



# Parent Handbook

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## **Section 1: Introduction**

### **Executive Office**

CEO and Founder- Trina Romanowski  
COO - Tea Shong

### **Locations**

1646 Sand Creek Hwy  
Adrian, Michigan 49221  
(517) 265-6264

709 Jefferson Street  
Hudson, Michigan 49247  
(517)448-3506

12438 South Meridian  
Cement City, Michigan 49233  
(517)877-1253

### **Company Mission**

At Birth Toddlers & Beyond, our mission is to ignite the spark of creativity in every child by fostering an environment where imagination thrives and each young mind is empowered to reach their full potential. We are committed to measuring our success through the following:

1. Creativity Development: We will track and document individual progress in creative expression through regular assessments and observations.
2. Imaginative Play: We will measure engagement in imaginative play activities, ensuring that every child has opportunities to explore and innovate.
3. Empowerment Indicators: We will evaluate how our programs support and empower children to take initiative, solve problems, and express their ideas.

In essence, *We ignite the spark!* and strive to see every child's creativity and potential shine brightly

### **Enrollment Forms**

The following forms, which will be emailed to you, are required to be completed before your child can begin our program:

- Information Record- Must be filled out completely and kept up-to-date in the program classroom. Children will not be released to any person that is not listed on the emergency card or to anyone who is under 16 years of age. Staff are required to ask for identification before releasing a child to an unknown adult.
- Health Appraisal/Immunization Record- Filled out and signed by a doctor. An updated copy of your child's immunizations is needed as they become due.
- Consent + Agreements- Knowledge and understanding of center policies. All policies must be initiated.
- Medical Information- Knowledge and understanding of additional center policies. All policies must be initiated.
- Tuition Contract- Agreed upon hours of care. Understanding of center policies regarding tuition.
- Parent Notification of Licensing Notebook- Signature confirming you were informed about our licensing notebook and how to access our center's history online.
- Written Information Packet Documentation- Knowledge and understanding of our center handbook.
- All About Me Form- Offers essential details to help us better meet your child's needs.

## **Section 2: Attendance**

### **Schedule of Operations**

- Monday through Friday from 5:30 am - 5:30 pm EST
- **Early Dismissals and School Closures:** If Birth Toddlers & Beyond needs to close due to snow, ice, or other emergencies, notifications will be shared via ProCare and Facebook.
- Birth Toddlers & Beyond observes all major holidays and will be closed on those days. For New Year's, Thanksgiving, and Christmas, we close for two days to allow families and staff extended time to celebrate. If a holiday falls on a weekend, we will close on a designated weekday(s) to ensure everyone can enjoy the occasion.

### **Attendance Policy**

If your child will be absent, please notify us through ProCare, where you can easily send a message, or by phone, and provide the reason and expected duration of the absence. This helps us comply with regulations, including reporting illnesses to the local health department and documenting absences.

If we have not heard from you within three consecutive days, you will receive a message through ProCare or a phone call to check on your child's absence. Please note, children absent for five consecutive school days without communication will be removed from the program to make space for a child on the waiting list.

Maintaining communication regarding your child's attendance is essential, and we encourage you to reach out through ProCare or by phone with any updates.

*If you plan to arrive late, please call or message the center by **10:00 AM** to inform us of your expected arrival time. Without prior notice, arriving after 10:00 AM may result in care being unavailable for the day. As the day progresses, we adjust staffing based on attendance and ratios, which may mean staff have already been sent home by the time you arrive. Your communication helps us ensure proper staffing and a smooth experience for everyone.*

### **Drop-Off & Pick-Up Guidelines**

To ensure the safety and security of all children and families, please follow these guidelines:

1. **Turn Off Your Vehicle:** For safety reasons, always turn off your car when arriving or departing.
2. **Guest Registration:** All visitors must register at the school office upon arrival.
3. **Morning Drop-Off:**
  - Escort your child into the building.
  - Check them in at the designated area.
  - Place their lunch in the fridge and ensure their belongings are placed in their classroom.
  - Stay with your child until their scheduled drop-off time.
  - **Add Drop-Off Notes:** Please add any important notes or updates for the day through our system when checking your child in.
4. **Label Personal Items:**
  - Clearly label all your child's belongings with their first and last name.
  - Lunch must include your child's first and last name, along with the current date.
  - For infants, please refer to the **Infant Guidelines** for specific labeling and item requirements.
5. **Classroom Check-In:** Before leaving, ensure your child is checked in with their teacher or the teacher's assistant.
6. **Afternoon Pick-Up:**
  - Notify staff when you are picking up your child.

- If another adult is responsible for pick-up, inform the staff in advance. The individual must be listed on the emergency card, present valid identification, and be at least 16 years of age.
7. **Court Orders:**
    - If a parent, by court order, is not allowed to pick up his or her child, a signed copy of the **Court Order** must be provided to Birth Toddlers & Beyond. The child may only be released according to the court order on file.
    - If no court order is on file, either parent may pick up the child regardless of verbal or written communications from the other parent.
  8. **Daily Notes:** Important notes and updates will often be placed in your child's locker or backpack. Please check these areas at the end of each school day.

**Child Care Withdrawal**

We strive to create a positive and supportive environment for all children and families at Birth Toddlers & Beyond (BTB). To ensure a smooth transition, the following guidelines apply to child care withdrawal:

**Parent-Initiated Withdrawal**

- **Notice Requirement:** Parents must provide two weeks' written notice to the Site Director if they intend to withdraw their child from the program.

**Program-Initiated Withdrawal**

The Site Director reserves the right to request the immediate withdrawal of a child from the program under the following circumstances:

1. **Excessive Late Pick-Ups:**
  - More than two late pick-ups within a three-month period.
2. **Health or Safety Concerns:**
  - If a child endangers the health or safety of staff, other children, or themselves.
3. **Inability to Meet Needs:**
  - After consultation with staff, it is determined that BTB cannot adequately meet the needs of a child and/or their parents.
4. **Unresolved Behavior Issues:**
  - If conferences between the Site Director and parents fail to resolve concerns regarding inappropriate behavior.
5. **Non-Compliance with Requirements:**
  - If a parent fails to provide required paperwork or does not adhere to other licensing requirements.
6. **Parent Code of Conduct Violation:**
  - If a parent breaches the established Parent Code of Conduct.

### **Section 3: Parent Code of Conduct Policy**

Birth Toddlers & Beyond values parent feedback and believes it is an essential part of a successful program. We strive for a positive working relationship between parents and staff. We feel that by modeling for students appropriate interactions this will assist them in learning skills necessary for effective communication. Parents and visitors to our program are expected to be aware of their responsibilities and adhere to the Code of Conduct.

