



GRAND VALLEY
STATE UNIVERSITY

CHILDREN'S
ENRICHMENT CENTER

Home of The Littlest Lakers

Enriching the lives of Grand Valley's youngest students

Family Handbook

(NAEYC 7.B.02)

www.gvsu.edu/child

616-331-KIDS (5437)

Children's Enrichment Center

<u>Topic</u>	<u>Page</u>
Mission, Philosophy, Values	3
Contact Information.....	4
Daily Schedule.....	5
Serving Children/ Volunteer Opportunities.....	6
Admission/Dismissal Policies.....	7
Immunization Schedule	8
Food Program Information	9
Finances.....	10
Professional Teaching Staff.....	10
Policies & Procedures.....	11
Code of Ethical Conduct and Statement of Commitment	18

Our Mission

To educate children, families, and students to shape their lives and societies in order to nurture habits of intellectual growth, curiosity and a love for learning.

Philosophy

(NAEYC 2.A.01, 7.A.09)

Children's Enrichment Center strives to create an environment that is dedicated to early learning & care for all young children and families. We provide an educational experience that is developmentally appropriate, based on proven research and best practices. An essential part of our program development is to support the child and family in a holistic manner. Therefore, we support advocacy, family health & development and academic enrichment. We ensure that qualified professionals guide our classrooms; supporting children in the area of social emotional development, school readiness and healthy lifestyle choices that will encourage life long learning. The framework of our program philosophy is grounded in our values that include family involvement, character building, education and the development of community. We believe that if we foster and environment that enables our families to be empowered, accepted and secure; we will develop a community of engaged learners excited about success.

Our Values

Encourage Education

Build Character

Empower Families

Create Community

Contact Information:

Children's Enrichment Center
1 W. Campus Dr.
Allendale, MI. 49401

Phone (616) 331-KIDS [5437]

Fax (616) 331-5438

Administrative Staff Contact Info:

Director	Daphnea Sutherland	sutherd1@gvsu.edu
Assistant Director	Erin Korte	Korteeri@gvsu.edu

Lead Preschool 1 Teacher	Shelbi O'Brien	s_obriensr@gvsu.edu
Lead Preschool 2 Teacher	Sarah Lord	lordsa@gvsu.edu
Lead Preschool 3 Teacher	Jenny Evert	evertje@gvsu.edu

The **Administrative Unit** for the center is the Division of Affairs.
Shontaye Witcher is the administrative contact.

Phone: (616) 331-4250[office]

Email: witchesh@gvsu.edu

Licensing - We are licensed by the Michigan Department of Licensing and Regulatory Affairs for the care of children ages 2 1/2 through 12 years old. Our license is from the Michigan Family Independence Agency.
Our licensing consultant is Rachel Arnes.

Phone: (616) 916-5074 [office]

When the university is closed due to severe weather, the center will also be closed. If operation has already begun for the day, we will try to locate families so that we may close early as recommended by Grand Valley officials.

Daily Schedule

(NAEYC 5.B.16, 3.D.01)

The days activities are planned to offer a variety of activities—quiet and active, indoor and outdoor, individual and small group— and to provide opportunities for development in cognitive, creative, physical and social abilities. The **general** schedule is as follows; please see individual class schedules for more details. (All schedules are subject to change)

7:00-7:30 am: Arrival and choice time

7:30-8:25 am: Table Top activities in classroom

8:25-8:50 am: Wash hands, breakfast, and bathroom

8:50-9:10 am: Outside Time (in good weather) or Indoor Free Play (inclement weather)

9:10-9:20 am: Large Group time /Morning Circle time –

Calendar Time: Students will discuss month, day of the week, year, weather.

Students will hear a story related to the theme. Key information about the theme will be discussed.

9:20-10:15 am: Choice time – your child will choose an educational center for independent choice learning

10:15-10:30 am: Clean up, Potty/Wash hands and snack

10:30- 10:50am: Small Group Time - Zoo-Phonics or Teacher Lead guided learning opportunity

10:50-11:40 am: Outside Time (in good weather) or Indoor Free Play (inclement weather)

11:40- 12:05 pm: Read – aloud time- Teacher will pick books to read based on the day's studies

12:15-12:40 pm: Potty/Wash hands, Lunch and Brush Teeth

12:40-2:00 pm: Rest Time and Quiet Activities- Children will be encouraged to sleep or lay quietly on the cot.

