



EARLY CHILDHOOD
DEVELOPMENT CENTER

Family Handbook

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Mission Statement

The mission of the UM-Flint's Early Childhood Development Center (ECDC) was developed by the Executive Committee of the ECDC in the years prior to opening in October 2002. Our mission is to:

1. Promote the development of social, emotional, cognitive, linguistic, physical, and creative skills in an environment sensitive to each child's strengths and needs
2. Provide opportunities to educate University of Michigan-Flint students in skills relevant to their professions
3. Offer high quality child care to our constituents: students, faculty, staff, and community
4. Contribute to the ongoing development and education of early childhood professionals, families, and caregivers in the Flint area through research, collaboration, and teaching



Philosophy for Education and Care of Children

The staff of the Early Childhood Development Center (ECDC) is committed to providing a high quality program for young children and their families. The program is designed to promote the development of the total individual by helping each child develop skills in the physical, social, emotional, language, cognitive and creative areas. This is accomplished by providing a balanced program that includes both teacher-directed and child-initiated activities, quiet as well as active experiences, and the recognition that learning occurs in both formal and informal settings, especially through play.

The Early Childhood Development Center is a 'living laboratory' where adults as well as children come to learn. We believe that we learn from the children just as much as they are learning from us. Teachers are co-collaborators with children. Teachers are guiding, mentoring, and modeling, but also observing, reflecting, and hypothesizing. Teachers are researchers, studying the changes that individual children have as they grow, as well as the changes in the group and among the community of learners. Our teachers are curious, interested, and enthusiastic about how children learn, and how children show us what they know. We understand that much of what children show us about their learning and understanding of the world is not through verbal communication. We listen and carefully watch to see the 'hundred languages of children', turn to the last page of this Handbook to read the poem, No Way – The Hundred is There.

Young children are integrally connected to their homes and families, and it is understood that families are and should be the principle influence in their children's lives. The ECDC seeks to be appropriately responsive to families. Parents, teachers and staff work together toward the goal of nurturing children in an environment where all are respected for their individual differences and provided with the building blocks for a lifelong love of learning.

We have observed and know how busy the families we serve are. Many families are juggling the dual roles of parent, student, employee, as well as others. Our goal is to support the family through close connections between family members and the classroom staff. You'll notice several ways in which we accomplish this, but we are always open to your questions and comments.

Curriculum Inspired by the Reggio Emilia Philosophy

The ECDC curriculum is based on the knowledge that young children learn through active exploration of their environment. This occurs optimally when their physical needs are met and they feel emotionally secure. Instilling in children a sense of security and trust will be of utmost importance. Staff will create safe classroom learning environments appropriate to the developmental needs of the various age groups and will provide for the needs of individual children. Projection plans are available for each classroom.

History of Reggio Emilia Immediately after World War II a town in Northern Italy called Reggio Emilia decided to bring hope to their families. Out of the ruins, they constructed quality preschools for their children. In present times, Reggio Emilia has been broadly recognized for having some of the best infant/toddler and preschool programs in the world.

The Reggio Emilia approach to education is committed to the creation of a learning environment that will enhance and facilitate children's construction of his/her own powers of thinking through the combination of all the expressive, communicative and cognitive languages. The Reggio Emilia approach is based upon the following principles:

Emergent Curriculum An emergent curriculum is one that builds upon the interests of children. Topics for study are captured from the talk of children, through community or family events, as well as the known interests of children (puddles, shadows, dinosaurs, etc.). Collaborative planning is an essential component of the emergent curriculum. Teachers work together to formulate hypotheses about the possible directions of a project, the materials needed, and possible family and/or community support and involvement.

Project Work Projects, also emergent, are in-depth studies of concepts, ideas, and interests, which arise within the group. Considered as an adventure, projects may last one week or could continue throughout the school year. Throughout a project, teachers help children make decisions about the direction of study, the ways in which the group will research the topic, the representational medium that will demonstrate and showcase the topic and the selection of materials needed to represent the work. Long-term projects or *progettazione*, enhance lifelong learning.

Representational Development Consistent with Howard Gardner's notion of schooling for multiple intelligences, the Reggio Emilia approach calls for the integration of the graphic arts as tools for cognitive, linguistic, and social development. Presentation of concepts and hypotheses in multiple forms of representation -- print, art, clay, construction, drama, music, puppetry, and shadow play -- are viewed as essential to children's understanding of experiences.

Collaboration Collaborative group work, both large and small, is considered valuable and necessary to advance cognitive development. Children are encouraged to dialogue, critique, compare, negotiate, hypothesize, and problem solve through group work. Within the Reggio Emilia approach, multiple perspectives promote both a sense of group membership and the uniqueness of self. There is high emphasis on the collaboration among home, school and community to support the learning of the child.

Teachers as Researchers The teacher's role within the Reggio Emilia approach is complex. Working as co-teachers, the role of the teacher is first and foremost to be that of a learner alongside the children. The teacher is a researcher, a resource and guide as she/he lends expertise to children. Within such a teacher-researcher role, educators carefully listen, observe, and document children's work and the growth of community in their classroom and provoke, co-construct, and stimulate thinking, and children's collaboration with peers. Teachers are committed to reflection about their own teaching and learning.

Documentation Similar to the portfolio approach, documentation of children's work in progress is viewed as an important tool in the learning process for children, teachers, and parents. Pictures of children engaged in experiences, their words as they discuss what they are doing, feeling and thinking, and the children's interpretation of experiences through the visual media are displayed as a graphic presentation of the dynamics of learning. Documentation is fluid and used as an assessment tool and for advocacy.

The Role of Three Teachers Reggio Emilia schools believe that there are three primary teachers for our children. The first teacher is that of the parent, the second is the classroom, and the third teacher is the environment.

The Role of the Parent The active participation of parents in the life of the school is an essential component of the educational experience. Families are actively involved in meetings, conferences, celebrations and events. Parents become a part of the school by not only receiving feedback from teachers about their child's work but also when decisions about the school and about educational approaches are taken. Partnering with families is essential for consistent, positive experiences both at home and at school. Parents are aware of what is happening in the classroom through posting of daily activities, Projection Plans, Shutterfly or Facebook and Learning Stories. Teachers provide screening tools and assessments on each child's development, and the ECDC provides opportunities to learn more about the development of young children through family advisory and education meetings, articles recommended and the Family Resource Library. We support an open environment of communication between the families and the teachers.

The Role of the Teacher Teachers play a critical role in preparing your child for a lifetime of learning. All of the full-time Teachers are highly experienced educators in the development of young children. Our expectations are high and we demand nothing less than the following from our teaching teams:

- To help children see the connections in learning and experiences.
- To co-explore the learning experience with the children.
- To provoke ideas, solve problems, thus conflict resolution.
- To take ideas from the children and return them for further exploration.
- To organize the classroom and materials to be aesthetically pleasing.
- To organize materials to help children make thoughtful decisions about the media.
- To help children express their knowledge through representational work.
- To document children's progress: checklists, observations, photographs, and portfolios.
- To have a dialogue about projects with families and other teachers.
- To foster the connection between home, school and the community.

The Role of the Environment The environment is designed to provide a variety of sensory experiences in an aesthetically pleasing manner, using both indoors and outdoors as learning spaces. Classrooms are light and bright, with large windows and doorways to the playground for most of the children. Items found in nature are incorporated into the classroom materials and considered an important part of developing an appreciation for the world around us. Teachers carefully arrange the room and display all materials so that children can make thoughtful decisions when working and exploring. Documentation of children's work, plans, and collections that children have made from outings are displayed at both the children's and adult eye level. Common space is available to all children in the classroom that includes a house area complete with dramatic play clothes, an atelier/art center with lots of clay and other mediums, a communication area containing reading and writing materials, and construction for block building along with manipulatives and puzzles. The classrooms provide an enriched environment that nourishes each child's development.



ECDC Curriculum Goals

1. Help the child develop expressive and receptive oral language
2. Help the child become an independent thinker who is able to make choices and decisions
3. Help the child move from needing outer authority to the control of his/her own behavior (self-regulation)
4. Help the child develop confidence in his/her ability to achieve goals through independent effort as well as teamwork
5. Help the child develop an understanding of feelings and how feelings motivate behavior; help the child gain control over how feelings are expressed and learn acceptable ways of dealing with, and expressing strong feelings
6. Help the child develop social skills needed to be successful in interpersonal relations, to function successfully in the peer group and to learn from peers
7. Help the child learn to respect, value, and have tolerance for individual, cultural, ethnic, and racial diversity
8. Help the child develop interest and ability to process graphic symbols (such as letters, use of sign language) and associated pictures and language in its written form (early reading and writing)
9. Help the child develop intellectual curiosity, skills in observing, problem solving, and learning through his/her efforts (science/math)
10. Provide information on, and experience with, the social and physical world that the child needs to function adequately (social studies)
11. Develop the aesthetic sensibilities and horizons through artistic, academic, and intellectual experiences, especially art, music and creativity
12. Facilitate the child's physical skills through provisions of large and fine-motor activities
13. Provide a program that is fun for children

NAEYC Accreditation

The ECDC has been accredited through the *National Academy of Early Childhood Programs*, a division of the *National Association for the Education of Young Children (NAEYC)* since October 31, 2008. NAEYC developed 10 standards that measure the quality of early childhood programs. The standards were created by a blue-ribbon panel of early childhood experts and are based on the latest early childhood research.

As a NAEYC-accredited program, the ECDC meets a high quality standard by:

1. Promoting **positive relationships** for all children and adults to encourage each child's sense of individual worth.
2. Implementing a **curriculum** that fosters all areas of child development: cognitive, emotional, language, physical, and social.
3. Using developmentally, culturally, and linguistically appropriate **effective teaching approaches**.
4. Providing **ongoing assessments** of a child's learning and development and communicating the child's progress to the family.
5. Promoting the **nutrition and health** of children and protecting children and staff from injury and illness.
6. Employing a **teaching staff** that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development, and supporting families' diverse needs and interests.
7. Establishing and maintaining collaborative relationships with each child's **family**.
8. Establishing relationships with and use the resources of the **community** to support the achievement of program goals.
9. Providing a safe and healthy **physical environment**.
10. Implementing strong personnel, fiscal, and program management policies so that all children, families, and staff have **high-quality experiences**.