#### **Visitors and Parents Responsibilities:**

1. **Approach with Respect:**
  - When resolving an issue or concern, approach staff respectfully. The use of foul language, derogatory statements, yelling, gossip, or threats is strictly prohibited and will not be tolerated.
2. **Safety and Supervision Priorities:**
  - Recognize that a staff member's primary focus is the safety, supervision, and engagement of students. Reinforce with your child the importance of following safety and classroom rules.
3. **Schedule Appointments:**
  - For in-depth discussions, schedule an appointment with the staff to avoid interrupting classroom activities and supervision responsibilities.
4. **Collaborate on Behavior Plans:**
  - Actively participate in behavior correction plans for your child in partnership with staff to foster mutual understanding and ensure your child's success.
5. **Avoid Staff as a Threat:**
  - Refrain from using staff members as a threat to reprimand children.
6. **Support Discipline Policies:**
  - Familiarize yourself with BTB's discipline policy and support its implementation.
7. **Address Concerns Properly:**
  - Direct programming questions, comments, or concerns (e.g., registration, billing, policies) to the site director. For unresolved issues, solicit help and cooperation from the owners.
8. **Acknowledge Staff:**
  - Greet and acknowledge your child's teacher when arriving or departing to ensure smooth transitions and proper supervision.
9. **Maintain a Safe Environment:**
  - Partner with BTB to create a welcoming, respectful, and safe environment for all families, children, and staff.

#### **Zero Tolerance for Threats and Inappropriate Behavior**

BTB has a **zero-tolerance policy** for any form of threats, intimidation, or harassment from parents or visitors. This includes verbal or written threats directed toward staff, children, or other families. Such behavior will result in immediate termination of care.

## **Social Media Policy**

If a situation arises where you are dissatisfied with an aspect of the program, we encourage you to communicate directly with us so we can address and resolve the issue. Any form of slander or defamation on social media indicates a breakdown in partnership and will result in the immediate termination of care.

We are committed to maintaining a positive and respectful partnership with families, ensuring the well-being and success of every child. Thank you for supporting this shared mission.

## **Section 4 : How Children Learn**

Children are learning every minute of the day. They learn from the way we organize the classroom, plan the daily schedule, and learn through play.

### **The Developmentally Appropriate Classroom**

Our classroom curriculum is based on research for how children learn. We have designed our classroom to provide children with many opportunities to make choices, come up with ideas, experiment, learn, and take responsibility for their work. Here's what you'll see when you visit.

- Materials are on low shelves, in containers, and on hooks so children can get them independently and put them away.
- Shelves are neat and uncluttered so materials are easy to see, remove, and replace.
- Each shelf and container has picture and word labels so children know where materials belong.
- There are distinct interest areas--blocks, dramatic play, toys and games, art, discovery, library, sand and water, music and movement, cooking, computers, and different play spaces outdoors. This not only allows children the opportunity to know what choices are available, but also allows them the opportunity to make informed decisions.

### **Classroom Activities**

When you visit your child's classroom, you should see a room full of children playing. You may wonder what we are doing to help children learn. As children play, we watch how they use materials. We listen. We talk with them to find out what they are thinking and trying to do. We help children become aware of their actions, offer suggestions and think about what materials to offer next. Then we challenge them to think further by asking them open ended questions. This is how we encourage the development of skills children will need in elementary school.

### **Program Expectations**

1. Be kind to others.
2. Take care of your room and materials.
3. Keep our hands on our own bodies.
4. Use quiet voices inside the building.
5. Use walking feet.
6. Work and play safely.
7. Always stay with your teachers and/or family.



## **Daily Schedule**

At Birth Toddlers & Beyond, our daily schedule is carefully designed to provide a balance of structured learning, free play, rest, and social interaction to foster the holistic development of each child. The outlined schedule reflects a typical day in our program, promoting growth in cognitive, physical, and social-emotional areas.

Please note that this schedule serves as a general framework and is subject to adjustments based on the specific needs of each classroom and the developmental stages of the children. Our teachers are dedicated to tailoring activities to best support the growth and success of every student.

By maintaining a flexible yet consistent routine, we aim to create a safe and engaging environment where children can thrive.

### **Arrival and Free Choice**

- **Activities:** Children store belongings, engage in free play, and answer the Question of the Day to transition smoothly into the classroom.
- **Focus:** Socialization, choice-making, and easing into the day.

### **Morning Circle Time / Music and Movement**

- **Activities:** Greeting, group movement, attendance, calendar/weather discussion, "Mighty Minutes," and a preview of the day's schedule.
- **Focus:** Building community, language development, and social skills.

### **Snack Time / Plan Time**

- **Activities:** Enjoy a USDA-compliant snack served family-style, with students planning and sharing their goals for the day.
- **Focus:** Nutrition, self-help skills, and fostering independence.

### **Small Group / Free Choice**

- **Activities:** Rotating through learning centers (art, science, literacy, dramatic play) and engaging in teacher-led, targeted small-group activities.
- **Focus:** Cognitive growth, fine motor skills, creativity, and exploration.

### **Outdoor Exploration / Gross Motor Activities**

- **Activities:** Structured and free play outdoors or indoors (weather permitting), including organized games and extended classroom activities.
- **Focus:** Physical fitness, gross motor development, and social interaction.

### **Story Time / Recall / Heggerty**

- **Activities:** Teacher-led reading with related literacy activities, including phonemic awareness and student recall of daily experiences.
- **Focus:** Listening skills, language development, and early literacy.

## **Lunch / Brush Teeth**

- **Activities:** lunch provided by parents, hygiene practices (handwashing and table sanitization), and teeth brushing.
- **Focus:** Nutrition, social skills, and self-care.

## **Quiet / Rest Time**

- **Activities:** Quiet rest on cots, with non-sleepers engaging in books or quiet activities after 30 minutes.
- **Focus:** Rest and recovery to support learning and growth.

## **Afternoon Snack**

- **Activities:** Family-style snack following USDA guidelines, with hygiene practices and teacher engagement.
- **Focus:** Nutrition, self-help, and socialization.

## **Story Time and Reading Buddies**

- **Activities:** Teacher-led reading followed by paired reading, puppets, or story exploration.
- **Focus:** Language, listening skills, collaboration, and creativity.

## **Outdoor Exploration / Gross Motor Activities**

- **Activities:** Outdoor or indoor play (weather permitting) with organized games and extended classroom learning materials.
- **Focus:** Physical fitness, social skills, and gross motor development.

