



COLLEGE OF EDUCATION, HEALTH, & HUMAN SERVICES
EARLY CHILDHOOD EDUCATION CENTER
UNIVERSITY OF MICHIGAN-DEARBORN

Family Handbook

2025-26 School Year



18501 Rotunda Drive, Suite 300
Dearborn, Michigan 48124
(313) 593-5424
Emergency Phone Number: (313) 583-1099

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Background

History of the Early Childhood Education Center

In 1971, in the Henry Ford Estate cottages, a small parent-run cooperative was initiated with the assistance of a faculty consultant, Professor Rosalyn Saltz. In September 1975, the then, Child Development Center (CDC) officially became part of the University of Michigan-Dearborn School of Education (SOE) led by Dr. Saltz as the director. The CDC was a primary source for child care/early education programming for university students. In addition, the CDC was the host for visitors from other campuses and educational programs seeking insight to the philosophy and teaching methods utilized.

The CDC served both as an early learning center for young children and an academic education training site for the SOE teacher education program, psychology students, and other disciplines. In 1992, through the leadership of Dr. Saltz, the CDC was recognized for its academic value and contribution to the campus and its SOE by the NCAA. The adoption of the educational philosophy and strategies of the early education schools in Reggio Emilia, Italy, enriched the early childhood education program and the teacher education program at the SOE. Continued leadership of faculty (Dr. Mary Trepanier-Street, (1995-2012), Dr. Seong Hong, (2012-2017), and Dr. LaShorage Shaffer (2017-2019) synergized many collaborations, including the partnership with Oakwood Healthcare (now Corewell Children's Center for Exceptional Families) in 2008 and relocating to its current location on Rotunda Drive. At this time the CDC was renamed the Early Childhood Education Center (ECEC) maintaining its mission of the campus' model-teacher preparation training site and child-study facility for students enrolled in a variety of UM-Dearborn majors. As a unit of the School of Education (now College of Education, Health & Human Services), the ECEC is directed and operated by education faculty and staff. As an accredited and premier early learning center incorporating the Reggio Emilia approach, documentation, technology, and evidence-based practice the ECEC continues to provide high quality education to children, families, university students, and the community.

Early Childhood Education Center Mission

The mission of the Early Childhood Education Center is threefold, that is to serve as a(n):

1. Early education center educating the whole child physically, intellectually, emotionally, socially, linguistically and aesthetically to develop 21st century thinkers and leaders.
2. Model teacher preparation site to educate university students for positions in the early childhood and elementary teaching profession.
3. Partner across the university and community, engaging in research, collaboration, teaching and studying the development of young children and the best practices for their education and care.

Early Childhood Education Center Educational Philosophy

The UM-Dearborn ECEC program philosophy is adopted from the Reggio Emilia constructivist teaching philosophy. The main philosophy, basis and benefit of the Reggio Emilia approach is a genuine respect for children's ideas and theories. It is designed to educate the whole child physically, intellectually, emotionally, socially, linguistically and aesthetically. It is based upon the research of leading psychologists and educators such as Piaget, Erikson and Vygotsky.

Our program utilizes the long-term inquiry based project approach inspired by Reggio Emilia's early childhood programs. It addresses the needs of the developing child and provides many educational opportunities. A key principle is the concept of time, we often call it following children's sense of rhythm. Children are given an ample amount of time to concentrate on the specific curriculum. Thus, teachers offer children multiple opportunities for the

construction of knowledge and allow children to revisit their ideas and understand concepts from various perspectives in order to deepen their understanding.

Moreover, the ECEC focuses on "education based on relationships". This is a widely known and valued aspect of the Reggio inspired approach. By putting children together in small groups with heavy emphasis on communication, the overall education focuses each child in relation to others, and seeks to promote social interaction and development with other children, family, teachers, society and the environment.

Reggio Emilia Inspired Curriculum

The ECEC curriculum is based on the understanding that young children learn through hands-on, sensorial exploration of their environment. Learning takes place when children have built relationships that allow them to trust. Our focus on meeting their physical needs and implementing a consistent schedule help us in setting the groundwork for an emotionally safe and secure environment. Our knowledge of child development allows us to provide developmentally appropriate environments and to individualize learning to encourage growth.

History of Reggio Emilia

The ending of World War II inspired families in Reggio Emilia, Italy toward a progressive and cooperative movement in early childhood education. In this community, educators, parents, and citizens built a system of public education and child care that focuses on the concepts of social services and education. These constructed quality infant toddler centers and preprimary schools to serve children from 4-months-6 years from all ethnic, educational, socioeconomic, and ability levels. The educational system across Reggio Emilia schools have embraced philosophical and pedagogical methods of school organization, education, and principles of environmental design based on the theoretical constructs of Jean Piaget and Lev Vygotsky. Through this perspective children are seen holistically in that they are "encouraged to explore their environment and express themselves through multiple paths and all their "languages," including the expressive, communicative, symbolic, cognitive, ethical, metaphorical, logical, imaginative, and relational (Reggio Children, 2010, p.4).

The Reggio Emilia approach to education is committed to creation of a learning environment that will enhance and facilitate children's construction of his/her own powers of thinking through the combination of all the expressive communicative and cognitive languages. Reggio Emilia schools believe that there are three primary teachers for our children. The first teacher is that of the parent. The second is the classroom teacher, and the third teacher is the environment. The Reggio Emilia approach relies on the following principals:

The Image of the Child

Children are the epicenter of the Reggio Emilia schools and their brilliance is cultivated through individual and collective interchanges and relationships amongst peers and adults. Children are valued as competent learners. Children are active collaborators in their co-construction of knowledge with peers and adults. Children are capable of abstract thinking and complex explorations of concepts of interest to them. Children are active citizens of their homes, schools and communities.

The Role of the Parent

The active involvement of parents is essential to Reggio Emilia programs. The participation of parents is an expected part of the culture and life of the school is an essential component of the educational experience for all children. Families are actively involved in many aspects of the program including: supporting classrooms,

interactions with other parents, educational and psychological concerns, meetings, workshops, celebrations and events. Parents are always active in the ongoing learning experience that their children receive.

The Role of the Teacher

The role of the teacher is that of a learner, a partner, a guide, a researcher, the teacher carefully listens to children with full attention in order to record and document what is observed. These recordings and documentation is then shared with children, other teachers and parents. The roll of the teacher is to be responsive to the children and engage in their learning with excitement and curiosity, asking questions, allowing children to wonder, provoking exploration of ideas about the world around them. The role of the teacher is to “extend children’s intellectual stamina and attention span; increase their range of investigation strategies; enhance their concentration and effort; and still allow them to fully experience pleasure and joy” (Edwards, 2012, p. 152) in learning. As a teacher-researcher, the teacher is a resource and guide as she/he lends expertise to children. Teachers are committed to reflection about their own teaching and learning. The role of the teacher is to support the co-construction of knowledge, stimulate dialogue, and build community and relationships. The role of the teacher is multifaceted and continuous.

