

Hema-Tyke
ChildCare &
Education Center

Ishpeming
Handbook 2023-2024

325 S Pine Street Ishpeming, MI 49849
906-485-1067

Hours of Operation: 6:30 a.m. to 5:30 p.m. Monday through Friday

Staff

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Our Values, Vision and Purpose

Our values

We believe that:

- each child is unique in their learning
- children learn best with a self-directed, play-based approach.
- children should learn to think independently, and solve problems.
- children should learn healthy lifestyle choices.
- children deserve a teacher to coach and help develop skills.
- children deserve family, community support and guidance.

Our vision

Our Infant Room offers a nurturing environment for the demands of the youngest members of our Hema-Tyke family. Children in this room are eight weeks to around one year old. Sensory experiences are the root of learning in this room. These children observe and react to their surrounding environment. As their fine motor and gross motor skills exponentially develop they are introduced to basic independence skills to prepare for the toddler room. Skills like becoming familiar with a spoon, eating solid foods and playing near the other children are introduced. Our comfy atmosphere provides a home-like environment by fostering friendships, supporting emerging emotions, building healthy beginnings sparking curiosity, and promoting language development.

The Toddler Room places emphasis on their growing need to develop and use gross motor muscles essential for skills like walking and eating at a table. The children in this room are aged one through age two. These children are often still referred to as babies, but they are exceptional consumers of information and problem solvers! Increasing their exposure to self-help skills like dressing, undressing, holding a toothbrush and eating utensils and developing a basis of effective communication is essential in this room. Exposure to a wide and plentiful range of self-help skills is increased in this room. Children are encouraged to build their vocabulary by using words to vocalize their wants and needs, are introduced to the problem solving and conflict resolution process with others, learn to confidently dress and undress, serve, feed and advocate for themselves in preparation for the preschool room. With the growth of communication skills more emphasis is placed on interpersonal social-emotional development. Teachers continue to validate feelings, and offer support through the process of learning to manage emotions and self-advocate. We encourage the children to talk about their feelings and work with a teacher to come up with a solution. Developing direction following skills is also prominent in this classroom. This classroom can also begin to introduce using the toilet with a bathroom that includes toddler size fixtures.

The toddler skills are taken over to the Preschool room where they refine their ability to follow directions, talk about emotions, come up with solutions to problems and conflicts, sit for and participate in group activities, develop empathy for others, self-advocate and round out their self-help skills. Toilet learning is also a part of child development that takes place primarily in this classroom; please see our toilet learning guidelines for more information. Although academic skills

are always worked into our curriculum using developmentally appropriate, play based strategies, this classroom is where most children begin to become interested in writing, counting, having many

stories read to them, identifying numbers and identifying letters. More importantly these three-year-old children are engaging in challenges that build higher-order thinking skills to construct, represent and solve problems.

The priority in EVERY one of our classrooms is to develop a love of learning in each child; we do this through play. We encourage each child to be an individual while contributing to a larger classroom and school community. Our teachers' roles are to help the children to develop self-esteem and autonomy and are not just preparing the child for kindergarten. Children are not seen as empty vessels waiting to be filled. Rather, unique individuals with gifts waiting to be unwrapped! We are preparing the children for future learning. Our belief is that if we equip children with the ability to be curious, positive, confident, empathetic, kind, helpful, patient, persistent and tolerant we have successfully nurtured a child to be ready to learn and form positive relationships as they grow.

Our purpose

To provide high quality early childhood education to all children and thereby, providing the greatest benefits for the child, family, and community. Our goal is to provide highly trained and motivated staff, an educationally stimulating and creative environment, and a developmentally appropriate curriculum.

Screening Policy Statement For Staff And Volunteers

All staff are screened through the public sex offender registry as well as a comprehensive check through The Child Care Background Check Program. Any individual registered on the PSOR or determined to be ineligible by the State of Michigan does not qualify to be employed or volunteer at the Hema-Tyke Childcare & Education Center. Volunteers will work in settings supervised by qualified staff members only. All staff and supervised volunteers will sign and complete the written statement including the following: (a) They are aware that abuse and neglect of children is against the law. (b) They are informed of our policies on child abuse. (c) They understand they are required by law to immediately report suspected abuse or neglect to Child Protective Services (CPS).

Philosophy

Our philosophy is based on the current best practices and newest research available to us on the development of young children. Our center places a priority on social & emotional development and integrates play-based, child led learning, a strong family presence and connection to the community.

Admission, Enrollment, and Withdrawal

Admission

At the Hema-Tyke Childcare & Education Center we value and welcome the integration of many different types of families and cultures. Each family plays an important part in our school. We will do everything in our power and capability to include every child. However, enrollment is conditional. If Hema-Tyke Childcare & Education Center staff finds that we are not able to provide the best environment for the success and growth of a child; or if we are unable to make the necessary modifications to our daily program to meet specific needs of one child without affecting the welfare or quality of care for the other children in the classroom, families may need to find other arrangements. We look at each individual child and their particular needs before finalizing a child's enrollment.

