is respected and upheld of all children and families in our care. To meet the individual needs of the child we ask that you communicate and special needs your child may have. We will always strive to maintain a barrier free physical environment to enhance the educational experience of all children in our program. If a need were to arise we would gladly help to connect you to any

comprehensive services. Parents of children with special needs may request a written daily record.

11. Hours of Operation

The facilities operate Monday-Friday, 6:30 a.m. to 6:00 p.m., subject to the holiday schedule listed below. No child may arrive before 6:30 a.m. or stay after 6:00 p.m. There is a charge for late pick-up. See Section 16.

Holidays

The Programs are closed on the following holidays and dates:

Memorial Day
Independence Day
Friday before Labor Day
Labor Day
Thanksgiving
Day after Thanksgiving
Christmas Eve – New Year’s Day

GSRP programs are closed these additional days:



First week of September for Home visits
Two weeks for Christmas break; Christmas Eve-first week of January
Last week in May for Home visits
Closed for the summer

When a holiday falls on a Saturday or Sunday, the Program reserves the right to close to observe the holiday either the preceding Friday or the following Monday. The Program will provide thirty day’s advance written notice of a Friday or Monday closure due to a weekend holiday.

The fixed childcare rate described in section 14 will not be adjusted for holiday closures. If a holiday falls on a child’s regularly scheduled day of care, childcare fees must be paid for the holiday.

12. Confidential Information

Each child has a right to confidentiality. All information pertaining to the children in the program, including all reports, records, and data are confidential and used for internal purposes only. Information pertaining to children enrolled in the program will not be released to third parties without the express written permission of Parent, unless required by statute, court order or licensing mandate.

13. Parent Participation and Communication

All parents are welcome at the program any time to observe or spend time with their child. Parents who wish to volunteer at the day care, must first provide documentation from the

Department of Human Services that he or she has not been named in a central registry case as the perpetrator of child abuse or child neglect, and that they do not have a felony involving harm or threatened harm to an individual within the 10 years immediately preceding the date of offering to volunteer at the child care center.

We encourage ongoing communication between the staff and parents. Parents should feel free to ask questions about the program or their child's care. Information about daily and weekly activities and special events will be posted on the Parent Communication board located in each classroom. Additional notes and notices will be placed in each child's cubby box or family mailbox.

DDDC Parent Committee

Each year, parents volunteer to be on the DDDC parent committee board and are encouraged to voice their opinion with the Program Director on how to better DDDC. We discuss various topics including our family potlucks, fundraisers, curriculum, field trips, etc. This committee meets twice a year; fall and spring for about an hour in the evening. Any parents who are interested in being on the committee but are unable to make the meeting, will be able to voice their opinion through emailing the PTO and all the parents will receive the meeting minutes by the end of the week.



Parents Advisory Committee (PAC) – GSRP Program

Legislation requires each GSRP site to provide for active and continuous participation of parents of enrolled children. Keeping in mind that those most in need of quality public education feel less well-served by the system, the ECC will champion parents as active decision makers in GSRP, ensuring annual training that instills confidence in parents as active members. ISD administrative policies must address design and monitoring of GSRP advisory groups. The ISD ensures that programs have a local GSRP parent advisory committee with a focus on local considerations, including recruitment/enrollment, PQA results and child outcome data. This committee minimally meets twice each program year. The committee has one parent representative for every 18 children enrolled in the program, with a minimum of two parents or guardians. The local GSRP parent advisory committee also has representation from the GSRP teaching staff and support of other GSRP administration. Each ISD is also required to have GSRP parent representation on the regional Great Start Collaborative Parent Coalition (GSPC), working with other committed parents to support early childhood practices in the community. These GSRP parents, in turn, act as liaisons to local GSRP Advisory Committees, sharing ideas and activities in person, virtually (e.g., Skype) or through emailed reports.

Data Analysis Team- GSRP Program

The Early Childhood Specialist (ECS) assembles and leads a data analysis team made up of lead and associate teachers (or representatives of those groups in a large program), the program supervisor, parents, and other relevant personnel such as specialists and stakeholders. A systematic approach brings the team together three times each program year. The team analyzes program data including Online PQA reports and ongoing child assessment results. The team sets and monitors goals for the continuous quality improvement of the program. Program quality data from the Preschool Program Quality Assessment (PQA) and child outcome data from child screening and assessment are aggregated and provided to the data analysis team in advance. Data sets should be prepared for the meeting in a reader-friendly format such as bar

graphs, and without identifying features such as child names. During the end-of-year meeting, the team:

Identifies the current level of performance across relevant indicators, evident strengths, and extraordinary accommodations for children/families (e.g., attendance rates, program settings and/or options, language groups, child, family or community risk factors);

Uses data to establish professional development priorities;

Sets measurable goals and objectives to address classroom quality (Form A), agency quality (Form B), and child outcomes;

Agrees to eliminate what is not effective, for example, strategies which resulted in PQA scores of three or less;

Addresses whether policies and procedures require revision; and

Inventories available program resources such as time, money, personnel, technology, curriculum resources, and local training opportunities.

The data analysis team reports program results to the local GSRP Advisory Committee, school or agency board, and the public. Information relating to both the status of meeting the current year's goals and the goals set for the following year should be shared with local advisory committee, parents, staff, administration, and the school board.



