

Color Wheel Child Care Center

416 Bridge Street
Belding, MI 48809
(616) 208-0008

Parent Handbook

color wheel
CHILD CARE CENTER

Dear Parent,

Thank you for considering Color Wheel Child Care Center! We are excited to meet the needs of the children in our care and truly believe this is a great place for children to grow and make memories! We love the way children love to learn, their curiosity and how they look at the world around them. They are sincere, quick to offer forgiveness and open to new ideas. There is nothing we would rather do than work with children and create an environment that fosters creativity and confidence. If you choose our center to become your child's home away from home, you can be sure we will do our best to provide a place that they will look forward to coming to. As we strive to make our center the best it can be, please do not hesitate to come to us with questions or suggestions. Your input is valued!

Sincerely,

Color Wheel Staff

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Welcome

This parent handbook contains the policies and procedures of the **Color Wheel Child Care Center**. Each family is asked to read the handbook in its entirety and submit a signed acknowledgement of receipt at the time of enrollment. Please keep it as a reference guide and feel free to ask any questions that may arise.

Changes

We reserve the unilateral right to add, delete, modify or amend the policies and procedures described in the Handbook upon a 30-day written notice to the parent.

Philosophy

We believe childhood is an adventure and children are little explorers. It is our goal to create experiences where children's curiosity is piqued and they are allowed to grow emotionally, socially, physically and intellectually in an environment that stimulates their natural desire to learn. We consider ourselves partners with parents, working together to meet the needs of the children and their families. As partners, we will communicate regularly and work to create a fantastic environment for growth and learning.

Non-Discrimination Policy

The staff and teachers will maintain and conduct all practices relating to childcare services in a manner that does not discriminate against any child, parent or family based on race, color, religion, gender or handicap.

Admission Requirements

The center provides care for children from 6 weeks through 12 years of age. Children may attend on a part-time or full-time basis. Upon admission, parents are required to establish a set weekly schedule for care and are responsible to pay their weekly tuition. In the event that a permanent schedule change is needed, a two-week written notice is required. In addition, in order to maintain compliance with Michigan Child Care Licensing, parents must also fill out and submit all required enrollment forms before a child may begin care at our facility.

Required Forms for Enrollment

The forms listed below must be fully completed before a child may be enrolled in our program. The parent is solely responsible for ensuring the accuracy of the information contained within those forms and for keeping all such information current. Parents are required to review the forms to ensure accuracy in May of each year.

1) Child Information Card (Emergency Card)
2) Signed Statement of receipt of Parent Handbook
3) Signed Statement of parent notification of the Licensing Notebook
4) Child Care Contract
5) Permission to seek emergency medical help
6) Authorization for Product Application

7) Daycare Photo Release

8) Health Appraisal Signed by your child's physician's office which includes record of immunization showing current up-to-date immunizations or

   a copy of a waiver addressed to the Department of Health and Human Services and signed by the parent stating immunizations are not being administered or

   Statement of Good Health (School-age kids only)

Schedule of Operation

The Center is open Monday through Friday from 6:00 am to 6:00 pm. We are closed for the following holidays: New Year's Eve and Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Day after Thanksgiving, Christmas Eve and Christmas Day.

If a holiday falls on a weekend, it will be observed on either the preceding Friday or the following Monday.

The program remains open when Belding Public Schools is closed due to snow/ inclement weather.

In order for our staff to obtain their annual state required 16 hours of Professional Development, we will be closed 2 full days each year for trainings. Parents will be given at least 30 days notice of these professional development days.

Days the center is closed for a holiday or professional development does not reduce the weekly tuition.

Typical Daily Classroom Schedules

Infant Class Schedule

6:00 a.m. - 8:00 a.m. - Arrival / Free Choice
8:00 a.m. - 8:15 a.m. - Clean-up / Bathrooms
8:15 a.m. - 9:00 a.m. - Breakfast
9:00 a.m. - 9:30 a.m. - Greeting /Circle Time
9:30 a.m. - 9:40 a.m. - Bathrooms
9:40 a.m. - 10:00 a.m. - Small Group
10:00 a.m. - 10:30 a.m. - Snack Time
10:30 a.m. - 11:20 a.m. - Free Choice Time
11:20 a.m. - 11:50 p.m. - Outside Exploration/Large Motor
11:50 a.m. -12:00 p.m. - Clean Up/Bathrooms
12:00 p.m. - 1:00 p.m. - Lunch / Large Motor / Toothbrushing / Gum Wiping
1:00 p.m. - 2:30 p.m. - Rest
2:30 p.m. - 3:00 p.m. - Table Toys / Bathrooms
3:00 p.m. - 3:30 p.m. - Snack
3:30 p.m. -4:00 p.m. - Free Choice
4:00 p.m. - 5:00 p.m. - Outside Exploration / Larger Motor
5:00 p.m. - 5:15 p.m. - Bathrooms
5:15 p.m. - 6:00 p.m. - Table Toys / Goodbyes

*Infant room schedule is be based off individual needs or demands.