Some of the major characteristics of accredited programs are:

- Frequent positive, warm interactions among adults and children
- Planned learning activities appropriate to children's age and development, such as block building, painting, stories, dress-up (dramatic play), and active, outdoor play
- Specially trained teachers
- Enough adults to respond to individual children
- Many, varied age-appropriate materials
- A healthy and safe environment
- Nutritious meals and/or snacks
- Regular communication with children's families, who are welcome visitors at all times
- Effective administration
- Ongoing, systematic evaluation

UM-Flint Early Childhood Development Center falls under the regulatory jurisdiction of the State of Michigan, Department of Licensing and Regulatory Affairs, Bureau of Children and Adult Licensing www.michigan.gov/lara. Each staff member is responsible for engaging fully in all professional practices related to maintaining the ECDC's status as a high-quality NAEYC Accredited program, as well as the NAEYC self-assessment process leading to re-accreditation every five years. The Director collaborates with the Head Teachers to guide the documentation procedures and complete the required paperwork for annual reporting and re-accreditation, as well as all associated Department of Health and Human Services compliance checks.

Great Start to Quality

UM-Flint ECDC scored a Four Star Quality Rating with Great Start Connect which awards childcare centers and home providers on a star based rating system. High-quality child care and preschool programs provide a safe place for children to learn and explore their world. As a center who participates in the Great Start to Quality Rating System there are 40 different criteria under the five quality standards that must be met:

- **Staff Qualifications and Experience** – program staff have attained higher education levels, training, relevant experience, etc.
- **Family and Community Engagement** – program communicates with parents and assists them in finding other resources in the community, etc.
- **Administration and Management** – program has written personnel policies, evaluates staff performance and takes other steps to retain staff, etc.
- **Learning Environment** – program's facility is free of environmental risks, has nutrition and physical activity plans for children; monitors children's development and advises parents of concerns, etc.
- **Curriculum/Instruction** – program has a statement of educational/developmental priorities for children; an approved curriculum; a routine but flexible daily schedule, etc.

Studies show that high-quality child care and preschool can:

- Erase achievement gaps for most at-risk children
- Increase overall academic achievement for all kids
- Significantly reduce the need for special education, remedial classes or repeating grades
- Increase graduation rates
- More than double the odds of enrollment in a four-year college
- Save as much as \$16 on welfare, criminal justice, special education and other social expenses for every \$1 spent on high quality services for low-income children

For more information on Great Start to Quality, to look up the rating of a different center, or view a center's licensing report go to www.greatstarttoquality.org.

Enrollment

Interested families seeking enrollment at the UM-Flint Early Childhood Development Center may call the Center, stop in, or visit the website (www.umflint.edu/ecdc) to gain information and fill out an interest form. The first step to enrollment is filling out the 'Family Needs Survey' or "Interest Form" indicating contact information, age of child(ren) and days/times for which care is needed for child(ren). As spaces become available in a developmentally appropriate classroom for the child, notification will be given. Families are also invited to take a tour of the facility during open hours of the ECDC.

Application Children are admitted to the Center according to the number of spaces available for the appropriate classroom and the schedule requested by the family. Developmentally appropriate classrooms generally stay together as a community of learners transitioning to the next room during the summer and prior to the fall semester every year. On occasion when it is deemed appropriate, two or three children may transition to the next classroom if space allows. The child population includes children from different racial and ethnic backgrounds and at all socioeconomic levels. Available openings may be filled at any time during the academic year or summer program.

When the Center is full, a waiting list is maintained. Because we serve four groups (UM-Flint faculty, staff, students and community), children will be enrolled from the waiting list based on the available openings from one of the groups as well as the classroom in which there is an opening. Priority is given to families that already have a child enrolled at the Center when there is a schedule change or at the beginning of each semester when schedules change due to family needs.

Requirements Prior to Attendance Your child will not be allowed to start school until the following forms are on file:

- Child Information, Contact and Emergency Record
- Best Practices for Child Care (Licensing Rules and Accreditation Guidelines)
- Family Agreement
- Immunization Records
- Contract for Service
- Child and Adult Care Food Program
- Health Appraisal (physical) from doctor (must be completed within 30 days of enrollment, please bring your appointment card in the meantime)
- Any necessary custody information

In addition, parents are asked to complete other forms and surveys that provide information on their child and his/her relationship with the family. These forms are typically provided in the pre-registration packet. This information will assist Center staff in providing the best care and education possible for your child. It is requested that these forms be completed prior to the first day of school, and that an orientation with the Director and Head Teacher takes place to assure a smooth transition to the program/classroom.

ECDC Schedule of Operation The Early Childhood Development Center has an academic year (September-April) and a spring/summer program (May-August). The ECDC is open from 6:30 a.m. until 5:30 p.m. Monday through Friday. If the ECDC is closed, then families are not charged (ex: some staff in-service days, holidays when the University is closed, snow days when the University closes). For inclement weather closings, check local television and radio listings. If the University of Michigan-Flint is closed, the ECDC is closed. In the event UM-Flint closes early, every attempt will be made to contact family members to pick up their child(ren) in a timely fashion.

Most days are school days; however, there are certain 'optional' days denoted on the academic calendar that meet the needs of the faculty, staff or students of UM-Flint. These are days when the schedule may be changed slightly to accommodate different groupings of children (multi-age) or different staffing. These days are primarily over the winter holiday (December/January), winter break (February/March), and

prior to the fall semester (August). For 'optional' days, you will be asked 2-3 weeks prior to tell us if your child will be in attendance for the 'optional' days. If so, you will pay as you normally do. If you decide ahead of time that your child will not be in attendance for the 'optional' days, you will not pay for those days. Families are asked to adhere to their decision of using the optional days or not for at least a year. Optional Days can be considered built-in vacation days for the campus community. If utilizing the optional days does not appeal to you, then you can choose to take one week in succession off during the course of the year at no cost. Therefore whenever you enrolled begins your year of enrollment. To summarize, families can either utilize the built-in optional days OR take one week off per year as vacation.

Student/Family Assistance If you are a Pell-eligible UM-Flint college student, there is some federal grant money available to help you with your child care costs! Any low income family (faculty, staff, student or community) should inquire with the Michigan Department of Health and Human Services (DHHS) to see if they qualify for the Child Development and Care (CDC) Program. It is important to note that the Child Development and Care subsidy awarded from DHHS will not cover the full cost of child care expenses, so there will ALWAYS be an out of pocket expense to attend UM-Flint ECDC.

Another potential funding source that families may be eligible for is NACCRRA, National Association of Child Care Resources and Referral Agencies, which supports military families. If other scholarship opportunities arise, currently enrolled families are readily informed. Inquire at the front desk for more information and eligibility requirements.

Great Start Readiness Program An option for families of older preschoolers (must be 4 by September 1) who qualify is the state-funded Great Start Readiness Program. We have two GSRP classrooms, which enroll 16 children in each room for 35 weeks, Monday-Thursday, 8 am to 5 pm and Friday 8 am to 12 pm for FREE. The GSRP program has an on-line pre-application (www.geneseepreschool.org) and qualification requirements of income and/or other risk factors that puts the child at a disadvantage for school success. Families must reside in Genesee County and not be eligible for Head Start to be considered for enrollment into this program which starts the first full week of October and ends typically the first week in June complete with a maize and blue, cap and gown graduation ceremony. Tuition based child care is available before 8 am and after 5 pm or after 12 pm on Friday for those families that need wraparound care. GSRP families also receive a Supplemental Handbook at the time of enrollment with policies and procedures directly impacting these families.

CCAMPIS "Child Care Access Means Parents in School" scholarship is for low income UM-Flint college students who need child care for their children. CCAMPIS is a four year grant that was awarded to the University and made available each year in October. This scholarship only runs during the Fall and Winter semesters. Priority goes to full-time degree seeking students. To be eligible to have up to 80% of child care costs covered while attending school the following must take place.

- provide documentation for eligibility through Pell Grant funding or Estimated Family Contribution.
- turn in UM-Flint class schedule each semester.
- continue to receive other sources of funding as eligible (CDC: Child Development and Care program, NACCRRA) understanding that additional scholarship monies may not be available if these sources of funding stops.
- pay required portion of child care expenses.
- complete the surveys that are required of the grant (pre, annual and post).

In the event the eligible CCAMPIS student withdraws from classes, CCAMPIS Scholarship funding will no longer be available, and the entire portion of child care tuition owed as determined by the ECDC and Financial Aid Office will have to be paid. In the event the eligible CCAMPIS student goes below full-time status the scholarship will be decreased by 50%. Families that leave the Early Childhood Development Center with a balance owed will have a hold put on their University account and will be unable to register for future classes or obtain official transcripts until all financial obligations are settled.

School Age Program When a child reaches the kindergarten age of 5 before September 1, the family typically ‘graduates’ from the ECDC unless wanting to give their child another growth year before moving on to a different educational setting. The ECDC welcomes school age children back on no school days or inclement weather days when the UM-Flint campus is open.

During the summer months, when school is out of session, the ECDC enrolls children finishing kindergarten through 5th grade completion or when a child reaches 13 years of age. Numerous field trips are planned and the program utilizes the Outdoor Classroom for learning and exploration. There is a materials fee for the summer school age program and field trips cost extra. Sorry there are no sibling discounts when school agers are enrolled. Check the ECDC website each spring for summer enrollment forms.

Assessments We use assessments to support children’s learning using a variety of methods such as observations, checklists, rating scales, work sampling, and sometimes individually administered tests. On a daily basis the teaching staff is observing the children and utilizing checklists, writing anecdotal records, and documenting through the use of Focused Observation Forms. All children receive developmental screening within two months of program entry by using the Ages and Stages Questionnaires. It is our goal to identify those children who are in need of further evaluation and those who appear to be developing typically.

The Ages & Stages Questionnaire-3 (ASQ-3) and the Ages & Stages-Social Emotional (ASQ-SE) are screening tools that ask questions about your child’s overall and social emotional development, looking at how children are progressing in the developmental areas of communication, physical ability, social skills and problem-solving skills. These questionnaires are completed by you, the child’s parent/guardian, and can help identify your child’s strengths, as well as any areas where your child may need support. The screening should take about 10-20 minutes to answer questions about your child.