Hema-Tyke Childcare & Education Center enrolls children year round based on our staffing and classroom availability. Once all enrollment requirements are fulfilled you can enjoy peace of mind knowing your child's spot will be guaranteed on your chosen schedule until you are ready to move on from the program. Your child's start date will be determined by evaluating our classroom and staffing availability. Although we do our best to accommodate each family's unique needs we do not accept new enrollments more than 1 week in advance, with the exception of the infant classroom.

Enrollment

Below is a list of requirements that must be completed and submitted before a child can attend Hema-Tyke Childcare & Education Center:

- Non-refundable registration fee and first week's tuition
- Completed enrollment forms including Parent Questionnaire
- Proof of age appropriate immunizations or waiver
- Health appraisal
- Child Information Record (Licensing Emergency Card)

It is recommended that you maintain a copy of these documents for your own records. Children's files are confidential and are the property of Hema-Tyke Childcare & Education Center once a child is enrolled in our program. Please know that your child's continued enrollment is contingent upon adhering to the policies and procedures that have been established. Keeping records up to date is just one of many expectations to collaborate. We reserve the right to dismiss any child/family with or without cause.

Waiting List

Since we are a small center we may have a waitlist for our classrooms. If we do not have availability or if you would not like to begin care immediately, your child can be placed on our

waitlist. We require a few basic pieces of information and add children on a first-come-first-served basis. Currently enrolled families and Ishpeming Public School employees are given priority on our waitlist. Children are kept on our waitlist until a spot becomes available or families fail to respond to notification of a spot becoming available within 48 hours. We notify families on our waitlist of available spots via the chosen method of communication at the time of wait listing. If a family chooses to not enroll at this time they can either be placed on the bottom of the waitlist or taken off altogether. Once a family accepts a spot in our program they have one week to turn in all of the required enrollment documents or forfeit their spot.

Withdrawal

If for any reason a parent/ legal guardian needs to withdraw their child from the Hema-Tyke Childcare & Education Center, there must be a 30-day minimum written notice provided to the Director. If 30 days are not provided, you will be charged for those 30 days not attending.

We believe that every child deserves a chance to experience Hema-Tyke Childcare & Education Center, however, we reserve the right to discontinue a child's attendance if we determine we cannot meet their needs or the needs of the other children in the center.

Flexibility and Availability, Pick-ups and Drop-offs

We ask that if your child's schedule is changing, whether it be a pick up, drop off, or full days off, you make us aware of the change so we can staff appropriately and, if need be, prepare your child accordingly to help with the transition. A great routine to get into is to let your child know if their schedule will be changing for the day. This shows mutual respect and will help with the transition. Best practices show that maintaining a consistent schedule for children helps them to feel secure and safe which, therefore, directly impacts their emotional regulation. Because of this, we suggest that you consider having a consistent drop off and pick up time and or routine. This helps the child to know what is expected of them during these complex transitions and reduces behavioral difficulties. Pick-ups and drop-offs can be especially stressful for a child. Please be respectful of their individual needs during these transitions. If you know your child needs more time to transition, even an additional 5 minutes of transition time can reduce behavior challenges and make for a much more pleasant arrival or departure. If your child does have difficulty with transitions your child's teacher would be more than happy to work with you in developing an appropriate plan for your child.

We are partners in your child's development, learning, and care! It is imperative that you communicate to your child's teacher any special needs they have, how they slept, ate, and any behavior changes. Our teachers are professionals in development and learning. They are here to answer your questions, develop plans and work with you to help your child with any challenges they may have. The more we know about your child the better we can care for them! However, please be respectful of the other families and children in the classroom. If you have something that you would like to speak more in length about we ask that you schedule a meeting time for outside of the classroom so our teachers can give you their full attention.

When entering the center, legal guardians are able to access the center. Only people that are listed on your child's emergency card will be allowed to take your child from our facility. Please alert the teacher and management if someone different needs to pick your child up so they can be added to their emergency card. When a child is being picked up by an unfamiliar person (or someone we do not frequently see) we will ask for a driver's license to verify who they are. Staff may refuse to release a child into the care of someone they do not know or feel comfortable with, an unfamiliar person, no present ID, suspected of being under the influence (including parent or legal guardian) or a parent was not reachable to verify change in pick up.

Family Challenges

In cases when custody and visitation are a part of one of our children's lives, please keep us up to date and knowledgeable in any legal decisions that impact the custody of the child. We cannot deny nor allow a non-custodial guardian to pick a child up without proper documentation. Please understand we have the right to call the authorities if we feel threatened, unsure or unsafe for any reason. Safety is a top priority and will make decisions based on our expectations of safety.

If you have custody papers; we need an original copy of these documents prior to your child being left in our care. They cannot be photocopied and must be in a signed/sealed envelope.

Information Updates

Updates to your child's account and file are mandatory. If there are any changes to your child's health, home or contact information we need to be made aware immediately. It is imperative that our records are always kept up to date. A health appraisal must be submitted after each well visit to the program director. Immunization records are to be submitted any time a child receives a new immunization. This is the responsibility of the family and enrollment may be suspended or discontinued if these policies are not adhered to. Your child's enrollment can be suspended without reimbursement if health appraisal and immunization records are not turned in to the program Director at the appropriate times.