The ECEC Teacher Is A:

Co-constructor of knowledge

Creator of the environment as a third teacher

Exchanger of understandings

Supporter of the competent child

Documenter and researcher

Partner with parents

Listener, provocateur and negotiator of meaning

~Edwards, 2012, p. 149

The teacher’s role within the Reggio Emilia approach is complex.

The Role of the Environment

The physical environment of the classroom is a thoughtfully designed space with careful consideration of the selection and organization of materials. Consideration is taken for the use of light and color. The arrangement of structures, furniture, materials, and tools are purposefully positioned as provocations for encounters between children, adult-child interactions, and the natural environment itself. Learning is taking place everywhere in the environment as it is a stimulant for discovery, thinking, conversation, engagement and development.

Emergent Curriculum

An emergent curriculum is one that is based upon the interests of children. Teachers articulate goals for children and hypothesize the trajectory of activities and projects, and make appropriate plans and gather necessary materials. Teachers work collaboratively to plan within the context of an emergent curriculum sharing their observations and conversations with children, then share this information with the children through their exploration and learning.

Project Work

The in-depth projects, also emergent, are studies of concepts, ideas, and interests which have been identified through questions posed by children. Projects can vary in length (i.e. one week, a month, or year) depending on the continuation of inquiry from children and the educational research that takes place among the children (even smaller learning groups) and teachers. Throughout a project, intellectual, expressive, problem solving, social and physical skills are enhanced. Children are making decisions and choices about the direction of study. With the support of the teacher, how to research a topic, the representational medium that will demonstrate and showcase the topic and the selection of materials needed to represent the work are all identified by children. Long-term projects or progettazione, enhance lifelong learning.

Representational Development

The way in which students learn is unique, thus lending itself to Howard Gardner's notion of schooling for multiple intelligences. The Reggio Emilia approach supports the multiple learning styles of children incorporating multiple means of representation of knowledge. Through the use and integration of the graphic arts as tools for cognitive, linguistic, and social development, children are allowed to present the concepts and hypothesis of investigation through multiple forms of representation – print, art, clay, construction, drama, music, puppetry, and shadow play – are viewed as essential to children's understanding of experiences.

Collaboration

Collaborative learning groups, both large and small, is considered valuable and necessary to advance the co-construction of knowledge individually and as a group. Individual competencies and discoveries are joined through children engaged in dialogue, critiques, comparisons, negotiations, hypothesizing, and problem solving through group work. Multiple and differing viewpoints promote both a sense of group membership and the uniqueness of self. Collaboration is extended across home, school and community to support the learning of the child.

Documentation

An integral and strong component of the Reggio Emilia approach is the use of documentation. Through documentation the work of children is captured and the journey they take in learning. Documentation can be seen in the transcriptions of children's statements and conversations, photos of their engagement in activities, their representations of their thinking through paintings, sculptures, or media creations. The function of documentation is myriad, in that it provides an opportunity for parents to see the interests of their children and experiences they have been provided. Teachers can utilize documentation for reflections purposes, professional development, inter-professional collaboration and discussion amongst other teachers and for assessment purposes. Documentation provides a history of learning that takes place across the school, children, and teachers.

ECEC Curriculum Goals

1. Help children develop language; both expressive and receptive.
2. Help children to become independent thinkers; capable of making choices and decisions.
3. Help children grow towards regulating their own behavior.
4. Help children to develop confidence in their independent efforts and their ability to contribute to a team.
5. Help children to develop an understanding of emotions and how emotions motivate behavior; help them to gain control over expressing emotions and to learn acceptable ways of dealing with, and expressing strong emotions.
6. Help children to gain the social skills needed to become competent in interpersonal relationships and to interact with and learn from peer groups successfully.
7. Help children to respect, value, and have growing acceptance for individual, cultural, ethnic, and racial diversity through discussion, play, literature, and exploration.
8. Help children to understand written language and to develop an interest in communicating symbolically.
9. Help children to develop a curiosity for learning, observation skills, problem solving strategies, and knowledge about math and science concepts through hands-on experiences.
10. Provide opportunities to experience and learn from the societal and physical changes that have built our world (social studies).
11. Facilitate aesthetic appreciation by providing art, music, and creative experiences.
12. Help to develop the children's fine and gross motor skills through opportunities for movement.
13. Create opportunities for children to play.

Accreditations

NAEYC Accreditation

Early childhood programs accredited by the [National Academy of Early Childhood Programs](#) have voluntarily undergone a comprehensive process of internal self-study, invited external professional review to verify compliance with the Academy's Criteria for High Quality Early Childhood Programs and been found to be in substantial compliance with the criteria. A copy of the criteria can be obtained from the Academy.

The ECEC has been accredited through the *National Academy of Early Childhood Programs*, a division of the *National Association for the Education of Young Children (NAEYC)* since 1990. NAEYC developed 10 standards that measure the quality of early childhood programs. The standards were created by a blue-ribbon panel of early childhood experts and are based on the latest early childhood research.

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

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

Some of the major characteristics of accredited programs are:

- Frequent positive, warm interactions among adults and children.
- Planned learning activities appropriate to children's age and development, such as block building, painting, stories, dress-up (dramatic play), and active outdoor play.
- Specially trained teachers.
- Enough adults to respond to individual children.
- Many, varied age-appropriate materials.
- A healthy and safe environment.
- Classroom lessons, materials, photos, [literature](#), and communication is anti-bias and inclusive in nature

- Nutritious meals and/or snacks.
- Regular communication with children's families, who are welcome visitors at all times.
- Effective administration.
- Ongoing, systematic evaluation.

Great Start to Quality Accreditation

UM-Dearborn ECEC maintains a four star quality rating with Great Start to Quality. The Great Start to Quality (GSQ) partners with the Michigan Office of Great Start to identify high quality child care centers in Michigan. High-quality child care and preschool programs provide a safe place for children to learn and explore. As a center who participates in the Great Start to Quality Rating System there are 40 different criteria under the five quality standards that must be met:

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

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

Assessments

We use assessments to support children's learning using a variety of methods such as observations, checklists, rating scales, work sampling, and sometimes individually administered tests. On a daily basis the teaching staff is observing the children and utilizing checklists, writing anecdotal records, and documenting through the use of Focused Observation Forms. All Lead and Assistant teachers complete training in order to use TSGold effectively in the classroom. All children receive Denver Developmental Screening prior to program entry. Families are required to complete Ages and Stages Questionnaire within 1 month of start. It is our goal to identify those children who are in need of further evaluation.

Developmental Screenings

The *Denver Scale* Screener is a widely implemented tool to assess the development of children from birth through six years of age. This tool focuses on the language, personal-social, gross and fine motor developmental areas of growth. We require children to be assessed using the *Denver Scale* prior to enrollment as it aids us in placing each child. Each screener takes approximately 20 minutes to administer.