(At 1:30 pm children who are awake will be allowed to pick out a quiet toy to play independently on their cots)

2:00 – 2:10pm: Potty and clean up from rest time

2:10 – 2:20 pm: Closing Circle time – End of Day Songs, students recall what they have learned and discuss what they would like to learn about in the future

2:20- 3:10 pm: Independent Choice Learning

After School Care:

3:00 pm – Wash hands and Snack

3:30- 5:00 pm: Outside Time (in good weather) or Indoor Free Play (inclement weather)

5:00-6:00 pm: Limited Choice time

Serving Children

Because young children learn best through play, the Children's Enrichment Center (CEC) offers structuring space, time, interactions and materials to guide and encourage a wide range of play experiences.

To learn function in society, you must be in society. Children this age are curious, with rapidly growing minds. Enriched experiences, different ways an new people encountered at the CEC will expand the world in which they explore and learn.

The development and use of the physical self now will form the base for lifelong learning of skills and self-concept. Our program emphasizes physical and sensory development activities and health care and nutrition to foster a strong physical self upon which young children may build for the future.

A vital component of being successful with children is open communication with the many families that we serve. We strive to be a parent resource network that helps families and keeps childcare costs affordable.

Parent/ Caregiver Volunteer Opportunities

See the office for details if you are interested in supporting the Children's Enrichment Center.

- **Children's Enrichment Center Advisory Board**

A committee of volunteers including CEC/ GVSU Staff and CEC Parents meet twice or more a semester to discuss current and future childcare operations and organization. Committee topics of discussion may include; fundraising opportunities, parent and family communication, family support services, diversity, equity, and inclusion, parent and family survey results, overall forward growth and progress.

- **Parent/ Caregiver Class Reading**

If you are interested in reading to your child's classroom or to the center please coordinate a day/ time with your child's teacher and or CEC Director.

- **Culture, Hobby, or Career Share**

Teachers may reach out to families and during certain studies to request parent volunteers who are willing to come in and show and share about a hobby, career, or culture to expand student education.

Admission Policy

Before a child can begin attending the CEC it is mandatory that we have the following items on file:

1. Registration form
2. Admission and Withdrawal Statement
3. Parent Financial Agreement, with tuition deposit & billing status
4. Enrollment / Tuition Agreement
5. Child Information Sheet– completely filled in
6. Class Schedule (if you are a student at GVSU)
7. Health Appraisal Form (Must include shot record for four DPT's, three polio vaccines, one MMR and one HIB). Also, must be validated on both sides by your child's physician or County Health Department.
8. Family Size / Family Income Data Sheet (if applicable)
9. Special Food Needs Form (if applicable)

These requirements are necessary to meet program guidelines set by the Michigan Department of Social Services and NAEYC 5.A.01. The establishment of these guidelines assures quality care and protection for all children. Failure to provide essential forms could result in your child's enrollment being delayed or cancelled.

Dismissal Policy

Dismissal from the Children's Enrichment Center will occur in the following situations:

- Not fulfilling health and D.S.S. regulations
- Non-payment of tuition. Student parents may have any unpaid CEC tuition balance moved to their student account. Student accounts reserves the right to limit or stop release of grades, financial aid, diplomas etc. until payment is made in full.
- If a child is not benefiting from the group experience at the CEC or if the child's behavior is putting other children at risk or harm, the center will work with the family to reach a decision regarding the child's continued attendance at the center. The Children's Center reserves the right to exclude a child from attendance if the Center feels it is appropriate course of action under the circumstances.

A summary of immunization requirements for children attending Michigan Child Care Programs

All children who attend child care programs in Michigan are required by state law to be fully vaccinated in accordance with Part 92, Act 368 of the Public Acts of 1978, as amended. A summary of these requirements is below.