Licensing Notebook

Our "Licensing Notebook" is available and kept up to date in our parent resource area. The licensing notebook contains all State of Michigan Licensing and Regulatory Affairs inspection and special investigation reports with related corrective action plans for the previous 5 years. Licensing inspection and special investigation reports from at least the past 2 years are available on the child care licensing website at www.michigan.gov/michildcare.

We also keep a record of emergency drills and required training for staff. Staff are trained throughout the year on their duties during emergency procedures and must keep their CPR and First Aid active at all times.

Fee Policy

Registration Fee

A registration fee of \$100.00 in a check is required to hold your spot in our program. If more than one child in a family enrolls, a registration fee of \$50.00 for each additional child will be collected to hold the additional spot(s) in our program. The registration fees are nonrefundable.

Tuition

Weekly tuition rates are listed below. Tuition includes toddler and preschool classroom meals and snacks from our menu. Tuition is due each Friday, for the following week. All tuition is charged via ACH weekly for the upcoming week. There is a 10% discount for additional children being enrolled, after the first child is paid. The 10% discount is applied to the child who has the lowest tuition rates.

| Days | Infant 8 weeks-15 months | Toddler 15-36 months | Preschool 3-4 yrs | School Age 5-12 yrs (Summer 2024) |
|--------------------------|--------------------------------|-------------------------|-----------------------------------|---|
| 5 days: Mon-Fri | \$225 | \$225 | \$200 \$70 (8-11 a.m. only) | \$200 |
| 3 days: Mon, Wed, Fri | \$150 | \$150 | \$135 | \$135 |
| 2 days: Tues, Thurs | \$100 | \$100 | \$90 | \$90 |

Insufficient Fund Fees

Any family accounts that result in a bounced check or insufficient funds will be charged a \$35 fee for each insufficient transaction. In the case of insufficient funds at the time of ACH, a \$5.00 fee will be added to your cost for each child, for each week-day in which tuition is paid late.

Holidays and Vacations

The following days will be a total center holiday (paid time off for our teachers): New Year's Day, Memorial Day, 4th of July, Labor Day, Thanksgiving, Christmas Day, Christmas Eve. Tuition does not change when these holidays occur. There will be no discount or changes in payment. If one of these holidays falls on a weekend, the center will be open the next business day. We do not offer vacation time for our children. We operate just as other tuition-based centers.

The Hema-Tyke Childcare and Education Center will be closed between Christmas and New Year's (December 21, 2023- January 2, 2024) and the week of Ishpeming Public Schools Spring Break (March 25-April 1, 2024).

Additionally, Hema-Tyke Childcare & Education Center will have up to two in-service days each year. The in-service days will be scheduled ahead of time, providing you as much notice as possible.

Inclement Weather

The Hema-Tyke Childcare & Education Center will be closed when Ishpeming Public Schools are closed. Safety is our top priority for our children and families.

Daily Routines

Please see attached paperwork for your child's specific classroom. These schedules will also be posted outside of each classroom.

Infants:

Our Infant program provides a nurturing, and loving environment designed to help babies meet their developmental milestones. Our teachers carefully design learning experiences that spark curiosity and encourage exploration of the world around them. Babies learn best when their environment is predictable and consistent. That is why our teachers work with families to follow the schedules that are already set in place for their baby.

Our teachers track children's progress through our child assessment portfolios and daily communication tools. Teachers use this information to share children's growth during bi-annual Parent/Teacher conferences. Our comfy atmosphere provides a home-like environment by fostering friendships, supporting emerging emotions, building healthy beginnings, sparking curiosity, and promoting language development.

Our Infant Program Includes:

- *Promotes strong relationships
- * Explore and develop milestones and spark curiosity through exploring the world around them
- *Customized attention to infants needs
- * Each infant will be assigned a primary caregiver while in our care.

Toddlers

Curiosity and imagination are where learning begins in our toddler program, turning play into meaningful learning experiences. Our toddler teachers utilize a variety of strategies to meet each child where they are in their learning journey. Our teachers modify educational experiences based on children's interests and strengths while recognizing each child as an individual.

Our daily routine is consistent, fun, and flexible, with a child-focused curriculum specifically designed to foster their innate curiosity and support both their interests and developmental progress. Our teachers are committed to creating a safe, nurturing, and predictable environment while implementing a well balanced educational program.

Our teachers track children's progress through our child assessments portfolio system and daily communication tools. Teachers use this information to share children's growth during biannual Parent/Teacher Conferences.

Our Toddler Program Includes:

- *Support and encourage independence, language, and social skills
- *Learning Centers that encourage language and early literacy, fine motor, and gross motor skills, math art, dramatic play, science, and outdoor exploration.
- * Cleanliness practices that meet or exceed all state and local guidelines.
- *We provide warm, loving, welcoming and supportive atmospheres for children of all backgrounds, abilities, and experiences.
- * Each toddler will be assigned a primary caregiver while in our care.