School Readiness Advisory Committee (SRAC)

The ECC is a leader in the ISD-wide school readiness advisory committee, established annually and which operates as a workgroup of the local GSC. One of the tasks of the school readiness advisory committee is to annually review and make recommendations about:

Collaboration with and involvement of community volunteer and/or social service organizations in addressing all aspects of educational disadvantage;

Partnership with the local GSC, Regional Resource Center, and others to build the capacity of local community agencies to take part in GSRP;

Collaborative recruitment and enrollment process to assure that each child is enrolled in the program most appropriate to his or her needs and to maximize the use of federal, state, and local funds;

The choice of an approved curriculum;

Nutritional services utilizing federal, state and local food program support as applicable;

Health and developmental screening process;

Referrals to community social service agencies, as appropriate;

Parent involvement;

PQA and Child Outcome data;

Continuous improvement efforts, and

Transition into kindergarten.

Great Start Coalition (GSC Parent Coalition)

The mission of the Washtenaw Great Start Parent Coalition is to engage and empower parents through education around early childhood development, community resources and advocacy opportunities on behalf of all families in Washtenaw County.

We do this in four key ways:

Support each other in our journeys as parents

Educate parents about growth and development from birth to school age

Offer our experiences and voices so that the leaders of our community know what parents truly

need

Talk with legislators about the programs and services parents and children need to be successful

We are a **supportive network** of parents who:

Help each other on our parenting journeys

Organize and attend community events to share information on the importance of early childhood programs

Know that our voices matter when it comes to supporting our community's youngest members

Work with other community leaders to develop a system of services to meet the needs of infants, young children, and their parents

We have reached out to our parent community to make sure parents are aware of all of the great programs and services that are available to help them in the toughest job in the world – parenting well!

A small sample of the activities we are involved in are:

Touch-a-Truck – an enormous community service fair with over 30 trucks for children to explore and just as many agencies for parents to learn about. Held at Ypsilanti Community High School in May, Touch-a-Truck introduces parents to many local services including preschools, playgroups, and other organizations

Pre-School Expo – a community fair of local preschool programs that explain their different programs, enrollment procedures and available financial support.

Monthly Parent Meetings – a monthly meeting in which we choose a topic and gather to share our experiences. Professional speakers and presenters are often brought in to help us in our understanding of early childhood development.

14. Parent Grievance Policy

DDDC staff encourage parents to discuss concerns with their classroom teachers. You are also encouraged to ask the staff any questions you have about your child's care, development, or general center issues. It is important for parents to address questions or misunderstandings quickly. Ongoing communication is vital for a smooth-running classroom. Most concerns can be addressed at the classroom level; however, if you and your child's teacher are not able to reach a satisfactory resolution, you may follow the following steps.

Bring concerns to the attention of the lead teacher

Follow up with the Program Director at 734-483-9684 or by email at dorothysdiscovery@gmail.com

Follow up with the Director at 734-483-9684 or by email at dorothys.discovery@yahoo.com



For the GSRP classroom, if the concern is not resolved through these channels, the next person in line to contact is the WISD at 734-994-8100.

If the concern relates to a licensing regulation, reports may be made to the Department of Human Services, Office of Children and Adult Licensing, at (866) 685-0006 or www.michigan.gov/michildcare

15. Parent Notification of the Licensing Notebook

All child care centers must maintain a licensing notebook which includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP). The notebook must include all reports issued and CAPs developed on and after May 27, 2010 until the license is closed.

This center maintains a licensing notebook of all licensing inspection reports, special investigation reports and all related corrective action plans.

The notebook will be available to parents for review during regular business hours.

Licensing inspection and special investigation reports format least the past two years are available on the Bureau of Children and Adult licensing website at

www.michigan.gov/michildcare.

16. Required Forms

The forms listed below must be fully completed before the child can be enrolled in the program. Parent is solely responsible for ensuring the accuracy of the information contained within those forms and for keeping all such information current. Provider reviews all child files and health records twice annually in January and August to ensure accuracy and compliance. Up to date health records and child file information (listed below) is required to be provided by parents as medical or personal information is updated.

Child information card (Emergency Card);

Signed statement of receipt of Parent Handbook;

Signed statement of parent notification of the Licensing Notebook;

Child care contract;

Statement of Good Health (School-age kids only);

Family Notification of the licensing book;

Parent's written permission for Provider to seek emergency medical care;

Sunscreen, bug repellent, diaper cream; permission slip (signed annually);

Immunization Records (one of the following);

A certificate of immunization showing a minimum of 1 dose of each immunizing agent specified by the department of community health.

A copy of a waiver addressed to the department of community health and signed by the parent stating immunizations are not being administered due to religious, medical, or other reasons.

A physical evaluation made within the preceding 12 months signed by a licensed physician.

Privacy Policy

Information pertaining to a child and his/her family is kept confidential by the staff always.

Occasionally, records may be reviewed by regulatory agencies for information that may be pertinent to a child's well-being or requested by a legal subpoena. All children's records are kept in the locked file cabinet in the Director's office. Persons having access to these records include the Director, Program Director, and staff. The staff members use these records when assessing children, interpreting the assessment data, and making decisions about the children's development. The file cabinet will be locked and access to the cabinet is limited to the above-mentioned staff.