Requirements for Children Ages 2 Months Through 3 Months

- 1 dose of any appropriate diphtheria-tetanus-pertussis (DTP) vaccine
- 1 dose of any appropriate polio vaccine
- 1 dose of any appropriate *Haemophilus influenzae* type b vaccine
- 1 dose of any appropriate hepatitis B vaccine

Requirements for Children Ages 4 Months Through 5 Months

- 2 doses of any appropriate diphtheria-tetanus-pertussis (DTP) vaccine
- 2 doses of any appropriate polio vaccine
- 2 doses of any appropriate *Haemophilus influenzae* type b vaccine
- 2 doses of any appropriate hepatitis B vaccine

Requirements for Children Ages 15 Months Through 4 Years

- 4 doses of any appropriate diphtheria-tetanus-pertussis (DTP) vaccine
- 3 doses of any appropriate polio vaccine
- 1 doses of any appropriate *Haemophilus influenzae* type b vaccine at or after 15 months of age OR the complete series of any *Haemophilus influenzae* type b vaccine
- 3 doses of any appropriate hepatitis B vaccine
- 1 dose of any appropriate measles-mumps-rubella (MMR) vaccine. The measles, mumps, and rubella vaccines must be given at or after 12 months of age. A current laboratory finding of immunity to measles, mumps, and rubella satisfies this requirement.
- 1 does of vacicella (chicken pox) vaccine (effective 1/1/00) *

*Not required if your child has already had chicken pox.

These requirements are for ALL children enrolled in a child care program. Failure to meet these requirements, as set by the Michigan Department of Community Health, requires the program director to EXCLUDE a child from attendance. Local health departments may set requirements that exceed these minimum requirements.

Child and Adult Care Food Program (CACFP)

Where Healthy Eating Becomes A Habit

This child care center is a participant in the Child and Adult Care Food Program (CACFP), a United States Department of Agriculture (USDA) program. The CACFP provides cash reimbursements to child care centers for nutritious meals and helps children develop healthy eating habits. The CACFP is administered by the Michigan Department of Education (NAEYC 5.B.01).

Through the CACFP you can be assured that your child is getting balanced, nutritious meals and developing healthy lifelong eating habits. Proper nutrition during the early years ensures fewer physical and educational problems later in life.

As a participant in the CACFP, your child care center receives reimbursement for serving nutritious meals and snacks. Meals and snacks must meet the USDA meal pattern requirements listed below.

The Michigan Department of Education (MDE) is required to verify the enrollment, attendance, and meals/snacks typically consumed by children while they are in care. MDE staff may contact you regarding your child's participation in our center.

<u>Breakfast</u>	<u>Lunch</u>	<u>Snacks</u>
All of the following	All of the following	Serve 2 of the 4 below
• Milk • Fruit or Vegetable or Juice • Grain/Bread	• Milk • 2 Fruits or Vegetables • Grain/Bread • Meat or Meat Alternate	• Milk • Fruit or Vegetable or Juice • Grain/Bread • Meat or Meat Alternate

If you have any questions about the Child and Adult Care Food Program, please contact:

GVSU Children's Enrichment Center
1 W. Campus Dr.
Allendale, MI 49401
(616) 331-KIDS (5437)

OR

Child and Adult Care Food Program
Grants Coordination and School Support
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909

If your child has specific dietary requirements the staff at the CEC will work with you to assure proper nutrition for your child. During meal service, staff are required to sit and eat with children and engage in conversation. Most meals are served "family style" in an effort to build community (NAEYC 3.D.07, 3.D.12). Menus are posted in each classroom, on our website, and set out via e-mail weekly (NAEYC 5.B.15).

In accordance with federal law and USDA policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington D.C.

Policy & Procedures continued

Health Plan

The purpose of having a health plan helps to ensure prevention of spreading illness and to keep children safe and healthy. It's important that children, families and staff understand how to prevent the spread of illness by making sure vaccines are up to date and know what to do in the case of illness and for the center to help ensure the safety and health of all children.

All children must have a Child-in-care statement on file. Parents fill this form out when they start care and then we make sure parents go over and update this form each year.

We encourage parents to stay on top of their well child checks and immunizations by asking them to give us a printed copy of their updated immunization record after each appointment. We require parents to keep us updated on each immunization that follows the EPSDT schedule for infants, toddlers, and children. We formally go over their records once a year to keep them up to date.

Our center uses the Ages and Stages Questionnaire at least once a year and more as necessary in order to track each child's developmental milestones. The results help us to understand each child's strengths and areas of growth. We partner with parents in order to share the results and resources/referrals in order to make sure each child gets the necessary help that they need.

Nutrition Plan:

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We share this health information in our parent handbook once per year and it is always available online.