Preschool

Our developmentally appropriate curriculum is designed to provide balanced, hands-on experiences that will help your child grow socially, emotionally, cognitively, and physically. Our trained teachers utilize active learning where we use a child-focused curriculum that supports early learners by creating an environment that encourages them to explore learning materials and interact with adults and peers. Through play, children learn problem solving skills, develop independence and initiative, and practice math, science, reading and writing while having a blast.

Our teachers track your child's development and progression to ensure they are tracking on pace with widely held expectations. Teachers will use the data gathered to share your child's growth during bi-annual Parent/Teacher Conferences.

Our Preschool Program Includes:

- *A balanced approach of independent teacher-directed, and small group activities promotes investigation, exploration, and discovery.
- *Curriculum that supports STEM learning activities.
- *Opportunities to solve problems and make decisions while fostering confidence.
- *Teaching strategies that adapt to each child and incorporate their strengths and interests.
- *Learning centers that encourage language, early literacy, math, art, dramatic play, science, and outdoor exploration.

Transitions into new classrooms

When your child is ready to transition to the next classroom we will alert you of this plan well ahead of time. The decision to move a child is based on their development as well as our classroom numbers and staffing. We make every effort to transition a child when they are ready for a new challenge. However, we also must consider whether we have the proper staffing for the number of children in the classroom.

During your child’s transition week, they will be dropped off in their classroom for breakfast and visit their new classroom until lunch. The next week their transition is official. During this time, we are extra sensitive to a child’s emotional needs.

You are welcome and invited to contact the classroom teachers about any questions or concerns you have. Email is the best way to reach our teachers for non-emergencies. All staff emails are listed at the beginning of the handbook. At any point if you have questions or concerns, do not hesitate to reach out.

Center Provided Items and Family Provided Items

Disposable diapers and wipes labeled with your child’s name are needed, a note or message will be sent home when an additional supply is needed. If you would like cream applied to your child after diapering, it must be provided to the teacher.

Due to health regulations, we are unable to rinse or clean soiled clothing at the center. All soiled clothing will be placed in a plastic bag for families to take home. Please be sure to provide several changes of clothes for your child. We are not responsible for any clothes that are not labeled. Please help us keep track of everyone’s belongings by initialing each piece of clothing, bedding or toy brought to school.

We take outdoor (and messy) play seriously! Unless the outdoor conditions are unsafe we go outside twice a day. This is also taking into consideration the other needs children may have that could interfere with being outside for a longer amount of time (feeding, sleeping, more time to transition etc). During this outdoor play all children are encouraged to get messy and explore! This may be with art materials or natural materials. Please send your child to school in clothes that are season appropriate as well as play appropriate. Hema-Tyke staff are not responsible for any piece of clothing that is permanently stained through play. We ask that if, for any reason your child is not healthy enough to play outside, they stay home. We are not equipped to have individual children stay inside.

Year-round: We recommend a minimum of TWO full changes of clothes including, but not limited to:

| | | |
|--------|-----------|-------|
| Shirts | Pants | Socks |
| Shoes | Underwear | |

Additional Summer Items:

| | |
|----------------|----------------------------------|
| Sun hat | Swim diapers |
| mud/rain boots | Sunscreen with child’s full name |

Additional Winter Items:

| | |
|--|--------|
| Snowsuit or winter coat and snow pants | 2 hats |
|--|--------|

| | |
|------------|---------------------------------------|
| Snow boots | 2 pairs waterproof gloves (or more)** |
|------------|---------------------------------------|

**We strongly discourage thin knit gloves or mittens for any time of the year as once they get wet they stay wet and are not safe for the child to wear in cold weather

Specific Additional Infant Items:

| | |
|---|---------------------|
| Sleep sack (swaddle only until 8 weeks) | Prepared bottles ** |
| Any baby food needed for the day | |

**Bottles require a label with child’s name, date, contents, amount: including at least one extra

Additional Toddler and Preschool Items:

| | |
|---------------------------------------|--|
| Small blanket for cot at rest time ** | Water bottle labeled with child’s name |
|---------------------------------------|--|

** Blanket will be kept in classroom and sent home to wash on Fridays

Discipline Policy

At Hema-Tyke Childcare & Education Center we believe in positive guidance and reinforcement techniques. When developmentally appropriate we also use natural and enforced consequences. These techniques focus on the positive choices the child makes as well as the consequences that negative choices have on their ability to fully participate autonomously in the daily routine and activities. Many of the techniques we are offering choices, the safe-spot, empathy, assertiveness, and encouragement. Our goal for each child entering our program is to instill the intrinsic motivation to make pro-social choices and accept responsibility for choices made. Because each child has unique needs, we use a combination of these techniques to find what works for the individual child. However, in general, one or a combination of a few of these techniques have been shown to have a high success rate when consistently applied at school as well as at home; we may ask you to help us enforce this consistency at home. Likewise, there may be a technique that works in the home environment. We encourage families to share this with us so we can provide the same amount of consistency at school. Children engaged in this type of discipline have been shown to have higher self-esteem, self-discipline, evaluate mistakes more critically and eventually develop their own system of beliefs and values that engage others positively in their lives.