Toddler Class Schedule

6:00 - 7:55 a.m.-Arrival / Free Choice
7:55 - 8:05 a.m.-Clean-Up / Get Ready for Breakfast
8:05 - 8:30 a.m.-Breakfast / Bathrooms / Diapers
8:30 - 9:00 a.m.-Free Choice / Independent Play
9:05 - 9:35 a.m.-Outside Exploration / Large Motor
9:40 - 10:00 a.m.-Circle Time
10:00 - 10:30 a.m.-Snack / Diapers / Bathrooms
10:30 - 11:00 a.m.-Free Choice Time
11:00 - 11:30 a.m.-Small Group Activity
11:30 - 12:00 p.m.-Outside Exploration / Large Motor
12:05 - 12:45 p.m.-Lunch / Bathrooms
12:45 - 2:30 p.m.-Rest
2:30 - 3:00 p.m.-Table Toys / Bathrooms
3:00 - 3:30 p.m.-Snack
3:30 - 4:40 p.m.-Free Choice / Get Ready for Outside
3:45 - 4:15 p.m.-Outside Exploration / Large Motor
4:20 - 4:30 p.m.-Bathrooms
4:30 - 5:00 p.m.-Small Group Activity or Fine Motor
5:00 - 6:00 p.m.-Free Choice Play / Dismissal

*All times are flexible and follow children's needs and interests.

Preschool Class Schedule

6 :00 AM-quiet play (table toys, books, coloring)
8:00 AM-Breakfast
9 :00 AM - circle time
9 : 20 AM - free play
1 0 : 00 AM -morning snack
1 0 : 30 AM - music& movement
1 0 : 45 AM - craft
11:15 AM - outside play
11:45 AM - science or math concept
12:00 PM - lunch
12 : 30 PM - rest time
2 : 30 PM - wake up and quiet play
3 : 00 PM - afternoon snack
3:30 PM - free play & outside

*All times are flexible and follow children's needs and interests.

Preschool Program

We believe that play-based programs are the most developmentally appropriate for young children. Play-based curriculum is defined by teachers setting up an environment in which children can learn by open exploration. Play-based centers allow children to explore themes through self-directed activity that allows children to build confidence in all areas of learning.

In addition to play-based learning we teach with a creative curriculum approach and blend ideas and techniques that best fit the needs of the classroom. We believe preschool should be centered around the interests of the classroom and should offer several areas of open-ended exploration.

Technology In the Classroom

Children under the age of 2 will not use media of any kind.

If media are used with children 2 years of age and older, all of the following apply:
(a) Activities must be developmentally appropriate.
(b) Interactive media must be used to support learning and to expand children's access to content and be suitable to the age of the child in terms of content and length of use per session.
(c) Media with violent or adult content are prohibited while children are in care.
(d) Use of non-interactive media must not exceed 2 hours per week per child.
(e) If media are available for children's use, other activities must also be available to children.

Childcare/Preschool Fee Schedule

Under 2 1/2
Infant/Toddler Rates: $60 per day

Over 2 1/2 AND Potty Trained
Preschool Daily Rate: $46
Preschool Before or After School: $20 per day
Preschool Before AND After School: $28 per day

*Children not potty trained after the age of 2 1/2 will be charged the infant/toddler rates.

Kindergarten and Older
School Age Full Day: $42 per day
Before or After School Care: $15 per day
Before AND After School Care: $20 per day

New Enrollment Fee: $65 per child

Forms of Accepted Payment: Credit Card w/ 2.99% surcharge added, Bank Transfer w/ 1% fee added, Checks written out to **Color Wheel Child Care Center** or DHHS Child Care Reimbursement

Fee Changes

The Center reserves the right to change the child care fee schedule or other fees (i.e. late pick up fee) upon thirty days written notice to the parent.

Due Dates and Fees

Weekly tuition is due the Friday before services are rendered. In the event payment is late, a $25 fee will be assessed. If payment is past due, care will not be provided.

A $30 fee will be assessed for checks that are returned for insufficient funds and after 2 NSF checks, money orders will be required.

Families are required to sign a contract stating days/times their child will be in care and are required to pay for those days regardless if the child is in attendance or not. There are **No Fee Adjustment for Absences**, including sick days, personal days, holidays or any other reasons. Families may not drop their children off before the scheduled in time and if children are picked up past 6:00pm, a $1 per minute late fee is charged.