We are part of the Child and Adult Care Food Program (NAEYC 5.B.02). As such, we serve healthy meals and snacks to all children. If children have specific nutrition needs these will be noted at enrollment (NAEYC 5.B.05). These needs will be posted in the kitchen on the Food and Allergy List. Any staff involved with the prep and serving of foods MUST check the Food and Allergy list posted in the kitchen (any child marked in bold has a serious allergy and will have food provided from home only and on their nametags). Food will never be taken away or threatened to be taken away for disciplinary reasons and food will never be used as an incentive to do something. Food is given to everyone equally. During meal service, staff are required to sit and eat with the children and engage in conversation. *Most meals are served family style in an effort to build community (NAEYC 3.D.07, 3.D.12).

Finances

There are separate fees for student, faculty/ staff/alumni and community families. A non-refundable enrollment fee is required at the time of enrollment. A refundable tuition deposit will be billed at the time of enrollment. Please contact administrative staff for specific information concerning finances.

Each family is required to fill out an Enrollment / Tuition agreement for each child enrolled in our program. Enrollment agreements are to be renewed each semester. Enrollment agreements will be used to schedule each child and for billing purposes. Failure to complete an agreement may result in there being no space for your child.

By signing the agreement each family agrees to, but no limited to:

- The Enrollment/ Tuition Agreement is in effect for the entire GVSU academic semester.
- Childcare services may be denied once an unpaid balance reaches \$300 (2 weeks past due)
- Families will be billed regardless of attendance, including illness and vacation
- Deposits left unclaimed after 10 days are reallocated to the CEC general fund.
- If a balance is past due it will be sent to a collection agency and delinquency of this debt will be reported on the individuals credit report.
- Families will be responsible for any collection costs and/or attorney fees that are added to the balance.

Professional Teaching Staff

In order to better serve your child, the Children's Enrichment Center adheres to a 1:8 ratio for children 2.5-4 years of age and 1:10 ration for children 4 years and older. The teacher to child ratio has been recommended by the National Association for The Education of Young Child. However, the State of Michigan recognizes a 1 :8 and 1:12 ratio respectively.

The CEC staff is mostly composed of GVSU students, most of which are in training to become educators. All staff members work together to plan beneficial, educational opportunities offered to children to ensure a smooth transition as a child moves through out the program.

Lead Teachers are graduate students pursuing education related degrees. Lead Teachers are responsible for the day to day planning of the curriculum and environment. Assistant Teachers are undergraduate students pursing education related degrees. Assistant Teachers work under the direct supervision of the Lead Teachers and are responsible for supporting the implementation of the curriculum and program.

Teachers are trained in CPR, First Aid, hand washing techniques, and the proper handling of bodily fluids.

All staff and volunteers are required to complete the following screening process before contact with children occurs:

1. Criminal history check
2. Verification from DHS stating that the individual is not on the Central Registry for child abuse and neglect.
3. Waiver signed by staff and volunteers stating that they are aware of the Child Protection Law and their responsibility to comply with the law.

Policies & Procedures

Below is a summary of policies and procedures for the Children's Enrichment Center. The actual policies and procedures may be found in our Policy/Procedure Handbook.

Family Orientation—Each family enrolling in our program will be required to attend a Family Orientation (NAEYC 10.B.08).

Ratios— As an accredited Center we must maintain a 1:8 ratio in P1 and P2, and a 1:10 ratio in P3. Additionally it is our policy to have at least 2 caregivers on site at all times. At no time will one teacher be outside alone with the children.

Primary Caregivers—Each classroom will be assigned Primary Caregivers; thereby providing ongoing personal contact, supervisions, and minimal transitions. This will ensure continuity of relationships between teaching staff and children. (NAEYC 10.B.11, 10.B.13).

Confidentiality— All staff are required by State of Michigan licensing and NAEYC to keep all information regarding children and families involved in our program confidential. Please understand that we are not able to give out information about other families whether it be hours of care, contact information, assessments, health information, or finances (NAEYC 10.D.05)

Suspected Child Abuse— Each of our staff members are mandated reporters. It is our responsibility to report suspected child abuse. Staff that report suspicions are immune from discharge, retaliation or other disciplinary action unless the report is malicious (NAEYC 10.D.03). If a staff member is accused of child abuse, administration will be notified and further action will be determined (NAEYC 10.D.04).

Safety and Security— Please be sure to keep your child with you at arrival and pick-up. Parents are responsible for dropping their child off in their respective classroom. These times can be hectic and confusing for both families and children. We ask that you make sure that the vestibule doors remain closed at all times. Parents are not permitted to let anyone into the building at any time. If items, like a car seat or stroller, must be left, please keep them in the vestibule and out of the walk way in case of emergency.