17. Fees

Registration Fee

Upon enrollment, Parent is required to submit a nonrefundable, annual registration fee of \$50.00 for one child/\$65.00 for two or more children. This registration fee may not be used to offset childcare fees.

Enrollment Fee/ Annual Contract

An enrollment fee equal to the amount of your child's first week of care is due upon admission to the program. This enrollment fee is non-refundable and used to secure the child's placement in the Program and is applied to the first week of childcare.

The child placement contracts are a one-year contract running from September 1st-August 31st. The tuition rate will stay the same regardless if your child moves to another classroom during a contract. Contracts are renewed in April for the upcoming school year for all current enrolled families and then will open to the public for enrollment in May.

Childcare Fee Schedule

Infants/Toddlers (Birth – 3 years) \$222.50/week, full-time; \$58.00/day
Preschool (3 years – 5 years) \$185.00/week, full-time; \$51.50/day
GSRP (4 years) This is a tuition free State funded program for qualifying children
Before school per session fee: \$8.00 (Two-day weekly min. required)
After school per session fee: \$10.50 (Two-day weekly min. required)
AM and PM full week of care: \$84.00 (Includes discount)

Childcare fees listed above include daily breakfast, lunch and snacks. No adjustments will be made where Parent elects to provide the child's food from home.

Fee Changes

Provider expressly reserves the right to change the childcare fee schedule or other fees (i.e. late pick up fee) upon thirty days' written notice to Parent.

No Fee Adjustment for Absences

The full fixed rate as listed above is due regardless of absences, including sick days and personal days, with the exception of one-week (5 days) vacation time taken pursuant to the provisions of section 25 and the business interruptions provisions of section 26.

Due Dates for Fees

Childcare fees must be paid in full on the Friday by 2pm before attendance of the week in which services are rendered. If you are using Tuition Express, you must pay by Thursday by 4pm for tuition to be paid on time. Kids Club invoices come out on the 15th of each month and are due on the 1st by 2pm of each month. A failure to pay childcare fees when due will result in late payment penalty of \$25 or possible disenrollment as described in section 15 of this handbook.

Addition fees for School Age

Late pickup, drop in, scheduled no school, half day, or early release days, or school emergency closing fees, are all due ON THE DAY OF in the form of cash, a check, or on tuition express. You will be invoiced as well for these additional days.

Late pickup- \$1/minute/ child

Drop in care- \$9/morning and \$11.50/afternoon

No school day- \$44/day

Half day- \$33/afternoon

Early Release- \$22/afternoon

18. Types of Payment Accepted

Parents may pay childcare fees with a check, cash, Chase Quick pay, or credit card on Tuition Express.

When a check is returned to the provider for any reason, the provider will issue a written demand to the parent for immediate payment of the check, plus the applicable processing fee, civil damages and costs, allowed by Michigan law, as outlined below:

Parent in addition to possible criminal prosecution, will be responsible for the following, as provided by Michigan law:

If the full amount of the check is paid within 7 days (excluding weekends and holidays) after the date the demand for payment was mailed, Parent will pay the full amount of the check plus a processing fee of \$25.00

If the full amount of the check is paid more than 7 but less than 30 days (excluding weekends and holidays) after the date the demand was mailed, Parent will pay the full amount of the check plus a processing fee of \$50.00

If amount is not paid in either manner described above, the parent will be liable for **all** the following:

The full amount of the check

Civil damages of two times the amount of the check, or \$100.00, whichever is greater, and

Costs of \$250.00

Following a dishonored check, all payments must be made by a certified check, money order, or in cash.

19. Billing Procedures

Weekly, provider will issue an invoice on Tuesday's to parents stating the amount due for the upcoming week. The payment is due that Friday by 2pm or Thursday by 4pm if using credit card before care is received for the following week. Kids Club invoices come out on the 15th of the month and are due on the 1st by 2pm of the month. Any alternative payment arrangements must be made with the director.

20. Late Payment Procedures

A \$25.00 fee will be charged for any payments not received by the designated time. If payment is not received on the day of care immediately following the due date, admission will be denied until full payment, including the late payment fee, is made. The child's space in the program will not be held and may be given to another family during this time.

21. Late Drop-Off or Late Pick-Up

Parent is expected to abide by the care schedule.

Where Parent will be late in dropping the child off, we request that the Parent notify Provider as soon as it becomes apparent that the child will be dropped off late.

A late pick-up fee of \$1.00 per minute, or any portion of a minute, will be assessed for all late pick-ups. The late pick-up fee is payable immediately when the child is picked up.

No child may remain at day care after 6:00 p.m. If a child remains at the day care at 6:00 p.m. and Parent has not called to notify the Provider that he or she will be late, Provider will attempt to contact persons listed on the child information card to pick up the child. If Provider is not able to arrange for an authorized person to pick the child up by 6:15 p.m., Provider will contact the police department for further instructions.

Provider reserves the right to terminate the agreement where Parent is excessively late in picking up the child.

Early Drop-Off or Late Pick-Up for GSRP Program



The GSRP program operates, Monday-Thursday 8:15am-3:15pm. If you need before care or after care, we may be able to provide these services for the following fee if we have the available space within our preschool classroom.