## **Pickup / Free Choice**

- **Activities:** Children gather belongings, engage in free play, and transition to departure, with teachers providing parent updates.
- **Focus:** Socialization, choice-making, and a smooth end to the day.

## **Curriculum**

At **Birth Toddlers & Beyond**, we are proud to implement the **Creative Curriculum**, a research-based approach that emphasizes the importance of purposeful play, exploration, and discovery in fostering your child's development. This curriculum is designed to inspire a love for learning while supporting the growth of essential social, emotional, physical, and cognitive skills.

Here are the key details parents should know about the Creative Curriculum:

### **1. Play-Based Learning**

- Children learn through hands-on activities that encourage creativity, problem-solving, and curiosity.
- Learning experiences are thoughtfully planned to align with developmental milestones and individual interests.

### **2. Comprehensive Development**

- The curriculum promotes growth in four key domains: social-emotional, physical, cognitive, and language development.

- Activities support the development of skills such as teamwork, communication, fine and gross motor abilities, and early literacy and math.
3. **Thematic Studies**
    - Lessons are organized into studies that focus on real-world topics, such as trees, exercise, and pets.
    - Each study allows children to explore their environment while building knowledge and understanding.
  4. **Individualized Approach**
    - Teachers use ongoing assessments to tailor activities to each child's strengths, needs, and learning style.
    - Small group and individual interactions ensure every child is supported at their own pace.
  5. **Family Engagement**
    - Parents are encouraged to participate and stay informed through regular updates, learning goals, and opportunities to extend learning at home.
    - Our ProCare app keeps families connected with their child's progress and activities.

By using the Creative Curriculum, we strive to create a nurturing environment where your child feels safe, supported, and inspired to reach their full potential. Together, we can "Ignite the Spark" of creativity and curiosity that will last a lifetime!

**Ongoing Child Assessment – Teaching Strategies Gold:**

**Teaching Strategies GOLD** as a vital tool to track and support your child's growth and development. Teaching Strategies GOLD is an authentic, observation-based assessment system designed to help our educators understand and support each child's individual learning journey.

Here are the key details parents should know about Teaching Strategies GOLD:

1. **Ongoing Assessment**
  - Teachers observe your child's interactions, activities, and milestones during daily routines and planned experiences.
  - These observations are recorded and analyzed to create a complete picture of your child's development.
2. **Comprehensive Developmental Areas**
  - The assessment system tracks progress across ten key developmental and learning areas, including language, literacy, math, social-emotional development, physical development, and more.
  - This ensures a well-rounded understanding of your child's growth.
3. **Individualized Planning**
  - The insights gained from Teaching Strategies GOLD help us design personalized learning experiences tailored to each child's unique strengths, interests, and needs.
  - Teachers use this information to set developmentally appropriate goals and strategies for each child.
4. **Family Involvement**
  - Parents receive regular updates on their child's progress through detailed reports and parent-teacher conferences.
  - We hold **parent-teacher conferences twice a year** to review your child's development, discuss milestones, and collaborate on goals for continued growth.
  - We encourage families to share insights about their child's development and extend learning at home.

## 5. Alignment with Curriculum and Standards

- Teaching Strategies GOLD is seamlessly integrated with the Creative Curriculum, ensuring that our teaching methods and assessments are cohesive and intentional.
- It aligns with state early learning standards, helping to prepare your child for a successful transition to kindergarten and beyond.

By using Teaching Strategies GOLD, we ensure that every child is seen, valued, and supported in their unique development. Together, we can track and celebrate the milestones and moments that make your child's learning journey special. Parent involvement through conferences ensures that we remain a team in fostering your child's success.

### **Screening Tool Developmental Screener – Brigance III**

We utilize the **Brigance Screener** as an essential tool to assess your child's developmental milestones and identify areas where they may excel or need additional support. This screening complements our use of Teaching Strategies GOLD by providing a snapshot of your child's development at specific points during the year.

Here are the key details parents should know about the Brigance Screener:

#### 1. **Developmental Screening**

- The Brigance Screener assesses multiple areas of development, including physical, social-emotional, language, cognitive, and self-help skills.
- These screenings help us evaluate your child's readiness for learning and provide insights into their developmental progress.

#### 2. **Twice-Yearly Screenings**

- We conduct the Brigance Screener **twice a year**, providing valuable benchmarks for monitoring your child's growth and identifying areas for enrichment or support.

#### 3. **Sharing Results with Families**

- After each screening is completed, we share the results directly with parents. These findings include your child's developmental strengths, areas for growth, and any recommendations for additional support.
- Results are also discussed further during **parent-teacher conferences**, providing an opportunity to review progress and set collaborative goals.

#### 4. **Early Intervention Support**

- If the screening identifies areas that may require additional attention, we work closely with families to create action plans and, if needed, connect with resources to support your child's success.

## **Section 5: Inclusion Policies**

We are committed to fostering a culture of inclusion where every child, family, and staff member feels respected, supported, and empowered. Our **Inclusion Plan** reflects our dedication to honoring individual differences, meeting diverse needs, and creating an equitable and welcoming environment for all.

### **Purpose**

The purpose of our Inclusion Plan is to:

- Ensure that children and families from all backgrounds, abilities, and life experiences feel valued and included.

- Promote understanding and appreciation of diversity while addressing the holistic needs of children and families.
- Provide resources, supports, and services that prioritize each child’s growth, health, and well-being.

## **Key Components of the Plan**

### **1. Gathering Information About Families**

- Upon enrollment, families complete an intake form to share details about their culture, language, family dynamics, and individual needs.
- Regular family-teacher conferences provide an opportunity to discuss goals, preferences, and strategies for supporting each child in a way that aligns with their family’s values.

### **2. Community Resources and Supports**

We actively connect families with community-based programs to ensure they have access to the resources they need:

- **Community Mental Health:** Information about counseling, therapy, and behavioral health programs is shared with families who may benefit from additional support.
- **Food Banks:** Families facing food insecurity are provided with local food bank contacts and assistance in accessing services.
- **Child Find Services:** We guide families through the process of accessing early intervention services for children who may need developmental evaluations or additional support.
- **Medical and Dental Resources:** Referrals to local healthcare providers, clinics, and dental offices are made available to ensure children’s medical and dental needs are met.

### **3. Preventing Suspension and Expulsion**

We are committed to ensuring that all children remain engaged in our program and that behaviors are addressed with positive, supportive strategies.