Business Interruption

If in the event our center is closed due to loss of electricity, fire, damage, communicable disease outbreaks, other unforeseen events, etc. parents must seek out alternate emergency child care. In the event the child care program is closed for more than two consecutive business days, the parent is relieved of any financial obligation to pay for those days in excess of two business days.

Department of Health and Human Services Assistance

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

Parent Participation and Communication

Parents are welcome at our facility any time to observe or spend time with their child. Parents should feel free to ask questions about the program or their child's care. A weekly newsletter is sent out to share information regarding events, curriculum the children are learning, upcoming holidays and other news. You can also follow us on our Facebook page.

Parents are encouraged to maintain open communication with their child's caregiver/ teacher. While staff is always accessible to parents during drop off and pick up times, this is not the best time to initiate in-depth conversation with your child's teacher. We ask that parents request a meeting with the director or the teacher to discuss concerns during times that are convenient for both parties.

In addition, a Licensing Notebook is available online for parents to review at anytime. Which includes all items listed in rule R400.8110(4) of the licensing handbook.

Communication with Separated Parents

Our program will do our best to meet the needs of each family and each unique circumstance. Emails, informational publications and information regarding your child's day are sent to both homes to ensure all parties have equal access to their child's progress and upcoming events.

Incorporating And Representing Diverse Backgrounds

Early childhood is the ideal time to begin emphasizing the importance of diversity, equity and inclusion. Helping young children recognize the differences in genders, cultural backgrounds or physical abilities will help them become more considerate citizens and address injustice and discrimination as they grow.

Fostering a culture that promotes equity and inclusion requires an active approach by educators. Teachers should strive to create diverse learning environments that encourage positive discussions about diversity, equity and inclusion.

Educational materials, the physical learning space and educators' attitudes play pivotal roles in promoting diversity, equity and inclusion in early childhood education spaces. These three aspects must function together to create an inclusive environment in which human differences are both recognized and valued.

Physical or Material Environments

- Books, art and videos in the classroom should feature diverse representations of race, ethnicity, age, gender and physical abilities.
- Educators should display students' artwork, especially that which reflects their own cultural or ethnic background.
- Content should avoid depictions of harmful stereotypes.

Toys, Play and Celebrations

- Dolls should represent all major cultures and ethnicities.
- Toys or dolls should represent gender diversity (including a various styles of clothes – pants, dresses, etc.).
- Crayons and other crafting materials should include a diverse array of skin tone colors.
- Snacks, holidays and celebrations should reflect the different racial or ethnic groups present in the classroom.

Interactions and Attitudes

- Educators should respond to behaviors uniformly across all genders, races and ethnicities.
- Teachers should give unbiased answers to questions about gender, race, ethnicity and physical ability.
- Teachers should acknowledge, not ignore, cultural diversity.
- School staff should appreciate the differences and similarities between students of different races, ethnicities, genders and physical abilities.
- Staff is expected to learn words of their students home language and incorporate them into the daily routine.
- Staff should use nonverbal forms of communication with children, school age and families such as hand gestures, facial expressions and raised eyebrows to express their thoughts, needs, dislikes and likes.

Accommodating and Supporting Children/Families/Staff with Disabilities

Many child care providers work with children who have disabilities or special needs. Children with special needs are children first, and have more similarities than differences from children without disabilities. Every child has a unique personality and special skills. Keeping a primary focus on each child’s strengths and abilities is imperative as we work to make modifications and adjustments.

General Modifications to Accommodate Children with Special Needs

- **Plan together.** Parents, consultants, and caregivers need to set goals together. Be a part of the team that develops and tracks the child’s Individualized Education Plan (IEP) so we can discuss activities, exercises, and supports

needed to reach goals. Goals should be simple and should match the abilities of the child.

- **Modify toys and equipment.** Simple changes often can be made to regular toys. For example, we can help a child who has difficulty with stacking rings by simply removing every other ring. For a child who has difficulty holding a bottle, we could cover the bottle with a cloth sock so little hands can grasp it better.
- **Make small changes in the child care environment.** Slight adjustments in the child care environment may make the time that a child with special needs spends with us easier and more enjoyable for everyone. A quiet, private space for play may help an overactive child. A child with poor vision may benefit from an extra lamp in the play area. Removing a rug that slips will help a child who has trouble walking.
- **Model appropriate behaviors.** Children with special needs are sometimes timid about playing with others. We can show them how by being a play partner ourselves. We might play a game with the child or pretend to go shopping together. As the child becomes more comfortable, we can invite other children to join the play activity.
- **Teach specific words and skills that will show how to find a playmate and how to be a playmate.** Learning how to look directly at another child when speaking or to say "May I play?" are big steps for some children.
- **Teach typically developing children how to talk and play with children who have a disability.** Talking to the children about what to do. For instance, gently touching the shoulder of a child with a hearing impairment or looking directly at him while talking are effective ways of getting that child's attention.
- **Look for strengths as well as needs.** Avoiding becoming too focused on a child's disability. Treating each child as a whole person. Providing activities that will support a child's strong points. Every child needs to feel successful and capable.
- **Consulting with parents, health care professionals, and early childhood specialists.** Parents and specialists can provide specific information to our staff and suggestions for working with a child who has a disability.