\$8.00/morning for before care; 6:30am-8:15am
\$22.00/afternoon for after care; 3:15pm-6:00pm

Weekly, provider will issue an invoice on Tuesday's to parents stating the amount due for the upcoming week. The payment is due that Friday by 2pm or Thursday by 4pm if using credit card before care is received for the following week.

22. Absences

Tuition Based Programs

Except for the one-week (5 days) vacation time described in section 19 and the business

interruption provision set forth in section 20 of this handbook, Parent is required to pay for all time which the child is regularly scheduled to attend the program, regardless of whether the child did attend. This policy includes days missed for illness, funerals, doctor appointments, or any other reason.



Regular attendance at school is important for kindergarten readiness and your child's attendance habits.

If it is necessary for your child to be absent, please notify the teachers (734-948-9684) on the morning of the absence to explain the reason and when you expect your child to return to school. If you do not have a phone, please send a note to the teacher as soon as possible.

We are required to document absences in order to comply with regulations; so if we do not hear from you, you may receive a note or phone call asking about your child's absences.

Preschoolers who are absent from class for 15 consecutive school days may be dropped from the program to make space available for a child on the waiting list.

23. Department of Human Services Assistance

Parents who receive assistance from the Department of Human Services are responsible for payment of all fees not paid by the DHS. In addition, parents will be required to record in and out times and initial each time daily as required by Department of Human Services

To apply for Child Development and Care (CDC) Child Care Subsidy, visit www.mibridges.michigan.gov

Other forms of assistance – Child Care Network

Through generous funding from many community partners, Child Care Network's Family Support Program (FSP) has touched thousands of children and families for over thirty-seven years.

We are proud to help families who are:

Working

Going to school

In job training

Experiencing a life-crisis situation (such as domestic violence or homelessness)

Seeking employment

Grandparents raising grandchildren

The Family Support team works with parents who have children ages zero through twelve, to ensure all children have equal access to high quality early learning and care programs. The FSP provides financial scholarships to reduce high out-of-pocket tuition costs, making quality care more affordable. Parents are better able to work toward their goal of self-sufficiency. In turn, children can experience consistent relationships with caregivers who are able to meet the

children's needs and guide their development and growth.

The FSP team also assists parents with the Department of Health and Human Services (DHHS) application process, in finding quality early learning and care programs that fit their family's needs, connect families with community supports, and to promote positive parenting practices and provide early childhood development education.

More Information:

If you are interested in applying for a Family Support Program Early Learning and Care tuition scholarship, please click the button below to submit our intake form.

Program funding varies throughout the year. When you have submitted the intake form, your information will be placed on our Family Support Program waiting list. When funding becomes available, staff will notify you to complete the full application for consideration.

To apply: <http://www.childcarenetwork.org/family-support-scholarships/>

24. Child's Vacation

Families enrolled in our program for fulltime year-round care are allowed one week (5 days) of "free" vacation time per year, meaning that no childcare fees will be assessed during that week, provided that the rules set forth in this section have been complied with. Families may take their vacation time once they have been enrolled in fulltime care for six months or more.

The one-week vacation time may be taken all at once or may be broken into individual days. The Program needs to receive two weeks written notice of vacation time being used and how many days you plan to use.

Vacation time may be taken at any time during the year, provided the Parent gives the Provider two weeks written notice of such vacation. The allotted vacation time does not carry over from year to year. Thus, any vacation time not used by December 31 of any year is lost.

25. Business Interruption

The childcare program may also be closed due to loss of electricity, fire damage, communicable disease outbreaks, other unforeseen events, etc. Parent agrees to arrange alternate emergency childcare for these situations. In the event the childcare program is closed for more than two consecutive business days, the Parent is relieved of any financial obligation to pay for those days that are more than two business days. Parent further agrees to resume use of the childcare program as soon as it resumes operation. Nothing in this provision alters the contractual provision relating to the required length of notice for termination of the childcare contract. Please tune in to local news stations or the DDDC website for Center closing information.

26. Health Care Policy and Procedures

The following health care policies and procedures are put in place to help keep our environment, children and staff healthy and safe.

Procedure for Hand-washing:

Step one: WET – Wet hands first.

Step two: SOAP – Use soap, preferably anti-bacterial.

Step three: SOAP/LATHER – Lather well beyond the wrist ... make lots of bubbles!

Step four: WASH – Work all surfaces thoroughly including wrists, palms, back of the hands, fingers and under the fingernails. Rub hands together for at least 15-20 seconds.

TIP: Sing the ABC song once or twice ©.

When should hands be washed?

Prior to starting the workday at the center.

Prior to care of children.

Before preparing and serving food and feeding children.

Before giving medication.

After each diapering.

After using the toilet or helping a child use the toilet.

After handling bodily fluids.

After handling animals and pets and cleaning cages.

After handling garbage.

When soiled.

Staff and volunteers shall assure that children wash their hands at all of the following times:

Before meals, snacks, or food preparation experiences.

After toileting or diapering.

After handling animals and pets.

When soiled.

Cleaning and Sanitizing Equipment:

Scrub all surfaces to remove any soil.

Wash the surface with soapy water and a single service towel then rinse with water and a separate single service towel. Finally, wipe with a bleach/water solution.

Equipment should also be cleaned with a bleach/water solution.

For Kids Club: Equipment should be washed with the disinfectant that the East Arbor Academy uses.