In general, we follow these listed steps when helping a child understand their choices.

- Acknowledge that everyone makes a mistake. Guiding children through the process of learning that we all make mistakes but it is how we respond to those mistakes that will reduce the effect of an argument or simple disagreement. We do not “tell” a child what to do; we give them the tools to make the right choices.
- Validate the need. There is a reason for the behavior. Focusing on the solution to the problem and teaching about empathy is our goal.
- Seek the belief/person. Let the child talk about how the entire challenge makes them feel. Let their feelings be validated. This is often the time a child will volunteer for consequences on their own.

The following means of punishment are prohibited:

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.

- Placing any substances in a child’s mouth, including but not limited to, soap, hot sauce, or vinegar.
- Restricting a child’s movement by binding or tying him or her.
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.
- Excluding a child from outdoor play or other gross motor activities.
- Excluding a child from daily learning experiences.
- Confining a child in an enclosed area, such as a closet, locked room, box, or similar enclosure.

Biting

Biting is a challenge that is both age appropriate and at the same time causes parental strife. Children bite in order to fulfill a need or to cope with a challenge. It is a very common behavior seen in toddlers and there are several reasons this happens. Listed are some reasons children bite:

- They need oral stimulation
- They simply want to see what is going to happen if they bite
- Another child is in their personal space or too close to them
- They have an overwhelming feeling; frustration, nervousness, excitement, etc.
- Lack of language skills
- Are over tired
- Need more “active” playtime or exercise
- Are teething
- Are over-stimulated by lights or loud sounds

A family who has been affected in either way by biting can feel frustrated, stressed, and worried. This can be a delicate and tricky situation to handle while ensuring that all children are safe. We appreciate your patience and collaboration as we work to guide the child to handle their developmentally appropriate needs in a positive way.

If, after all of our options have been exhausted, a child is still not able to thrive in the Hema-Tyke environment, the program director has full power to dis-enroll a child without further discussion.

Food Service Policy

Hema-Tyke Childcare & Education Center values mealtime as an opportunity for growth and learning. We use this time to teach about food, utensils, proper table manners, clean-up, social interaction, and nutrition. Included in your tuition for toddlers and preschool is a daily breakfast, lunch, and snacks. Menus are posted in each classroom. Infant families must provide their own food, including pre-made bottles with one extra each day, and appropriate baby food and snacks for the child. All food and bottles must be labeled with the child's name, date and contents.

We follow the healthy eating principles and guidelines for healthy growth of the children in our care. We will make reasonable substitutions for allergies and medical needs to the best of our abilities.

However, we may ask families to bring in substitutions similar to our menu if we cannot provide what is needed.

Allergies

If your child has any food allergy or sensitivity, we ask that we are made aware during our enrollment meeting. We will do our best to create a plan based on their needs involving our administrative team and families depending on the allergy/sensitivity. An updated emergency card and an allergy/sensitivity alert form must be on file with a plan set in place before your child's left in our care.

Health & Injury Service Plan

Accidents, Injuries, Incidents, Illnesses

If your child gets a minor bump, bruise or scrape or is involved in a minor incident while in our care we will document the occurrence in an official report and notify you at pick-up.

If a more serious illness or injury occurs immediate steps are taken to notify parents/guardians by telephone and/or email and to secure prompt medical attention, if necessary. We will not wait to reach a guardian if it is decided to be an emergency to ensure the child receives prompt care at the facility you have indicated on their emergency card. We will contact you for any head or facial injury regardless of severity.

If it is determined that your child needs to be excluded from our care they must be picked up within 2 hours to avoid a \$35 extra care fee.

Our staff is trained in all potential emergencies; i.e.: fire, man-made emergencies, tornado, power outages, etc. If any of these emergencies occur while children are in our care, a phone call or email will be made to the parents as soon as possible.

Exclusion Policy for Child and Adult Illnesses

To determine a child's health status, Hema-Tyke Childcare & Education Center staff and volunteers will follow the recommendations of the local Marquette County Health Department and the Center for Disease and Control (CDC) The following are the most common reasons a child or adult would be removed from their classroom.

- Temperature is 100.4 or higher
- Skin rashes lasting more than a day or infected untreated skin patches
- Any skin lesions that are weeping or bleeding that have not been treated
- Vomiting while at the center; or two or more episodes of vomiting within 24 hours
- If the child/adult is uncomfortable or has severe pain
- Diarrhea, which equals twice the child's normal frequency with a change to a looser consistency of the stool within a 24-hour period
- Sore throat or severe coughing

- Yellow eyes or jaundice skin
- Change in color of urine to brown or stool white
- Blood in urine or stool
- Red eyes plus discharge
- Swollen joints, enlarged lymph nodes or stiff neck

A final decision will be made by the Hema-Tyke Director when a child or adult needs to be removed from the classroom and sent home.

Medication Policy

Hema-Tykes Childcare & Education Center staff will never administer medication for the first time. All medications must come in with appropriate prescription labels and packaging. Parents must fill out a medication form to stay with the medication. The teacher will administer the medication for the child with another adult after double checking the dosing. The adults will document when the medication was given and by whom each time it must be given. Medication will be sent home each day for other dosing at home.

