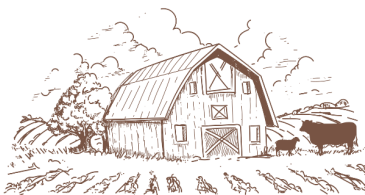


Pine Row Preschool & Childcare

Licensed Family Group Childcare

Licensed Childcare Provider: Amber Bruckner



Pine Row Preschool And Childcare

Parent Handbook

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WELCOME!

Dear Families,

Welcome to Pine Row Preschool.

It is a pleasure to have your child/ren enrolled into our program. We look forward to having your family as a part of our community and we hope to make your arrival as smooth as possible. We strive to have an exemplary early childhood program and enthusiastically welcome you to our little farm community.

This handbook will provide program policies and procedures as they relate to your child/ren and family and your role within the program. The history, philosophy and curriculum of Pine Row Preschool are all explained along with many other things. Please read the *entire* handbook, as it will provide much information and answer many questions you may have about Pine Row Preschool.

Sincerely,

Amber Bruckner

Program Philosophy and Mission:

Pine Row Preschool is dedicated to providing a safe, supportive, consistent, challenging and holistic environment for young children and their families. Each child's day has an individual rhythm, as well as a predictable flow and structure. To ensure this balance, we provide a warm, nurturing learning environment that encourages children to learn through hands-on interactive exploration. A play-based approach is implemented to provide a child centered and teacher guided curriculum, in which the learning environment in partnership with parents develop a strong belonging and a high self-esteem in each child. Myself and my staff receive comprehensive ongoing professional development to keep current with the unique needs of young children and their families.

We Strive to...

- Nurture positive self-esteem by providing an environment for successful experiences.
- Provide an inclusive environment meeting the unique and special needs of all children.
- Provide opportunities to develop social skills.
- Encourage emotional development through verbal expressions of thoughts and feelings, finding acceptable ways of expressing feelings, and learning to recognize and accept emotions in others.
- Foster responsibility for oneself in self-help, health, safety and interpersonal areas and to facilitate appropriate independence.
- Encourage the physical development of large motor skills through outdoor and indoor activities as well as fine motor development through the use of manipulative toys, blocks and puzzles and other small tools and writing utensils.
- Enhance creativity by offering many kinds of materials and experiences in music, art, dramatics and literature.
- Develop language, literacy skills and multilingual skills and appreciation through stories, music and songs, dramatic play, problem solving, group discussion, and a print rich environment.
- Facilitate cognitive development by broadening the child's experiences to increase their knowledge base, concepts and skills acquisition.
- Promote cross-cultural understanding and respect by providing children with experiences in diversity through multicultural and anti-bias curriculum.
- Stimulate divergent thinking by offering ample opportunity for hands-on experience in problem solving and exchanging ideas.

Core Values

Community: We foster relationships between children, adults, and families to create an inclusive environment where individuality and differences are embraced.

Play: We believe play is essential to children's growth, development, and understanding of the world around them.

Nature: We provide children with connections to nature to experience all of Earth's wonders. Also, the opportunity to learn about how we receive our food from the grocery stores and build knowledge about plants and different farm animals.

Inquiry: We create an environment where children are encouraged to ask questions, investigate, collect information and represent their understanding.

Program Overview

Pine Row Preschool is a program that serves children 18 months to 5 years old with full-day programming. The program provides young children with unique experience with being on the farm while receiving an exemplary early childhood education. The program offers a full week or part week option. Healthy snacks and a hot lunch are provided for the children. Parents are welcome to join their child for this meal or any part of their child/ren's day.

Staff-to-Child Ratios:

Teacher to children ratio is no more than 1 teacher to 6 children. We value small group sizes to teachers as we believe that is best for learning opportunities so we strive to provide 1:4 or 1:5 teacher ratios.

Hours of Operation:

Pine Row Preschool is open 7:30 am – 4:30 pm Monday – Friday.

Alternate Care:

In the event that the preschool program is closed it is the parents' responsibility to find alternate care. It is also a good idea to have alternate care for in case their child is too ill and cannot attend daycare. There will also be select days where the center will be closed for professional development and training. Parents are responsible for finding alternative care.

Closures/Holidays:

Pine Row Preschool will be closed on the following holidays.

Martin Luther King Day (January 16th)	Professional Development Day (September 1st)
Good Friday (April 7th)	Labor Day (September 5th)
Memorial Day (May 29th)	Thanksgiving (and Friday after) (November 24th - 25th)
Independence Day & 1 additional day (July 4th, July 5th)	Winter Break (December 26th – December 30th)

Tuition does not change for closed holidays. We value our continuous education to support the best learning environment possible for the children. Tuition charged on closed days make it possible to support continuum education in staff. **If an unexpected closure were to happen due to a family emergency or illness and the center would have to close the tuition for those days will be reimbursed and credited into your account.**

Parents will receive a center monthly calendar throughout the school year with closure dates. The calendar will be updated weekly as changes occur. Parents will also be given a 7-day notice prior to new center closures.

Snow Day Closures:

Pine Row can have up to a total of **4 snow days. Snow days do not change tuition.**

Child Absence:

When a child will be absent from the program, a parent must notify. Child absences **do not change tuition for that week.**

Early pickups and late drop offs do not change the tuition charge. Children who are enrolled in the preschool program full time are charged \$50.00 a day. Part time is \$55.00 / \$58.00 a day.

Curriculum

Alongside a play-based curriculum, Pine Row Preschool incorporates The Project Approach to guide learning and development. The Project Approach refers to a set of teaching strategies that enable teachers to guide children through in-depth studies of real-world topics. Projects have a complex but flexible framework where teaching and learning are seen as an interactive process. During a project, children can feel highly motivated and actively involved in their own learning and produce work of high quality.