Policies & Procedures continued

Arrival– Supervision will remain responsibility of the family at drop off time for assisting and accompanying their child into his/her classroom to be certain that the child is under teacher supervision before leaving. At pick up time families resume supervision responsibility when they resume contact with their child.

Authorized Pick-Up– Only authorized individuals will be allowed to pick up children. Please inform staff if someone other than a guardian is picking up your child. All authorized individuals should be listed on the child Information Card. Identification will be checked when staff do not recognize an individual. It is crucial that the child's cubby be checked at pick-up. Please notify us if pick-up will occur earlier or later than usual.

Outdoor Activities– Our schedule includes both indoor and outdoor activities every day (NAEYC 3.D.01). Proper clothing for weather conditions should be brought to school each day. CEC staff will ensure that children are protected against cold, heat and sun injury and insect born disease. Children will have to be clothed appropriately for the elements and shade will be provided. Additionally sunscreen (SPF 15 or greater) may be applied with family consent. Insect repellent with DEET will be applied, when recommended by local health authorities and family consent is provided (NAEYC 5.A.07).

Child Supervision- Supervising your child is our primary concern while they are in our care. Our supervision policies state:

- Staff need to know where children are at all times.
- Children in P1 & P2 are to be in sight and sound of staff at all times.
- Children in P3 are supervised primarily by sights. Supervision for short intervals by sound can occur as long as teachers are frequently checking on the children. (NAEYC 3.C.04)

Child Discipline- Strategies that staff use for helping children's behavior.

- Classroom structure and routine schedules are implemented
- Teachers use visual and verbal guides to help children transition through daily events and to help children become familiar with daily expectations
- Guide by setting clear and consistent limits
- A teacher may ask a child to take a few minutes to reset and have some quiet time away from the group or another peer. The child may return when they are ready.
- Time outs may be used for serious offenses (hitting, biting, etc.)
- Food will **never** be taken away or threatened to be taken away for disciplinary reasons and food will never be used as an incentive to do something. **Food is given to everyone equally.**

6 Steps of Conflict Resolution

1. Approach children calmly and teacher puts themselves between children and at their level
2. Listen and validate children when they talk about their feelings and frustrations
3. Teacher asks children for information
4. Teacher restates the problem
5. Ask children for ideas of solutions and choose one together
6. Follow up and describe how they solved the problem

Policy & Procedures continued

10 Hour Policy– Our students may not exceed 10 hours in any given day at our center.

Rest Time– It is our policy to encourage all children to rest quietly during rest time. Rest time generally begins just after lunch at 1:00p.m. until 2:30p.m. We provide blankets and pillows for children to use during rest time; we have cots/mats for the children to rest on. Children are welcome to bring in a stuffed animal, pillow and/ or blanket to make them feel more comfortable. Staff are not responsible for items that may be lost or stolen. During rest time we will dim the lights, play soft music and help soothe the child. *We do not think it is a good idea to prevent children from sleeping or rest so that they sleep better at home.*

Toileting– Children are not required to be potty trained before enrollment. We do however help maintain consistency with potty training by encouraging your child to try and use the restroom throughout the day. The only incentives that we are allowed to give are verbal praise, high fives / hugs, and stickers. We are not allowed to use food/ candy as an incentive.

Diapers– We ask that families provide diapers/ pull-ups for their children. Wipes brought in will be used as community wipes unless it is necessary for a child to use specific wipes. The CEC can only use commercial disposable diapers/ pull-ups unless a child has a medical reason that does not permit their use. *If your child runs out of diapers or diapers are not supplied by the family the CEC will charge a \$1/diaper fee from the CE C diaper supply.* Per licensing, we are required to check diapers every two hours. If a diaper has been soiled, we are required to change the dirty diaper (NAEYC 5.A.08).

Nutrition Program– We are part of the Child and Adult Care Food Program (NAEYC 5.B.02). As such, we serve healthy meals and snacks to all children. If children have specific nutrition needs these will be noted at enrollment (NAEYC 5.B.05). These needs will be posted in the kitchen on the Food and Allergy List. Any staff involved with the prep and serving of foods MUST check the Food and Allergy list posted in the kitchen (any child marked in bold has a serious allergy and will have food provided from home only). Food will never be taken away or threatened to be taken away for disciplinary reasons and food will never be used as an incentive to do something. Food is given to everyone equally. During meal service, staff are required to sit and eat with the children and engage in conversation. *Most meals are served family style in an effort to build community (NAEYC 3.D.07, 3.D.12). It is highly encouraged that only commercially packaged items be brought in for treats (i.e. birthdays) (NAEYC 5.B.02e).