Three Step Cleaning Process

This is the process we use to sanitize our surfaces and materials safely. We use it to sanitize materials that are mouthed or otherwise contaminated by bodily fluids, for ongoing and regular sanitation of classroom materials, cleaning sensory tables and the materials used in them and cleaning food surfaces immediately before and after eating. Soiled toys are taken out of the classroom and put in the classroom's "yucky bucket" to be washed as soon as possible.

- Wash with soapy water
- Rinse with plain water
- Bleach & water solution

Materials That Cannot Be Three Stepped

There will be some items that are unable to be three step cleaned.

- Regular classroom materials will be washed in the washing machine, at minimum, once a week.
- Nap supplies will go home weekly to be washed with each family.
- If a child borrows a blanket, pillow, or any piece of clothing from the Hema-Tykes Childcare and Education Center it must be washed before another child can use it.

Controlling Infection

Each classroom has a rigorous cleaning schedule as outlined below. Additionally, building custodial staff will clean thoroughly each evening.

- Adults and children washing their hands at the prescribed times.
- Disinfecting surfaces and materials that have been mouthed.
- Using disposable gloves when in contact with any bodily fluids.
- Adults sanitizing or washing their hands upon entry into the classroom.
- Maintaining safe garbage cans including keeping them inaccessible to children and having lids if they are used for anything other than paper products.
- During diapering, play the child on a cleaned, disinfected surface after each use.
- Promptly changing soiled diapers
- Storing, preparing, distributing and serving all food for children under sanitary conditions.
- Clearly marking supplies and keeping them separate from food and children.

Hand Washing

It is a requirement that children and adults wash their hands at all prescribed times to maintain a high quality environment. Below are the required handwashing times.

Adults

- After arriving in the center or classroom. Parents may use the hand sanitizers outside of classrooms or wash at a sink.
- Before eating, handling foods or medication
- Before feeding a child
- After handling food
- After drinking or eating
- After diapering a child
- After assisting a child with toileting
- After personal toileting
- After handling or cleaning bodily fluids.
- After outdoor activities
- After using cleaners or potentially hazardous materials

Children

- Entering a classroom
- Before and after eating
- Before and after sensory play
- After toileting or getting their diaper changed
- After wiping or touching their nose
- After playing outside
- Any other time an adult feels the child has come into contact with a potentially harmful substance

Wellness policy

Our staff pledges to assure all children are safe and their well-being is our top priority. In accordance with state regulations, we make an effort to be sure every child in our care is free of

communicable disease by obtaining proof of age-appropriate immunizations or waiver as well as a physical examination stating that the child is in good enough health to participate in a child care setting. All immunization records or waiver need to be on file with Hema-Tyke Childcare & Education Center prior to the child beginning care. Families are required to provide updates as their child receives more immunizations.

Outdoor Play Policy

There is a plethora of research showing that children who play outside are healthier and have a better immune system than those who spend more time inside. We will be outside twice daily unless the windchill is negative or the weather is unsafe for outdoor play. Children will have gross motor activities provided indoors when we are unable to be outside due to inclement weather. It is imperative that children have the appropriate clothing for daily outdoor play while attending Hema-Tyke Child Care and Education Center. The playground is checked daily for safety and cleanliness for our children.

Safety Plan

Our school was designed with the safety of your child in mind. All classroom doors will remain locked through the school day. For pick up/drop off please enter off of Pine street door 2 closest to the church office.

Our classroom ratios are always at or below state minimum to ensure that children are properly supervised.

Emergency Drills

We practice emergency drills often, at Hema-Tyke Childcare & Education Center. We practice fire and inclement weather drills, as well as training the staff on lockdown procedures. We will do fire drills quarterly, as well as inclement weather drills twice a year and lock down drills. This is not only for the children, but also for the comfort and swift movement from our staff. If for any reason the Director does not feel our drill was to their standards, additional drills will be performed. These drills are timed and reviewed for learning opportunities. Parents/guardians will be made aware of each fire drill that has taken place via email by an administrative team member.

Staff Training

All staff are required a minimum of 16 hours of professional development each year to ensure best practices and environment for the children at the Hema-Tyke Childcare & Education Center. The training topics include at minimum CPR/First Aid, Mandated Reporter, SIDS/Safe Sleep, social/emotional learning, child development, and curriculum. Our goal is to support each staff

member's professional goals and individualize their learning to ensure relevant training to support their classroom and experience level.

Supervision of Staff and Volunteers

While in the building, the volunteer will be assigned to a group of children that is also supervised by a teacher. They will obtain prior permission from the Director, check in with the Director and wear a badge that indicates they are a volunteer. Volunteers are not permitted to be unsupervised with children in our care. Staff will be observed daily in each classroom. We have set high standards for the teachers and staff to comply with. All staff will be evaluated yearly and monthly feedback will be given to each staff member.

Staff members as sitters

Families often feel comfortable and safe with their child's teacher. Through this comfort level, they tend to be our families first choice whenever a "sitter" is needed at home. We understand your desire to keep consistency with your child in helping to make them feel relaxed when you cannot be home with them. A staff member cannot adjust their school hours to accommodate the sitting needs of a family.