Supporting Inclusion

Being inclusive is central to our philosophy and mission to provide individualized care. Pine Row Preschool provides a curriculum and activities for children that are informed by our routine child assessments, and it is customary to include all children in all activities at a level that corresponds to their individual abilities. A child with special needs is not excluded or singled out in the curriculum planning process; rather, the curriculum is planned by assessing where each child in the group is and deciding what activities and teacher scaffolding are necessary to promote any given child's developmental progress.

Working Together when a Child has Special Needs

Pine Row Preschool strives to provide inclusive and supportive environments for people of all abilities. It is not uncommon for young children to have diagnosed or emerging developmental needs that require extra attention and an understanding of how we can work together to support them. In order to do what is best for your child and the other children in the class, we require parents to work with us as the follows:

1. **Before enrollment:** Parents will be asked during enrollment if their child has any identified special needs and/or is being seen by a therapist or public schools' program.
 - If so, Pine Row Preschool requires that any treatment plan or IEP be shared with the center.
 - The center may require an intake meeting with parents/guardians and therapist/specialist involved with the child before enrollment proceeds.
 - Families must commit to open sharing of communication with specialists for center teachers.
 - Families must commit to meeting with teachers on a regular basis.
 - Families must commit to notifying the center if treatment is discontinued or changed to another provider.
2. **For currently enrolled children with emerging concerns:** When a teacher notices that a child is having difficulties in the classroom, parents will be asked to (and required to) meet with the teacher and director to discuss what is being seen in the classroom and at home, how we might accommodate the child's needs and work together for consistent approaches.

This meeting will focus on expectations about how to proceed together. Some discussion topics may be: -+

- How to keep communication ongoing to make sure all parties get the information they need.
 - Set up regular times to check in – this may mean a monthly meeting to keep all parties working together.
 - Options for evaluation and treatment – staff will provide community resources for consideration.
 - Permission for the center to bring in a consultant to observe the child in the classroom and provide guidance to the teachers.
 - Whether the size and tempo of a large classroom is working for the child, including possible environmental changes that could be made of the room itself.
 - Access to treatment plans and information that can help the child be successful.
3. After this initial meeting, teachers and parents will communicate frequently about how things are going and the group will meet as agreed to review strategies, successes and challenges.
 4. **When accommodation cannot be made:** Rarely, there may be a situation where a child cannot continue to participate in our program due to:
 - Child exhibits severe behavioral problems which could endanger the safety of self and/or others, and that cannot be resolved through professional -----l consultation with emotional/behavior health specialists.
 - Child exhibits special needs, or needs related to a serious illness, not possible to be met in the program.

Termination of Care

Pine Row reserves the right to terminate a contract at any time if the placement of the child is unfit. If it is decided that the child can no longer attend Pine Row Preschool & Childcare, the parent is still responsible for the tuition payment up to 1 week. **There will be no refunds.**

Cultural Competence

Relationship development is the foundation of our work at Pine Row Preschool. Being culturally competent is a large component of that work. Our program is dedicated to providing a safe and supportive environment for young children and their families. Cultural competence encompasses being aware of one's own bias, developing positive attitudes towards cultural differences and gaining knowledge of different cultural practices and views. Learning and practicing cultural competence helps us better serve our diverse community.

We use the NAEYC Advancing Equity in Early Childhood position statement as a framework for our work with children, families and staff. We reference “Anti-Bias Education for Young Children and Ourselves” to guide our practice.

Anti-Bias Education Goals: * Excerpt from: Derman-Sparks, L. & Edwards, J. (2010). *Anti-Bias Education for Young Children and Ourselves*. National Association for the Education of Young Children. Washington, D.C.

- Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.
- Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
- Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
- Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

Information is shared with children and families through relationship work, conferences, email, parent handbook and continuous discussion about their child/ren. The classroom will send out weekly communication to families to educate, inform, or share news about the classroom. Information is shared with staff through ongoing dialogue groups, book study, emails, staff meetings, performance evaluations, staff handbook and goal setting.

Non-Discriminatory Policy

Pine Row Preschool complies with all applicable federal and state laws regarding nondiscrimination and affirmative action.

Staffing and Training

Staff and Volunteer Screening

In order to comply with licensing regulations, and in the best interest of children, all staff is screened by Michigan State Police and Michigan Protective Services for any substantiated criminal history on file within our state.

Additional screening procedures include:

1. Individual Interview
2. Reference on file
3. Personal certificated of no history of unsubstantiated child abuse
4. Documentation of work history.

Volunteers will not be left unsupervised with children.

Ongoing Training for Staff:

Training in the areas of Cardiopulmonary Resuscitation (CPR), First Aid, Blood borne Pathogens, Active Attacker and Identifying Abuse and Neglect occurs routinely for staff, and in accordance with state

guidelines. Use of fire extinguishers and knowledge of evacuation procedures is also training that staff receive annually.

Professional development opportunities for teachers are supported by the program and occur throughout the year including attendance at Early Childhood Conferences, and in-service opportunities within the routine school year. The parents will be notified of a center closure for professional development through the calendar and then reminded of the closure at 30 days and 7 days in advance. The center can take up to 5 closure days per school year for training. The weekly tuition does not reflect closure days for staff development. The weekly tuition will remain the same.

Enrollment Process:

Pine Row Preschool enrollment processes are on a first come, first serve, age – eligible process using the enrollment priority criterion to determine the order in which families will be contacted.

Payment Policies Tuition

Tuition Payments are due prior to service rendered and payment in full is due on Friday of each week. Tuition is charged a week ahead of time. Tuition statements are billed to each family on a weekly basis prior to the tuition due date. Payment of fees may be made by personal check, cash or through the ProCare App.

Late Tuition Payments: Tuition payments received after the due date each week. (i.e., the last business day of each week for the next billing cycle) are considered late payments and will be charged a late fee on the next tuition bill. A late fee of \$25.00 will be charged for no payment or partial payment.

Parent Late Pick-Up: The Center understands that unforeseen circumstances may occasionally prevent a parent from picking up his/her child on time. If a parent knows they will be late on any given day, they are expected to make arrangements in advance to have their child picked up by an authorized adult and inform the Center. Parents who are habitually late inconvenience the center's staff, as well as cause concern for their child.