Arrival and Dismissal Procedures

All children must be brought into the building by an adult. We ask that parents help their child to remove their personal items upon arrival, place items in their child's cubby and escort their child to their classroom to start the day. The teacher will sign the child in when he/she arrives. Children must never be left unattended. At pick-up, a parent (or other authorized person) must enter the building, and pick up the child from their classroom and the teacher will sign him/her out. If a parent receives DHHS Support the parent will be required to initial the DHHS form at pick-up times.

Helping Children Transition Into the Program, Between Programs/Classrooms and Into New Schools

Staff will make children feel welcome as they transition into our program/new classroom by providing a specific area for each child's belongings labeled with their name. Staff will include new children in all activities and invite them to meet friends in their classroom.

Our program will help families with school age children transition into school by providing a comprehensive list of all area schools on the parent board.

We want to lovingly support children and families as they start the adventure of school in the early years. We want to work closely with parents to make their child's day successful!

Tips for helping your child to prepare for a great year:
Understand that a child's anxiety about separating from you is normal and a sign of a healthy attachment to you.

Know that separation anxiety may come and go, even popping up after the first days of care.

Trust that your child's teacher will use their knowledge and expertise to provide gentle and supportive experiences.

Provide simple information about school for your child. Tell him/her, "Yes, today is a school day and your teachers are waiting to see you." Long explanations or "negotiations" will add to your child's stress.

Keep your "Goodbyes" short and sweet. Staying too long or lingering in the hall to wave at your child will add to his/her anxiety. If your child senses that you are worried, they will develop negative feelings about school.

Accentuate the positive. Talk about the things your child enjoys doing at school. Discuss what he does each day when your child is feeling secure and good about his accomplishments.

Child Release Policy

As a condition of providing child care services, parents must supply the names of at least one individual to whom we may release the child in the event of an emergency.

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

Before we release a child, if the individual is unknown to the staff on duty, a staff member will require that the individual show positive identification in the form of a valid Michigan Driver's License. Other forms of identification are not acceptable.

Should a parent wish to have a one-time special exception to allow an individual not listed on the card to pick their child up, a parent must leave a signed, dated, written note for the director.

With respect to child custody disputes, neither parent may limit the other parent from picking up a child unless established by a court order.

Late Pick-Up

Parents are expected to promptly pick up their child each day by their scheduled times specified in the contract. A late fee of $1 per minute will be assessed for any time past the scheduled time unless a prior approval is granted from the director.

If a child remains at the center after 6:00 pm and a parent has not called to notify the center that they will be late, we will attempt to contact persons listed on the child information card to pick up the child.

We reserve the right to terminate the contract for care if a parent is excessively late in picking up the child.

Food Service

The center provides breakfast, lunch and 2 snacks following the meal pattern guidelines set forth by the Child and Adult Care Food Program (CACFP) for all children in attendance. Infant/Toddler snacks are served from 9:30 - 10:00am and 2:30 - 3:00pm. Preschool classroom snacks served from 9:030 - 10:00 am and 2:30 - 3:00pm. School Age snack is served from 4:00 - 4:30pm. Breakfast is served from 7:00 - 8:00am and Lunch is served from 12:00 - 12:30pm. A menu detailing what is served each month is posted on the parent board. Parents also have the option of packing a lunch and snacks for their child but lunchboxes must be labeled with the child's first and last name and date prepared. A child will not be prevented from having a meal or snack if the parent fails to provide it.

Beverages and food must be appropriate for the child's individual nutritional requirements, developmental stages, and special dietary needs, including cultural preferences.

A center shall ensure a child who has special dietary needs is provided with snacks and meals in accordance with the child's needs and with the instructions of the child's parent or licensed health care provider.