All toys and equipment are cleaned in a bleach/water solution monthly and also when equipment has come in contact with body fluids.

Handling Bodily Fluids:

HIV has been found in significant concentrations of blood, semen, vaginal secretions and breast milk. Other body fluids, such as feces, urine, vomit, nasal secretions, tears, sputum, sweat, and saliva DO NOT transmit HIV UNLESS they contain visible blood.

However, these body fluids do contain potentially infectious germs from diseases other than AIDS. If you have contact with any of these body fluids, you are at risk of infection from these germs.

Here are some guidelines for dealing with situations where contact with body fluids may occur. Following these suggestions should also help prevent the spread of the flu, colds or other communicable diseases.

Treat all bodily fluids as if they are infected with a life-threatening disease

Always use disposable rubber or latex gloves

When the job is complete, take the gloves off by pulling the cuff over the fingers then turn inside out.

Dispose of the gloves by sealing in a plastic bag before placing in a trash can.
Encourage anyone with a bleeding wound or nose bleed to apply pressure to their own wound or nose and cover their own wound with bandaging.
A first aid kit is available at all times. In the first aid kit you will find rubber gloves, a plastic bag, a diaper for serious bleeding, and bandaging.
Thoroughly wash your hands and other part of your body that came in contact with body fluids with hot water and soap even if gloves were used.
Disinfect the area where body fluids have been with a 1:10 bleach solution

NOTE: If an employee is exposed to blood, a blood exposure report is to be completed.

All employees are encouraged to receive the Hepatitis B vaccine. The vaccine is provided at no cost to the employee. If the employee has declined the vaccine, and is involved in a blood incident, a new declination form and/or a consent form must be completed by the employee.

Controlling Infection

Sick Children - Please do not send a sick child to the program. Not only is it better for the child's emotional and physical well-being to remain at home but a contagious child can affect the health of everyone in the program. If a child becomes ill while in the program, he/she will be isolated from the other children. A family member or designated adult will be contacted to pick up the child.

The following should be helpful in deciding when it is appropriate for your child to attend the program before, during and after an illness. These policies were written with the health of everyone in mind

Change in behavior: If this is the only symptom, send your child to the program, but be prepared to be notified if your *child* has developed other symptoms and needs to be picked up.

Fever: If your child's fever is higher than 100 degrees orally then he/she should not attend the program until 24 hours after the temperature has remained normal (without fever reducing medication) and the child feels well.

Upper respiratory disturbances: A child with a simple cold may attend the program only if he/she is fully able to participate in the daily regimen of the program. If he/she is lethargic, please keep him/her at home.

Gastrointestinal disturbances: If your child vomits or has diarrhea he/she should stay at home and may return after 24 hours of no vomiting or diarrhea.

Pain: A child who is in pain cannot be comfortable or adequately cared for in a child care setting; therefore, the child should stay at home until the pain has been investigated and the child feels well enough to return and fully participate in the normal routine.

Rash: if your child has any rash a physician must identify it. Your child can return upon documentation from a physician.

If your child has a minor illness or has one of the above six symptoms and you are unsure about sending your child to the program, please call the director.

If your child will be absent because of any of the above illnesses, please call the director. The staff will post a sign near the door to alert parents about any contagious diseases. To insure confidentiality no names will be posted.

The following is a list of illnesses that exclude a child from attending:

Disease/illness symptoms	When child may return
Fever of 100 degrees or above	Fever free for 24 hours without medicine
Vomiting	24 hours symptom free (on regular diet)
Diarrhea- Two or more	When stools are formed and symptom free For 24 hours (on regular diet)
Nasal Discharge (yellow or green mucous)	Discharge is not thick yellow or green and/or if the child has been on antibiotic for 24 hours.
Chicken Pox	After all skin lesions have dried
Mumps	After swelling is gone (~9 days)
Strep Throat	After 24 hours of antibiotic treatment
Measles or German Measles	Not earlier than 4 days after onset of rash
Pink Eye or Conjunctivitis	When eyes are mucous free or on medication for 24 hours
Hepatitis A	With physician's clearance
Impetigo	With physician clearance, after medication for 24 hours and infected parts covered
Ringworm or Pin Worms	After 24 hours of physician prescribed treatment and kept covered
Lice	When infestation and nit free as the result of treatment with a medicated shampoo
Scabies	After 24 hours of physician prescribed treatment
Unidentified Rash	With physician's clearance
Meningitis	With physician's clearance
Influenza	With physician's clearance or fever free without medication for 24 hours
Roseola	After rash clears
Hand, Foot, and Mouth	When lesions heal and drooling ceases
Croup	After free of viral infection and child is no longer having difficulty breathing

Please notify us as soon as possible when your child contracts a communicable disease. Parents and other children will be informed of exposure to the disease. Your privacy is assured.

Your child should stay home if he/she does not feel well enough to participate in all group activities both inside and outside. Any time a child has been crying more than usual or complaining about discomfort for over ½ hour you may be called to pick up your child.