Your individual information is protected to ensure confidentiality. Information is entered on a web based database that is secure and password protected. Identifying information from the screening tool will be seen only by your child’s teacher or other staff your child is working directly with, who scores your screening and provides the results to you. General information about the ages and results of children’s screening scores are compiled at the Genesee Intermediate School District in order to better understand the strengths and challenges of the children living in Genesee County.

In addition, children over 2.5 years may be evaluated by using the PPVT (Peabody Picture Vocabulary Test). The PPVT is the leading measure of receptive vocabulary for Standard English and a screening test of verbal ability. This is just another tool used to screen a child’s development. We do not use assessment information for research purposes or any other purpose outside of the ECDC. Families will receive a copy of their child’s results and copies will be placed in the child’s confidential file.

As a means to compile the numerous observations taken of children on a daily basis, the Ounce Scale and Work Sampling System are utilized. These tools are practical and functional assessments that enable caregivers and families to record, understand, and evaluate young children’s development. It is important to the ECDC teaching staff to document, monitor, and evaluate children’s progress and accomplishments continuously from birth to six years of age. These tools assist teachers in program planning, design, and implementation.

All children have individualized plans to help guide their learning. Any child with an IEP or IESP is embraced and curriculum plans are modified to meet their special learning needs. Families are supported and expected to work with the staff to develop action plans as needed as the child transitions, grows, and becomes comfortable with the teachers and other children.

If the Center staff were to suspect that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner, and the family is provided with documentation and explanation for the concern, suggested next steps, and information about resources for assessment.

Assessment Fee Both the screening and assessment tools are inputted electronically. Results are supplied to the family in a timely manner, therefore an annual fee of \$25 is assessed per child.

Financial Policies and Procedures

Registration Fees When the ECDC calls a potential new family offering an open space, the parent/guardian will receive a pre-packet of information that must be completed prior to an Orientation. An orientation is scheduled when the family accepts a space. At orientation, the completed pre-packet must be returned and the family will pay the non-refundable registration fee (\$50.00/child, no more than \$100/family).

A \$25.00 per child student administration fee is due when re-registering for each year in order to secure your child's place for the fall semester. These fees to secure enrollment are NON-REFUNDABLE, even in cases where family circumstances may change.

Materials Fee There are many wonderful activities we do with the children at the ECDC that require consumable materials such as clay, paint, glue, paper, toothbrushes, toothpaste, cups, etc. We launder the children's cot sheets, bibs (and occasionally clothes), which also consumes resources. Each four month period (beginning of Fall, Winter, and Spring semester), a \$25 per child (no more than \$50/ family) materials fee is assessed. You will be notified at the time of enrollment when the first materials fee is due and then by a billing statement in your family mailbox or through email communication prior to each subsequent semester. Material fees that are not received in a timely manner are subject to late fees. The School Age Summer Program has a materials fee of \$25 for each child.

Contract for Service The contract for service is a document signed by the parent/guardian and the Director, noting the days and hours service will be provided and the cost of service on a weekly basis. Families can choose a minimum of two days a week up to a full week at a discounted rate. The fee is based per day and per age of the child with arrival time no later than 8:59 am.

A 30 day notice in writing and a \$25.00 fee to break the contract for service is required in the event that you need to withdraw your child prior to the end of a contract period. There are a few contract period options. The main contract period covers the entire fall and winter semesters. Then families have the option to continue service throughout the summer by signing a Spring/Summer contract. Families can also choose to attend just spring (May/June) or just summer (July/August). There is a \$25.00 cancellation fee for NOT enrolling the entire four months of summer. Families can also choose to take the summer months off and reserve their space for fall enrollment by paying the annual \$25.00 student administration fee and one week's tuition.

Reservations for fall enrollment must be accompanied by money down. The ECDC reserves the right to disenroll a family for not following proper procedures to ensure they have an enrollment space for fall. If you are an employee of UM-Flint, any balance due may be withdrawn from your paycheck. As a student of UM-Flint, understand that you will have a hold on your account which means that you will not be able to register for classes or acquire your transcript until all outstanding fees and charges due to the University's Early Childhood Development Center are paid.

Tuition The tuition payment is due each Monday and is based on the number of days for which your child is enrolled. No deductions are made for absence when the Center is open. Because staffing and other operational costs are incurred on the basis of enrollment, these costs must be assessed even when a child is temporarily absent. Tuition is due each week from the first week through the last week of the contract you have signed. Payments can be made by check, cashier's check, cash or money order. Many families are utilizing their on-line banking and have checks regularly mailed to the Center.

For families that have more than one child there is a 15% sibling discount on the oldest child provided they are not in the school age summer program.

REMEMBER: TUITION IS DUE ON MONDAY (OR THE FIRST DAY OF THE WEEK YOUR CHILD ATTENDS THE ECDC) FOR THAT WEEK.

Lump sum payments in advance are also welcome.

Late Payment Fee Accounts are considered delinquent on Monday the week after tuition was due. A late charge of \$20 may be assessed for each week the tuition is delinquent. For any account that reaches a

delinquent balance of more than \$500, the family will receive a written notice that the child cannot return to the program until at least half of the past-due amount is paid.

Non-Sufficient Funds Fee There will be a \$20 fee for a check returned for non-sufficient funds. It is the policy of the Cashier's Office on the campus of UM-Flint that families who have repetitive returns of insufficient funds will make their tuition payment by cash, money order or cashier's check. Personal checks will no longer be accepted. The Cashier's Office will notify you directly if checks are no longer accepted.

Early Drop-Off and Late Pick-Up Fees There are three instances in which the Early Drop-Off and/or Late Pick-Up Fee is assessed.

1. If children are dropped off prior to their scheduled arrival time
2. For families who do not pick up their child by their designated pick-up time

For the above two instances, the Early Drop-Off and Late Pick-Up Fee is assessed. This can be as high as \$30.00 per hour.

Any fraction of the 1st fifteen minutes: \$5.00

Any fraction of the 2nd fifteen minutes: \$5.00

Any fraction of the 3rd fifteen minutes: \$10.00

Any fraction of the 4th fifteen minutes: \$10.00

3. For children who are not picked up by 5:30 pm (closing time)

In the event you arrive after the closing time of 5:30 pm, the late fee is \$1.00/minute per child. This fee incurred is payable in CASH at the time you arrive to the staff members inconvenienced after closing time. There will always be two staff members staying late with any child. If you cannot make the 6:00 pm closing time, please make arrangements with someone to pick up your child or perhaps you can "hire" an ECDC staff member to help you before the 5:30 pm closing time. If arrangements are made with an ECDC employee, a waiver releasing the ECDC from liability will have to be signed. **If after 15 minutes (5:45 pm) and no one on the entire Emergency Contact list can be reached, then campus Public Safety along with Protective Services will be notified and your child could be put into their custody because of abandonment.**

The Early Childhood Development Center hires employees based on their education and expertise within a supervised and managed environment. Center management, therefore cannot be responsible or held liable if parents hire Center employees for privately arranged child care outside the scope of the Center operations and employment.

The Center is not budgeted for staff overtime and each classroom is staffed based on each family's Contract for Service. The ECDC Administration respects ECDC Employees' time, breaks, and schedules, therefore families are asked to respect the education and service provided to their children by being a responsible parent.

After three early drop-offs and/or late pick-ups within a six month period, charges will be assessed at a rate of \$15.00 for any fraction of a five minute interval. If you are going to be detained, please notify the Center immediately so that your child can be prepared for this change in scheduling and staff arrangements can be made. Early/Late fees will incur regardless of notification and all fees are out-of-pocket and will not be charged against other funding sources.

If there is a scheduling conflict, request a Schedule Change Request Form from the front desk to alleviate the problem beforehand, whether it is a one-time situation that you know in advance or a permanent change in schedule that needs to take place.

For families in the free Great Start Readiness Program arriving before the program's start time of 8:00 a.m. and/or after the end time of 5:00 p.m., an automatic \$6.00 will be assessed for an entire hour, whether the time is utilized or not.

Withdrawal Policy or Termination of Enrollment Sometimes there are reasons why a family decides to withdraw their child from our program. We hope that this decision is not made due to the program, as we

would like to work with a family if there are any situations that arise. If a family decides to withdraw their child for any reason during the year, a minimum of 30 days written notice must be provided to the Director. Tuition will continue to be assessed throughout this period. There is a \$25.00 cancellation fee per child due for breaking any contract before the end of the contract period. We will also request that the family complete an exit survey prior to leaving.

The ECDC may also terminate your child's enrollment under the following circumstances:

1. Non-payment for child care services and/or lack of adherence to tuition payment policies.
2. Parents falsify information on enrollment forms or otherwise knowingly falsify information.
3. Parents do not agree or do not follow and comply with the policies set forth in this Handbook.
4. Lack of parental cooperation with the Center's efforts to resolve differences and/or to meet the child's needs through family/staff meetings or conferences.
5. Inappropriate or abusive behavior and/or verbal abuse or threats by parents, relatives, guardians or other parties toward the Center staff, other parents or children.
6. Inability of parents to deal in a professional manner with Center personnel or other parents and children at the center.
7. The continued enrollment of the child poses a risk to the health and/or safety of other children, parents or center staff members or continued enrollment of the child constitutes an undue burden on the Center's resources.

Termination of Enrollment Procedures

Step 1: If appropriate given the circumstances, the Center Director will provide the Parents a verbal warning notifying them of the circumstance above that warrants termination and provide them an opportunity to correct the situation.

Step 2: If the parent fails to correct the situation in a timely manner or the circumstances warrant immediate termination, the Center Director will notify the Parents in writing, as well as provide the opportunity for a face-to-face meeting, that the child's enrollment will be terminated.

Under most circumstances the Center will provide two weeks written notice of enrollment termination. However, where the particular circumstances warrant, the Center reserves the right to terminate enrollment immediately with less than two weeks' notice.



Administrative Policies and Procedures

Children's Files Confidential files are kept on each child. The main file will contain the application, informational forms, emergency and release forms, signed parental consent forms, approved schedule change forms, child information record, health appraisal, and certificate of immunization and will remain at the front

desk. Only authorized personnel (Director, Head Teachers, and Administrative Assistants) are allowed to view these files. All files are locked each night at close down. Individual files are also kept locked and confidentially by the child's Teacher containing completed medication forms, incident reports, assessment forms, anecdotal reports, and other records that may assist the teacher in working effectively with the family. Children's files are retained for at least five years from the date of last enrollment. Parents are welcome to review the files with the Center staff by appointment.