The Ages & Stages Questionnaire-3 (ASQ-3) and the Ages & Stages-Social Emotional (ASQ-SE)

The ASQ-3 and the ASQ-SE are screening tools that ask questions about your child's overall and social emotional development, looking at how children progress in the developmental areas of communication, physical ability, social

skills and problem-solving skills. These questionnaires are completed by you, the child's parent/guardian, and can help identify your child's strengths, as well as any areas where your child may need support. The screening should take about 10-20 minutes to answer questions about your child. Your individual information is protected to ensure confidentiality. Information entered on a web based database that is secure and password protected. Identifying information from the screening tool will be seen only by your child's teacher or other staff your child is working directly with, who scores your screening and provides the results to you. General information about the ages and results of the screener are compiled at Wayne RESA to inform them of the strengths and challenges of children residing in Wayne County.

Teaching Strategies Gold (TS-Gold)

As a means to compile the numerous observations taken of children on a daily basis, the TS-Gold system is utilized. This tool authentically assesses children engaged in meaningful learning as a means to document and evaluate young children's development. It is important to the ECEC teaching staff to document, monitor and evaluate children's progress and accomplishments continuously from one year to six years of age. In addition to identifying progress, the TS Gold is utilized to inform curriculum and instruction.

Phonological Awareness Literacy Screening (PALS)

The Phonological Awareness Literacy Screening (PALS) is an assessment tool used to see where each child's knowledge lies in the area of literacy fundamentals. This tool is used primarily in the preschool classrooms.

Michigan Literacy Progress Profile (MLPP) (Kindergarten Only)

The Michigan Literacy Progress Profile (MLPP) is an assessment tool used to document literacy development. This tool identifies strengths, areas for growth, and provides strategies to encourage learning.

Portfolio & Documentation

Teachers intentionally observe as children interact with their peers and adults and explore materials and concepts. Teachers record what they hear, take pictures of children's actions as they investigate and collect children's work. This work is organized into a portfolio. Opportunities for authentic assessment take place when teachers analyze their documentation along with children's work over time. It allows them to individualize instruction and create meaningful curriculum. We invite you to request to look at your child's portfolio at any time. Both documentation and collected work is shared at Family Conferences twice a year.

Admission Policies & Procedures

Children are admitted to the center according to the number of spaces available for the developmentally appropriate classroom and the schedule requested by the family. The child population includes children from different racial, ethnic backgrounds, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, disability, height, weight and at all socioeconomic levels. Enrollment in the current school year closes on February 1st, available openings may be filled any time prior.

The center provides priority enrollment as follows:

1. Sibling of a currently enrolled family
2. UM-Dearborn Faculty/Staff Member
3. UM-Dearborn Student
4. Community

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When the center is full, a waiting list is maintained. Openings are filled based upon the opening available, child priority level and date on the wait list (first-come, first-serve). Families interested in programming at the UM-Dearborn Early Childhood Education Center may call the center, or visit the website (www.umdearborn.edu/ecec) to gain information. The first step to enrollment is filling out the online Wait List Application indicating contact information, age and schedule request. As spaces become available, in a developmentally appropriate classroom for the child, notification will be given. Families are also invited to take a tour of the facility during open house opportunities or schedule a visit at the ECEC.

Regents' Bylaw Section 14.06 Nondiscrimination and Affirmative Action

The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status. The University also is committed to compliance with all applicable laws regarding nondiscrimination and affirmative action.

Requirements Prior to Attendance

No child is permitted to start until the following is received and on file:

- Enrollment Application
- Contract for Service
- Policies & Agreements
- Receipt of enrollment fees (registration, materials & assessment)
- Receipt of first month's tuition
- Child Information Record (Emergency Card)
- Immunization Records or Wavier
- Allergy Action Plan
- Sunscreen
- Health Appraisal (physical) from doctor (must be completed within 30 days of enrollment, please bring your appointment card in the meantime)
- Any necessary custody information
- Completed Child Intake Form
- Completed Denver Assessment
- Record of Attendance at Parent Orientation (signed form)
- Acknowledgement of Receipt of Parent Handbook (last page of handbook-must be signed)
- IFSP, IEP or Developmental Assessment (if a child has an IEP or IFSP, withholding this information from ECEC will result in the termination of enrollment)
- FERPA

State of Michigan Licensing Requirements

The ECEC has been approved by the State of Michigan for 176 children at any one time. Our toddler programs enrolls children aged 12-35 months old, children must be walking independently. Our preschool programs enrolls children 3 - 4 years old. The kindergarten program enrolls children 5 - 6 years old. Age is based upon September 1st of the enrollment year. Program and tuition rate remain the same for the full term of enrollment.

The State of Michigan child care licensing adult-to-child ratio is 1:4 for children birth to 30 months (12 maximum), 1:8 for children 30 months - 3 years (16 maximum), 1:10 for children 3-4 years of age, 1:12 for children 4-5, 1:18 for children school aged. The ECEC opts for lower classroom adult-to-child ratios in accordance with NAEYC and GSQ guidelines.

Licensing Notebook

The ECEC is mandated to provide families with free internet to view our online licensing notebook. You can use our Wifi "MGuest" or one of our computers to visit <https://childcaresearch.apps.lara.state.mi.us/>. . Licensing inspections and special investigation reports from the past two years are available on the State of Michigan, Department of Licensing and Regulatory Affairs, Bureau of Children and Adult Licensing website at www.michigan.gov/lara.

ECEC Schedule of Operation

The Early Childhood Education Center is scheduled on an academic year (September-June) and a 6-week summer program (July-August). The ECEC classrooms are open from 8:00 am until 4:00 pm Monday through Friday. Early Drop Off is available as early as 7:30 am and After School Care is available as late as 5:30 pm, registration is required. Early Drop off and After School Care schedules must line up with the child's school schedule.

The ECEC follows the UM-Dearborn schedule in regards to holiday and various breaks The ECEC has provided you with an event calendar to keep up on the many activities.

Arrival Times

All families are strongly encouraged to have their child(ren) in their designated classroom by 8:59 am, as the structured classroom time begins at 9:00. Drop off between 11:00 am and 1:30 pm is also limited to reduce disruptions during classroom rest period. The only exceptions to these policy would be for doctor appointments scheduled in advance with prior notification given to one of the teachers in the classroom and the front desk. Verification of the appointment may be necessary.

Pick Up Times

ECEC classrooms close at 4:00 pm, children who are not registered for After School Care are expected to be picked up between 3:30 pm & 3:59 pm. Pick up before 3:30 pm requires advance notice to the classroom teacher and the front desk, as it may affect the classroom schedule. Pick up between 11:30 am and 1:30 pm is highly discouraged due to classroom disruptions during lunch/rest times. We understand that emergencies occur and pick up may need to be earlier than the registered period. Please notify the ECEC as soon as possible regarding irregular pick up.

Unscheduled Early Drop off or Late Pick Up

The ECEC partners with families to support your schedule; however the center's budget is based on the families' Contract of Service. The ECEC respects team members time; therefore families are encouraged to act responsibly and to respect the education and services provided. After several unscheduled early drop offs, late pick up's or adding extended care (early or late) multiple times the ECEC reserves the right to add late stay to the child's school contract for the duration of the semester for staffing purposes. Early drop off and late stay needs to be consistent with the child's enrollment schedule. Unscheduled Early Drop Off and Late Pick Up fees will be assessed for the following reasons:

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1. If child(ren) is/are dropped off prior to 8:00 am.
2. For families who do not pick up their child by their designated pick-up time.