Dorothy's Discovery Daycare Center, Inc. will report any accidents/incidents or changes in the child's health to the parents. If the child becomes ill while at daycare, he/she will be comfortably cared for separately from other children until the parent can arrive to take them home. After leaving that child must be free of symptoms, eating a regular diet, and fever for 24 hours before returning. It is important that your child be well enough to participate in activities and not be contagious. If an antibiotic is prescribed, your child may return after taking the medication for 24 hours, if they are feeling better and no fever is present. We know this may be an inconvenience, but we also know that efforts such as these to contain illnesses benefit all of us. All parents must

have emergency plans established to care for ill children.

27. Outside Policy and Procedures

We are mandated by the *State of Michigan* for every child to be outside twice a day for an hour each time. We will make adjustments on the length of time based on the weather, taking into consideration the heat index and the wind chill. Please make sure your child is dressed adequately and has the proper winter clothing; snow boots, snow pants, snow coat, thick water proof gloves, winter hat, and scarf.

If your child has diagnosed Asthma, please see Dorothy or Carolyn about the doctor's recommendations for your child this school year. If you haven't already, please also get us your child's asthma action plan.

If your child is too sick to be outside, then they are too sick to be at the center. Please see page section 24 for further information on our illness policy.

28. Parent Notification Plan (accidents, injuries, incidents, illnesses)

Parents will be notified when the center observes changes in the child's health, child experiences accidents, injuries, incidents, or when a child becomes ill. Each of the follow notifications will occur;

Accident, injury, or incident – parents will receive a written report that includes the time, date, nature of the incident/accident, and first aid or action taken. Staff will discuss with the parent at pick up and parents along with staff will sign the report.

Accident, injury, or incident (serious) – parents will receive a phone call as well as the written report discussing the accident, injury, or incident.

Parents will automatically receive a phone call if the injury occurs above the shoulders in addition to the written report.

Illness – parents will receive a phone call if a child becomes ill. The parent will be required to pick up the child within one hour of the notification.

29. When a Child/Staff Member Becomes Sick at the Program

Provider will report to Parent any accidents, suspected illnesses, or other changes observed in the health of a child. Provider will notify Parent where the child is exposed to a communicable disease while in care, so that Parent may monitor the child for symptoms. Where a child becomes ill while at the program, Provider and/or staff will comfortably isolate the child in an area where the child can be supervised and will immediately contact Parent, who will be required to pick the child up within one hour of notification. If a staff member becomes sick, he or she will be immediately sent home.

Bedding, toys, utensils, toilet, and lavatory used by an ill individual shall be appropriately cleaned before being used by another child.

Emergency Medical Care

The Parent gives permission to the Provider to call 911 in the event of a serious emergency. Any costs or charges incurred for 911 emergencies are the sole responsibility of the Parent. The Parent will be notified immediately in case of an emergency.

30. Health Related Resources;

www.health.gov

This is the Department of Health and Human Services website.

www.webmd.com

This website has information about medicine, illness, and disease. You can also find healthcare information

www.health.state.ny.us/diseases/communicable/#c

This website has information about communicable diseases.

Healthy Young Children

This book contains information about contagious disease, incubation and treatment and identification. You can find a copy at the administrative office.

31. Medication Policy

When a parent requests that the center administer medication, the following provisions shall apply:

Medication, including prescription drugs or individual special medical procedures, will be given or applied only with prior written permission from Parent. Prescription medication must have the original pharmacy label indicating the physician's name, child's name, instructions, and name and strength of the medication and shall be given in accordance with those instructions. Provider will not honor any instruction from a parent which contradicts the instructions of the physician (for prescription drugs) or the instructions on the label (for over the counter drugs). Provider/caregiver will maintain a record as to the time and the amount of any medication given or applied.

The medication shall be in the original container, stored according to the instructions, and clearly labeled for the specific child. The Provider/caregiver will keep the medication out of the reach of children, and will return the medication to Parent or destroy it when no longer needed.

The Provider will not administer any over-the-counter medicines that, in the sole discretion of the Provider, may mask symptoms of illness.

32. Toilet Training

It is best to have consistency between the home and center to allow the child to be successful. The staff will discuss this issue with parents as their child approaches readiness for toilet learning.

A Child May Begin Toilet Learning When:

The child shows some interest at home and/or at the center.
The child can retain bowel movements and urination for short periods.
The child is willing to sit on the toilet.
The child understands what is expected of him/her.

Toilet Learning Procedure:

Put child on the toilet at routine times-cues taken from the child and/or center's schedule.
Put child on the toilet at the child's request.
No toys allowed in the bathroom while the child is on the toilet.
Rewards are immediate and may be hugs, cheers, or praise.
Be CONSISTENT.
Present a relaxed attitude. Remember, learning to use the toilet is the child's job, not yours. He is, after all, the only one who can.
If the child is showing signs of resistance stop for a few days and try again later.

We view toilet learning as a developmental process and take its successes and failures in stride.

33. Sunscreen/Insect Repellent/Diaper Cream

Sunscreen, insect repellent and diaper cream may be applied with prior written permission from a parent or guardian. The permission form will be signed annually. The sunscreen, insect repellent and diaper cream must be labeled with your child's name.

34. Child Care Abuse Reporting

As a licensed childcare provider, Provider and its employees are required by law to report any instances of the child abuse or neglect to the appropriate authorities. They must also report any instances in which there is a "**reasonable suspicion**" that abuse or neglect may have occurred. Provider takes these responsibilities seriously and will report any actual or reasonable suspicions of abuse.