Food Allergies

1) A child's allergy plan must include all of the following, at a minimum:
    a. The child's name with a list of their food allergies
    b. The names, doses, methods of medication administration the child should receive if there is a reaction.
    c. Training on recognition of the child's allergic reaction.
    d. The child's care plan must be carried on field trips, kept in the emergency backpack.
2) Prevention measures must include all of the following, at a minimum:
    a. Notify parents and guardians of all known food allergens to avoid bringing in foods to the classroom or center.
    b. Post the child's name and known food allergy prominently in the classroom or other area, on parent approval.
    c. Train program staff and supervised volunteers on the symptoms of anaphylaxis.
    d. Prevent food sharing between children.
3) In the event of an emergency due to food or an allergic reaction:
    a. Promptly administer medications in an event of an allergic reaction according to the instructions in the child's plan.
    b. Contact emergency medical services immediately if any child has a serious allergic reaction, a new suspected serious allergic reaction occurs with any child, or whenever epinephrine is administered, even if the child appears to have recovered from the allergic reaction.

c. Notify parents or guardians immediately of any suspected allergic reactions, the ingestion of the problem food, or contact with the problem food, even if a reaction did not occur.

Water Bottles

Filter First Legislation, in the State of Michigan, requires all state licensed daycare facilities to either install lead filtered faucets throughout the building or pay a service to deliver filtered bottled water. Color Wheel contracts Denker Culligan Water to supply our drinking water. To help offset this cost, we ask all families to provide either a disposable bottle of water or a filled reusable bottle of water for their child each day. These bottles must be labeled with a child's first and last name along with the contents and date filled.

Oral Care

We encourage the use of healthy oral practices. Yearly handouts are sent out to families detailing the proper care of your child's oral hygiene needs.

Hand Washing

All staff and volunteers wash their hands:

a) Prior to starting the workday.

b) Prior to care of the children.

c) Before and after serving food and feeding children.

d) Before and after giving medication.

e) After each diapering.

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

g) After handling bodily fluids.

h) After handling garbage.

i) When soiled.

All children wash their hands:

a) Before and after eating.

b) After using the toilet.

c) After handling bodily fluids.

d) When entering the program.

Cleaning and Sanitizing Equipment

Keeping our facility organized and clean is of utmost importance to us. We use the following procedures when sanitizing our classrooms and all areas of the center:

1) Scrub all surfaces to remove any soil.
2) Wash the surface with soapy water and then rinse with water.

3) Equipment is also cleaned with a bleach/water solution.

4) All toys and equipment are cleaned in bleach/water solution weekly and if equipment has come in contact with body fluids.

Infants/Toddlers (Age 6 weeks - 2 1/2 years)

Parents receive a written daily record that includes:

a) Food intake; time, type of food, and amount eaten.

b) Sleeping patterns; when and how long the child slept.

c) Elimination patterns; including bowel movements, consistency, and frequency.

d) Developmental milestones.

e) Changes in the child's usual behaviors.

When awake, use of confining equipment for infant/toddlers is minimized and not to exceed 30 minutes at a time.

Cots/Cribs are assigned to a specific child each day and never shared.

All milk is to be served within 7 days of the date the container is opened and all ready-to-feed formula must be used within 48 hours of opening or discarded.

All bottles must be brought in ready made and labeled with a child's first and last name, contents of the bottle and date bottle was prepared.

Bottles and beverage containers are not to be warmed in a microwave oven.

The contents of a beverage container is to be discarded if:

a) The contents appear to be unsanitary.

b) The beverage container has been used for feeding for a period that exceeds 1 hour from the beginning of the feeding.

c) The bottle or beverage container requiring refrigeration has been unrefrigerated for 1 hour or more.

Formula and milk, including breast milk, left in a beverage container after a feeding is not to be reused.

Feeding your child breastmilk is highly encouraged at the Color Wheel. Mothers may come at anytime to breast feed their child or may pump and bring bottles of breastmilk labeled with their child's first and last name and date milk was bottled.

Infants/Toddlers may not have bottles, beverage containers, or food in sleeping equipment and may not walk around with a beverage container or food.

Diapering occurs in a designated diapering area and is sanitized after each use.

Only single-use disposable wipes and diapers are used during diapering and are to be provided by the parent.

Observing Social And Emotional Health And Well Being of Children

Social and emotional health has a direct connection to growth and learning. Supporting development of social and emotional skills leads to more interest in school, peer connections, and growth.

If consistent problems arise regarding social and emotional health with a child in our program, staff will keep a daily log of behaviors to share with families. If the behaviors are out of the scope of what our program can handle, we will remove the child from our program and refer families to facilities that offer behavior therapy and parenting classes. It's our programs desire to work along side families and help them overcome challenges they may be facing at home and/our facility.

In addition, our staff will use conscious discipline methods to help children work through emotional and social behaviors. Redirection, breathing, giving words to their emotions and teaching calming through modeling are some of the methods staff are expected to use. During times a child may need a place to decompress and work through emotions, the office is available. It's a space that allows children some quiet and has items available for quiet play. It is our policy to work closely with families and keep communication open regarding behaviors. Communication should never be judgmental or said in anger. Children should never be told they are naughty or bad and any other verbiage similar in nature is not to be used.