For the above two instances, the Early Drop-Off and Late Pick-Up Fee is assessed. Late Stay is broken into 3 time increments. Children who are not scheduled for Late Stay during those time increments will incur a charge. Frequent late pick-ups may result in Late Stay being automatically added to your contract. Early Drop Off and Late Stay registration should remain consistent with your child's school schedule.

- 7:30am – 8:00am scheduled early drop off \$6/day, unscheduled is \$15/day
- 4:00pm – 4:30pm scheduled pick up is \$6/day, unscheduled is \$15/day
- 4:00pm – 5:00pm scheduled pick up is \$12/day, unscheduled is \$30/day
- 4:00pm – 5:30pm scheduled pick up is \$18/day, unscheduled is \$45/day

After Hours Pick Up

In the event you arrive after the closing time of 5:30 pm, the late fee is \$3.00/minute per child. There will always be two staff members staying late with any child. If you cannot make the 5:30 pm closing time, please make arrangements with someone to pick up your child. If arrangements are made with an ECEC employee, a waiver releasing the ECEC from liability will have to be signed. **If after 15 minutes (5:45 pm) and no one on the entire Emergency Contact list can be reached, or the child is not picked up by 7:00 pm, then campus Public Safety along with Protective Services will be notified and your child could be put into their custody because of abandonment.**

Financial Policies & Procedures

For current tuition rates, see the Tuition Fee Schedule included in the center parent packet. Tuition rate schedules are also available at the front desk and online. Tuitions is subject to change. A 5% sibling discount (tuition only) will be given to the sibling with the lower tuition amount. UM-Dearborn Faculty and Staff are entitled to a 10% discount on one child's tuition (tuition only). UM-Dearborn Students enrolled in 6 or more credit hours per semester are given 15% discount on one child's tuition (tuition only), registration is verified at each billing period. Corewell's Center for Exceptional Families Staff are given a 5% discount on tuition.

If a family qualifies for UM-Dearborn Faculty and Staff, UM-Dearborn Student or Corewell Center for Exceptional Family Staff discount and has 2 or more children in the program, the higher discount will be applied to the lower tuition and sibling discount will be applied to the other.

Once a child is enrolled, the center has reserved a space for that child for the agreed upon hours for the entire school year, September through June dependent upon adherence to the Contract of Service. No deductions are made for any absence, families are responsible for payment of tuition on the days the child(ren) are scheduled even if the child(ren) do not attend. Because staffing and other operational costs are incurred on the basis of enrollment, these costs must be assessed even when a child is temporarily absent.

The tuition for the school year is based upon enrollment for the school year (September-June) and divided into 10 equal monthly payments, due on the first day of each month prior to the month of service. Families have the option to pay in full for the school year and will receive a \$100 discount if paid in full by September 1st. Five inclement weather days are built into the school year's tuition. If we have more than 5 building closures, we will consider extending the school year by a week to compensate families, or the center may decide on other ways of compensation depending on the circumstances.

Payment Options

The ECEC accepts two forms of payments: **eChecks** (with scheduled or manual payments) and **Check Payments**. The ECEC will accept personal checks, business checks, cashier's checks and money order payments. The center does **NOT** accept cash or credit/debit card payments. The ECEC strives to minimize administrative costs in order to focus our resources on children. We also strive to create administrative procedures that are convenient for families. With both of these goals in mind, we use EZ Child Track Parent Portal to take payments. From the [Parent Portal](#) you are able to review your charges, make payments and/or set up recurring payments via eCheck (i.e. by entering your bank account number and routing number). Our contract is for eCheck payments only and does not include the ability to accept credit card payments.

- Please note the system will automatically charge a late payment fee of \$50 on the 5th day after the due date.
- Returned payments (for example for non-sufficient funds) will incur a \$25 returned transaction fee.
- The school year's tuition is broken into 10 equal monthly payments. Tuition is billed a month in advance.

It is the policy of the Cashier's Office on the campus of UM-Dearborn that families who have repetitive returns of insufficient funds will make their tuition payment by money order or cashier's check.

Contract of Service

The contract of service is a document signed by the parent/guardian, noting the days and hours service will be provided and the cost of service on a monthly basis. The fee is based on enrollment terms and age of the child. The term of contract is for the entire school year.

Reservations for fall enrollment must be accompanied by \$250 (check, money order or certified check). The ECEC reserves the right to disenroll a family for not following proper procedures to ensure they have an enrollment space for fall. As a student of UM-Dearborn, understand that you will have a hold on your account which means that you will not be able to register for classes or acquire your transcript until all outstanding fees and charges due to the University's Early Childhood Education Center are paid.

Registration Fees

When the ECEC calls a potential new family offering an open space, the parent/guardian will receive a pre-registration packet of information that must be completed prior to enrollment. At enrollment, the completed pre-packet must be returned and the family will pay the non-refundable registration fee of \$250 per child per year.

Materials Fee

There are many wonderful activities we do with the children at the ECEC that require consumable materials such as clay, paint, glue, paper, cups, etc. We launder the children's cot sheets, bibs (and occasionally clothes), which also consumes resources. Each year a \$150 per child materials fee is assessed.

Assessment Fee

An annual assessment fee of \$50 is required per child. This fee covers expenses incurred for TS Gold access. Parents receive a full report through TS Gold reflecting growth made throughout the year. For more information on TS Gold and other assessment tools used, please review the Assessment section of this handbook.

Late Payment Fee

Accounts are considered delinquent on the 5th calendar day of the month. A late charge of \$50 will be assessed for each month the tuition is delinquent. For any account that reaches a delinquent balance, the family will receive a written notice that the child cannot return to the program until the account is up-to-date. If a family stops coming to school and has a balance on their account, several attempts will be made to work out a resolution. If the balance is unable to be paid or the family stops responding to the center's calls/emails, we will need to turn the account over to the Collections Department at U of M for follow up.

Other Fees

Insufficient Funds \$25

Returned Check Fee \$25

Late Pick Up Fee \$15 per 30 minute increment

After Hours Late Pick Up \$3 per minute *after 5:30 pm*

Illness Late Pick Up Fee \$50 *assessed if child is not picked up for illness within 1 hour of notification*

ECEC Diaper Charge \$1 per ECEC diaper used (no charge for family supplied diapers)

ECEC Underwear Charge \$1 per ECEC underwear used

Tuition Balances & Collection Policies

Tuition installment payments are due on the first day of the month prior to service, if payments are not received within 5 calendar days, the center reserves the right to refuse continued admission to the program.

Accounts that are in arrears are subject to the center's collection procedures. Such procedures will include use of a collection agency, the establishment of a payment arrangement, and termination of services.