Fines of \$5.00 a minute will be assessed for late daily arrivals to pick-up children at the end of the session.

Outstanding Balance/Tuition If at any time the tuition in arrears for any family exceeds one-week (5 days) equivalent, the outstanding balance must be paid by the first day of the next week. Failure to pay the outstanding balance will result in the termination of services.

New Child Transitions

For new children, regardless of age or when they enter the program, the transition period may take several days. The child's teacher will reach out to the parents and offer a home visit and classroom visit. The home

visit is a short (20-30 minute), informal visit to your home from one of the classroom teachers. It gives the teachers the opportunity to interact with your child in their home environment and answer any questions parents may have. This experience allows the children to be more at ease on the first days of school because they see a familiar face and they are able to build a connection. Children find comfort in the fact that their parents know the adults they are being left with during the day.

In addition to home visits, children are invited into the classroom with their parents to visit before they start in the classroom. This gives the child time to interact with their peers with the support of their parent(s) in close proximity. They become more familiar with the classroom environment. The family can then work with the classroom teacher to come up with a plan for the first days of school. Depending on the child's temperament and experiences in childcare settings, the parents and teacher may decide on a gradual start. Some children will transition very easily while others may need more support. Our staff are skilled at comforting children who are having a hard time and reassuring them that their parents come back. Allowing the staff to comfort the child in distress creates an emotional bond with that child. The staff are also there to support the parent(s) and help put their mind at ease. We work hard to communicate with you during this process to ease the transition for all.

Transitioning to Kindergarten

Another big transition in the child's life may be the transition to Kindergarten. Many of our children have been in the program since they were two years or younger. The most important part of the transition to Kindergarten is the practice to allow them to be young children and support their individual development, sense of wonder and ability to play. We work hard to give the children the foundation of skills they will need to be successful moving forward.

The transition to Kindergarten can be exciting and scary. We support children and families with these feelings. Parents will begin making decisions about Kindergarten months before children are ready to discuss it. The staff is here to support parents through this process through individual discussions, parent teacher conferences, newsletters, and parent education circles on this topic. Children live in the now and do not have a good sense of time. It is best to wait until the few weeks leading up to the Kindergarten transition to begin discussing it in detail with your child.

Health and Illness Policies

Health and Wellness

The policies and practices at Pine Row Preschool are designed to promote the health and wellness of all it participates. Gross motor and outdoor play are prioritized on a daily basis, with these times of active play balanced with quiet activities and rest. The physical environment is maintained in a clean and sanitary condition. Policies are in place to make certain that children and staff will be kept safe, and the sharing of contagious illness will be kept at a minimum. Careful records are kept documenting regular health check-ups and immunizations. Our Child In Care Statement is updated yearly in August. We encourage an understanding of good nutrition and exercise for the development of healthy bodies. All staff are trained and currently certified in First Aid, CPR, and Blood Borne Pathogens.

Our program supports health and wellness in an environment designed to minimize stress and maximize relaxed interactions and activities. Parents and teachers are challenged to work together in the best interests of the children. When your child has a contagious illness, we ask that you notify the teachers so that they and other parents in the room can know to be aware of signs of the illness.

Every effort will be made by Center employees to keep children safe, healthy, and able to fully participate in the activities of the Center. Teachers are very open to the concerns of parents in this effort. In return, teachers will be proactive in bringing any indications that children may be ill or injured or any information regarding accidents that may have occurred during her/his time at the Center to the attention of parents. Parents will receive an incident report at pick-up the day of the injury. It is our intention to ensure children are able to participate healthily, happily, and wholeheartedly in the activities of the Center. If you would like contact with a local pediatrician please ask staff. We encourage you to do your own research when selecting a doctor for your family.

Illness

Our illness policy is that if your child is well enough to be in the Center, they are well enough to go outdoors and participate in all activities. However, if your child has an existing health condition that requires them to stay inside or excludes them from participating in certain activities, a doctor's note should be kept on file. We have this policy so that we are able to maintain high teacher/child ratios throughout the day.

For the safety and wellbeing of the children, families, and staff, it may not be appropriate for an ill child to remain at the Center. The following are some indicators of illness:

- significant changes in a child's activity level or behavior that prevents the child from comfortably participating in routine activities while at the Center.
- symptoms of illness, such as excessive coughing, breathing difficulties, diarrhea, vomiting, loss of appetite, etc.
- significant change in how the body temperature feels to the touch, significant change in the child's appearance.
- comments or complaints from the child indicating illness.

Condition for Exclusion from the Center

If your child exhibits the symptoms listed below while at the Center, the parent(s) will be notified to pick the child up within one hour or earlier. Staff will make every possible effort to provide a separate space and comfort for a while waiting for pick-up because of illness. Likewise, due to the nature of enrollment at a Children's Center, if a child requires one-on-one attention due to illness for a significant portion of the day, the Center reserves the right to ask the child to be picked up. We have this policy so that we are able to maintain our low teacher: child ratios throughout the day.

If your child exhibits any of the symptoms listed below at home, keep your child at home until the child is well and contamination of others is not a concern. Please notify the center of an absence as well as any identified symptoms so we will not expect your child that day and staff can be alert to possible contagions.

Exclusion Period

Children will be excluded until they have been free of symptoms for 24 hours, without medication. A child exhibiting no symptoms may return within 24 hours IF a health care provider signs a statement determining the illness to be non-communicable, the child is not in danger of dehydration, and the child is well enough to participate in childcare activities. If your child is diagnosed with an ear infection and has no signs of discomfort or fever after they have been on the medication for at least 12 hours, they may return to the Center. In implementing this and all exclusion policies, the focus of concern is on the needs of the ill child and the ability of our staff to meet those needs without compromising the care of other children.