Discipline

During the early childhood years, children are learning to be in charge of their own behavior. We believe in establishing consistent, easy to understand limits and in having teachers who respond to inappropriate behavior with insight, sensitivity and skill. When clear, consistent and age-appropriate limits are present, children increasingly become responsible for themselves.

Our center follows Conscious Discipline guidelines and we believe every conflict can be a teachable moment. These moments give care-givers the opportunity to teach children the social-emotional and communication skills needed for self-management, how to resolve conflict and prevent bullying. Skills such as composure, assertiveness, empathy and choices are modeled and taught through our staff.

1. Positive methods of discipline that encourage self-control, self- direction, self-esteem, and cooperation must be used.
2. All of the following means of punishment are prohibited:

a. Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
b. Placing any substances in a child's mouth, including, but not limited to, soap, hot sauce, or vinegar.
c. Restricting a child's movement by binding or tying the child.
d. Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
e. Depriving a child of meals, snacks, rest, or necessary toilet use.
f. Excluding a child from outdoor play or other gross motor activities.
g. Excluding a child from daily learning experiences.
h. Isolating a child in an adjacent room, closet, locked room, box, hallway, darkened

area, play area, or another area where the child cannot be seen or supervised.
3. Time out must only be used in combination with instructional approaches that teach children what to do in place of the behavior problem.
a. Time out must not be used for children under 3 years of age.
b. The program staff or volunteer shall remain calm when placing the child in time out.

Rationale

Discipline is most effective when it is consistent, reinforces desired behavior, and offer

Discipline is most effective when it is consistent, reinforces desired behavior, and offers natural and logical consequences. Discipline helps children gain control over their behavior. Children act best when they know the rules and know they are expected to follow them.
Positive methods of discipline create a constructive and supportive social group and reduce incidents of aggression. Positive discipline methods will help guide a child toward self-discipline and independence.

Children deserve to be treated respectfully and appropriately in a positive manner. Research links mental and emotional stress and corporal punishment with negative effects such as impairment of learning and later criminal behavior.

Discipline means helping a child learn to control their behavior and emotions. It is not punishment. Positive discipline methods guide a child toward self-discipline and independence.

Positive methods of discipline include:

• Redirect or distract a child from an unacceptable activity to a constructive one. That means when you see a child doing something they shouldn't, offer them something different to play with, or move them to do something better.
• Plan ahead to prevent problems.
• Encourage, teach, and model appropriate behavior. Show them how you want them to behave.
• Set consistent, clear rules.
• Talk to the child about the feelings he/she is having. Help them understand how they feel and how to deal with it.
• Offer other ways to solve a problem.
• Involve children in solving problems.
• Make sure there is a relationship between the behavior and the discipline method.
• Tailor the method of discipline to the individual child.
• Remove the child from the source of conflict.

Time-Out

We only use a time-out to stop aggressive behavior. Time out should be used with teaching (instructional approaches) so angry or upset children can calm down. Time out

lets children clear their minds; then they can be ready to rejoin the group or activity. Time-outs are only used as a last resort to help the child gain a better sense of self-control.

When using time-out, program staff must ensure:

- They set realistic expectations for the child's behavior.
- Any teaching (instruction) is done calmly and with a calm tone of voice.
- The focus of the instruction is on what the child could have done.
- Consequences immediately follow the child's behavior.
- Children are not humiliated or made to feel threatened or afraid.
- The time-out does not last longer than it takes for the child to calm down.

Guidance for Toddlers

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

Guidance for Preschoolers and Older

Teachers listen to children having difficulties to determine if they can work it out on their own and then encourage them to do so. If this can't be done the teacher will intervene and help mediate the problem with suggestions (taking turns, use words to describe how you feel, diversion to another activity, etc.) If necessary, the involved parties will be helped to make another choice until they can regain self-control.

We believe that it is our responsibility to provide children with positive guidance and in our experience, most children will respond well to this approach. In the event that a child does not respond, we will notify parents and work closely to develop a plan to help their child gain self-control and a positive attitude towards peers and teachers. Should a child continue with negative behavior that puts themselves, their peers or our staff at risk of physical or emotional harm or if the child consistently damages center property, we reserve the right to ask the parent to withdraw the child from the center.

Nap and Sleeping Equipment

A time of rest is required for all children in care 5 or more continuous hours a day. The center provides a comfortable cot for sleeping and parents are responsible for providing a blanket and crib sheet for cots/cribs. Pillows may be brought in as well, but must be travel size in order to fit in a cubby. Parents are encouraged to pack these items in a drawstring bag, tote, or backpack that fits within their assigned space. All bedding must be labeled and should go home once a week for laundering.