The ECEC will meet with parents with delinquent accounts. In the case of delinquencies that are the result of parents claiming financial hardship, the ECEC may create a payment arrangement. The payment arrangement will specify an agreed-upon plan for repayment of the indebtedness to the center including the amount, frequency and duration of expected payments. All payment arrangements will be in writing and must be submitted two weeks prior to the first payment due date.

In the event that a parent is uncooperative, is unwilling to work out a payment agreement, does not comply with the terms of the payment agreement, or is otherwise not making sufficient progress toward the outstanding balance, the ECEC will disenroll child(ren) by the 59th day of delinquency.

Tuition Assistance

The ECEC administrative team is continuously reviewing grants and opportunities for tuition assistance for our families in addition to scholarships. We currently accept the following forms of tuition assistance:

Department of Human Services (DHS)

Any low income family (faculty, staff, student or community) should inquire with the Michigan Department of Human Services (DHS) to see if they qualify for the Child Development and Care (CDC) Program. It is important to note that the Child Development and Care subsidy awarded from DHS will not cover the full cost of child care expenses, so there will ALWAYS be an out of pocket expense to attend UM-Dearborn ECEC. For more information or to apply, visit Michigan Department of Education at: Michigan.gov

Child Care Aware of America (Military Assistance)

Another potential funding source that families may be eligible for is NACCRRRA, National Association of Child Care Resources and Referral Agencies, which supports military families. The ECEC is a preferred provider and our provider number is 9044172. For more information or to apply, visit the NACCRRRA at: childcareaware.org/families/choosing-quality-child-care/

Great Start Readiness Program (GSRP)

GSRP is a FREE preschool program offered in Michigan, the ECEC applies for this grant annually and will enroll based upon approval and regulations. Interested families of older preschoolers (must be 4 by December 1st, priority

given to children 4 by September 1st) can apply directly to the ECEC by completing the required paperwork and providing financial statements, additional documentation may be required. GSRP families will receive a supplemental handbook at the time of enrollment with policies and procedures directly impacting these families.

Grievance and Withdrawal Policies

Quality Assurance – Handling of Complaints

The ECEC is committed to provide a high quality program that meets, to the greatest extent possible, children's and family needs. In case of concerns, first discuss the situation with your child's teachers. If the problem is not resolved, discuss the situation with the Academic Director. Every effort will be made to achieve resolutions that are in the best interest of the classroom, child, family and the center.

Parental Concerns

If you have a concern, we encourage you to talk with us as soon as possible. Please follow the procedure given below, which is designed to promote constructive dialogue at each step.

1. If your concern pertains to practices, building staff, or guidance techniques, please address the issue with your child's teacher first.
2. If you are not satisfied with the outcome, please contact complete the Parent Concern Form. The Parent Concern Form represents the formal process for resolving parent concerns. Once completed the form may be submitted to ECEC Administration for review and action.
3. Our goal is to resolve all concerns in a collaborative and respectful manner.

Withdrawal Policy

As stated in the Contract for Service, guardians are financially responsible for tuition for the entire enrollment period. Sometimes there are reasons why a family decides to withdraw their child from our program. We hope that this decision is not made due to the program, as we would like to work with a family if there are any situations that arise.

If a family decides to withdraw their child for any reason during the year, a Withdrawal Petition form, accompanied by the Withdrawal Fee of one-half month tuition for each remaining month of contract and must be turned into the center's Academic Director at least 30 days in advance. Tuition will continue to be assessed throughout this period. Withdrawal petitions are reviewed by the administrative committee, this committee meets bi-weekly. A response will be communicated to the family within five business days of the committee meeting.

Termination of Enrollment Procedures

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

1. Non-payment for educational services and/or lack of adherence to tuition payment policies.
2. Parents falsify information on enrollment forms or otherwise knowingly falsify information.
3. Parents do not agree or do not follow and comply with the policies set forth in this Handbook.
4. Lack of parental cooperation with the center's efforts to resolve differences and/or to meet the child's needs through family/staff meetings or conferences.
5. Inappropriate or abusive behavior and/or verbal abuse or threats by parents, relatives, guardians or other parties toward the center staff, other parents or children in person, on the phone, through email, or online.

6. Inability of parents to deal in a professional manner with center personnel or other parents and children at the center.
7. The continued enrollment of the child poses a risk to the health and/or safety of other children, parents or center staff members or continued enrollment of the child constitutes an undue burden on the center's resources.

Should all options be exhausted the ECEC will take the following steps towards termination of enrollment:

Step 1:

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

Step 2:

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

Under most circumstances the center will provide two weeks written notice of enrollment termination. However, where the particular circumstances warrant, the center reserves the right to terminate enrollment immediately with less than two weeks' notice. When possible, we will offer assistance and resources for alternative placements.

Boards & Committees

Advisory Board

The Advisory Board is appointed by the Dean of CEHHS, is chaired by the Academic Director and is composed of representatives of center parents, the campus community, the outside community and the center staff. It meets at least once each term to review the center's operations and to advise the center administration on policy matters. It also serves as a link between the Department of Education, the parents of children enrolled at the center and the campus community.

Parent Association

As a parent of a child enrolled in the ECEC you are automatically a member of our Parent Association. The Parent Association is recognized as having a special interest in the center's operation. All center parents are encouraged to participate in the Parent Association meetings and activities. The Association is an advocate for center parent's interests, has representatives on the ECEC Advisory Board, and contributes services and center on a voluntary basis.

Teacher Preparation Site

The Early Childhood Education Center serves as a teacher preparation and research site for the University of Michigan-Dearborn Department of Education and campus. As a teacher preparation site, students are enrolled in a variety of educational courses to increase their knowledge and skills in the areas of child development, child psychology and all facets of teacher education. All students are required to complete practicum hours per their respective programs. Students apply the most up-to-date research based educational theories and practices they are learning in their University course work. During their time at the ECEC they connect the content they are learning in

their courses to real world experiences with children, teachers, and families. Beginning students observe the children's development and the methods of teaching strategies used by the teacher. They work individually with children and in small groups. As part of their learning experience, they are required to conduct a child study on one child enrolled in the ECEC. As students advance in their program, they are provided the opportunity to practice developing an emergent curriculum, selecting materials and activities based on the interest of the children. At the same time, these University students have the opportunity to observe and learn from the children and to model and learn appropriate teaching methods and strategies from experienced teachers. In addition, interns are provided an opportunity for planning long term projects, becoming teacher-in-charge and managing the classroom during the semester, under the guidance of the lead teacher who will continue to mentor the teachers and their understanding of the Reggio Emilia philosophy.

Center Volunteers

The ECEC welcomes volunteers in the classroom, field trips, art studio, kitchen, library, front desk and garden, etc. If you are interested in one of these volunteer opportunities or have an idea for service, please share with the front desk.