Fieldtrips– The CEC will participate in both walking fieldtrips and bus (public and private) trips to various locations. Ratios will be maintained at all times. Proper seatbelt restraints will be worn when riding private bus transportation. All families will be notified prior to the fieldtrip that the child will be offsite. Field trip permission slips will provide departure and return times, destination and CEC contact person. Roll will be taken throughout the fieldtrip to assure that each child is accounted for. On all fieldtrips a first-aid bag is taken as well as family contact/ emergency contact phone numbers. Most often when the CEC uses private transportation it is provided by Dean Transportation and the bus is driven by transportation (not CEC) staff (NAEYC 9.C.14, 9C. 15, 10.D.6).

Policy & Procedures continued

Food Brought From Home– All food/ beverage must be labeled with child's name and dated. Lunches should be brought into the kitchen, even if refrigeration is not required. Treats brought in from home should be either whole fruits or commercially prepared packaged food in factory sealed containers and will be served at p.m. snack (NAEYC 5.B.02).

Health Consultant– We have a written agreement with a health consultant that visits our center at least two times a year and observes our program practices and makes recommendations to ensure health promotion and prevention. The CEC is required to comply and implements recommendations presented by the health consultant (NAEYC 5.A.02).

Health Care Policy– *Health Care Mission: To promote and protect children's health and control infectious disease.* To prevent the spread of illness and to keep our staff and families healthy we do have a health care policy that includes hand washing, tooth brushing, diapering and sanitation procedures. On October 1st of each year the director reports to the State of Michigan through MCIR the centers health reporting on all children enrolled at the reporting time. We also ask families to provide the CEC administration with updated immunization forms as soon as possible for their child's file and licensing requirements. (NAEYC 5.A.09, 5.A.16, 5. C.01, 5.C.02).

Communicable Diseases– It is our policy that if your child has been exposed to a communicable disease that you will be informed either verbally or in writing. Information will be posted including what type of communicable disease to which your child was exposed, signs, and symptoms, mode of transmission, period of communicability, and control measures that are being implemented. The CEC maintains contact with authorities to keep current on relevant health information (NAEYC 5.A.05).

Sick Policy– **We do not offer sick care.** If your child is sick (vomiting, diarrhea, or fever) we cannot accept them until they are well (24 hours symptom free, without medication).

Here are six reasons that staff will call a guardian and ask that the child be taken home as soon as possible:

1. Fever
 - if a child has a temperature of 100 degrees F (taken orally).
 - if a child has a temperature of 99 degrees F (taken underarm).
2. Diarrhea-
 - if a child has two loose or watery stools, even if there are no other signs of illness.
3. Vomiting
 - any vomiting is a reason to call.
4. Rash
 - if the child develops any rash, call immediately. (exception; mild diaper rash known to parents).
5. Crying and complaining for a long period of time. Child not acting like themselves.
6. Injury
 - any accident or serious trauma that may require a doctor.

Policy & Procedures continued

Medications– If it is necessary for a child to take medications it is required that a Medication Form be completely filled out by a guardian. Medications will be kept in a locked cabinet or cooler (if refrigeration is necessary) only accessible by authorized staff. Medication doses will be recorded on the Medication Form. Medications must be in the original container, labeled with the child's first and last name (NAEYC 10.D.10).

Accidents– No matter how closely supervised, children will have occasional accidents. As required by NAEYC, at least one staff member is present at all times with each group of children that is current in Pediatric First Aid and CPR including infant and child rescue breathing and managing blocked airways (NAEYC 5.A.03). Our steps in any accident, however minor, will be:

1. To care for the child, and help him. Her care for himself. Herself, as fully as possible.
2. To record the incident on an Injury/Illness Report Form; give parents the original copy and file the yellow copy in the child's file.
3. To inform parents of any details at pick-up time if at all possible.
4. If it is a head injury staff will follow the CEC head Impact Policy.

If the child appears to have an injury that should receive medical attention, we will contact either the child's physician or Campus Health Service. The parent will be called immediately.