Sign-In/Sign-Out Parents or family members are required by law to bring their children to their classrooms, to sign them in upon arrival, and to come into the Center to sign them out prior to departure. The only people other than a child's custodial parents/guardians who are authorized to take the child from the Center are those people designated in writing on the Child Information, Contact and Emergency Record. You may list as many people as you wish provided they are legal adults, 18 years or older. **PLEASE ENSURE THAT THE PERSON PICKING UP YOUR CHILD HAS AN I.D. WITH THEM.** Staff may ask for an ID at anytime and will ask if they do not know the person.

All families are required to have their child(ren) in their designated classroom by 8:59 am. We strongly urge you to set your watches/clocks to "Center" time so there will be no misunderstandings. As a visual, the doors to the hallway and classrooms will be closed in the event you arrive after 9:00 am as an indication that you are late. We then urge you to bring your child back at 11:30 am for lunch and the afternoon program. We understand that there are emergency situations that arise. We would appreciate a phone call letting us know that you are running late. A 3-strike policy has been instituted whereas a family arriving past 9:00 am will sign on a sheet documenting late arrivals per semester. Once 3-strikes/late arrivals have occurred, we will ask that you leave and return for lunch and the afternoon program at 11:30 am. Only exceptions to this policy would be for doctor appointments scheduled in advance with prior notification given to the full-time Teacher of the classroom or the front desk. Verification of the appointment may be necessary.

We have a sign-in/sign-out computer in our entryway and classroom sign-in sheets for the preschool classrooms. Each child is assigned an arbitrary five digit code number just for them, which must be used at drop-off and pick-up time. A Family Code can also be used by the person picking up your child in the absence of parent(s)/guardian(s). This is another method of security and a way of identifying the person authorized to pick-up. You should select a code name that is unique but easy to remember. The Family Code may be requested when telephone inquiries are made by family members.

The Early Childhood Development Center staff will not release children to a person who is visibly impaired due to a medical condition, alcohol consumption, substance abuse, prescription drugs or other causes. In the event the parent or legal guardian is impaired, the Director or a designated Teacher will call people listed on the Contact and Emergency Record.

The placements of children in a classroom are determined by age and developmental level. We want your child to be placed where his/her individual needs will be met and interests will be challenged. At opening and closing, children of similar age groups will be combined for brief periods each day. The continuity of care is important to your child's development so every effort is made to minimize disruptions in care.

Requirements of Persons Picking Up Children Upon enrollment, the parent(s)/legal guardian(s) indicate the names and contact information of those that may pick up the enrolled child. Only persons on this list are allowed to remove the child from the Center. The parent(s)/legal guardian(s) may add or take names from the list at any time provided they are legal adults, 18 years or older. Persons unknown to staff must show a valid picture ID. In case of emergencies, you can call the Center and let us know that someone other than a listed person can pick up your child, but it is preferred to have such names written and indicated in the file. Showing an ID will be required from a verbal request. Letting the designated adult know the "Family Code" also provides a means of security and for identification purposes. Persons who are excluded by court order from having contact with and/or picking up the child should also be indicated on enrollment paperwork. It is necessary to give a certified, signed copy of associated documents to the Director.

It is important that you or your designated pick-up person have an appropriate car seat for transporting your child, as we are mandated by the State to report suspected child abuse. Simply not using

an approved car in the backseat is reason enough to call protective services.

Role of the Family

At the University of Michigan-Flint's Early Childhood Development Center we strive to maintain and foster a sense of community among our staff and families. The families we serve come from a wide variety of backgrounds and we seek to embrace cultural differences. ECDC does not discriminate on the basis of race, color, creed, gender, religion, national origin, or any other prohibited by applicable law in the enrollment of students, hiring of staff, or in the administration of our program or policies.

Staff of the ECDC recognizes the vital role that families play in the school life of their children. Teachers and families work together to help children participate successfully in the program when professional values and practices differ from family values and practices. For this reason, families are considered integral to all phases of the program. We use the term family rather than parents, to identify the range of family structures in which children live. Whether family includes two parents, one parent, grandparent, foster parent, relatives, or any other combination, the child's family is valued. The Center is a living and learning laboratory where families, teachers, college faculty, and children work together cooperatively for the children's greatest possible gains.

Family Responsibilities Families are responsible for communicating with their child's teachers, and in helping to set goals and expectations for their child. Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication. It is the family's responsibility to keep their child's enrollment records current to reflect any significant changes as they occur; this includes telephone numbers, work location, emergency contacts, child's physician, child's health status, infant feeding plans, immunization record, family status, and other information relevant to the child's care. Verification of this information is required yearly prior to the fall semester.

Families must cooperate with the ECDC in carrying out all governmental laws, rules and regulations affecting the Center's operation. Speak to the Director regarding any questions or concerns. All smoking materials MUST be distinguished PRIOR to leaving your vehicle. The UM-Flint campus is proud to be smoke free. Turn your vehicle off prior to entering the center. It is also requested that you refrain from using your cell phone while in the Center. Your child deserves your undivided attention during drop-off and pick-up times. The teaching staff may also wish to speak to you during these times.

Every attempt is made to keep the ECDC website up to date. You are encouraged to check the website on a regular basis at www.umflint.edu/ecdc. Communication from the classroom comes in the form of weekly Family News via email, Projection Plans of activities planned for children, and Learning Stories that make the children's learning visible. The '**Community News**' bulletin board, which is just past the Administrative Assistant's desk as you walk down the hallway toward the classrooms, displays the current Learning Story from each classroom. Also located in this area is various resource information available for you to take and utilize.

Family Participation Whether a parent, grandparent, guardian, or any other significant adult in a child's life, you are welcome, needed, and valued as an essential part of your child's education. Adult family members can volunteer and observe at any time. The ECDC welcomes participation and involvement by the child's family. Some examples of ways to become involved include: serving as a resource person within the classroom, sharing diverse ethnic practices, chaperoning field trips, reading to children, dictating stories that children tell, assisting staff with projects within the Center, and volunteering your help with a special skill you may have. Adults may also visit the ECDC and eat lunch with their child. Family members who want to volunteer on a regular basis must obtain a Tuberculosis Test, Suspected Child Abuse Clearance, and a Criminal Record Check in order to work with a population of children. In addition as a parent volunteer you will never be left alone with a child other than your own.

We encourage family members to join us for lunch any day of the week but request that advance notice be given so that an adequate amount of food is on hand and served to the classroom. The cost for adult lunch is \$3.00, which is paid at the time of your notification. Check the menu to see what looks good to

you! Menus are posted in each classroom, the kitchen, and the ones on the hallway door near the front desk are available for you to take so that you know what is offered throughout a two week period.

Family Conferences Conferences are typically scheduled during November and April of each year to discuss children's developmental progress. Each classroom will have its own sign-up for conferences. Conferences may be arranged at any time during the year by staff or by the family, as the need arises. In addition, parents are encouraged to talk with their child's teacher briefly at drop-off or pick-up times. These encounters should be brief because the child's teacher has the primary responsibility to care for and educate the children. If a greater length of time is needed than is allowed at drop-off or pick-up, please feel free to call the Center and leave a message for the teacher to schedule a conference, or simply email your child's teachers. Their email addresses can be found at the end of this Handbook.

Center-Wide and Classroom Communication Staff members seek the opportunity to communicate with family members on an ongoing basis to learn about children's individual needs and ensure a smooth transition between home and school. Teachers want to gain information about the ways families define their own race, religion, home language, culture, and family structure. Teachers frequently converse with families about childrearing practices and want to share specific ideas for promoting children's healthy development and learning. Within each classroom there will be a verbal and/or written system established for sharing day-to-day happenings. We use technology on a regular basis to communicate with our families. This may be through emails (sometimes with digital photos), documentation boards in the classrooms and hallway, Facebook, Shutterfly, Google Calendar, and other methods we may come across. Parents will also be informed about issues concerning children and families through periodic memos, the Observation Rooms, the Community News bulletin board and Resource area, and regular Family Meetings.

Each family has been assigned a mailbox in the entryway or older preschool classrooms based on the child's family name. We strongly encourage you to check this mailbox daily for pertinent information. Your child's cubby will contain the work that your child has accomplished. Your child's work is often revisited day after day until he/she is completely satisfied with the end result. Regular art displays of the children's work occur at the Flint Public Library, University Center's Art Gallery, 4th floor French Hall and in the William S. White Building.

Webcams provide live feed viewing opportunities of your child in the classroom anywhere in the world by accessing the webcam link through the ECDC website; www.umflint.edu/ecdc. Passwords are provided to enrolled families only and are changed at the beginning of every semester; September, January and May for security purposes. The ECDC is proud to be a transparent program but urges family members to view awhile before picking up the phone to call about a concern when it is usually handled in a timely fashion.



Family Meetings We typically have monthly family meetings during the regular school year. These are open to all of the families we serve. If you have agenda items that you would like to discuss at an upcoming meeting, please tell the Administrative Assistant, or email the Director at least one week prior. Meetings are announced in advance and scheduled late in the afternoon for families to participate prior to picking up their child. The ECDC will provide free child care during the meeting (even if it is a time your child doesn't regularly attend). Parental ideas and family involvement are an important part of a successful partnership between home and school.

Family Advisory Group A group of parents will be organized to serve in an advisory capacity to the ECDC. This is a voluntary group that will meet on a scheduled basis to discuss a variety of topics offered by the Director or group members. Other tasks may include information gathering from other families, and helping with coordination and coordinating activities within the ECDC. If you are interested in representing your child's classroom, please speak to the Director.

Needs of the Child

Building Relationships Teachers are sensitive to family concerns and reassure family members who are concerned about leaving children in non-family care. The teaching staff fosters children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection. Teachers will express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles. They will strive to be consistent and predictable in their physical and emotional care of all children.

Demand Schedule The Center is required by law to feed any child who is hungry and to allow a tired child to sleep. Center staff will cooperate fully with parents in efforts to establish a regular schedule for eating and sleeping. Quiet/rest time will be a part of the daily routine. All children under 12 months use cribs to sleep in while the other children have cots designated just for them.