35. Discipline

It is our policy at Dorothy's Discovery Daycare Center, Inc. to correct inappropriate behavior with love and respect. We believe in positive methods of discipline that encourages self-control, self-esteem and cooperation. Positive discipline is based on the child's development and may be used to prevent the child from harming him/herself, other children or adults and/or property. Behavioral expectations at DDDC are established to maintain a health, safe and productive learning environment for all students.

Guidance for Infants

We use language, gestures, eye contact, redirection and touching to help infants when frustrations arise. We also use role modeling such as; "I know you want Tony's truck. He has it

right now---here is another one for you.”

Guidance for Toddlers

At this age we generally redirect to encourage their curiosity and exploration of their new world and playmates. Consistency in scheduling and planning appropriate and adequate activities helps to reduce a toddler’s frustrations.

Guidance for Preschoolers and Older

Teachers listen to children having difficulties to determine if they can work it out on their own and then encourage them to do so. If this can’t be done the teacher will intervene and help mediate the problem with suggestions (taking turns, use words to describe how you feel, diversion to another activity, etc.) If necessary, the involved parties will be helped to make another choice until they can regain self-control. When an intervention is made it will be on an individual basis based upon the conflict resolution model ascribed by Dorothy’s Discovery Daycare Center, Inc.

The Program complies with all federal, state and local laws, which prohibit corporal or abusive punishment. Staff is prohibited from using inappropriate or shaming methods of punishment.

36. Disruptive Behavior

When a child’s behavior is disruptive, (i.e. biting, hitting, throwing objects or using “bad” language) the parents will be notified. If the child continues a disruptive behavior, a parent conference will be held to discuss reasonable solutions to the situation. The discussion will include a consideration of any disability, which affects the child’s behavior and a reasonable accommodation to meet the child’s needs and ameliorate the disruptive behavior.

37. Employee/Family Professional Conduct

Personal relationships between employees and program families may create an actual or perceived conflict of interest, and/or create the risk of sexual harassment/hostile work environment related claims. Thus, employees may not engage in personal relationships with any program family members. If a personal relationship develops between an employee and a program family member, they must notify the director immediately.

A personal relationship includes, but is not limited to the following activities: dating, sharing the same household or other activities that may give rise to an inherent subjectivity or conflict of interest.

Dorothy’s Discovery Daycare Center, Inc. reserves the right to use its sole discretion in hiring, assigning, transferring or terminating Employees who have personal relationships with program family members.

38. Transportation

Our center will provide transportation services to and from school and for special activities such

as, field trips. Transportation is conducted in accordance with the licensing rules set forth by the Department of Consumer and Industry Services Division of Child Day Care Licensing. Parent will be required to sign annual transportation form authorizing Provider to provide routine transportation to and from school.

The Provider asks that the Parent refrain from asking employees to transport children either before or after the child's attendance at the program, as employees are prohibited from doing so and may be subject to discipline up to and including termination. The Provider reserves the right to terminate either before or after the child's attendance at the program.

Transportation for the GSRP Program – None is offered at this time.



39. Field Trips

The teachers will notify parents in writing of any pre-planned field trips. A permission slip form will also be provided to the parents and a signature required for a child to attend. A field trip announcement will be posted on the classroom's bulletin board. Field trips may require parents to pay a fee for the child to participate. If a child cannot attend the field trip the center will provide care for that child.

Field Trips for GSRP students – No fees will be charged for any field trips.



40. Personal Items from Home

Provider discourages Parent from allowing children to bring personal items from home to the program, except for a small naptime blanket and cuddle toy, if necessary. When a child does bring personal items from home, Provider is not responsible for loss or any damage to that item.

41. Clothing and Supplies

Clothing

Due to the nature of some of the activities the program offers for children, Parent must recognize that children's clothing may become soiled or damaged, although Provider takes all appropriate steps to prevent this from occurring. Parents should therefore bring children to the program dressed in "play" clothes. Provider assumes no responsibility for damage to a child's clothing.

The program is required by licensing to bring the children outdoors for play daily. As such, Parent must be certain that the child is dressed appropriately according to the weather conditions. This may include, but is not limited to rain gear, jacket, sweater, long pants, hat, mittens, boots, snow pants, etc. If a child arrives at the program and does not have the appropriate outerwear for outdoor activity, Provider reserves the right to call Parent and ask that the appropriate clothing be brought. When a child is inappropriately dressed, the child cannot go outdoors. Unfortunately, the program does not always have extra staff that can stay inside with the child while the others are outdoors.

Supplies

Parents are responsible for providing the following items:



Infants and Toddlers

Infants- daily bottles with either breastmilk or formula

An emergency backup supply of either frozen breastmilk or formula

Diapers, pull-ups, and/or underwear with plastic pants

Wipes

Diaper rash cream

Two changes of clothes

Nap blanket

Sunhat

Sunscreen/insect repellent

Jacket (for cool weather)

Winter snowsuit, hat, and mittens

Preschool and GSRP

Two changes of clothes

Extra underwear

Diapers and Wipes if not yet potty trained

Nap blanket

Sunhat

Sunscreen/insect repellent

Jacket (for cool weather)

Winter snowsuit, hat, and mittens

When Parent fails to supply the listed items as needed, Provider will supply them at an additional cost according to the following cost schedule:

Diapers = \$1.00/diaper

Wipes refill = \$4.00/refill

Diaper cream = \$3.00/tube

42. Termination

Either Parent or Provider may terminate the childcare agreement upon two weeks written notice to other party. When Parent does not provide two weeks written notice, Parent is still required to pay for the final two weeks of care, following the notice of termination, whether the child attends that program.