- **Behavior Observations:** Teachers observe and document behaviors in a structured manner, noting triggers, patterns, and responses.
- **Individualized Support Plans:** If a child displays challenging behaviors, we work closely with families to create a support plan that addresses the underlying causes and provides strategies for success.
- **Conscious Discipline:** We implement this evidence-based approach to foster self-regulation and positive behavior, using strategies such as calm-down spaces, emotion coaching, and problem-solving activities.
- **Collaboration:** Teachers collaborate with families, specialists, and community resources to address behaviors constructively.
- **Ongoing Monitoring:** Behavior plans are regularly reviewed and adjusted to ensure progress and alignment with the child’s developmental needs.

### **No Suspension or Expulsion Policy:**

Suspension and expulsion are only considered as a last resort and are used only after all possible interventions have been exhausted. Our focus is always on understanding the child’s needs and implementing strategies to support their success.

#### **4. Supporting Social and Emotional Health**

- Teachers observe and document children’s social and emotional behaviors as part of our daily practices.
- Age-appropriate activities, such as role-playing, mindfulness, and problem-solving exercises, are used to foster emotional regulation and positive peer interactions.
- Families are involved in addressing social and emotional challenges to ensure consistency between home and school.

#### **5. Inclusive Curriculum and Environment**

- Materials, activities, and visuals in the classroom reflect diverse cultures, family structures, and abilities.
- Children are encouraged to express themselves through their home language, cultural traditions, and unique identities in both play and learning experiences.

#### **6. Supporting Breastfeeding Mothers**

- We provide a private, comfortable space for breastfeeding or pumping.
- Families are welcome to bring expressed milk, which will be safely stored and provided to their child as requested.

#### **7. Family Engagement and Communication**

- Families are invited to participate in the classroom by sharing cultural traditions, resources, or family experiences.
- Feedback from families is regularly sought to improve our inclusion practices.

#### **8. Professional Development**

- Staff receive ongoing training in inclusion, cultural competence, and supporting children with diverse needs.
- Topics include recognizing implicit bias, using inclusive language, preventing suspension/expulsion, and addressing social and emotional health.

#### **9. Addressing Individual Needs**

- We work closely with families to create individualized plans for children who may require accommodations or additional support.
- Teachers collaborate with families and specialists to implement strategies that meet each child’s unique needs and BTB’s policies.

### **Section 6: Special Needs Plan**

We are dedicated to providing an inclusive and supportive environment where all children, including those with special needs, can thrive. We believe that every child is unique and deserves individualized attention and care to reach their full potential.

#### **Our Commitment to Supporting Special Needs**

- **Individualized Plans:** We work closely with families to develop individualized strategies that support each child’s learning, development, and well-being. This includes collaborating with therapists, early

intervention specialists, and other professionals as needed.

- **Inclusive Learning Environment:** Our classrooms are designed to be inclusive, with adaptable materials, activities, and spaces that accommodate children of all abilities.
- **Professional Development:** Our staff receives ongoing training to support children with special needs, ensuring they are equipped to address a variety of developmental, social, and emotional needs.
- **Open Communication:** Families are encouraged to share their child's specific needs, goals, and any strategies that have been effective at home or in other settings. Regular updates and family-teacher conferences keep everyone aligned and informed.

## Allergy Policy

To ensure the safety and well-being of students with allergies, we have implemented a strict allergy policy:

- **Food Allergy Plan Form:** Families of children with allergies must complete a **Food Allergy Plan Form**, detailing the specific allergens, symptoms of reactions, and required treatment. This form ensures staff are fully informed and prepared to manage the child's needs.
- **Food from Home:** Families of children with allergies are required to provide all meals, snacks, and beverages for their child. This helps prevent accidental exposure to allergens and ensures their child's safety.
- **Clear Communication:** Parents are responsible for keeping the allergy plan up to date and notifying staff of any changes.

## Safety and Limitations

While we strive to meet the needs of all children, there are circumstances where we may need to evaluate whether we can adequately and safely provide care:

- **Exceeding Available Resources:** If a child's needs require specialized support or resources beyond what our staff and facility can provide, we will collaborate with families to explore alternative solutions, including referrals to external services.
- **Aggressive or Unsafe Behaviors:** If a child exhibits consistent aggression or behaviors that endanger the safety of other children or staff members, we will address the situation through:
  - **Behavior Observation and Support Plans:** Documenting behaviors, creating individualized support plans, and working with families to implement strategies for improvement.
  - **Intervention and Collaboration:** Collaborating with families and specialists to find solutions and resources that support the child's success.
  - **Care Discontinuation:** As a last resort, if all interventions have been exhausted and the child's behavior continues to pose a safety risk, we reserve the right to refuse care to ensure the well-being of all children and staff.

## Section 7: Behavior Guidance and Support Policy

At **Birth Toddlers & Beyond**, we are committed to providing a **safe and nurturing** environment where children can learn and grow. We recognize that young children are still developing social-emotional skills and may exhibit challenging behaviors such as **biting, hitting, or throwing objects**. Our approach to behavior guidance is based on **Conscious Discipline, positive reinforcement, and consistent expectations** to help children develop appropriate ways to express their emotions and interact with others.

## Guiding Principles:

- **Safety First** – All children and staff deserve a safe and supportive learning environment.
- **Understanding Behavior** – Behavior is a form of communication, and we guide children toward appropriate ways to express emotions.
- **Positive Reinforcement** – Encouraging positive behavior helps children develop self-regulation and social skills.
- **Consistent Responses** – Age-appropriate interventions help children understand expectations and consequences.

## Behavior Response Strategies

### 1. Biting Policy

Biting is a common behavior in young children, particularly among infants and toddlers, due to teething, frustration, sensory needs, or difficulty expressing emotions. However, as children grow and develop verbal skills, **biting is no longer considered developmentally appropriate.**

#### For Infants and Toddlers (Under 2.5 Years Old):

- The child who was bitten will be comforted, and **first aid will be administered** as needed.
- The child who bit will be calmly redirected with an age-appropriate response (e.g., “Biting hurts. Let’s use a teething toy.”).
- Families of both children will be notified through **ProCare** or direct communication. Names of children involved will **not** be shared.
- If a child **bites twice in one day**, they will be **sent home for the remainder of the day**.
- If a bite **breaks the skin**, the child who bit will be **sent home immediately**, regardless of whether it is their first offense.
- The child may return the following day, but if biting persists, a **family meeting will be scheduled** to develop a behavior support plan.

#### For Preschoolers (Over 2.5 Years Old):

- At this stage, children are expected to express their emotions using words rather than biting.
- If a child **bites twice in one day**, they will be **sent home for the remainder of the day**.
- If a bite **breaks the skin**, the child will be **sent home immediately**, even if it is their first offense.
- If biting continues, a **family meeting** will be required to discuss behavior strategies. Continued incidents may result in additional interventions or behavioral support plans.