Infants Parents of infants (under 12 months) must provide wipes and at least eight diapers per day (full-time), labeled with child's name. Whole packages of diapers and wipes can be supplied and stored in the classroom. IT IS THE PARENT'S RESPONSIBILITY TO KEEP AN ADEQUATE SUPPLY OF DIAPERS ON HAND AT ALL TIMES. A fee will be assessed if your child runs out of diapers or wipes and the Center has to provide them.

To reduce the risk of Sudden Infant Death Syndrome (SIDS) infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm mattress. Nothing is in the crib but the baby. In order for an infant to sleep in a car seat or use an incline in a crib, there must be written consent by a medical professional. Infants will be assigned a crib for their exclusive use on any given day that they attend. After being placed down for sleep on their backs, infants may assume any comfortable sleep position they can maneuver.

Sleeping infants have sides of cribs checked to ensure they are up and locked. All teachers are aware of and position themselves so they can hear and see any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake. Teaching staff supervise infants and toddlers/twos by sight and sound at all times.

Adequate changes of clothes are also necessary to ensure your child's comfort throughout the day. If your child utilizes a pacifier, be sure to have one available each day they attend or leave one at the center in the child's designated cubby. The Center will provide crib sheets, bibs, spit up rags and washcloths as needed since a washer and dryer unit are available in the classroom.

Toddlers Parents are asked to bring a pillow, child-sized blanket and/or large beach towel to cover up with at nap/rest time. Parents are expected to launder their child's cot covering once a week (Fridays), or

more frequently if necessary (soiled).

At least five diapers/pull-ups and wipes must be provided by the family each day (full-time). IT IS THE PARENT'S RESPONSIBILITY TO KEEP AN ADEQUATE SUPPLY OF DIAPERS/PULL-UPS ON HAND AT ALL TIMES.

Two full changes of clothing (shirt, pants, and socks) are also necessary. This is especially needed for children that are potty training, as well as for times when clothing gets messy. Several pants and training underwear are required when toilet training. It is recommended to use rubber pants over top of the training underwear to help prevent leakage to the pants.

Children who have special security objects may bring them to school. These objects will be stored in the child's cubby, but the child will be able to get the object in times of need.

Preschoolers Parents are asked to bring a pillow, child-sized blanket and/or large beach towel to cover up with at nap/rest time. Parents are expected to launder their child's cot covering once a week (Fridays), or more frequently if necessary (accidents or illness).

A full change of clothing (shirt, pants, underwear, and socks) is necessary as children sometimes have accidents and there are times when clothing gets messy.

Children who have special security objects may bring them to school. These objects will be stored in the child's cubby, but the child will be able to get the object in times of need.

School Agers A full change of clothing (shirt, pants, underwear, and socks) is necessary for times when clothing gets messy.

The Early Childhood Development Center integrates kindergarten children within the preschool program provided there are openings throughout the academic year. Transportation to and from another school is the sole responsibility of the family.

The ECDC also provides a summer program for school agers who have finished kindergarten through 5th grade or until the age of 12 whichever comes first. Inquire yearly for the plans to engage these elementary children. In addition, the ECDC provides care throughout the school year on no school days. Advance notification is required and payment is expected on the day the child attends.

Personal Belongings Children/families are requested to leave food, gum, candy, money, and all technology items or other valuables at home. Never leave items of value in the child's cubby or diaper bag. Please discourage your child from bringing toys or other "prized" possessions to the Center except on special occasions deemed appropriate by the teaching staff. Such highly valued items are often difficult to keep up with and very hard to share. An inappropriate social goal for early childhood is the sharing of equipment and materials as a part of the learning experience. We focus more on turn-taking instead.

It is understood that many young children do have an object of special attachment, such as a blanket or stuffed toy, that helps to ease the transition from home to school and that a child might not be ready to share. These items will be kept in the children's cubbies, but are available to comfort in times of need. Teachers will help other children to understand and respect such feelings.

Staff will do its best to keep up with children's belongings but cannot accept responsibility for the loss or damage of personal possessions. Labeling all personal belongings helps us to avoid loss.

Clothing Children's clothing should be comfortable and easy for them to manage. Children will engage in messy and active play inside and out. Therefore, play clothes that can be easily laundered are encouraged. Children should wear sturdy shoes with non-slip soles to help prevent falling from climbing equipment. Open toe shoes and hard heeled boots are strongly discouraged. In the winter, shoes and/or slippers are requested in addition to boots so that the classroom remains clean and dry. Parents are asked to provide a change of clothes in a labeled plastic bag that be used in case of emergencies. All articles of clothing should be clearly marked with the child's name to prevent loss.

Children should be adequately dressed for outdoor play according to the season and the weather. Expect the children to go out daily unless it is raining and/or too cold. Warm jackets with a hood, snow pants, boots, hats and mittens, and a pair of shoes to wear indoors are needed in cold weather. Children will

wear clothing that is dry and layered whenever possible for warmth in cold weather. For all age groups including infants, we go outside unless it is unusually cold or hot. We may go outside for a very short time, but we **do** go outside each day. We will dress your child with all the clothing you provide. Label all items with the child's name to prevent loss. If a child is not well enough to go outside, please keep him or her at home. Exclusions from outdoor activities can **only** occur by written consent from a doctor.

In the summer, children can bring a swimsuit, towel, sunscreen, water shoes and summer clothes to wear outside when it is warm enough. We do a variety of fun water activities including the use of sprinklers. Opportunities to play in the shade will be provided. Permission to apply sunscreen occurs at orientation and yearly and will be applied provided it is supplied by the family.

Active Exploration In order for children to engage in the variety of materials that are art and sensory related (paint, clay, shaving cream, water), they are NOT required to wear smocks. However, consideration is given so the child is not getting thoroughly messy unnecessarily. Families are encouraged to have their child wear 'play' clothes and/or bring clothes that their child can be changed into. We do encourage donations of button-down style shirts that children can wear backwards over top of their outfit, which can then be easily laundered.



Celebrating Birthdays If you would like to celebrate your child's birthday, please plan this in advance with your child's Teacher. If you DO NOT want your child's birthday to be celebrated at school, PLEASE LET THE TEACHER KNOW IN ADVANCE. Each classroom usually has their own protocol of how they celebrate (making hats, creating a class book with pages by each child, special privileges, etc.)

Bringing Food Products Cake, ice cream, etc. are NOT allowed, but you can bring a nutritious snack (crackers, cheese, fresh fruit, etc.) and drink to share. All food that comes from home for sharing among other children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Although it is not 'traditional' birthday food, it can be something that your child chooses and really likes. This makes the day so much more personal. The best time to celebrate birthdays, if food is involved, is during afternoon snack.

Birthday Book Program Reading to children is one of the most important indicators of their later school success. For your child's birthday, you can bring a book to donate to your child's classroom. This will be celebrated on your child's special day as his/her special gift to the Center. The book will be read and highlighted. After this, the book will be available on the class bookshelf, as a memento of your child's special day. Inside the cover, you can write a special note, record your child's reason for choosing that book, or anything else you would like. If you want ideas for the type of book to donate, you can talk to your child's teacher, the Director, a children's librarian, or someone in a bookstore that deals with children's books. **Please note: The book DOES NOT have to be purchased, it can DEFINITELY be handmade. Making a book with your child is a wonderful, interactive activity.**

Celebrating Holidays The ECDC recognizes that we live in a pluralistic society where each family recognizes holy days, holidays, and celebrations in a very individualized way. However, the purpose of the ECDC is not to provide these values to children enrolled in the program, rather we want to recognize holidays that are specific to the families enrolled in our center. We feel that bringing families' cultural beliefs into our program is very important, and we would like each family to share their traditions, customs, and heritages within our community in meaningful ways to help bridge the understanding for children to be more diverse in their views of society. Therefore, we want to know if there are any particular activities done at home that can help assist your child in adapting to the ECDC environment. For example, if your family primarily eats foods with their hands, we can familiarize your child with silverware we use at meal times. Some families feed their children while others teach their children to self-feed early. In other cases some children are toilet trained at 1.5 years while others wait until 2-3 years old. Such differences reflect unique traditions, customs, and backgrounds. If there are any holidays, traditions, or customs you would like to share with your ECDC community, we would enjoy having some decorations, clothing, books, music, art and even foods brought in for our children to experience and learn from. In addition, we want to know your individual styles of raising your child, so we can establish the bond and connection needed to help foster the growth of your child together.

Holidays can be very stressful. This may be due to financial costs, feelings of separation from extended family, custody issues, or a variety of other causes. The ECDC will maintain the same/similar schedules during holiday times to provide children with a sense of stability and comfort. Holidays are not ignored, but they are not initiated by the staff. Celebrations can occur for things such as birthdays (discussed above), family advisory board recommendations, or for general things such as the Month of the Young Child (April), Fall Celebration (Sept.-Oct.), Spring Celebration (March), Year End (June). Your involvement and support for any celebration will heighten the learning experience for each child and teacher alike.

Field Trips Written authorization is required for a child to participate in field trips, other than campus walking outings near the Center. Sufficient notification will be given in advance in the event of a scheduled field trip along with any cost and/or items needed. Plus, you will be invited to come along! Field trips add to classroom education by relating life activities to learning experiences.

Every outing away from the Center each classroom has a backpack that contains a binder with all of the emergency contact information for families. Each backpack also contains a first aid kit along with other supplies to help with wait times. This backpack along with a 2-way radio accompanies the class every time they leave the confines of the classroom. The walkie-talkie can be turned to channel 3 to immediately contact Public Safety on campus or used to contact the front desk or other staff for assistance. Head Teachers are also required to have a cell phone placed on vibrate on them at all times for emergency purposes only.

MTA and First Class Transportation are our current connections for large bus transportation. Services are contracted with either of these companies and all pertinent arrangements for a safe trip are made.