Reportable Situations

Under the Child Protection Services Act, any employee of Hema-Tyke Childcare & Education Center is mandated to report any and all suspicion of child abuse or neglect to the proper authorities. We do not take this matter lightly. We are not required nor encouraged to discuss our suspicions with any parent prior to or after the report is made. The Act is to protect and keep the best interest of all children in our care. It is not our job to decide if there is abuse occurring, but we are mandated to report anything that is suspicious. A copy of the local licensing and mandatory reporting regulations are available in the director's office, if you have any further questions. In addition, a licensing binder will be made available in the staff/parent resource area during our regular business hours that includes state reports, investigations or any other information we feel needs to be included.

Toilet Learning Policy

When your child is ready to toilet learn we are here to help you along with the process. Research focuses on child-led learning, we will not start a child in the toilet learning process that has not shown signs they are ready. We do, however, have tips and advice on how to encourage your child to show signs and to also prepare them for success during training. In our experience most children do spend a significant amount of their time through our program in diapers. Since our process is child-led it tends to take a little longer for a child to become ready, motivated and to be successful. However, once the child begins on their own the process of transitioning from a diaper into underwear it is often MUCH less stressful emotionally and mentally for the family as well as the child. From experience we have seen a pattern in children who are pushed to toilet train before they have decided they are ready. We have noticed these children develop general anxiety about

using the toilet or eliminating. They may also hold their BM's which causes them to be hard and sometimes painful. The child could go extended periods of time without having a BM which makes it exponentially more difficult and painful to eliminate. This pain can also make them feel anxiety towards trying the toilet.

Some things we do at school to encourage child-led toilet training is:

- Encouraging the child to tell us when they have eliminated.
- Using body-positive language with all children by referring to their "private parts" by their anatomically correct name.
- Using consistent vocabulary for bodily fluids and body parts
- **Actively** engaging the child in each step of the process. For example, each child takes their diaper off independently and throws it away.
- Encouraging all children to "listen to their body" and go to the bathroom if they feel they need to eliminate.
- Having positive conversations and reading books about toilet training.
- Avoiding any type of language that would blame or shame the child for eliminating in their diaper or having an accident.
- Displaying the appropriate amount of encouragement for toilet learning

In addition to the above tips you can follow these tips at home, too if you wish! In our experience, families that follow these tips are rewarded with a natural, low stress toilet learning process that is healthier for the child.

- Try sitting on the toilet at least when they are dry during changes to help them become comfortable on the toilet
- Buy a training toilet more appropriate for children and place it in an accessible place like their play area
- **Encourage** your child to sit on the chair fully dressed and look at books or play with toys. Beginning when the parents or siblings are using the toilet encourages imitation.
- **Connect** your child to the process of using the toilet after a week of encouragement and sitting fully dressed. Place the soiled diaper or stool in the training toilet and explain the purpose of a toilet. Once this connection is made, demonstration of disposal of the feces or the urine into the "adult" toilet can be undertaken. Because toilet flushing or the disappearance of feces can be frightening to children, the child should first be permitted to flush pieces of toilet paper or wave "bye-bye" to the feces.
- **Practice and encourage** your child to go when they are showing body language indicating they need to eliminate. The child should be led to the chair and invited to use. The goal of this stage is to "catch" the urine or stool in the potty chair and praise any successful attempts. Parents should not expect immediate results, nor should they get upset or punish when accidents occur.
- The child can transition from diapers to learning pants or cotton underwear after at least one week of success using the potty, if you choose. Children should not be rushed out of diapers, nor should they be forced to wear soiled diapers for extended periods of time as a form of negative reinforcement. They should return to diapers if they are unable to remain dry at this stage. A sticker or star chart can be used as positive reinforcement for successful attempts. Once the child has mastered the use of the potty chair, he or she can be transitioned to the regular toilet with an over-the-toilet seat and step stool.

- Avoid using reward-based encouragement as these systems largely focus on intrinsic motivation rather than extrinsic motivation. Studies have shown children who use reward systems as a form of regulation or encouragement often look to rewards for “good behavior” more and more often.

Some tips to keep in mind

- Adopt a positive, loving approach to toilet learning Toilet learning is the child’s challenge, not the caregiver’s. Refrain from constantly asking if she needs to go. Let them recognize their body signs and respond to them appropriately.
- Keep the child in loose, easy-to-remove clothing
- Avoid battles over toilet learning
- Avoid flushing the toilet while the child is on it
- **Avoid over-reminders**
- Teach boys to urinate sitting first; teach them to stand after successful bowel learning is complete
- Keep stools soft by increasing dietary fiber and reducing dairy products • Use learning pants as part of the transition from diaper to underwear, not as the first step
- Children should be reminded to void upon awakening and 15-20 minutes after meals to avoid accidents
- When they seem to be squatting or grunting, point out that the pee or poop wants to come out and lead child to toilet.
- If the child is not making progress, learning should be discontinued for **two to three months**.