Should more **serious injury occur, staff will call 911**. One staff will accompany the child to a nearby emergency service site while another calls the parent to meet the child at the site. The University has assigned officers from the Department of Public Safety on campus to be contacted in the case of an extreme emergency here at our center. Staff are not permitted to transport children under any circumstances when dealing with a serious accident or injury (NAEYC 10.D.09).

Note: The university's liability in accidents extends only to making sure a child or student reaches the appropriate medical help. Costs for care are the responsibility of the parent.

Emergency Procedures– Staff and children practice emergency procedures on a monthly basis (NAEYC 10.D.08)

1. **Fire-**Exit using the closest/safest door (for fire drills this is the end of the side walk straight out of the building to the end of the fence line. Meeting place).
2. **Tornado–** Children and staff will go to the bathroom area of the Center. Campus Police will monitor our safety. The staff bathroom may also be used if deemed appropriate.
3. **Crisis Management-** In the event that an all campus intrusion or danger alert the CEC staff will act under the direction of GVSU Campus Police (NAEYC 2.K.04, 10.D.08).

Policy & Procedures continued

Other Natural or Man-Made Disasters - (including but not limited to: flood, blizzard, gas leak, chemical spill, sewer back up or power outage). The Director will make all determinations regarding evacuation or shelter-in-place

Power Outage- If restoration time is more than 4 hours, the Director will immediately close the center and children must be picked up. All parents will be called to tell parents about the unexpected closure, and inform them not to come if they have not arrived for the day. A notice will be posted on the entrance door.

Gas Leak- In the event a gas leak is detected at the center or in the immediate vicinity, the center will evacuate immediately according to fire emergency procedures and follow the instructions of GVSU Campus Police.

Water Main Break - In the event of a water main break or total loss of water at the center for any reason, the center will close. The Director along with GVSU Campus Police will determine if the center needs to be evacuated or if the children can shelter-in-place until parents can arrive for pick-up. In the case of evacuation, fire emergency procedures will be followed.

Winter Storm - Should a winter storm arrive while children are present the GVSU Campus Administration will determine if the GVSU campus can stay open or if it must close. If the center must close the Director will post a notice on the front entrance and begin calling parents to notify them that children need to be picked-up as soon as possible.

Family Involvement– Open Door Policy

All families are welcomed on site at any time. Families are encouraged to share cultural traditions and materials from home to help encourage, teach and promote the children to respect other cultures and traditions. We also encourage families to join the CEC Advisory Board (see administration for details) or help with center events or donating materials. We understand that some schedules may not support the above options so families will be welcomed to support and or participate as best they see fit looking at the needs of the classroom (NAEYC 7.A.11).

Diversity, Equity, and Inclusion– The CEC program is designed to be an early learning environment for all children regardless of race, social class, religion and or learning style. Modifications to our program are made to best support families when needed, however, when a family needs the expertise of a specific professional to aid in development families will be notified immediately. With approval it may be necessary for an outside evaluation (making sure that the family is in full agreement and included in any all next steps) to determine if the CEC is the best option for the child's placement. This will be a collaborative effort between CEC staff, families and outside professionals (NAEYC 10.B.10).

Policy & Procedures continued

Children with special needs will have an individualized plan of care and an emergency plan (including who will help the child and any accommodations that may be needed for that child).

Special Needs Plan:

The Purpose of our special needs plan is to offer an inclusive environment for children with special needs of any kind. It is important for every child, no matter what the need is, to feel welcomed by our center's environment and staff. It's important for families to know; that it is our goal to support their child through open communication and an inclusive environment,. Our center is smaller which allows for an intimate family feel that helps parents and caregivers exhibit trust. For staff, it is important that they know each child and their level of need in order to best support positive and specific support to each child. Flexibility is also important to support each child as each day can present a new challenge and or need.

Good and open communication with parents is key, so that teachers can be knowledgeable about a child's routine at home in order to best support them during the school day. Also if a situation were to have happened at home it may impact a child's day either positively and or negatively and communication helps a teacher best support the child's developmental growth. This CEC is a teaching center for student staff to learn how to work with children with special needs. Some staff are majoring in areas such as Special Needs or Speech Language Pathology and are working to gain practical experience, however our center is also benefiting from their current knowledge as they learn more in their college courses. We also work with consultants when needed, as a team member for children with IEPs, and with parents/ISD/school to get extra equipment and resources as necessary. Staff are trained each year in specific special needs/inclusion courses. We also use the ASQ at least once per year to get a quick check on each child's developmental milestones. We use the results to help guide our lesson plans and inclusion efforts, as well as to make referrals for those children who might need an assessment completed. Our center also uses Teaching Strategies Gold which allows teachers to take daily anecdotal notes from observations throughout the day, input them into the Gold system, and then use the data to guide lesson plans, which best supports each child's forward growth based on their current developmental stages.