Fever

Elevated body temperature may or may not be an indication of illness. The following policy will be used to determine whether a child with a fever shall be excluded from participation at the Center. A child's temperature will be taken if staff members observe one or more of the previously listed indicators of illness. Staff members will give careful consideration to factors that might affect body temperature to avoid readings due to influences other than illness.

If the child's temperature is 100 degrees or greater and another symptom is present, the parent or authorized person will be alerted to pick up the child. Below are some of the other signs or symptoms of illness: (Consideration will be given to each child's own typical, individual habits.)

- A need for more sleep than usual: drowsiness, longer or frequent rest periods, or difficulty in waking up.
- Significant change in behavior, such as: persistent or uncontrollable crying, excessive clinging to caregivers, or refusal to play at their normal activity level.
- Difficulty breathing uncontrolled coughing, wheezing, runny nose, etc.
- Significant change in appetite, such as: refusing to eat or drink, or drinking more than usual.
- Flushed or pallid skin.
- Complaints or comments that indicate illness.

If any of the above signs are observed in conjunction with a fever up to 100 degrees, exclusion from the center may be necessary, and the parent will be notified. If a child's temperature is measured at 100 degrees or higher, the parent, or authorized person will be notified and exclusion from the Center will be required.

Vomiting

Caregivers will be careful that vomiting is not mistaken for “spitting up” or other mild digestive disturbance. The parent will be informed after the first incidence of vomiting is observed. The child will be observed closely for other signs or symptoms of illness. A vomiting illness requires that the child is excluded from the Center after two or more episodes of vomiting occur within a 24-hour period.

Diarrhea

A diarrhea illness is characterized by an increased number of stools compared with a child’s normal pattern or an increase in stool water and/or lack of formed substance in stool consistency. The parent will be informed after the first incidence of diarrhea is observed. The child will be monitored for other signs or symptoms of illness. If the child is observed to have two diarrhea stools within a 24- hour period, the parent will be contacted to remove the child from the center. We realize that children, especially infants, may have incidents of diarrhea that are not necessarily a sign of illness and this will be taken into consideration when evaluating exclusion from the Center. However, diarrhea that leaks out from diapers and clothing presents a health hazard regardless of the cause. Children may be excluded because of this alone.

Rash

A rash with fever or behavioral changes is cause for exclusion from the program. If your child’s physician notes that the rash is not infectious, the child may return to the center as long as he/she is able to participate in typical daily routines.

Head Lice

A quite common social nuisance is head lice. While they do not represent a serious health threat to children, they are very unpleasant, cause itching, and are sometimes hard to eliminate. They are highly communicable and are not a sign of poor hygiene. No family or child will be made to feel embarrassed by this condition. As always, confidentiality will be maintained.

Prevention of infestation is the best way to deal with head lice. Children will be discouraged from sharing combs or brushes, hats, and other headgear. Policies will be followed carefully to prevent the spread of head lice.

- If head lice are discovered at home, parents are asked to inform the child’s teacher so that other parents can be alerted.
- If lice or nits (eggs) are discovered at the Center, parents will be contacted immediately and required to pick up their child.
- Parents are required to contact a physician, treat their child’s hair with an appropriate delousing medicated shampoo, and remove all nits from the hair before the child may return to the Center.
- Recommendations on cleaning the child’s clothing, personal belongings, and surroundings will be provided upon request.

Other Illnesses

Exclusion will be required for the following illnesses when symptoms are identified at the Center. This list is representative, but not all-inclusive.

Bacterial meningitis, Mumps, Chicken pox, Pertussis, Fifth disease, Purulent Conjunctivitis, Giardiasis, Impetigo, Haemophilus Influenzae Type B, Hepatitis A virus, Respiratory Illness Roseola, Hepatitis B virus, Rubella, Herpetic gingivostomatitis, Hepatitis Non-A ,Scabies, Influenza, Hepatitis Non-B ,Shigellosis , Shingles, Strep Throat, Measles, Thrush, Mouth sores with drooling, Tuberculosis

The source for the preceding policy guidelines is *Managing Infectious Diseases in Child Care and School*, a resource manual for health and safety standards for childcare providers published in 2020 by the National Academy of Pediatrics.

Medication Procedures

We will NOT give medications in bottles/food. Please give medication to your child's teacher, do not leave it in the child's cubby. Medicine will be kept in a child- lock bag away from children. All staff are trained on administering medications. Medication can be given at the Center if the following criteria are met:

1. Medication permission slip is completed and signed by the parent(s) and as needed with the name of the medication, the specific date and time medication is required, and the reason it is being given. These forms are available at the front desk or in the classrooms.
2. It is not the first dose. At least 24 hours of the medication must be administered at home prior to administering it at the Center in case adverse reactions occur.
3. Prescription medication is in the original bottle and is clearly labeled by a pharmacy with a current date, physician's name, child's name, name and strength of the medication, and direction for administering. Over-the-counter medication is in the original bottle with dosage information appropriate for the child and is labeled with the child's first and last names. In cases where medication will be administered at home and school, a parent may wish to request a second container from their pharmacist or physician for the convenience of having medication in both places.
4. Dosage and instructions written on the medication permission must match the bottle information and be appropriate for the age and weight of the child. If the medication does not give the correct dosage for a child (e.g., Tylenol) a note is needed from the doctor with the correct dosage.
5. Medication has not expired.

Other over-the-counter items such as diaper creams, sunscreen, and lotions can be applied on an as needed basis providing the parent(s) have supplied the classroom with a one-time permission slip.

Managing Food Allergies and Food Restrictions

Food Allergies: Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced at the center if staff, parents, children and physicians work together to minimize risks and provide a safe environment for food-allergic children. Consistent with CDC guidelines, the center works to protect children with food allergies from contact with the problem food.

Family's Responsibility (All Families)

- Be sure outside food does not enter the premises of the center. Keep snacks/breakfast from home in vehicles.
- Wait until you are outside before giving your child a snack at the end of the day.
- If you or your child eats a known food allergy in the classroom before arrival, please wash your hands and brush your teeth before entering the building.
- Wash hands with soap and water running for 20 seconds upon arrival to the classroom for everyone's health and safety.