### 2. Hitting

Hitting often results from **frustration** or difficulty managing emotions. Our goal is to teach children alternative ways to express themselves.

#### When hitting occurs:

- Staff will immediately intervene to ensure **safety**.
- The child who was hit will be **comforted**, and their feelings will be acknowledged (e.g., “I see you’re upset. Let’s take a deep breath together.”).



- The child who hit will be reminded of appropriate behaviors using clear, simple language (e.g., “Hands are for helping, not hurting.”).
- If hitting persists, the child will be **redirected to an alternative activity** to help them regulate their emotions.
- **If hitting leaves a visible mark, the child will be sent home for the day.**
- If a child continues to **hit or injure others**, a meeting with the family may be scheduled to create a behavior plan.

### 3. Throwing Objects

Throwing can be an exploratory behavior, a way to seek attention, or a response to frustration. However, **unsafe throwing must be addressed immediately** to prevent harm.

#### When unsafe throwing occurs:

- The child will be reminded of appropriate throwing behaviors (e.g., “Blocks are for building, not throwing. Let’s roll a ball instead.”).
- The child may be **redirected to a safe alternative** (e.g., bean bag toss, outdoor ball play).
- If the behavior continues, the child may be **removed from the activity** or given a brief reset period.
- **If an object is thrown and leaves a visible mark, the child will be sent home for the day.**
- **If a thrown object results in an injury requiring medical care, the child will be required to stay home the next day as well.**
- **If a child intentionally throws a toy at a staff member or a parent, they will be sent home for the remainder of the day.**
- Repeated unsafe throwing may require a **family meeting** to discuss behavior strategies.

### 4. Violent Play

We prioritize a safe and nurturing environment where all children feel secure and respected. Violent or aggressive play, including **pretend play involving weapons or physically harmful actions**, is not permitted.

#### When Violent Play Occurs:

- **Pretend Weapons:** If a child engages in pretend play involving guns, swords, or other weapons, staff will redirect them to more constructive and imaginative play. Clear guidance will be provided, such as, “At school, we play safely. Let’s build something with blocks instead.”
- **Choking or Physical Restraint:** Any behavior involving hands around another child’s neck, imitating choking, or any form of physical restraint is strictly prohibited. The child will be immediately separated from the situation, and staff will explain the seriousness of the behavior (e.g., “We never put our hands on someone’s neck. That is not safe.”).
- **Repeated Incidents:** If violent play continues after redirection, staff will notify families and document the behavior in **ProCare**. A family meeting may be required to discuss behavior strategies and ensure appropriate interventions.
- **Severe or Dangerous Behavior:** If an incident results in injury or poses a serious risk to another child, the child engaging in the behavior may be sent home for the remainder of the day. Repeated occurrences may require an individualized behavior support plan.

## Family Communication, Collaboration, and Disenrollment Policy

- Families will be informed of **recurring behavioral concerns** through **ProCare** or direct communication.
- **Confidentiality** will always be maintained—**no child’s name will be shared** with other families.
- If behaviors continue to pose safety concerns, a **formal behavior support plan** will be developed in collaboration with the child’s family.
- If a behavior support plan is implemented and remains **unsuccessful, disenrollment may be discussed as an option.**
- **Birth Toddlers & Beyond reserves the right to disenroll a child at any time during this process** if behaviors pose a continued risk to the safety and well-being of other children, staff, or the overall classroom environment.

## Teacher Support and Training

To ensure staff are equipped to handle challenging behaviors, we provide:

- **Ongoing Training in Conscious Discipline, behavior management, and social-emotional development.**
- **Consistent Support** from directors and leadership staff in implementing strategies.
- **Clear Expectations** for responding to behaviors in a developmentally appropriate manner.

Our goal is to create a **caring, inclusive environment** where all children feel **safe, respected, and encouraged** to develop positive social-emotional skills. By working **together with families**, we can support each child’s growth and development while maintaining a positive classroom environment.

## Section 8: Program Evaluation

We are dedicated to maintaining the highest standards of care and education for the children and families we serve. To ensure continuous improvement and accountability, we conduct regular program evaluations to assess the quality of our learning environment, teaching practices, and overall operations.

## Partnership with Great Start to Quality

We work closely with **Great Start to Quality**, Michigan’s early childhood quality rating and improvement system, to evaluate and enhance our program. Through this partnership, we receive valuable guidance and resources to ensure that we meet and exceed state standards for high-quality child care and education.

## Evaluation Tools

We use the following research-based tools to evaluate our program and guide improvements:

- **ITERS (Infant/Toddler Environment Rating Scale):** This tool is used to assess the quality of our infant and toddler classrooms. It evaluates factors such as space and furnishings, personal care routines, language and literacy activities, interactions, and program structure.
- **ECERS (Early Childhood Environment Rating Scale):** This tool is used to evaluate our preschool and young preschool classrooms. It examines similar areas as ITERS, with an emphasis on supporting the developmental needs of older children through engaging and age-appropriate learning experiences.

## Section 9: Food

We prioritize the health and well-being of our students by offering nutritious meals and snacks that adhere to **USDA guidelines**. We strive to provide a variety of balanced options that support children's growth and development while fostering a positive attitude toward healthy eating.

### **Meal Schedule**

- **Breakfast:** Served daily until **7:30 AM**. Families arriving after this time should ensure their child has eaten prior to arrival.
- **Snacks:** We provide **two snacks per day**, one in the morning and one in the afternoon. Snacks are carefully selected to meet USDA standards and promote good nutrition.

### **Special Snacks for Holidays and Birthdays**

We welcome parents to bring special snacks to celebrate holidays and birthdays. To ensure the safety and quality of the snacks:

- We encourage all items to be **store-made or store-bought**.

### **Food Allergies**

- If a student has a food allergy, it is the family's responsibility to provide appropriate food from home to ensure their child's safety.
- Families with children who have food allergies should refer to the **Food Allergy Policy** located under the **Special Needs Section** of this handbook for more detailed guidelines and procedures.

### **Mealtime as a Learning Experience**

Mealtimes at Birth Toddlers & Beyond are an essential part of the educational experience, offering children opportunities to develop important social and life skills. During meals:

- Children are encouraged to practice **good table manners**, such as using utensils properly, saying "please" and "thank you," and eating politely alongside their peers.
- We introduce new foods to expand their palate and encourage curiosity about trying different tastes and textures.
- Teachers facilitate discussions about nutrition, healthy eating habits, and food origins to enhance children's understanding of their meals.

## **Section 10: Photography & Media Policy**

We strive to maintain a safe, respectful, and engaging environment for all children. Our **Photography & Media Policy** ensures transparency and protects the privacy of children and families while allowing us to share and promote the wonderful experiences happening in our program.