Swimming at the YMCA has become a weekly event with the Preschool Program. Prior to each semester, a permission note will be issued for the entire semester granting your approval. The weekly fee to go swimming will only be put on your account the weeks that your child attends. Families are asked to have their child dressed in their bathing suit prior to arrival on swimming day. Underclothes should be placed in a labeled Ziploc bag so the wet swimming suit can get home safely. The YMCA's insurance carrier requires that all children wear a "coast guard approved" life jacket. There is a limited supply at the pool and the ECDC has also acquired some too, therefore you are encouraged to supply your own and/or donate one to the ECDC so we have a large enough supply for all the children to swim at once. The kind with a strap that goes between the legs is preferred.

Health and Safety Policies and Procedures

Families sign a 'Product Usage' form at the time of enrollment authorizing the use of hand sanitizer when soap and water is not readily available and antibiotic ointment (Neosporin). Other items in our first aid kit that may come in contact with your child consist of hydrogen peroxide, antiseptic towelettes and burn ointment. Minor injuries are carefully evaluated and typically soap and water along with a band aid is all that is needed. Topical nonprescription medication, including, but not limited to sunscreen and insect repellent, requires written parental authorization annually and will also be included on the 'Product Usage' form.

Injury and Emergency Medical Care A minor injury to a child will be treated at the discretion of the teacher. An adequate supply of first aid materials will be stored at the Center. When an injury occurs, the teacher will complete an Incident Report. The Incident Report will be signed by appropriate parties and a copy will be given to the familiar person who picks the child up at the end of the day.

In the event of a more serious injury, the teacher will render emergency first aid, and another teacher will inform the parent by telephone using the child information on file at the Early Childhood Development Center. The parent may be asked to come to the Center to transport the child to a physician's office or a medical facility. If neither parent can be contacted, the person designated by the parent on the Contact and Emergency Record will be requested to fulfill this parental role.

If immediate and urgent medical treatment is required, the Center will call 911 dispatching an ambulance, if necessary. Family Agreement forms authorize the Center and/or its designated employee(s) to secure and authorize any medical attention, treatment and services as may be necessary for a child whose parents cannot be immediately contacted. Any qualified person providing such required medical attention, treatment, or services may accept such written consent as if given by the parent in person. The child's main file will be sent with the person accompanying a child to a medical facility.

The parent further agrees to assume responsibility for payment of medical costs incurred. However, the Early Childhood Development Center carries accident insurance for each child enrolled.

Illness Parents are asked to notify the Center if their child is absent for any reason. If a child develops a contagious disease (ex: pink eye, RSV, strep throat, ring worm, chicken pox), parents of all children exposed to the disease will be notified via written notice and email. A child who has had an illness should not return to school until released by the physician and is able to participate in the program as usual.

A child showing symptoms of illness while at the Center will be isolated until he or she can be taken home. Fevers are general indicators of illness. A child who has a 99.4 degree Fahrenheit temperature under the arm is suspect to go home. Parents or their designees are expected to pick up the child within one hour of the time they are contacted. If the child is sent home from the Center ill, a physician's note authorizing the child's return to group care may be requested, depending on circumstances. Children are also expected to be fever free for 24 hours, without fever reducing medication, before returning back to the Center. This measure is necessary in order to comply with state law and curtail the spread of infection. The Center reserves the right to refuse care due to illness and from suspicious rashes.

Health Regulations Children should be kept home from school if: their illness prevents them from participating comfortably in activities; the illness requires greater care than teachers can provide; or the illness is known to be contagious. Fever, unusual lethargy, persistent crying, difficulty breathing, and other signs of severe illness are reasons for exclusion.

In addition, the American Academy of Pediatrics recommends that children be excluded from child care for the following reasons:

- diarrhea and/or vomiting (two or more times in the previous 24 hours)
- infectious mouth sores
- rash with fever and behavior change
- pink or red conjunctivitis with white or yellow discharge

ring worm (return 24 hours after treatment and keep covered)
infectious tuberculosis
hand, foot and mouth {CSV virus} (return after blisters have disappeared)
strep throat (return 24 hours after treatment is initiated & when the child is fever free)
head lice (may return the morning after first treatment – continue to monitor daily)
scabies (may return after final treatment)
pertussis (may return after five days of appropriate antibiotic treatment)
chicken pox (sixth day after onset of rash or when lesions have dried and crusted)
mumps (may return nine days after onset of parotid gland swelling)
hepatitis A virus (may return one week after illness and jaundice have disappeared)

THIS IS NOT AN EXHAUSTIVE LIST. Parents are advised to use their best judgment. A child should remain at home if he or she is infectious and until he or she is free of fever for 24 hours after an illness. Certain medications, such as antibiotics, must be given for 24 hours prior to the child's return. UM-Flint ECDC reserves the right to refuse care to any child who exhibits a rash or blisters thought to be contagious regardless of doctor's indication.

¹Reference: Rathley, M. (1995). Universal precautions in early intervention and child care. In J.A. Blackman (Ed.), Medical Aspects of Early Intervention (pp. 67-81). Gaithersburg, MD: Aspen

Each child must have the series of immunizations recommended by the child's physician in compliance with Michigan law. A 'certificate of immunization' is required by the first date of attendance and after each set of shots. If there are any variances from the recommended immunization schedule, the Health Department is the only agency to obtain a waiver for enrollment. A Michigan 'health appraisal' (physical) is required within 30 days of the child's first date of attendance. For children under 2.5 years of age, it must not be older than three months. For children 2.5 years to school age, it must be less than a year old. For school age children, parents must provide a signed statement that the child is in good health. Health Appraisals (wellness checks) are required to be updated on a yearly basis.

Medication Policy If a child should require medication while in our care, staff can administer the medication if the following conditions are met:

1. The parent completes a medication form requesting that the full-time Teacher administers the medication. (These are available from the front desk. You can get blank copies to keep with you.)
2. Children on an antibiotic must receive 24 hours of the medication PRIOR to bringing the child back to school. The first dose of a new prescription must be given at home by the parent.
3. The prescription drug in the original container, clearly labeled by a pharmacy with a current date, physician's name, child's name, and name and strength of the medication, and directions for administering shall be provided. Ask for an additional labeled bottle from the pharmacy so medicine can be left at the Center.
4. Medications will only be administered according to the directions on the label. The medication will be stored in a locked, childproof container and/or in a refrigerator of the Sick Care Room, which is inaccessible to children.
5. Repeated prescription medicine must not be expired.

Over-the-Counter Medications The ECDC can only administer over-the-counter medication with a Doctor's note indicating name of medicine, why the medication is needed, when the medication is needed (ex: bee sting), dosage, frequency of dosage, for how long (days) the medicine should be given, child's name and birth date. Over-the-counter medications are subject to the same rules listed above. Please bring in a new, unopened container if the ECDC is administering over-the-counter medication.

DO NOT put medication of any sort in your child's cubby or leave in diaper bag or backpack. This includes: sunscreen, diaper cream, Tylenol, ora-jel, or ANY type of topical or oral medications/creams. Children have access to their cubbies during the day, and it is VERY dangerous to have these medications in

the classroom. Medicine discovered will be locked in the Sick Care Room until retrieved by an adult.

Playground/Physical Environments

In keeping with our desire to create a safe, healthy, and nurturing environment for your child, the outdoor physical space exceeds State and Federal guidelines for environmental, physical, and health standards. At the William S. White building there are two outdoor play areas that have been carefully designed. There is constant supervision and monitoring to assure the well being of children and adults. Written safety checks are done periodically on both playgrounds.

The Children's Garden offers a sandbox, cement trails for bike riding (helmets are required), and gardening experiences. Children are supervised and monitored while walking to the preschool/school-age playground. Outdoor learning opportunities are valuable to a child's education. Therefore, an Outdoor Classroom and raised planting beds are on the large playground for the children's benefit.



Food/Meals Policy

In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity. (Not all prohibited bases apply to all programs.)

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible State or local Agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information is available in languages other than English.

To file a complaint alleging discrimination, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.

Submit your completed form or letter to USDA by:

mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410

fax: (202) 690-7442; or

email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Children should not bring food to the Center except by prior arrangement with the child's teacher. This should be limited to special celebrations such as birthdays, and must always be approved by the full-time Teacher, in conjunction with the Director.

Food Service Lunches are catered in from GCCARD (Genesee County Community Action Resource Department) meeting guidelines of USDA and Child and Adult Care Food Program (CACFP) guidelines. The menu takes into consideration those children younger than four years old are NOT served: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

Food is portioned into bowls for each classroom and cut into pieces no larger than ¼ inch for infants and ½ inch square for toddlers/twos, according to each child's chewing and swallowing capability. The teaching staff in each classroom will ensure that food is cut into this size prior to placing serving containers on the table for consumption.

Depending on the age of the children and their schedule, they will be served breakfast (around 8:00 or 8:30 a.m.), a morning snack about 10:00 a.m., a nutritious mid-day meal (11:45 a.m. to 12:15 p.m.), and an afternoon snack (3:00 to 3:30 p.m.). Each meal/snack includes a family-style food service where everyone is seated together. Food substitutions cannot be made for individual children except for documented medical or religious reasons or if the child is a documented vegetarian. For all infants, toddlers, and children with disabilities or who have special feeding needs, program staff documents the type and quantity of food a child consumes to provide families. Two week menus are posted in advance on the door as you enter the hallway to the classrooms (near the "Community News" bulletin board), on your child's classroom door, in the kitchen and also on the ECDC website www.umflint.edu/ecdc. Families may refer to these at anytime or take one for home.

Substitutions **MEDICAL**: A form is available at the front desk that must be completed by your child's Doctor, indicating the food/foods that cannot be consumed as well as adequate substitutions. This form is MANDATORY by the child's first day of attendance, as substitutions cannot be made without it. You are also asked to sign this form giving consent to post food allergies in visible areas of the program.

Foods and beverages brought from home for medical reasons must meet the USDA's CACFP food guidelines and be labeled with the child's name/ate. Food requiring refrigeration will stay cold until served.

RELIGIOUS: If your child does not eat certain foods/drinks listed on our menus due to religious reasons, please fill out the appropriate form indicating your child's name and birth date and the foods/drinks that your child may not have. Please indicate that this is due to religious reasons and not just for personal preferences and give consent to post restricted foods in visible areas of the program. Appropriate substitutions will be made (ex: If a child cannot have pork, then another protein will be served, such as yogurt, cheese or another meat.) This is MANDATORY by the child's first day of attendance, as substitutions cannot be made without it. If the correct components are not provided by the family, then the Center is required to offer the child the food groups that are missing.