For some children, our environment doesn't always meet their needs. If this is the case, we meet with the parent and talk about what the child needs and see if we can come up with a plan to help. We do not deny care of any child but we work with families to see if we can come up with creative lesson plans and behavioral plans to take care of the child in the best way possible. We network, do research, and communicate with families to try to figure out how to best work with each child. The center also works with specialists in our local community, local public schools, and our academic faculty at GVVSU to consistently educate our staff on best forms of practice to support each child.

Policy & Procedures continued

Child Assessments– By definition, assessments are the process of evaluation by observing, recording and documenting what a child is doing. Assessments may be informal or formal. Assessments are used during the academic term, and families will be invited in for a conference about their child's progress and assessments. At that time families will view their child's portfolios and review other important documentation. It should be noted that all assessments are done on site by CEC staff. (NAEYC 4.A.01-4.B.06, 4.E.06, 4.E.07, 7.B.03)

Pesticide/ Herbicide Notification– Families will be informed when pesticide/ herbicide applications will occur. Notices will be posted at the entrance of the Center and on the Communication Cabinet. Information on the posting will include target pest, location of application, date of application, center contact information, and toll free number for a national pesticide information center (NAEYC 9.D.08).

Environmental Hazards– We have procedures in place to protect our staff, families and children from environmental hazards. Testing is done on a regular basis and information on testing results is posted (NAEYC 10.D. 02).

Objects Not Permitted– For safety reasons the following items are **NOT** allowed at the CEC. If found, items may be confiscated and GVPD may be contacted:

- Guns/firearms (real or pretend)
- Sharp Objects
- Alcohol/Drugs
- Pornographic materials or any material that suggests adult sexual content
- Any item that may be conducive to violent and/or aggressive play.
- Bullets, BB's (ammunition)
- Literature that describes, defines or suggest violent and or aggressive play, expression or conversation.

***Families or other center participants that work in the law enforcement, for example, may be exempt from the above, see administrative office for details.**

Smoking Policy– Smoking, vaping, or tobacco products are not permitted on our site at any time. This is a **smoke free zone** (no smoking within 25 feet of the building).

The Children's Enrichment Center has a zero tolerance policy. Students, families or staff that choose to ignore policies my face expulsion or termination.

Code of Ethical Conduct and Statement of Commitment

A position statement of the National Association for the Education for Young Children

Updated May 2011

Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The Statement of Commitment is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at www.naeyc.org/about/positions/pdf/ethics04.pdf)

Core Values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,* community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

Statement of Commitment

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

The previous Statement of Commitment is not part of the code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

Please note:

All of our licensing information and Code of Ethical Conduct can be found in the vestibule or communication cabinet for your viewing at any time.

Please contact administration if there is ever questions.

Creative Curriculum and Teaching Strategies Gold

The Children's Enrichment Center has chosen to utilize the curriculum called Creative Curriculum. We believe that this curriculum offers the best curriculum that both supports the teacher in the preparation and implementation of lessons while also supporting each and every child specific to their current developmental level. Creative Curriculum provides an abundance of teacher and parent resources that allow teachers and parents to partner in the education and learning of their child. Creative Curriculum provides teachers education and standards that teachers are able to use to design their classroom environment and to design each component of their day. This curriculum is wonderful because it supports the independent growth of each child through play and discovery. The children are able to help be a part of and determine the study areas. Since the children help come up with study topics the lessons are relevant to the lives of the students in the classroom and they are able to study about topics that are interesting to them which allows them to be more richly engaged. Creative Curriculum is a comprehensive, research based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills.

Teaching Strategies Gold is an assessment program that pairs with Creative Curriculum and also offers an abundance of resources for parents and teachers to collaborate and work together in the learning and success of their child. Teaching Strategies Gold allows teachers to be able to document anecdotal notes and tools to score each note to be able to later provide multiple examples that can be shared with families at parent teacher conferences to help note where each child was at developmentally upon entering our program and how they have grown in each area presented.