### **Permission for Photography and Videography**

By enrolling your child at Birth Toddlers & Beyond, you give permission for the childcare center to:

- Photograph or videotape your child for **promotional, advertisement, or educational purposes**.
- Use these materials on **company-sponsored websites, social media platforms, or other promotional materials**.
- Rest assured, your child's **first and last name will never be disclosed online**.

## Closed-Circuit Security System

For the safety and security of all children, families, and staff, Birth Toddlers & Beyond operates a **closed-circuit security system**. By enrolling your child, you give permission for:

- Your child to be monitored through this system.
- Security footage to be accessed only by the childcare center or approved parties for safety and operational purposes.

## No Cellphone Facility

To maintain a safe, distraction-free environment and foster meaningful interactions:

- Parents are **not permitted to use cellphones** when entering or exiting the facility. This policy helps ensure full attention is given to children, staff, and classroom transitions.

## Online Safety

The safety of your child's digital presence is of utmost importance to us.

- Photos and videos taken by staff are only shared on **company-sponsored pages** or platforms, ensuring control over posted content.
- **Your child's first and last name will never be disclosed** online to protect their privacy and security.

## Section 11: Confidentiality Guidelines

We are committed to protecting the privacy and confidentiality of all children, families, and staff in our program. We believe that maintaining trust and respect is essential for fostering a safe and supportive environment.

### Family and Child Information

- All personal, medical, and educational information regarding children and their families will be kept strictly confidential and used solely for the purpose of providing quality care and education.
- Information will only be shared with authorized staff members or relevant professionals on a need-to-know basis.

### Staff Confidentiality

- Staff members are prohibited from discussing children or families with unauthorized individuals, including other parents or external parties, unless required by law or as part of mandated reporting obligations.
- Conversations regarding children, families, or internal operations should take place in private settings, away from public areas or other parents.

### Use of Photographs and Media

- Photos and videos of children will only be used as outlined in our **Photography & Media Policy**, and your child's personal information will never be disclosed online.

### Exceptions to Confidentiality

- In cases where there is a concern for the safety or well-being of a child, confidentiality may be breached to comply with **mandatory reporting laws**.
- Information may be disclosed to relevant authorities, such as Child Protective Services, law enforcement, or other agencies, as required by law.

## Section 12: Dress Code

We want children to feel comfortable and ready to actively participate in a variety of activities throughout the day. To ensure their safety and enjoyment, we ask families to follow these **dress code guidelines** for children:

### Appropriate Clothing for Activities

- **Play Clothes:** Children should wear comfortable, durable clothing that allows them to move freely and participate in activities without concern for ruining what they are wearing.
- **Footwear:** Children are **encouraged to wear closed-toed, rubber-soled shoes**. These shoes provide the best grip and safety for walking in the halls, climbing on equipment, and engaging in active play.
- **Dresses and Skirts:** If girls wear dresses or skirts, we recommend pairing them with **shorts or leggings underneath** to ensure comfort and ease during climbing, jumping, and sitting on the floor.

### Weather-Appropriate Clothing

- We go outside frequently, so children should be dressed appropriately for the weather:
  - In **winter**, children need a **warm coat, snow pants, boots, gloves, and a hat**.
  - Please bring **indoor shoes** for your child to change into when they arrive in boots. You may leave an extra pair of shoes in your child's locker for convenience.
  - During warm weather, lightweight, breathable clothing and sun protection are encouraged.

### Labeling and Extra Clothing

- Please **label all clothing and personal items** with your child's name to prevent loss or mix-ups.
- Provide an **extra set of clothing** for unexpected spills or accidents. This includes socks, underwear, pants, and a shirt.

## Section 13: Field Trips

Field trips are an integral part of our curriculum, designed to enhance children's learning by introducing them to new and exciting experiences in the world around them. These outings provide opportunities to extend classroom lessons and inspire curiosity in a variety of developmental areas.

### Purpose of Field Trips

Field trips are planned to:

- Enhance the curriculum through hands-on, real-world experiences.
- Develop children's interest in and understanding of the world around them.
- Foster social and emotional growth by encouraging teamwork and exploration.

### Parent Participation

- Parents are welcome to accompany their child on field trips, **space permitting**.
- Teachers will provide written communication regarding the **location, date, and details** of each field trip.

- Parents must sign up in advance if they wish to attend or participate.

### **Behavior Expectations**

To ensure the safety and enjoyment of all participants, students are expected to follow behavior guidelines set by the staff. Children may be excluded from field trips due to:

- Behavioral concerns that may pose a risk to themselves or others.
- A pattern of disruptive behavior that could negatively impact the experience for the group.

Parents will be notified in advance if their child is at risk of exclusion from a field trip due to behavioral issues. In such cases, alternative learning activities will be provided at the center.

### **Special Visitors**

In addition to field trips, teachers may invite **special visitors** to the center to provide children with developmental experiences that align with our curriculum. Visitors may include:

- A police officer
- A firefighter
- A librarian
- Other community helpers or professionals who can enhance the children's learning

## **Section 14: Child Health and Safety**

We are committed to providing a secure, healthy, and nurturing environment for all children, staff, and families. Our policies and procedures are designed to comply with **LARA guidelines** and ensure that children are well cared for in all situations.

### **Outdoor Play**

Outdoor play is an essential part of our program, supporting physical activity, social development, and overall well-being.

- Weather permitting, children go outside daily.
- We use the **Child Care Weather Watch Chart** to determine the "Feels Like" temperature, factoring in the wind chill or heat index, to decide if it is safe to go outside.
- Children must be dressed appropriately for the weather, including warm coats, hats, mittens, and boots in the winter and lightweight clothing in the summer.

### **Illness and Parent Notification**

To maintain a healthy environment and reduce the spread of illness, we follow the [LARA communicable disease reference sheet](#) to guide decisions about when children should remain home or be sent home.

- **When to Call a Parent:** Parents will be contacted immediately if a child exhibits symptoms such as fever, vomiting, diarrhea, rash, or other concerning signs.
- **Pick-Up Requirement:** Parents must pick up their sick child within **1 hour** of being notified.

- **Exposure Notices:** When a student reports a contagious illness in a classroom, we send out exposure notices to all families in the affected class, ensuring they are informed and can monitor their child for symptoms.
- Children must be symptom-free for **24 hours without medication** before returning to school.
- If a child becomes ill while at school, they will rest in a quiet, comfortable space until a parent or guardian arrives to pick them up.