Family Style Meals The ECDC practices 'family style' meal service. For children toddler age on, children help serve themselves food (with teacher assistance) and take turns with routines like setting the table. Not only do children become very proficient at these tasks, it helps with their sense of independence and feeling of self-worth. Open cups and pouring milk opportunities are introduced very early with the toddlers and they quickly become skilled at not having a sippy cup.

Infants Since we are a part of the USDA Child and Adult Care Food Program, we provide meals and snacks to all children we serve, including infants, so that we do not discriminate on the basis of age. The Infant Room Staff will work with families to ensure that the food is based on the child's individual nutritional needs and developmental stage and what the meal-pattern looks like for children ages 0-3 months, 4-7

months and 8-11 months. When children reach 1 year of age, they are a part of the regular menu/meal pattern requirement of the other children at the ECDC. Parents of infants can choose to breastfeed, bring their own formula/baby food/etc. if they would like.

Please talk to the Infant Room Teacher about specifics and changes as your infant grows. All bottles must be identified with the child's name and current date. If baby food is provided by the parent, all jars/baby cereal shall be labeled with the child's name and date. No previously opened jars shall be accepted by the Center. All opened jars will be sent home or discarded at the end of the day.

Emergency Policies and Procedures

Severe Weather Plan The ECDC staff, in cooperation with the University of Michigan-Flint Department of Public Safety and Environment Health and Safety, has developed a plan for use in emergency weather conditions. The Early Childhood Development Center will continue usual indoor activities during "watch" and "severe thunderstorm warning" conditions. Should a "tornado warning" go into effect; children and staff from the ECDC will go to secure spaces on the 1st floor of the William S. White Building; the Mott Foundation Room and Tuscola Room. The children occupying Cascata and Cielo Classrooms (1155/1156 WSW) will exit their classroom and proceed left around the hallway to the Tuscola Room. All other occupants of ECDC will quickly and safely make their way to the Mott Foundation Room making sure to take emergency backpacks and walkie talkies while Head Teachers put on emergency vests from their backpacks. If the weather situation does not allow the ECDC occupants to get to the secure spaces, shelter will be taken in the kitchen, Director's Office and Sick Care Room within the ECDC. Cascata and Cielo will utilize Mott Foundation Room. Families are advised to remain at work until the warning is lifted. If parents are in transit or already at the Center, they must stay in the shelter areas until the 'all clear' signal is given by Public Safety. Severe Weather drills will be performed at least twice during the months of May-September.

Fire Drill/Evacuation A fire evacuation plan has been developed in cooperation with the University of Michigan-Flint Department of Public Safety and Environment Health and Safety. In case of fire or another need to evacuate the building, teachers will remove children from the building as quickly and as safely as possible. Occupants of the main ECDC will exit their classroom doors to the Children's Garden and advance toward the playground gate and prepare to exit. The group will assemble outside the Children's Garden near the pine trees and off of Harrison Street while the occupants of 1155/1156 (Cascata and Cielo) will exit the building via the quickest and safest route pending their current location, which will typically be the front entrance of the William S. White Building and make their way to the same location, outside Children's Garden near Pine Trees and Harrison Street.

Meanwhile all Head Teachers will put on their emergency vests as a decision is happening via the ECDC Person in Charge and Public Safety via the All Hazard Channel 3 of the radio to confirm whether or not children need to be evacuated across Harrison Street or stay put and wait for reentry back into William S. White. In the event of fire, our meeting place is the ballroom of the Northbank Center, across from the ECDC, between Harrison and Saginaw Streets. ECDC staff will wait for UM-Flint Public Safety officer(s) to arrive and assist with stopping traffic before allowing children to cross Harrison Street, unless mitigating circumstances exist. Children will not be released from this location but rather safely transported to the Recreation Center Activity Room via the campus shuttle bus where parents/guardians will be called to pick up their child(ren).

It is the responsibility of the teaching staff to have each child's Emergency Contact information with them which is in a classroom specific backpack with a first aid kit and general supplies. In addition each classroom must take their walkie talkie. Fire extinguishers are strategically located in the hallways outside the classroom doors. The building is equipped with a fire alarm system and smoke detectors. Sprinkler systems are installed in each classroom. Fire drills are scheduled monthly, and each restroom and play area is checked to ensure total clearing of the building.

Emergency Lock Down Procedure In the event of eminent danger due to unforeseen circumstances, individual ECDC classroom doors will be locked by the teaching staff as the children are ushered into the

classroom bathroom area with the children's emergency contact information and walkie talkie. The preschool classrooms (Cascata and Cielo) in 1155/1156 WSW will take the children across the hall to the Mott Foundation Room making sure the door is locked from the outside provided the hallway is safe. The children will be encouraged to be quiet as the teachers sing quiet songs and read books.

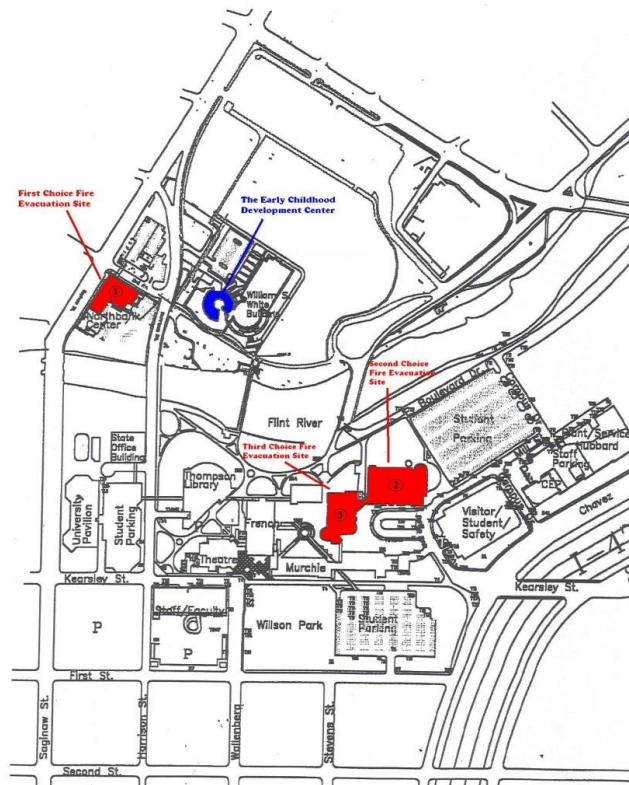
To activate the need or a drill of a Lock Down, the walkie talkie system will be utilized to instruct staff to "secure their classrooms". The Head Teacher of each classroom will respond back in classroom age order (Nido to Cielo) "classroom secure". Classrooms will be notified when normal operations can resume. Lockdown procedure drills will be performed quarterly in conjunction with the University of Michigan-Flint Department of Public Safety and Environment Health and Safety.

Emergency Plan/Evacuation Plan In case of loss of water, power, heat in cold weather, air conditioning in hot weather, or extreme weather, parents will be notified by phone or by local radio or television stations that the Center will be closed and that they must pick up their children. In the event of an emergency requiring evacuation from the immediate area of the Center, necessary action will be organized by the Director or person in charge. Depending upon the nature of the evacuation, teachers, staff, and children from the ECDC will be at one of the following locations with the intent to be at the Recreation Center Activity Room for family pick up:

1. The Ballroom of the Northbank Center
2. The Recreation Center Activity Room
3. The University Center (UCEN)

Please use the following map to locate these buildings. If time permits, a message will be left on the voice mail of the ECDC (810) 424-5214 to indicate which meeting place you may pick up your child. If time does not permit, parents/guardians should contact UM-Flint Safety at (810) 762-3335 or 311 if you are on campus for more information.

Map of UM-Flint Campus



Snow Days/Inclement Weather In the event of inclement weather, the ECDC will follow the University's decision regarding closing. Instructions will be announced to families and staff on the local radio and television stations. Typically, the University makes this decision by 6 a.m. In the event that the weather becomes severe and the University makes the decision to close after children have been dropped off at the Center, attempts will be made to notify parents by phone. No additional children can be dropped off in this case. Your child will be well cared for in the event the weather has prohibited you from a timely pick-up.

Observation, Research and Instruction

As a teaching and research facility for the University of Michigan-Flint, the ECDC strives to incorporate teaching and research components into the developmentally appropriate curriculum for children. While these types of efforts may be unfamiliar to many families, steps are in place to assure that families are informed of practices related to these activities and can have their questions answered accordingly. All questions will be addressed by the Director.

Observation Each classroom can be observed through the use of the observation rooms or directly within the classroom for 1155/56 WSW. Families are always welcome in the classroom as well as in the observation rooms. Many students will be observing children's activities as part of the classes they are taking. This is not data being collected for research; it is simply a learning tool. Information that students learn from observing will help them to become better practitioners in their field of study. Everyone, except children's immediate families, must have prior authorization from the Director to come and observe.

To protect your child's confidentiality, things with your child's name on it (cubbies, for example) will only include their first name and last initial if needed. Documents using first and last names (ex: meal attendance, incident reports) are not visible to observers. Children's names, if heard, are changed prior to turning in assignments. Anything observed cannot be published or used in other ways besides classroom assignments.

Each classroom has a video camera wired to the internet installed in the room. This allows family members to view activities in the classroom throughout the day. Access to the web cameras is easily accessible through the ECDC website at www.umflint.edu/ecdc. Passwords are necessary and only available to families of enrolled children. Passwords are changed at the beginning of each semester, January, May and September.

Research Part of our mission is to support scientific research in areas including, but not limited to child development, education, family relations, psychology, curriculum, nursing, occupational therapy, and physical therapy. Scientific research contributes to the body of knowledge describing how children develop, effective practices in working with young children, family dynamics, and the development of social behavior in children.

The Director will be working with researchers to determine that potential research will not harm any child. You, as the parent or guardian, will always determine if your child will participate in a research study. Consent forms must be signed for any research study.

Before any research project is conducted at the ECDC, it must be reviewed and approved by the Director and by UM-Flint's Human Subjects Committee. This ensures that only studies that do not compromise the safety and integrity of children and family members are conducted at the ECDC. Data from research are strictly confidential. In most cases, code numbers are used instead of names of children and families.