Family Responsibilities (If child has an allergy)

- Notify the center of the child's allergies.
- Work with the staff to develop a plan that accommodates the child's needs throughout the day.
- Provide written medical documentations, instructions, and medications as directed by a physician using the **Food Allergy & Anaphylaxis Emergency Care Plan (FAAACP)** as a guide, as well as the **Medication Administration Form**
 - This plan should include:
 - ✓ Written instructions about food(s) to which the child is allergic and the steps that should be taken to avoid that food.
 - ✓ Names and doses of medication and how they should be used.
 - ✓ Specific symptoms that would indicate the need to give more medications or to contact emergency services.
- Provide the center with one/two epinephrine auto-injectors to use in a food allergy emergency if the use is called for in the medical plan.
- Help educate the child in self-management of their food allergy including:
 - Safe and unsafe foods
 - Strategies for avoiding exposure to unsafe foods.
 - Symptoms of allergic reactions
 - How and when to tell an adult they may be having an allergy-related problem
- Review policies/procedures with the staff, child's physician and child (if appropriate) after the reaction has occurred.
- Provide emergency contact information.

Center's Responsibility

- Review health records submitted by parents and physicians.
- Include food-allergic students in center activities.
- Assure that all staff who interact with the children with allergies, on a regular basis, participate in training on food allergies. The training should help them understand food allergies and how to recognize symptoms, know what to do in an emergency, and how to work with other staff to limit (eliminate) allergens in the allergic student's meals and classroom activities.
- Teaching team will review and practice the Food and Allergy & Anaphylaxis Emergency Care Plan.
- Keep copies of children's FAAECP plan in a secure place that can be accessed quickly in an emergency.
- Ensure that medications are appropriately stored and easily accessible.
- Contact parents immediately after any suspected allergic reaction. Also contact parents immediately after a child ingests a potential allergen or has contact with a potential allergen, even if the allergic reaction does not occur. If the child needed treatment, recommend that the parents notify the child's primary care provider or allergist.
- If epinephrine is given, contact EMS, tell them when the epinephrine was administered, and have the child's location and condition.
- Review policies/ prevention plans with the teachers, parents/guardians, and physicians after the reaction has occurred.
- Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.
-

Hand Washing Procedures:

Hand washing is the most important means of interrupting transmission of infection to children and staff. Everyone should wash their hands upon arrival and departure. The following is an appropriate hand washing procedure.

1. Use warm water only-not hot, not cold.
2. Wet both hands and wrists well before applying soap.
3. Apply liquid soap to palms first (about 1 tsp.).
4. Lather well; spread lather to the back of hands and wrists.
5. Continue scrubbing, paying careful attention to fingernails and between fingers. The scrubbing time should be a minimum of 20 seconds.
6. Rinse hands and wrists to remove all soap and detergent.
7. Dry completely

8. Turn off faucets using disposable towels when there is no knee control or remote sensor. This prevents recontamination of hands.

Health Safety and Nutrition Curriculum

Children practice safety and hygiene habits in the classroom, such as hand washing and coughing into their elbows instead of hands. Snacks and lunches are served family style and consist of a variety of fruits, vegetables and whole grains important for nutrition. Healthy safety and nutrition is important in order to keep a healthy lifestyle. This helps with better attendance in school and a happier healthier lifestyle at home. This also provides one of the best opportunities to introduce foods to children and to reinforce and expand good eating behaviors. Sometimes children will try new food items they typically would not at home because of the change in the environment. Teachers sit with the children and have table conversations about food and nutrition. Children learn to serve themselves and they learn about the foods that other children are eating. The menu is based on seasonal foods that provide nutritional value for the children. The center uses the guidelines in the Independent Child Care Centers: USDA Child and Adult Care Food Program Handbook. Classrooms may provide nutritional information for families that provide their own food. A menu is on the parent board in the classroom and is emailed to families weekly.

Nutrition Policy

Pine Row Preschool program uses the USDA Child and Adult Care Food Program recommendations for nutrition, food storage, preparation, and serving as required by Michigan Licensing. Children are encouraged to taste all foods served. If they do not prefer a certain food, children will not be required to eat that item. (NOTE: Alternate meals will not be provided except in the case of food allergies).

Lunch

Lunch is prepared daily and follows the USDA Child and Adult Care Food Program recommendation for nutrition and serving. Guidelines suggest that lunch consist of the following:

- Milk (1%)
- Vegetables (carrots, celery, etc..) and/or fruit (apples, oranges, bananas, etc.)
- Bread/bread alternate (bread, rolls, pasta, cereal, etc.)
- Meat/ meat alternate (cheese, meat, poultry, fish, eggs, etc.)

Snacks

Nutritious snacks are part of the routine in the morning and afternoon and follow the USDA Child and Adult Care Food Program recommendation for nutrition and serving. A daily snack will be provided that meets the requirements described below. At least two of the following groups will be provided at each snack.

- Milk (1%)
- Vegetables (carrots, celery, etc..) and/or fruit (apples, oranges, bananas, etc.)
- Bread/bread alternate (bread, rolls, pasta, cereal, etc.)
- Meat/ meat alternate (cheese, meat, poultry, fish, eggs, etc.)

Safety and Security:

Reporting Accidents

If an injury occurs at school, a form will be filled out for parents. A staff member will verbally review the form with parent(s) who will then be asked to sign the form acknowledging the incident. A copy of the form will be given to the parents for personal record.

Injury

Any injury requiring physician attention necessitates a parental contact and a request that a child be taken home may be made. Physician permission to return to the center as well as physician guidelines for activities and care are requested after serious injury.

Emergency

In case of emergency, efforts will be made to contact parent/s. If the parent cannot be reached a staff member will call 911 and the child will be transported to an emergency facility immediately.