Child Accidents, Injuries & Illnesses

If a child is involved in a serious incident or accident, is seriously injured (head trauma, cuts needing stitches or broken bones), a change in a child's health is observed or the child becomes too ill to remain in a group while in our care, a parent will be notified immediately by phone. In the event that a parent is unable to be reached, the center will notify the emergency contact located on the child's information card.

In the event of an accident, minor injury, or incident (scrapes, small bruises, bites or small cuts; etc.) parents will receive a written report that includes the time, date, nature of the incident/accident, and first aid or action taken. Staff will discuss with the parent at pick up and parents along with staff will sign the report.

A child too ill to remain in the group will be placed in a separate area when the director is present and cared for and supervised until a parent or emergency contact arrives.

It is required that children too sick to remain in care be picked up within one hour of notifying a parent or emergency contact of the illness.

If a child has a fever of 100.4 degrees or higher, they are not permitted to attend the center and the child must be free from a fever for 24 hours before they are brought back to our facility.

Parents may not request children to stay inside due to illness. In order to provide adequate supervision of children while outdoors, all staff members must be able to oversee their activities. If a child is not well enough to go outside, they should remain home until able to participate in all activities.

The following are guidelines that we request all families, staff and volunteers adhere to in regards to communicable diseases:

Disease/Illness Symptoms	When Child May Return
Fever of 100.4 degrees or above	Fever free for 24 hours without medicine
Vomiting	24 hours symptom free (on regular diet)
Diarrhea	When stools are formed and symptom free for 24 hours (on regular diet)
Nasal Discharge (yellow or green mucous)	Discharge is not thick yellow or green and/or if the child has been on antibiotics for 24 hours
Chicken Pox	After all skin lesions have dried
Mumps	After swelling is gone (~9 days)
Strep Throat	After 24 hours of antibiotic treatment
Measles or German Measles	Not earlier than 4 days after onset of rash
Pink Eye or Conjunctivitis	When eyes are mucous free or on medication for 24 hours
Hepatitis A	With physician's clearance
Impetigo	With physician clearance, after medication for 24 hours and infected parts are covered

Ringworm or Pin Worms	After 24 hours of physician prescribed treatment and kept covered
Lice	When infestation and **nit free** as the result of treatment with medicated shampoo
Scabies	After 24 hours of physician prescribed treatment
Unidentified Rash	With physician's clearance
Meningitis	With physician's clearance
Influenza	With physician's clearance or fever free without medication for 24 hours
Roseola	After rash clears
Hand, Foot and Mouth	When lesions heal and drooling ceases
Croup	After free of viral infection and child is no longer having difficulty breathing

Emergency Plans and Safety Drills

Safety drills are conducted on a regular basis throughout the year.

Our center posts an emergency plan in each classroom and in the office. The staff trains continuously on the evacuation procedures of the center and the children participate in regular evacuation drills. Each classroom is equipped with an emergency backpack that includes a First Aid Kit and other items that would be essential in an emergency situation. In case of an emergency, the center's first priority is to ensure the health and safety of every child and staff member. Following, staff would begin to contact each family and arrange for pick-up of the child.

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

Staff

All employees/volunteers (supervised and unsupervised) must complete a Comprehensive Background Check through the Child Care Background Check System, including but not limited to:

- An FBI fingerprint check (checks state and federal criminals)
- Michigan Child Abuse and Neglect Registry and National Sex Offender Registry
- Criminal history registry and child abuse/neglect registry for any states of residence in the past 5 years.

Mandated Reporters

As care givers of young children, our staff and facility are mandated by state law to report any suspected child abuse. If abuse is suspected, Child Protective Services will be contacted.

Medication

Color Wheel does not administer medications at our facility. This includes prescription and non prescription medications. Exceptions may be made for children who require prescription medication multiple times a day, but clearance is needed from the administrator ahead of time.

The other exception to this rule is for emergency devices or medications such as inhalers or Epi-pens and prescription diaper creams that need to be applied after every diaper change.

Emergency and prescription medication must be given to a child by program staff only.

Medication, prescription or nonprescription, is given or applied only with prior written permission from a parent. A parent/guardian must fill out a Medication Authorization Form and the form is to be kept with the medication. Parents must clear all medication and medication forms with the director before giving it to the classroom teacher.

All medication must be in its original container, stored according to instructions, and clearly labeled for a named child (first and last name), including all nonprescription topical medications.

Prescription medication must have the pharmacy label indicating the physician's name, child's name, instructions, and name and strength of the medication and must be given according to those instructions.