When volunteering in the classroom, volunteers are supervised by the classroom teachers in the assigned classroom, and will provide appropriate care and supervision of children at all times. Volunteers are never left alone with any child(ren) either inside the classroom or outside on the playground. Volunteers do not assist with any toileting procedures including diapering, however they may assist with snack and activity preparation, reading to children, assisting children as they prepare to go outdoors, coming from outside, tying shoes, starting zippers, putting on coats, hats, gloves, etc. Volunteers including parents who are in the classroom for 4 or more hours per week for more than 2 consecutive weeks must provide evidence of a negative TB Test completed within 1 year before volunteering. This documentation will be kept on file at the ECEC. Volunteer names will also be run through our state background check system. Individuals on the Michigan Sex Offender Registry may not volunteer at the ECEC.

Volunteer Procedures:

- Arrange time(s) and day(s) with the front desk and/or classroom if applicable
- Review and sign the Volunteer Policy
- Sign in and out with times and purpose at the front desk
- Wear an identification badge stating that they are a volunteer.
- Background Check (ECEC reserves the right to deny volunteer hours depending on Background Check results)

Role of the Family

Parents are welcomed participants in their child's classroom and may visit at any time. At UM-Dearborn we strive to maintain and foster a sense of community among our staff and families. The families we serve come from a wide variety of backgrounds and we seek to embrace cultural differences. All staff of the ECEC recognizes the vital role that families play in the school life of their children. Teachers and families work together to help children participate successfully in the program when professional values and practices differ from family values and practices. For this reason, families are considered integral to all phases of the program. We use the term family rather than parents, to identify the range of family structures in which children live. Whether a family includes two parents, one parent, grandparent, foster parent, relatives, or any other combination, the child's family is valued. The center is a living and learning laboratory where families, teachers, college faculty, and children work together cooperatively for the children's greatest possible gains.

Family Responsibilities

Families are responsible for communicating with their child's teachers, and in helping to set goals and expectations for their child. Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication. It is the family's responsibility to keep their child's enrollment records current to reflect any significant changes as they occur; this includes telephone numbers, work location, emergency contacts, child's physician, child's health status, immunization record, family status, and other information relevant to the child's care. Verification of this information is required yearly prior to the fall semester. Families must cooperate with the ECEC in carrying out all governmental laws, rules and regulations affecting the center's operation. Speak to the Academic Director regarding any questions or concerns.

All smoking materials MUST be distinguished PRIOR to leaving your vehicle. The UM-Dearborn campus and Corewell Hospital campus are proud to be smoke free. Turn your vehicle off prior to entering the center. It is also requested that you refrain from using your cell phone while in the center. Your child deserves your undivided attention during drop-off and pick-up times. The teaching staff may also wish to speak to you during these times.

Every attempt is made to keep the ECEC website up to date. You are encouraged to check the website on a regular basis at www.umdearborn.edu/ecec. Important events and information are also shared on the UM-Dearborn ECEC Facebook Page, and in monthly newsletters emailed around the beginning of each month. Communication from the classroom comes in the form of periodic Class Dojo posts, weekly Family News via email, monthly blog updates, Family/Teacher Conferences (Fall and Spring), Projection Plans of activities planned for children, and Learning Stories that make the children's learning visible.

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

Parent-Teacher Conferences

Conferences are typically scheduled during November and March of each year to discuss children's developmental progress. The family report generated from the TS Gold assessment tool and information regarding developmental milestones are shared. Each classroom will have its own sign-up for conferences. Conferences may be arranged at any time during the year by staff or by the family, as the need arises. In addition, parents are encouraged to talk with their child's teacher briefly at drop-off or pick-up times.

These encounters should be brief because the child's teacher has the primary responsibility to care for and educate the children. If a greater length of time is needed than is allowed at drop-off or pick-up, please feel free to call the center and leave a message for the teacher to schedule a conference, or simply email your child's teachers.

Center-Wide and Classroom Communication

Staff members seek the opportunity to communicate with family members on an ongoing basis to learn about children's individual needs and ensure a smooth transition between home and school. Teachers want to gain information about the ways families define their own race, religion, home language, culture, and family structure.

Teachers frequently converse with families about childrearing practices and want to share specific ideas for promoting children's healthy development and learning. Within each classroom there will be a verbal and/or written system established for sharing day-to-day happenings. Parents should let teachers know if they have concerns or questions about classroom assessments - especially in regards to meeting each child's needs.

We use technology on a regular basis to communicate with our families. This may be through emails (sometimes with digital photos), documentation boards in the classrooms and hallway, Facebook, Shutterfly, Google Calendar, Class Dojo and other methods we may come across. Parents will also be informed about issues concerning children and families through periodic memos, and regular Family Meetings. Communication between ECEC staff and families is confidential and is not to be shared with others.

Your child's cubby will contain the work that your child has accomplished. Your child's work is often revisited day after day until he/she is completely satisfied with the end result.

Parent-Teacher Communication

Generally, the teachers are available for brief conversations during drop-off or pick-up times. Parents are welcome to call any time to inquire about their child. If teachers are unavailable, you will be asked to leave a message. The teacher will call you back as soon as possible. For longer discussions, you can call to schedule an appointment for a meeting. To avoid disruptions, we do not give out the direct numbers to the classrooms. You are also welcome to contact teachers via their e-mail addresses listed on the center website at <http://www.umdearborn.edu/ecec>

The teachers also use the following methods to communicate with families about their child's experiences and classroom curriculum:

- Lesson Plans
- Class Notes – these are available at the child sign area in each classroom
- Project Boards – boards are displayed in the building throughout the school year focusing on projects that have been developed from the children's interests
- Classroom Blogs are updated monthly highlighting activities from the last month and upcoming events for the future.
- Regular emails with current events and classroom happenings.
- *Class Dojo*-a free classroom communication app used to share reports between parents and teachers. The app allows teachers to upload and share photos and videos.

Social Media Communication

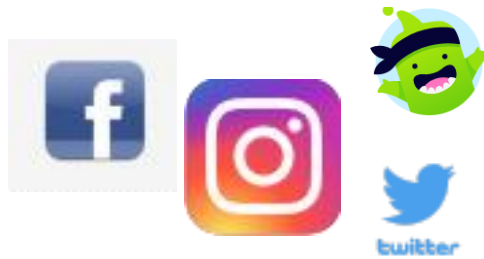
Social media outlets have are integrated into the experience at the ECEC. We rely on technology such as *Facebook*, *Class Dojo*, classroom blogs in addition to the ECEC website and email to communicate with families. Please follow both the ECEC Facebook Page: www.facebook.com/umdearbornecec/, and the ECEC Parent Association Facebook Page: www.facebook.com/gropus/EarlyChildhoodEducationCenter/.

Class Dojo is a free phone based application that has been adopted by our center's teachers to communicate in the moment with families. It is used to send photos of children engaged and learning, it also serves as a method for event reminders. Each family is given a special code per child, and only people with your child's code can see the pictures your child is tagged in. ClassDojo images and posts are for family use only and not to be screen shared or shared to personal social media pages.