Families are encouraged to participate in research projects if asked, but participation is optional. Any questions or concerns about a research project should be discussed with the Director. Research projects could include interviews, observation (in the classroom), videotaping parents or children, or asking parents or teachers to complete questionnaires. Each project is very individual and will be explained to parents/guardians before being conducted. No child or family is required to participate, and your relationship with the ECDC will not be compromised by a decision not to participate.

Instruction College students can learn about the development and education of young children by observing and interacting with children at the Early Childhood Development Center. Students who plan careers in which they will work directly with families or children can translate what they have learned in the university classroom to planning, implementing, and evaluating programs for children. It is the role of the ECDC teaching staff to provide college students with a model program and guidance in their interactions with children and parents. Full-time Teachers and Faculty involved with the Center also serve as professional models for students by being involved in professional development, such as participating in professional organizations, attending local, regional and national meetings, and keeping current on research in their field. Photographs and videotapes are made of the children enrolled in the Early Childhood Development Center by Center staff for use in the program. These are generally used for instructional purposes, but can be used for print or news media, or on the ECDC and classroom specific websites.

Miscellaneous Policies and Procedures

Child Abuse and Neglect Reporting Requirement The staff of the ECDC is mandated by law to report any suspected child abuse, neglect, exploitation or deprivation to Children's Protective Services. A report can also be filed if a child is not transported in an approved car seat in the rear of your vehicle.

Conscious Discipline is a whole-school solution for social-emotional learning, discipline and self-regulation. It utilizes everyday events rather than an external curriculum, and addresses the adult's emotional intelligence as well as the child's. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. With Conscious Discipline, our entire school culture becomes a safe haven of cooperation, constructive problem solving and academic success that encourages self-control, self-direction, and self-esteem.

Conscious Discipline is evidence-based and focuses on building relationships for classroom management. Adults and children are encouraged to build connections, and connections govern our behavior. The classroom culture becomes one that centers around a sense of community in which all members are valuable and important. Conflict is not viewed as a disruption that must be stopped or removed from the classroom. In reality, vital life skills can be taught during conflict moments. These moments give teachers an opportunity to teach the missing skills so that children can become active participants in solving their own problems.

Conscious Discipline does not condone or dismiss violence. We teach self-regulation skills that help children recognize and manage strong emotions rather than act them out inappropriately. We teach that consequences happen all the time. You may already be familiar with natural consequences (if you are rude to your friends, they won't want to play with you) and are imposed consequences (if you choose to throw sand, you will lose the ability to play in the sandbox). In Conscious Discipline, we use imposed consequences after the appropriate behavior is taught, modeled and practiced extensively, and a related, reasonable consequence is set and clearly stated to the child. In this way, we focus on teaching useful new skills, rather than on punishment or removal. Our goal is to create a classroom environment built on safety, connection and problem solving so the need for imposed consequences like suspensions becomes minimal.

Certain punishments will be prohibited. These include: (a) Any sort of corporal punishment including hitting, spanking, shaking, biting, pinching, or inflicting other forms; (b) Restricting a child's movement by binding or tying him or her; (c) Inflicting mental or emotional punishment, such as humiliating, shaming, coercion, derogatory remarks or threatening a child; (d) Depriving a child of meals, snacks, rest, outdoor play or necessary toilet use; (e) Confining a child in an enclosed area, such as a closet, locked room, box or similar cubicle.

Limited use of "no, don't and stop" should be heard in the classrooms unless in the case of a safety situation. The ECDC prides itself on having a strong image of the child and giving children the opportunity to show us what they are capable of; because of this image we ask ourselves three questions prior to redirecting a child's interest: 1. Is the child hurting others? 2. Is he/she hurting oneself? and 3. Is the child hurting/damaging property? These questions guide the interactions that the adults have with the children as we help facilitate their decision making and idea explorations throughout each day. As we focus on meeting the needs of the children in cognitive, emotional and physical ways, we aim to give children the opportunity to express their independence and share their ideas with us. The teaching staff serves as mentors, guides, collaborators and researchers working alongside the children exploring the world around them and learning how to function in a community setting. This mentality assists in our vision of providing an environment for children where the roots lie in relationships. We understand that teaching and learning is a reciprocal relationship and at we are all teaching and learning together.

Equal Opportunity – Non-Discrimination The Center strongly believes children and employees are entitled to equal opportunities and freedom from discrimination because of race, color, religion, age, sex, national origin or handicap. The Center's instructional curriculum is both multi-cultural and anti-bias. It complies with federal regulations concerning race, color, religion, and national origin. Children and employees are entitled to work and play in an environment that is non-discriminatory in all aspects and free

of any harassment that interferes with an individual's work/play performance or creates an intimidating, hostile or offensive work/play atmosphere.

Background Check of Employees All employees, volunteers, and interns must complete the Department of Health and Human Services Clearance Check for substantiated child abuse and neglect prior to any contact with children and every two years after. In addition, a criminal record check is performed using the Michigan Department of State Police's internet criminal history access tool (ICHAT) before making an offer of employment or internship to a person. Full-time employees may also be required to complete a national fingerprint/background check.

Staff Training Requirements All full-time employees are required to have current certification in infant, child, and adult CPR and current first aid certification. This ensures that the ECDC is prepared during all hours of operation. In addition, each caregiver completes blood-borne pathogen training within six months of hire and yearly.

All paid employees also complete at least twelve clock hours of training per fall and winter semester on topics including child development, curriculum, child discipline, health/safety, nutrition, working with parents, and licensing rules for child care centers. These training hours will be accumulated through in-services, workshops, seminars, classes, and conferences on early childhood, child development or child care administration and practices offered by early childhood organizations, etc.

Those staff members working with infants and toddlers have training that includes information about safe sleep and shaken baby syndrome on a yearly basis. In addition Head Teachers working in an infant/toddler classroom have at least three (3) semester hours or 4.5 CEUs in infant/toddler development and care practices. Verification of said trainings will be kept at the Center by the Director.

Quality Assurance – Handling of Complaints The Early Childhood Development Center is committed to provide a high quality program that meets, to the greatest extent possible, children's and family needs. In case of concerns, first discuss the situation with your child's teachers. If the problem is not resolved, discuss the situation with the Director. Every effort will be made to achieve resolutions that are in the best interest of the child, family and the Center.

Resource Lending Library The Early Childhood Development Center is committed to educating families along with their children. We have an abundance of materials in the form of books, magazines, articles, dvds, etc. to lend out. We also have a variety of items for children to enjoy at home, while you take the time to read what it was that sparked your interest. Some of these materials are located near the "Community News" bulletin board and can be taken to the front desk to check out. If you desire something on a specific topic, be sure to ask your classroom Head Teacher or the Director and they will try to locate what it is you are looking for.

Family Parking Passes Each family will be issued as many parking passes as they need. Visibly display parking pass in your vehicle every time you are at the Center and park in Lot P. These passes should only be used if you have business at the ECDC. Misused passes will have privileges revoked. Parking passes are used to identify to campus security vehicles that do NOT belong in our parking spaces. Those vehicles without parking passes will be ticketed. Parking in the metered areas requires money to be deposited.

Academic Calendar The Early Childhood Development Center follows the University of Michigan's schedule in regards to holidays and various breaks. Therefore, the ECDC has provided you with an event calendar to keep up on the many activities that we promote to make the connection between home and school. Be sure to look for Picture Days that we offer in the fall and spring. We also host Scholastic Book Fairs two times a year as a fundraiser for the Center. Many books are available for purchase and they make great gifts too. Families can choose to utilize the built in vacation days with advanced notice as outlined in yellow on the academic calendar or forego the optional days to take one contracted scheduled week off per year without payment provided advanced notice is given.

Licensing Notebook The ECDC is mandated to maintain a licensing notebook of all inspection reports, special investigation reports and all related corrective action plans. The notebook is available to families for review during regular business hours and is available at the front desk. Licensing inspections and special investigation reports from the past two years are available on the State of Michigan, Department of Licensing and Regulatory Affairs, Bureau of Children and Adult Licensing website at www.michigan.gov/lara.

Contacting the Early Childhood Development Center

<u>Mailing Address on Campus:</u> 303 E. Kearsley Street 1313 William S. White Building Flint, MI 48502 www.umflint.edu/ecdc	<u>Physical Address:</u> 509 N. Harrison Street 1313 William S. White Building Flint, MI 48502
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Main phone number: (810) 424-5214
 Director’s phone number: (810) 424-5210
 Fax: (810) 237-6690

Teachers are listed alphabetically by first name...

<u>Staff Name</u>	<u>Position</u>	<u>E-mail</u>
Joslyn Marinelli	Interim Director	jmarinel@umflint.edu
Tara Hyatt	Administrative Specialist	thyatt@umflint.edu
Rhonda Sevick	Receptionist	rsevick@umflint.edu
Shaide Tallent	Food Service Associate	stallent@umflint.edu
Alysha Arnould	Teacher – Cascata A Room	acard@umflint.edu
Breanna Spivey	Teacher – Fiore Room	breesp@umflint.edu
Danielle Cloman	Teacher – Cielo Room	dwilkers@umflint.edu
DjCarda Aubrey	Teacher – Nido Room	daubrey@umflint.edu
Khloe Girard	Teacher – Giardino Room	khloeg@umflint.edu
Mariah Haskins	Teacher – Nido Room	mhornung@umflint.edu
Nicole Swink	Teacher – Luna Room	nicolesw@umflint.edu
Robert Callahan	Teacher – Cielo Room	robcalla@umflint.edu
Jennifer Cozart	Teacher – Cascata B Room	jcozart@umflint.edu
Samantha Glover	Teacher – Vento Room	samglove@umflint.edu
Stephanie Blouir	Teacher – Vento Room	sblouir@umflint.edu
Susan Ford	Teacher – Fiume Room	suford@umflint.edu

NO WAY - THE HUNDRED IS THERE

The child is made of one hundred.

The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.

A hundred, always a hundred
ways of listening
of marveling, of loving,
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.

The child has
a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.

The school and the culture
separate the head from the body.

They tell the child
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and Christmas.

They tell the child
to discover the world already there
and of the hundred
they steal ninety-nine.

They tell the child
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.

And thus they tell the child
that the hundred is not there.

The child says
"No way - The hundred is there"

Loris Malaguzzi (translated by Lella Gandini)