Evacuation Plan

In the event that we cannot stay outside and cannot return into the building, or in an event of toxic environmental exposure, we will be in touch with parents and will send communication to the parents regarding our situation, plan and timeline. The primary shelter will be the horse stable barn located on the west side of the property.

Fire Safety

Fire Safety is a regular theme of the children's curriculum. The Center practices fire drills throughout the year. Evacuation routes are posted in each room. Smoke detectors, fire extinguishers, carbon monoxide detectors have been placed throughout the facility and are inspected regularly. Fire extinguishers are located in each classroom and all staff members are aware of their location.

Tornado Drills

The Center practices tornado drills throughout the year. During a tornado watch, weather conditions are conducive to the formation of a tornado. Pine Row Preschool will closely watch upcoming weather patterns and warnings to keep staff informed. During a tornado warning, a tornado has been sighted by weather radar in the area. Action must be taken to secure safety. In the event of a tornado warning, teachers will move the children to the basement of the building and stay until the warning is lifted. If you choose to leave the Center with your child during a tornado warning, the Center will not be liable for your safety.

Release Authorization for a Child

In compliance with State of Michigan rules, Pine Row Preschool may only release a child to the parents or guardian, or an adult authorized by the parent or guardian. An authorized adult is one who is designated on each child's emergency card (Child Information Card). Any time another adult will be picking up a child, the Center must have prior written parental authorization. **The Center staff will not release a child to anyone without previous written notification by a parent or legal guardian.**

Please be reminded that the standard procedure for Pine Row Preschool is to require photo identification for any individual unknown to the staff prior to releasing a child from the program. This is our routine practice and any authorized individuals who are being sent to Pine Row Preschool by a parent should be prepared to show photo identification to the staff.

Visitors to Pine Row Preschool

Visitors are to notify Amber prior to visiting. This allows proper planning and proper background checks on the visitor. We do welcome and love having different visitors in the program.

Parent Engagement and Involvement

Parents are WELCOME in the Center at any time! Parents are also encouraged to participate in classroom activities (e.g., project work and or special visitor days) through prearranged scheduling with the teacher.

Daily Communication

Daily communication with your child's teachers allows for information to be shared. This information is pertinent to both you and the staff in better understanding your child. Working in partnership and communicating regularly can achieve mutual understanding and greater consistency. Any information that parents may give to the staff regarding changes in a child's normal routine is appreciated. These changes often affect a child's behavior, and if the staff is aware of these changes, greater sensitivity can then occur.

Since pick-up and drop-off times are always busy for both the teacher and the children, it is important that information be communicated in writing as well as verbally. This will assure that important details are conveyed as accurately as possible.

A weekly parent newsletter will be sent out at the end of the week. This will enclose pictures from the week, a monthly center calendar, and different learning topics.

Parents may email or call the center at any time, but it is advisable to pre-arrange such calls during the teacher's planning (so as not to interrupt their classroom, child-contact time).

Assessment Tools

Developmental Screening (ASQ-3)

Because your child's first 5 years of life are so important, we want to help you provide the best start for your child. As part of this service, we provide the Ages & Stages Questionnaires, Third Edition (ASQ-3), online screening to help you keep track of your child's development. The questionnaire may be provided every 2-, 4-, 6-, or 12-month period. The first phase of the questionnaire takes place before parent/teacher conferences.

Parent – Teacher Conferences

Parent – Teacher conferences provide an opportunity for parents and teachers to share information about each child in a private meeting time. These conferences are held twice yearly, once in the fall and once in the spring. At any time, either you or your child's teacher may schedule additional conferences.

Information for the Classroom

The First Days

The first few weeks at the Center are considered a time of adjustment for both parents and children. Many factors, such as a child's age, family experiences and past group experience influence the rate of adjustment. Some parents will find they can leave their child immediately, while others will feel more comfortable staying for a few moments at the beginning of each session for a couple of weeks. The teachers will have suggestions as to how to ease each child into the group and make the first few days as smooth as possible.

Clothing guidelines

- It is important that your child come to school dressed appropriately for the weather.
 - Winter clothing includes a coat, hat, snow pants, boots, and 2 pairs of mittens/gloves.
 - Summer clothing includes sunscreen, hat, shorts, swimsuit, towel and play shoes.

- Safety recommendations include choosing clothing that does not have drawstrings (i.e., for hoods etc.)
- All clothing likely to be removed should be clearly labeled with your child's name using a permanent marker, to help identify their belongings and prevent mix-ups.
- Each child should have multiple sets of extra clothes labeled with their name.
- Be sure EVERYTHING has your child's name on it.
- Clothing may become soiled as a natural process of play. For example, though smocks are available for painting, not all children will wear them or if they do, paint may still end up on a sleeve or pants. Therefore, it is suggested that children are sent to school in something that is easily washed, or that a parent will not mind having soiled themselves through the sometimes "messy" process of play.

Outside Play

Since outdoor activities are scheduled daily, it is important to dress your child/ren appropriately. Outdoor activities are an integral part of the program providing children with the opportunity to develop large motor skills and an awareness of their world. Tending livestock get cold and muddy in the winter months in Michigan and summers are often wet and hot. Children will still go out and play in the different types of weather, which is why the appropriate gear is a necessity. Teachers consider the wind chill factor and heat index and temperature when deciding whether to go outside and how long to stay outside.

Napping/Sleeping:

Children lay down to rest at 12:45 pm – 2:15 pm. Children are not expected to sleep but are expected to lay on their cot while teachers put other children to sleep. Resting is important and a requirement by licensing to provide this opportunity to rest. We understand not all children are sleepers, so a quiet activity will be given to them once the other children are allowed an opportunity to nap.

Sunscreen and Sunblock Application

It is the family's responsibility to apply sunscreen to their child before s/he comes to school and provide permission for Pine Row Preschool staff to reapply sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher to exposed skin in the afternoon.