Provider reserves the right to terminate this agreement immediately, without notice to Parent, if: 1) child care fees and/or other fees are not paid when due; 2) the child's continued participation in the program creates a direct threat of harm to the child, other children, or the Provider's staff; or 3) Parent engages in inappropriate parent conduct as defined below.

43. Inappropriate Parent Conduct

Parents must be aware that adults serve as role models for children. Additionally, Provider is responsible for protecting the children in Provider's care, and for providing a safe workplace for staff members. Therefore, it is critical that, while on program property, Parent conducts himself or herself in a professional and rational behavior always. Provider reserves the right to immediately terminate the childcare agreement if Parent behaves inappropriately.

The following actions are grounds for immediate dismissal (please note, however, that this is not an exhaustive list of inappropriate behaviors):

Acts of violence, including assault and battery;
Harassment of or threats against the staff, other parents or children;
Possession of illegal substances or firearms;
Verbal or physical abuse of any child;
Profanity; or
Indecent exposure.

44. Arrivals and Departure Procedure

All children must be brought into the building by a Parent (or other authorized person) and taken to the child's classroom. Teacher will sign the child in when child arrives in his/her care daily. Children must never be left unattended. At pick-up, a Parent (or another authorized person) must enter the building, and pick up the child from his/her classroom and the teacher will sign him/her out daily. If a Parent receives DHS Support the Parent (or other authorized person, 18 years of age or older) will be required to initial the DHS form at both drop-off and pick-up times.

Drop off

We have found that our day begins the best when parents can make their drop off time routine and consistent. A staff member will greet your child in the morning and help him/her to enter the room smoothly. Please help your child remove their personal items into their cubby or hook. Please leave any special toys in the car since this tends to cause problems during the day. Please talk to your child's teacher for suggestions and help if the drop off time is especially difficult for

you and/or your child. We want to make these pleasant times for you.

Dorothy's Discovery Daycare Center, Inc. assumes responsibility for enrolled children from the time between sign-in and sign-out by parents. Parents are responsible for the safety of their children at all other times. Please remember signing your child in/out daily is extremely important!

45. Child Release Policy

As a condition of providing childcare services, Parent must supply the names of at least three individuals to whom Provider may release the child in the event of an emergency.

Provider will not release the child to any individual whose name is not on the list.

Before Provider releases the child, if the individual is unknown to Provider or any one of the Provider's staff, the Provider/staff will require that the individual show positive identification in the form of a valid Michigan Driver's License. Other forms of identification are not acceptable.

Parents must be aware that Provider and staff are not properly trained to make assessments relating to intoxication or other impairment and therefore assume no responsibility to assess the competency or condition of any individual appearing to pick up the child.

Should Parent wish to have a one-time special exception to allow an individual not listed on the card to pick the child up, Parent must leave a signed, dated, written note with the Director, the morning of the release. Parents are not encouraged to change any release instructions orally. In the case of an emergency, release instructions may be changed, at the discretion of the Director.

Provider assumes no responsibility for any injury or harm to the child who has been released to a person on the child release card or identified in the written/verbal exception request process.

Provider's and Provider's staff respect the family's privacy. However, where other questionable child release situations occur, the provider has a duty to maintain its role as the child's advocate.

With respect to child custody disputes, until custody has been established by a court order, neither parent may limit the other parent from picking up the child, and the provider will release the child to a known identifiable parent.

46. Emergency Policy

Provider has developed an Emergency Action Plan to be implemented in the event of an emergency. In developing this plan, we have worked with American Red Cross and Washtenaw County Child Care Network. The plan has been designed to provide a plan of action in the event of natural or man-made disaster.

If an emergency should occur, Provider will follow the instructions of the local authorities. The instructions may be to stay at the facility and shelter-in-place, or to evacuate. If we are instructed

by authorities to evacuate to a specific location, the children will be taken to the location identified by the authorities. If we are instructed by authorities to evacuate but not directed to a specific location, the Parent will be notified where the children will be taken to, depending on the circumstances.

We understand that parents and family members will be concerned about the safety of their children and will want to pick them up as soon as possible. If we are sheltering-in-place, we ask that you wait until the authorities issue an all clear before coming to pick up your children. This request is made for the safety of all of the children.

If we evacuate the facility, children will be released to parents or authorized persons as they arrive. If the authorities designate an evacuation shelter, the location will be disseminated through local radio and television stations. If the authorities do not designate an evacuation shelter, the children will be taken to one of the locations described above. We will take emergency contact information with us to the shelter sites.

As part of our emergency plan, we ask that you update the information on your child emergency card and child release forms, anytime changes occur, to ensure that we have current telephone numbers (home, work and cellular), addresses, etc... for all emergency contact persons.

47. Photographs

From time to time, Provider will take photographs of the children participating in program activities. The photographs will be posted in the child's classroom or on our website for parents and visitors to enjoy. If a parent wishes that photographs not be taken of their child, a written notice must be delivered to the Director.