## Medication Authorization Policy

At Birth Toddlers & Beyond, the health and safety of every child is our top priority. To ensure proper medication administration and compliance with licensing regulations, the following guidelines must be followed by families and staff.

### Authorization Requirements

- Medication **will not** be administered unless a **Medication Authorization Form** has been completed and signed by a parent or guardian.
- The form must include:
  - Start and end date of the medication
  - Reason for the medication
  - Exact dosage and administration instructions
- **Medication will only be administered according to the age and weight guidelines listed on the bottle or packaging.** If a dosage outside of these guidelines is required, a **doctor's note** must be provided.
- Medications cannot be given if any required information is missing.

### Emergency or Illness Situations

- If a child becomes ill at the center and requires medication, parents must provide verbal authorization through the **Procure app** to the Director or Assistant Director.
- A **Medication Authorization Form** will be completed by the Director or Assistant Director and must be signed by the parent at pickup.

### Medication Storage

- **Diaper rash cream and sunscreen** may be stored in classrooms in a designated area, out of reach of children, and do not require a medical authorization form.
- **All other medications** must be securely stored in the office medicine cabinet for safety and proper handling.
- **EpiPens and inhalers** are kept in designated **medical bags** for **quick emergency access** in case of an allergic reaction or asthma attack.
- The **Medication Authorization Form** will remain in the child's classroom for documentation and parent review.
- Unused medication must be returned to the family promptly and **will not** be stored at the center beyond the prescribed usage period.

### Administration of Medication

- **Prescription and over-the-counter medications** may only be administered by the Center Director or designated staff who have been trained in medication administration.

- **Sunscreen and diaper rash cream** may be applied by any staff member with prior parental authorization, but do not require a medication form.
- Each time medication is administered, the following will be documented:
  - Type of medication
  - Dosage given
  - Time administered
  - Any unusual reactions or observations

### Annual Wellness Check-Ups

To ensure the continued health and development of all students, **Birth Toddlers & Beyond** requires updated health records based on the child's age group:

- **Students under 2.5 years old:** An updated health appraisal, **signed by a doctor**, must be provided **yearly**.
- **Students 2.5 years and older:** An updated health appraisal, **signed by a doctor**, is required **every two years**.
- **School-Age Students:** Families must sign a **Health Form Statement** upon enrollment confirming their child's wellness.

### Accidents or Injuries

In the event of an accident or injury, our trained staff will ensure your child's safety and provide prompt care:

1. Minor injuries are treated with basic first aid (e.g., cleaning the wound, applying a bandage, or providing an ice pack).
2. Parents will receive a **Child Incident/Accident Report**, detailing the injury and how it was treated.
3. For serious injuries, we will immediately contact the parent/guardian and, if necessary, call emergency medical services. Staff will stay with the child until a parent or medical personnel arrives.

### Family Resources:

<https://brightfutures.aap.org/families/pages/Resources-for-Families.aspx>

<https://www.cdc.gov/vaccines/parents/downloads/milestones-tracker.pdf>

<https://www.cdc.gov/vaccines/parents/downloads/parents-ver-sch-0-6yrs-sp.pdf>

<http://www.mottchildren.org/conditions-treatments/general-peds/well-child-visits>

<https://www.mcir.org/school-childcare/education-and-training/>

### Emergency Procedures

We have detailed emergency procedures to protect children and staff during situations such as fire, tornado, serious injury, or other crises:

- Emergency plans are posted in every classroom, and staff are trained in evacuation and crisis response.
- Fire and tornado drills are conducted regularly to ensure preparedness.
- **Annual Review:** All emergency plans and procedures are reviewed yearly to ensure they are up-to-date and effective.
- In the event of an emergency, parents will be notified as soon as it is safe to do so.

### Smoke-Free Facility



Our facility and surrounding grounds are **smoke-free** in compliance with state law. Smoking or vaping is strictly prohibited to protect the health of our children, families, and staff.

## Section 15: Communication

Effective communication between families and staff is essential for fostering a strong partnership and ensuring the success and well-being of every child. We are committed to maintaining clear, respectful, and consistent communication in alignment with our mission and values.

### Communication Through Procure

- Parents and staff communicate primarily through **Procure**, our family engagement app, which allows for efficient updates, messaging, and sharing of important information.
- All communication must adhere to our **Parent Code of Ethics**, promoting respectful and professional interactions at all times.

### Parent Responsibilities

- **Daily Items:** Parents are responsible for gathering all items from their child’s locker at the end of each day, including notes, projects, and personal belongings.
- Ensuring items are collected daily helps maintain organization and keeps the classroom running smoothly.

### Newsletters and Conferences

- **Monthly Newsletters:** Teachers provide a newsletter at the start of each month to keep parents informed about upcoming events, classroom activities, and other important updates.
- **Parent-Teacher Conferences:** BTB conducts parent-teacher conferences twice a year, once in the fall and again in the spring. These meetings provide an opportunity to discuss your child’s progress, milestones, and goals.

## Section 16: Discipline Policy

We are committed to fostering a safe, respectful, and nurturing environment where children can thrive. Our approach to discipline is guided by the principles of **Conscious Discipline**, a research-based program that focuses on building strong relationships, teaching emotional regulation, and fostering problem-solving skills.

### Conscious Discipline Philosophy

Conscious Discipline emphasizes connection, communication, and self-regulation to guide children toward positive behaviors. It integrates social-emotional learning with discipline, empowering children to:

- Identify and manage their emotions.
- Resolve conflicts respectfully and effectively.
- Develop self-control and problem-solving skills.

### Positive Guidance Strategies

We believe discipline is an opportunity to teach and guide, not to punish. Our methods include:

- **Redirection:** Steering children toward more appropriate behaviors or activities.

- **Connection:** Building strong relationships to create a sense of safety and trust.
- **Modeling:** Demonstrating calm, respectful behavior and communication.
- **Clear Expectations:** Establishing consistent and age-appropriate boundaries.
- **Positive Reinforcement:** Recognizing and encouraging desirable behaviors.

### **Behavior Management Practices**

To support children’s social-emotional development and maintain a positive classroom environment, we use strategies aligned with Conscious Discipline, such as:

- **Teaching Emotional Regulation:** Helping children name and manage their feelings through breathing techniques, visual aids, and calming tools.
- **Conflict Resolution:** Guiding children to listen, express their needs, and work collaboratively to resolve disagreements.
- **Safe Spaces:** Providing a designated calm-down area where children can practice self-regulation techniques.

### **Behavior Expectations**

We encourage children to:

- Treat peers, staff, and materials with respect.
- Follow directions and participate in group activities.
- Use kind words and actions to interact with others.