Water Play

To temper summer heat, a sprinkler or hose may be used to provide water play for the children. This type of water play is in compliance with the recommendations of the State of Michigan Licensing Rules. Children should bring swimsuits and towels for water play.

Birthday Celebrations

Birthdays are SO exciting for a child. We ask that instead of a birthday treat brought into the classroom instead of donating a birthday book. The book will be shared at gathering, and then placed in the classroom library. We will do a special birthday celebration at the gathering if the child chooses to do so.

Toys from Home

The classroom is equipped with toys and equipment appropriate to the developmental stages of children. As a general rule, therefore, toys from home should not be sent to school unless the teacher has requested them. Together, teachers and parents will consider each child's unique needs and circumstances and create a plan if a toy or object is to be included at school.

Technology and Interactive Media Policy

Laptops, desktops and iPad are used on a daily basis by staff in the center for adult work. When used in the classroom, technology and interactive media are intentionally used by staff as tools to provide effective learning and development for children. The staff follow the NAEYC. It is the policy of Pine Row Preschool that the frequency of technology and interactive media use will be thoughtfully considered and conservatively used.

Guidance and Discipline Policy

The basis of the guidance and discipline policy within the Center is to provide support and encouragement of positive behavior. Since children generally desire positive attention from the adults around them, negative behavior is greatly diminished when those adults provide a supportive, nurturing environment. Our classroom ratios and group sizes allow for the teachers to provide small group interactions and direct supervision. Transitions are purposefully planned and guided to best support children. Due to our ratios and group sizes the teachers are able to individualize their response to a child's behavior in relation to the individual and the situation.

We do NOT use time-outs as a method of discipline. Discipline is guidance in areas such as turn taking, problem solving, and awareness of the effect that actions have on others. Our goal is to help each child develop self-confidence and self-control by providing a healthy environment and highly trained teachers. Teachers will communicate any concerns to parents in a timely manner and will work with parents to find appropriate solutions.

Certain punishments are prohibited. These include: (a) any sort of corporal punishment, including but not limited to hitting, spanking, shaking, biting, pinching or inflicting other forms; (b) inflicting mental or emotional punishment, such as humiliating, shaming, coercion, derogatory remarks, or threatening a child; (c) depriving a child of meals, snacks, rest, outdoor play or necessary toilet use; (d) confining a child in an enclosed area, such as a closet, locked room, box or similar cubical.

For children with persistent, serious, challenging behaviors, we have the teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

- Teachers observe child/ren carefully to determine possible causes for difficult behavior.
- Teachers then teach child/ren new skills rather than focus on the difficult behavior or discipline.
- Teachers guide and support children's self-regulation to manage their own behavior.
- Teachers focus on teaching the child social, communication, and emotional skills and use environmental modifications, activity modifications and other teaching strategies to support the child's appropriate behavior.

Teaching staff help children manage their behavior in the following ways:

- by guiding and supporting children to persist when frustrated
- to play cooperatively with other children
- to use language to communicate needs.
- to learn turn taking skills
- to gain control of physical impulses
- to express negative emotions in ways that do not harm others or themselves.
- to use problem-solving techniques
- to learn about self and others
- to become independent from adult support Parents will be informed personally and privately the same day if a child is hurt. Parents will be given a copy of our incident form.

Rough and Tumble Play

Here at Pine Row Preschool, we believe in the value of exuberant, boisterous, rough-and tumble play to a child's overall development. This vigorous body play allows children 39 opportunities to use language – both verbal and nonverbal—and learn how to negotiate, take turns, wait, compromise, sometimes take the lead and sometimes hold back, and make and follow rules. They are learning about cause and effect and developing empathy. Rough and tumble play also supports optimum physical development because it is so vigorous and because children—since they enjoy it so much—tend to engage in it for an extended amount of time.

To support the use of big body play, we do the following:

- Provide training to all staff on the importance of rough and tumble play and how to supervise it.
- Prepare both indoor and outdoor environments for this play style.
- Establish classroom and playground rules with the children to keep them safe and help them know what to expect.
- Encourage staff to use big body games with children.
- Supervise the play constantly, which means ensuring an adult is watching and listening at all times.

- Model appropriate play: coach children as they play so that they are able to interact comfortably with each other in this way.

The following indoor and outdoor environment features of our program support rough and tumble play:

- At least 50 square feet of usable indoor play space per child, free from furniture and equipment so that children can tumble and move.
- At least 100 square feet of usable outdoor play space per child, free from fixed equipment so that children can run, jump, tag, roll, twirl, fall down, and chase each other.
- Safety surfaces indoor under and around climbers
- Safety surfaces outdoors under and around climbers, balance beams, and other elevated surfaces from which children might jump.

Biting Policy

Biting Policy Our program recognizes that biting is, unfortunately, not unexpected when toddlers are in group care. We are always upset when children are bitten in our program, and we recognize how upsetting it is for parents. While we feel that biting is never the right thing for young preschool to do, we know that they bite for a variety of reasons. Most of these reasons are not related to behavior problems. Our program does not focus on punishment for biting, but on effective techniques that address the specific reason for the biting. When biting occurs, we have three main responses:

1. Care for and help the child who was bitten.
2. Help the child who bit learn other behavior.
3. Work with the child who bit and examine our program to stop the biting.

Our teachers express strong disapproval of biting. They work to keep children safe and to help the child who bit learn different, more appropriate behavior. When there are episodes of ongoing biting, we develop a plan of specific strategies, techniques, and timelines to address it. We do not and will not use any response that harms a child or is known to be ineffective.

We give immediate attention and, if necessary, first aid to children who are bitten. We offer to put ice on the bite if the child is willing. If the skin is broken, we clean the wound with soap and water. If children are bitten on the top of the hands and the skin is broken, we recommend that they be seen by their healthcare provider.

When children bite, their parents are informed personally and privately the same day. When children are bitten, their parents are informed personally that day and given a copy of our incident form. When we experience ongoing biting in the room, we develop a written plan with specific strategies, techniques, and timelines to work on the problem. This written plan is shared with all parents in the room.