Facebook: <https://www.facebook.com/umdearbornecec>

Instagram: <https://www.instagram.com/umdearbornecec/>

X (Twitter): <https://twitter.com/ececoffice>



Cell Phone Policy

The ECEC views drop off and pick up times as valuable time for communication with your child, the teacher and other families. Drop off and pick up times are one of the few times we have during the day to build relationships that keep our community flourishing. Cell phone use at this time prohibits this most important chance to communication and the ECEC therefore stands firm with a NO CELL PHONE policy during drop off and pick up to ensure you are available to speak with center staff.

Mutual Respect Policy

A school is a place that promotes responsibility, respect and civility in a safe learning and teaching environment. All members of the school community are to be treated with respect and dignity and have the right to be safe and feel safe in the school environment.

The Mutual Respect Policy applies to all individuals involved in the school community – children, parents and family members, volunteers, teachers, university students and other staff members – whether during school hours or at school-authorized events or activities.

Members of the school community are expected to use appropriate means to resolve conflict. It is our responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility. Insults, yelling, offensive language, disrespect, and other hurtful acts whether physical or verbal disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they

- Show an active interest in their child's school work or progress
- Communicate regularly with the school
- Ensure that their child attends school regularly and on time
- Make every effort to pick up their child on time and/or make appropriate arrangements for extended care
- Report their child's absence (and illness if applicable) or late arrival to the school
- Bring their child to school prepared to participate in all aspects of the curriculum including outdoor play
- Discuss concerns with the appropriate person (See Parental Grievance Policy) at the appropriate time.

Our student staff and university students may not be able to help you resolve the issue. Please address concerns with the lead teachers or ECEC administrators when applicable. Matters should be discussed outside of the classroom away from the children.

Administrators, teachers, school staff and university students are early childhood professionals and role models. They reinforce this when they:

- Help children work to their full potential and develop self-worth
- Communicate regularly and meaningfully with parents, staff, university students, faculty and other ECEC colleagues
- Arrive at school regularly and on time
- Promptly report their absence (and illness if applicable) or late arrival and make appropriate arrangements for coverage of their scheduled hours
- Demonstrate respect and model appropriate behavior towards everyone in the program
- Resolve conflicts or differences in an appropriate manner and place.

Please discuss observations, questions or concerns with the lead teacher or an ECEC administrator. Issues should

not be discussed in the classroom in front of children • Work collaboratively with families, staff, university students and faculty to support learning and development.

Our goal for interactions is one of respect, understanding, continuous growth and improvement. We will respond without hesitation to any ideas and concerns fitting within these boundaries. As a learning community, we consider it necessary to take up matters in a spirit of courtesy and patience, in a manner free of hostility or abuse, and with a willingness to arrive at equitable solutions. Anyone who treats a member of the community poorly, is non-cooperative or refuses to follow our mutual respect policy may be asked to withdraw from the ECEC program.

Needs of the Child

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

Meetings may need to be set up with families to discuss some behaviors more in depth, make a plan for implementing at home and in the classroom, and follow up meetings will be set up to ensure strategies are successful. In some instances, the ECEC may recommend families seek a formal assessment or contact a specialist. In these circumstances, the ECEC will provide the families information on who to contact.

Children with special needs/challenging behavior will be given the opportunity to participate in the program to the **fullest extent possible**. To accomplish this, we may consult with agencies/organizations as needed, provided parental permission is granted (Authorization for Release of Information form). Inclusion of our teaching team on IFSP and IEP case conferences is desired to ensure the child care program provides the most supportive environment possible. All team members will receive general training on the benefits of inclusion of children with special needs and training on specific accommodations that any child in their classrooms may need. The knowledge of parents and health care professionals involved in the care of the child with special needs will be consulted to determine accommodations and or therapy requirements.

The ECEC provides public accommodations and therefore must comply with the Americans with Disabilities Act. We are committed to meeting the needs of all children, regardless of special health care needs or disabilities. As the number of children with chronic health conditions such as asthma, allergies, and diabetes increases, as well as the number with emotional or behavior issues, the ability of the ECEC to plan for and include all children is critical. The ECEC does not have a Special Education Department or therapists on our payroll. All therapeutic services must be sought outside of the ECEC.

It is necessary for families and teachers to work together to ensure the best supports are put in place for each child in the classroom. In some instances, the least restrictive environment is not always the ECEC depending on the needs of the child and supports we are able to provide. In certain circumstances other placements may be recommended for a child depending on their needs. (Please see Termination of Enrollment Procedures). The health and safety of each child in our program is our top priority.

Flexible Schedule

The center is required by law to feed any child who is hungry and to allow a tired child to sleep. Center staff will cooperate fully with parents in efforts to establish a regular schedule for eating and sleeping. Quiet/rest time will be a part of the daily routine.

Toddlers Programming

Parents are asked to bring a pillow, child-sized blanket and/or large beach towel to cover up with a nap/rest time. Parents are expected to launder their child's cot covering once a week (Fridays), or more frequently if necessary (soiled, accidents or illness). At least five diapers/pull-ups and wipes must be provided by the family each day. **IT IS THE PARENT'S RESPONSIBILITY TO KEEP AN ADEQUATE SUPPLY OF DIAPERS/PULL-UPS ON HAND AT ALL TIMES.** Two full changes of clothing (shirt, pants, and socks) are also necessary. This is especially needed for children that are potty training, as well as for times when clothing gets messy. Several pants and training underwear are required when toilet training. It is recommended to use rubber pants over top of the training underwear to help prevent leakage to the pants. Children who have special security objects may bring them to school. These objects will be stored in the child's cubby, but the child will be able to get the object in times of need. Please note: diaper wipes/wet wipes can only be utilized for diaper changes – they are not able to be used with children who are toileting. **Our plumbing cannot support flushing wipes.**

Preschool Programming

Parents are asked to bring a pillow, child-sized blanket and/or large beach towel to cover up with a nap/rest time. Parents are expected to launder their child's cot covering once a week (Fridays), or more frequently if necessary (soiled, accidents or illness). A full change of clothing (shirt, pants, underwear, and socks) is necessary as children sometimes have accidents and there are times when clothing gets messy. Children who have special security objects may bring them to school. These objects will be stored in the child's cubby, but the child will be able to get the object in times of need.

Kindergarten Programming

The ECEC integrates kindergarten children within the preschool program provided there are openings throughout the academic year. Parents are asked to bring a pillow, child-sized blanket and/or large beach towel to cover up with during nap/rest time. Parents are expected to launder their child's cot covering once a week (Fridays), or more frequently if necessary (soiled, accidents or illness). A full change of clothing (shirt, pants, underwear, and socks) is necessary for times when clothing gets messy.

Personal Belongings

It is understood that many young children do have an object of special attachment, such as a blanket or stuffed toy, that helps to ease the transition from home to school and that a child might not be ready to share. These items will be kept in the children's cubbies, but are available to comfort in times of need. Teachers will help other children to understand and respect such feelings. Staff will do its best to keep up with children's belongings but cannot accept responsibility for the loss or damage of personal possessions. **Label all personal belongings helps to avoid loss.** Children/families are requested to leave gum, candy, money, and all technology items or other valuables at home. Never leave items of value in the child's cubby or backpack. Please discourage your child from bringing toys or other objects to the center except on special occasions deemed appropriate by the teaching staff. Such highly valued items are often difficult to keep up with and very hard to share. An inappropriate social goal for early childhood is the sharing of equipment and materials as a part of the learning experience, we focus more on turn-taking instead.