If a child’s behavior disrupts the learning environment or poses a safety concern, staff will:

1. Address the behavior calmly, using Conscious Discipline techniques.
2. Help the child identify their feelings and provide tools to regulate emotions.
3. Communicate with parents if additional support or strategies are needed.

### **Parent Communication and Partnership**

Collaboration with families is essential in supporting children’s social-emotional growth.

- Teachers will communicate regularly with parents through **Procure** or scheduled meetings about their child’s behavior and progress.
- When necessary, a **behavior support plan** will be developed in partnership with families to ensure consistency between home and school.
- After a behavior plan is made 2x sent home they are gone for the week. 2 weeks in a row they are done for good.

### **Section 17: Child Abuse/Neglect**

We are committed to the safety and well-being of all children in our care. As mandated reporters, we are required by law to report any suspected incidents of child abuse or neglect to the appropriate authorities. This responsibility ensures that children are protected and families receive the support they need.

### **Community Support and Resources**

We understand that families may face challenges and encourage those seeking help or intervention to reach out. A list of community services and resources is available through the **Site Director**. These resources can provide support in areas such as parenting, counseling, financial assistance, and more.

### **Helpful Links for Families**

For additional assistance, you may also explore the following resources:

- [Childhelp National Child Abuse Hotline](#): 1-800-4-A-CHILD (1-800-422-4453)
- [Prevent Child Abuse America](#)
- Michigan Department of Health and Human Services (MDHHS) - Child Protection
- [National Parent Helpline](#): 1-855-4A-PARENT (1-855-427-2736)
- [Local Resources for Families \(Bright Futures\)](#)

If you have any questions or would like to access community resources, please don't hesitate to contact the Site Director for assistance. Together, we can ensure the safety and well-being of all children and families in our community.

### **Section 18: Employee and Volunteer Requirements**

The safety, well-being, and development of children are our top priorities. To ensure a secure and nurturing environment, we maintain rigorous standards for the screening, training, and supervision of employees, volunteers, and visitors.

#### **Employee Screening Policy**

The Site Director follows a thorough screening process to ensure all staff members meet the requirements of R4000.5104 of the Licensing Rules for Childcare Centers. The steps include:

- **Written Acknowledgments:** All staff must sign acknowledgments confirming:
  - They are of responsible character, have not been convicted of a crime, and will report if they are investigated or convicted of a crime.
  - Commitment to report any suspected child abuse or neglect by parents, staff, or others to the proper authorities.
- **Background Checks:**
  - **State Clearance Form for Fingerprints:** Applicants must complete a fingerprint-based state clearance form to confirm suitability for working with children. This must be completed before employment or volunteer service.
- **Drug/Alcohol Testing:** The center reserves the right to conduct drug or alcohol screenings at any time during employment.

#### **Employee Training Policy**

All employees must comply with state, federal, and local training requirements to maintain a high standard of care.

- **Orientation:** All employees complete an orientation before having unsupervised contact with children, which includes reading and signing acknowledgments of:
  - The Employee Handbook, Parent Handbook, and Emergency Plans.
  - Familiarity with the State Licensing Rules for Childcare Centers.
- **Annual Training:** Lead and Assistant Teachers must complete 24 hours of annual training in the

following areas:

- Child development, curriculum, child discipline, health and safety, nutrition, working with parents, and licensing rules.
- Specialized training in child abuse/neglect and cultural competency/inclusion.
- Required Certifications: All staff must have Safe Sleep and Bloodborne Pathogen training certifications.

## **Volunteer Policy**

Volunteers play an important role in supporting the classroom environment by sharing their time, energy, and compassion. To ensure the safety of children:

- Staff members maintain "line-of-sight" supervision of volunteers at all times.

Children remain the responsibility of employees at all times, and volunteers are there to enhance the classroom experience under the supervision of staff.

## **Classroom Visitors**

Visitors, including guest speakers, must:

- Be pre-approved by the Site Director before their visit.
- Check in with the office upon arrival to ensure proper identification and documentation.

## **Section 19: Teacher Performance and Center Evaluations**

We are dedicated to maintaining high standards of excellence in both our classrooms and overall program. To continuously improve and ensure the best outcomes for children and families, we actively seek feedback and provide opportunities for growth and development for our staff and center.

### **Parent Evaluations**

- Parents are given the opportunity to evaluate **classroom functioning** and **teacher performance** yearly.
- These evaluations are a valuable tool for understanding parent perspectives and identifying areas of strength and improvement.

### **Staff Evaluations and Development**

- Each employee meets annually with the Site Director to:
  - Receive performance feedback.
  - Discuss achievements and areas for growth.
  - Collaboratively create goals for the upcoming year.
- Teachers meet **weekly with their Center Directors** to facilitate continuous growth, address classroom challenges, and celebrate successes.

### **Ongoing Support and Training**

To ensure all staff have the resources and support they need, the center conducts **three monthly Zoom calls**:

1. **Q&A Session:** An open forum for teachers to ask questions and discuss concerns.
2. **Lead Teacher Meeting:** A meeting to collaborate, share strategies, and address specific classroom needs.
3. **Staff Training:** A professional development session focused on enhancing teaching practices, classroom management, and other key areas.

## Section 20: Parent Involvement

We warmly welcome your family into our community and invite you to become active partners in your child's education and care. We believe that when parents and teachers work together, an optimum learning environment is created for every child.

We have an **open-door policy** and invite parents to visit and engage with the classroom at any time. Your participation is encouraged both inside and outside the classroom to foster your child's development and strengthen the connection between home and school.

### Ways to Get Involved

Here are some ways you can actively participate in your child's learning experience:

- Engaging in **informal day-to-day conversations** with teachers.
- Communicating with your child's teacher through **Procare**.
- Attending **formal parent-teacher conferences**.
- Participating in **developmental discussions** about your child by request or invitation.
- **Volunteering** in the classroom to support activities or events.
- Reviewing and engaging with your child's **lesson plans, monthly newsletters, and Parent Board information**.
- Participating in **special events** designed for parents and families.
- Reinforcing classroom activities by continuing **lesson plan activities at home**.
- Participating in **program evaluations** and sharing feedback on policies and procedures.
- Sharing ideas or items related to your family's **culture** that can enrich classroom learning.

### Parent Resources

We are committed to supporting families with resources and education opportunities:

- **Family Resource List:** A list of basic needs and health-related resources is available. A more detailed resource book is accessible on the parent table for additional information.
- **2-1-1 Assistance:** For immediate assistance or to speak with someone about your family's needs, dial **2-1-1** for access to health and human service programs.
- **Site Director Assistance:** Please feel free to ask your Site Director for help in locating specific services or programs for your family.