Biting is always documented on our standard incident report form. It is completed and signed by a teacher and an administrator. It must also be signed by the parent. One copy is given to the parents, and the other copy is kept on file in the office.

We keep the name of the child who bit confidential. This is to avoid labeling and to give our teachers the opportunity to use their time and energy to work on stopping the biting.

In addition, we have current resources on biting available for staff and parents. We encourage parents to bring their concerns and frustrations directly to the teachers.

Daily Schedule:

7:30	Arrival / Exploration of the Indoor Classroom
9:30	Snack / Child Exploration in the Indoor Classroom
10:30	Exploration of the Outdoor Classroom
11:45	Gathering
12:00	Lunch
1:00	Rest Time
2:00	Quiet Choices – Puzzles, playdough, reading ect.
3:00	Afternoon Snack
3:30	Exploring outdoor classrooms.
4:30	Departure

Religious Activities.

I believe our diversity is what makes us a whole family. We will do our best to support and be respectful to any holidays or traditions that your family celebrates. We will openly discuss different holidays and cultures.

Backup Care

Pine Row Preschool is closed on most viewed holidays. In the event of an unexpected closure to the center, I will first call for a back up teacher and the center will remain open. If the backup teacher is unavailable, then it is the parent's responsibility to find back up care for those unexpected and planned days of closure.

Mandatory Reporting:

As a childcare provider I am a mandatory reporter of child abuse. I and my staff are required by law to report any suspected emotional, physical, or sexual abuse or neglect.

No Smoking or Vaping Policy:

Smoking and vaping is prohibited by all persons inside the building; in any indoor or outdoor licensed space; within 25 feet from any entrance, exit, window, or ventilation intake on the building; and in motor vehicles while transporting children. No tobacco products/ vaping products including cigarettes, ashtrays, cigarette/cigar butts, and/or ashes will be accessible to the children.

Drug and Alcohol Policy:

Pine Row Preschool expressly prohibits all persons from having or using illegal drugs on the premises; consuming alcohol during operating hours; and from being under the influence of alcohol, illegal drugs, or misused prescription drugs when working with or in the presence of children in care. Any alcohol belonging to the household will be kept far inaccessible to children.

If you or any other person appears to be under the influence of alcohol or drugs at the time of pick-up, you will be asked to have someone come and get you and your child.

If you refuse a ride and leave with your child, we will notify the police department and child protection services with all information required.

Guns and Weapons Storage:

All gun and weapon storage are on the first level of the home, which is secured by a combination number lock. This will be inaccessible to children and on a different level of the home.

Pet Policy:

All pets and livestock will be secured in their own environments. The animals will be up to date on vaccines. Dogs will be kept in a different space from the children during center hours. The outdoor play area will be kept up and free from animal feces.



Tuition Cost 2022-2023

Full Day Schedule 7:30am-4:30pm	Daily Rate	Weekly Bill
2 days / week	\$58.00	\$116.00
3 days / week	\$55.00	\$165.00
4 days / week	\$55.00	\$220.00
5 days / week	\$50.00	\$250.00

Late Pick-up Fee

Pine Row Preschool and Childcare closes at 4:30 pm. We appreciate your prompt pick up at the end of the day. You will be billed \$ 5.00 per minute after the end of your child's session.

Schedule Change Fee

If you would like to request a schedule, please contact ASAP. Please note that a notice of two weeks is required to reduce or change your scheduled days in order for us to have time to fill the open days.

Late Payment Fee

Payments are due on every Friday of the week. A \$25.00 late fee will be applied for payments received after the due date. Returned checks will incur a \$35 fee.

Additional Day

Attending any day that is not part of your regular schedule is considered an "additional day." To request an additional day, please inform me at least 48 hours in advance. Additional days will be charged at \$ 58.00 a day.

**Disclosure of Information on Lead-Based Paint and/or Lead-Based Paint Hazards
Lead Warning Statement**

I am here to inform you that this home was built before 1978 and is notified that such property may present exposure to lead from lead-based paint that may place young children at risk of developing lead poisoning. Lead poisoning in young children may produce permanent neurological damage, including learning disabilities, reduced intelligence quotient, behavioral problems, and impaired memory. Lead poisoning also poses a particular risk to pregnant women. Please sign below after reading the document.

Parent(s) Signature

_____ Date _____

_____ Date _____

Acknowledgement of Parent Handbook

I hereby acknowledge that I have read and understand Pine Row Preschool & Childcare Parent Handbook. The parent handbook can be found in paper copy or in email.

I agree to abide by the policies outlined in the Pine Row Preschool and Childcare Parent Handbook. I understand that I will be notified of any changes in policies and / or procedures.

Parent/ Guardian

_____ Date _____

Parent / Guardian

_____ Date _____

Sunscreen Permission Slip

Pine Row Preschool & Childcare staff has my permission to apply sunscreen on my child(ren).

Parent Signature

Date

Parent Signature

Date

Bug Spray Permission Slip

Pine Row Preschool & Childcare staff has my permission to apply bug spray on my child(ren).

Parent Signature

Date

Parent Signature

Date

Water Play Permission Slip

My child _____ has my permission to engage in water play at Pine Row Preschool & Childcare.

Parent Signature

Date

Parent Signature

Date

Photo Permission Slip

I understand that my child(ren) may be photographed at Pine Row Preschool & Childcare. Photographs of my child will be uploaded to ProCare for learning and assessment tools. I understand that Pine Row Preschool & Childcare uses the photographs promoting childcare services.

Parent Signature

Date

Parent Signature

Date

Animal Permission

I give my permission for _____ to be in the same environment as the animals and/or interact with the animal. I understand there are inherited risks when interacting with livestock/animals and it could result in injury.

Parent Signature

Date

Parent Signature

Date

Road Crossing

I give my permission for _____ to cross the road with Pine Row Preschool & Childcare staff.

Parent Signature

Date

Parent Signature

Date