Program staff shall give or apply any prescription or nonprescription medication according to the directions on the original container, unless otherwise authorized by a written order from the child's licensed health care provider.

Medication may not be added to a child's bottle, beverage, or food unless indicated on the prescription label.

Program staff shall keep all medication out of the reach of children and return it to the child's parent or destroy it if the parent determines it is no longer needed or it has expired.

Expired medication may not be administered and will be disposed of.

Topical nonprescription medication, including, but not limited to, diapering cream, triple antibiotic, sunscreen, and insect repellant, requires written parental authorization annually.

Medication may not be left in a child's backpack.

Color Wheel Child Care Center shall maintain a record as to the time and the amount of medication given or applied, on a form provided by the department or a comparable

substitute approved by the department. One form per medication is required. The signature of the program staff administering the medication must be included.

The administrator does weekly checks of the medication drawer to ensure compliance.

Sunscreen/Insect Repellent/Diaper Cream

Sunscreen, insect repellent and diaper cream may be applied with prior written permission and the permission form is signed annually. The sunscreen, insect repellant and diaper cream is supplied by the parent and must be labeled with your child's first and last name.

Walking Field Trips

When weather permits, classrooms will sometimes go on nature walks to nearby parks to observe plants and animals and to explore. Notices will be posted on the classroom door or a message left at the office when children will be away from the center on a walk.

Personal Items from Home

We discourage parents from allowing children to bring personal items/toys from home to the center, with the exception of a small nap time blanket and cuddle toy if necessary.

Clothing

Due to the nature of some of the activities the program offers for children, parents must recognize that children's clothing may become soiled or damaged. Parents should therefore bring children to the program dressed in "play" clothes. Our center assumes no responsibility for damage to a child's clothing.

If your child is unable to tie shoes, it is recommended that they wear sneakers with Velcro or shoes that slip on.

It is recommended that ALL personal belongings are marked with the child's name.

As long as weather permits, the children in our care will spend some time outdoors every day. As such, parents must be certain that the child is dressed appropriately according to conditions. This may include, but is not limited to rain gear, jacket, sweater, long pants, hat, insulated mittens, boots, snow pants, etc. If a child arrives at the program and does not have the appropriate outerwear for outdoor play, we reserve the right to call the parent and ask that the appropriate clothing be brought.

Because outdoor play is an important part of a child's developmental program, children two and older will go outside unless the temperature drops below 15 degrees.

Toilet Training

The most important factor in making the toilet learning experience successful and as low-stress as possible is a family/teacher partnership that supports the child. We are committed to working with you to make sure that toilet learning is carried out in a manner that is consistent with your child's physical and emotional abilities and your family's concerns.

Supplies

Parents are responsible for providing the following items when applicable:

Diapers

Wipes

Changes of Clothing

Extra Underwear

Extra Socks

Outdoor Attire

Crib Sheet and Blanket for Nap (Children under 6)

Crib Sheets for infant room MUST be 38x24 portable crib sheet size.

Sunscreen/Insect Repellent

Diaper Rash Cream

Water Bottle Labeled w/ Child's First and Last Name/Contents/Date

WithDrawal

Either the parent or the provider may terminate the childcare agreement upon two weeks written notice to either party. If the parent does not provide two weeks written notice, the parent is still required to pay for the final two weeks of care, following the notice of termination, whether or not the child attends the program.

Color Wheel reserves the right to suspend or terminate this agreement immediately, without notice to the parent, if; 1) childcare fees are more than a week past due; 2) the child's continued participation in the program creates a direct threat of harm to the child, other children, or the Center's staff or Center property; or 3) the parent engages in inappropriate parent conduct as defined below.

Destruction of Color Wheel Property

If your child purposefully and maliciously destroys Color Wheel property (Including but not limited to; toys, supplies, building structure or playground structures) you will be billed for damages.

Inappropriate Parent Conduct

Parents must be aware that adults serve as role models for children. Additionally, we are responsible for protecting the children in our care and for providing a safe workplace for staff members. Therefore, it is critical that while on the center's property, parents conduct themselves in a professional manner at all times. We reserve the right to immediately suspend or terminate the childcare agreement if a parent behaves inappropriately.

The decision for suspension/termination will be based on, but not limited to, the following types of incidents:

- Verbal attacks on children and/or staff, which include the use of threats, name-calling, profanity or degrading language.
- Theft or destruction of personal or center property.
- Conduct that is injurious to the moral tone of the center.
- Failure to sign and return all documents required for child care licensing.
- Failure to pay fees, including late fees, by the designated time.
- Repeated late pick up of child, as per late policy.
- Bringing in any type of weapon onto center property.
- Bringing in any type of alcohol or illicit drugs onto center property.
- Gossip or public criticism of the center which are malicious in nature.