Parents and child care providers must communicate to develop a consistent sequential plan for both environments. When the process has been successfully started at home, the parent should bring the child to the daycare bathroom, and “introduce the toilet to them” showing that they will be using that toilet at school like they have used their special one at home.

Non-Discrimination Policy

The Hema-Tyke Childcare & Education Center does not discriminate on the basis of race, national or ethnic origin, age, religion, disability, gender, sexual orientation, political beliefs, or any other characteristic protected under applicable federal or state law.

Right to Change

The Hema-Tyke Childcare & Education Center has the right to change, add or update any of the existing policies and procedures that pertain to the daily operations of the center at any time. If changes are made, parents will be notified.

Infant Schedule

Infant Daily Schedule

| | |
|-------------|---|
| 6:30-8:00 | Children Arrive/Greet Parents/Swings/Bouncers |
| 8:00-8:30 | Change Diapers |
| 8:30-9:00 | Feeding Time/Bottle/Cereal/Baby Food |
| 9:00-10:00 | Quiet Time (morning nap) |
| 10:00-10:30 | Tummy time/Toys/Bouncers |
| 10:30-11:00 | Outside Play/ Cribs & Swings (weather permitting) |
| 11:00-11:30 | Change Diapers |
| 11:30-12:15 | Feeding Time/Bottle/Cereal/Baby Food |
| 12:15-12:30 | Soothing Music/Story Time/ Preparing for Nap Time |
| 12:30-2:30 | Quiet Time (afternoon nap) |
| 2:30-3:00 | Change Diapers |
| 3:00-3:30 | Feeding Time/Bottle/Cereal/Baby Food |
| 3:30-4:00 | Outside Play/ Cribs & Swings (weather permitting) |
| 4:00-4:30 | Change Diapers/Music & Movement |
| 4:30-5:30 | Clean Up/Tummy Time & Toys/Prepare to Go Home |

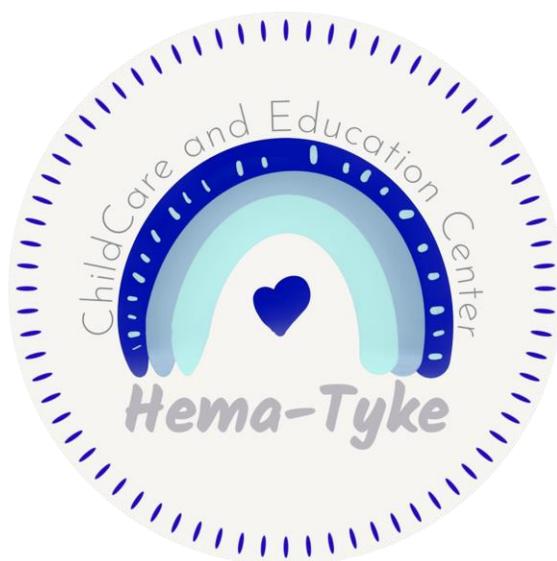


*Infants' schedules are determined based on individual development, need and temperament. Diapering & Feeding is done as needed. Children sleep as needed.

Toddler Schedule

Toddler Schedule

| | |
|----------------------|---|
| 6:30 - 8:00 | Arrival, Wash hands, Free Play |
| 8:00 - 8:30 | Wash hands, Breakfast |
| 8:30 - 9:00 | Clean up, Diapers & Potty, Wash hands |
| 9:00 - 9:30 | Circle Time, Large Group |
| 9:30 - 10:00 | Table Time, Small Group |
| 10:00 - 10:45 | Outside Time / Free Play |
| 10:45 - 11:00 | Diapers & Potty, Story Time |
| 11:00 - 11:45 | Wash hands, Lunch |
| 11:45 - 12:15 | Music and Movement |
| 12:15 - 12:30 | Clean up, Check Diapers, Wash hands, Quiet time |
| 12:30 - 3:00 | Laying down / Nap time |
| 3:00 - 3:30 | Diapers & Potty, Wash hands, Snack |
| 3:30 - 4:30 | Outside Play / Free Play |
| 4:30 - 5:30 | Clean up, Free Play, Departure |



Preschool Schedule



Arrival 6:30am-8:00am

Hand Washing/Breakfast 8:00am-8:30am

Bathroom/Handwashing/Free Choice 8:30am-9:00am

Morning Message 9:00am-9:30am

Small Group 9:30am-10:00am

Large Group 10:00am-10:30am

Bathroom/Handwashing 10:30am-11:00am

Outside/Gross Motor 11:00am-12:00pm

Lunch 12:00pm-12:30pm

Bathroom/Handwashing/Books 12:30pm-1:00pm

Nap/Quiet Time 1:00pm-3:00pm

Bathroom/Handwashing/Snack 3:00pm-3:30pm

Outside/Gross Motor 3:30pm-4:30pm

Free Choice 4:45pm-5:30pm

*Center opens at 6:30am and closes at 5:30pm.

*Group bathrooming times occur before both outside times and before rest time. Additional bathrooming as needed is also encouraged on an individual basis.

*Nap/quiet time is an estimated time in which students who do not nap will be provided quiet activities.