Clothing

Children's clothing should be comfortable and easy for them to manage. Children will engage in messy and active play inside and out. Therefore, play clothes that can be easily laundered are encouraged. Children should wear sturdy shoes with non-slip soles to help prevent falling from climbing equipment. Open toe shoes and hard heeled boots are strongly discouraged. Expect the children to go out daily unless there are extreme

weather conditions. We will dress your child with the clothing your child comes to school in. **Label all items with the child's name to prevent loss.** If a child is not well enough to go outside, please keep him or her at home.

In the winter, shoes are requested in addition to boots so that the classroom remains clean and dry. Warm jackets with a hood, snow pants, boots, hats and mittens, and a pair of shoes to wear indoors are needed.

In the summer, children can bring a swimsuit, towel, water shoes and summer clothes to wear outside when it is warm enough. We do a variety of fun water activities including the use of sprinklers. Opportunities to play in the shade will be provided.

Active Exploration

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

Outdoor Education Policy

Going outdoors is an important aspect in children's physical, social and cognitive development. Efforts will be made to take children outside on a daily basis. To maintain adult-child ratios, we are unable to accommodate parent requests to keep children inside. If children are well enough to attend school, they are able to participate in all aspects of our daily curriculum.

In keeping with our desire to create a safe, healthy, and nurturing environment for your child, the outdoor physical space exceeds State and Federal guidelines for environmental, physical, and health standards. At the ECEC there are two outdoor play areas that have been carefully designed. There is constant supervision and monitoring to assure the wellbeing of children and adults. Written safety checks are done periodically on both playgrounds. Children are supervised and monitored while walking to the preschool/school-age playground. Outdoor learning opportunities are valuable to a child's education.

Water Play

When a sprinkler or water table is in use to provide water play for the children, the ECEC is in compliance with the recommendations of the State of Michigan Department of Child Care Licensing.

Celebrating Birthdays

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

Celebrating Holidays

The ECEC recognizes that we live in a pluralistic society where each family recognizes holy days, holidays, and celebrations in a very individualized way. It is our goal to share the traditions of the children enrolled in the program, rather we want to recognize holidays that are specific to the families enrolled in our center. We feel

that bringing families' cultural beliefs into our program is very important, and we would like each family to share their traditions and heritages within our community in meaningful ways to help bridge the understanding for children to be more diverse in their views of society. If there are any holidays or traditions you would like to share with your ECEC community, we would enjoy having some decorations, clothing, books, music and art brought in for our children to experience and learn.

Field Trips

Written authorization is required for a child to participate in field trips, other than campus walking outings near the center. Sufficient notification will be given in advance in the event of a scheduled field trip along with any cost and/or items needed. Plus, you will be invited to come along! Field trips add to classroom education by relating life activities to learning experiences. For every outing away from the center, each classroom has a backpack that contains a binder with all of the emergency contact information for families. Each backpack also contains a first aid kit along with other supplies to help with wait times. This backpack along with a 2-way radio for each staff member, accompanies the class every time they leave the confines of the classroom. The walkie-talkie can immediately contact Public Safety on campus or used to contact the front desk or other staff for assistance when located on a UM-Dearborn site. Teachers are also required to have a cell phone placed on vibrate on them at all times for emergency purposes only.

Nutrition Policy

Lunch provides a social interaction opportunity to eat and socialize. Children bring their lunches from home, and all food must be sent ready to eat. Parents are encouraged to send a high-quality, nutritious lunch. If you send juice with your child's lunch, please provide 100% fruit/vegetable juice. Food will be served in containers provided, the ECEC staff will not prepare the meal. Any formula or breast milk must be discarded within two hours of being given to the child.

Snack Policy

Healthy snacks have always been a priority to us. Parents should provide a nutritious morning and afternoon snack such as fresh fruits, vegetables, cheese, whole grains, and milk or water. Snacks such as cookies, cake, chocolate, candy and sugary pastries are not nutritious and are not to be sent with students. Please adhere to the guidelines set by the USDA and the standards required by the National Association for the Education of Young Children (NAEYC) and the Child and Adult Care Food Program (CACFP). Children will sometimes be involved in cooking activities.

Allergies and Religious Dietary Restrictions

When there is a life threatening allergy or religious dietary restriction (RDR), an Individual Health Care Plan (IHCP) shall be developed for each student identified with any food allergy/RDR with potentially serious health consequences. ECEC staff will develop the IHCP in collaboration with the student's health care provider, the parents/guardians of the student. This shall be done prior to entry into the center or it should be done immediately at the diagnosis for students already enrolled who are newly diagnosed with an allergy. Please request the CACFP Request for Special Dietary Needs Accommodations form from the front desk, this form must be completed by a doctor. If a child cannot drink cow's milk, please ask staff for Fluid Milk Substitute Request form, to be completed by the child's doctor.

If an allergy is life threatening, the classroom where that child attends will not serve that food and a posting for the restriction will be in the classroom. For the safety of your children, the ECEC main kitchen will post a picture of the child listing the name, allergy, classroom and schedule.

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider.

Educational Programming & Expectations

As the children transition into the classroom at drop off time, they engage in self-initiated activities or provocations provided by the teaching team. After clean-up the children meet with the teachers for a group meeting to discuss what work the children will be engaged in. This includes project work, learning group work and developmental appropriate activities initiated by the children or adults. Snack may be included in this investigation time or may be planned as a separate family style snack.

After investigation time children come together with the teaching team to recall and share with each other the work that each child engaged in that morning. Songs and stories are also part of the group meeting time.

At the end of each educational session the children engage in outdoor physical activities. Children eat lunch and rest in their classroom.

Each classroom has the daily schedule posted for adults and a daily schedule depicted with pictures for the children.

During the course of the day the children are encouraged to help put toys and other play equipment in appropriate places. Good health and hygiene practices are also promoted.

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

	Toddler Daily Schedule	Preschool Schedule	Kindergarten Schedule
7:30 – 8:00 am	Early Drop Off (prior registration required)	Early Drop Off (prior registration required)	Early Drop Off (prior registration required)
8:00 – 8:59 am	Drop Off & Material Exploration	Drop Off & Material Exploration	Drop Off & child responsibilities followed by self-initiated activities & gross motor
9:00 – 9:30 am	Snack (Whole Group)	Ongoing Investigations / Snack	Clean up, morning assembly – calendar, stretching, introduce explorations
9:30 – 10:00 am	Constructive Play Time On-going learning group exploration	Whole Group Reflection / Literacy	Morning Explorations / Snack
10:00 – 10:30 am			Clean up, large group / morning reflection Small literacy groups
10:30 – 11:00 am	Large Group / Literacy / Meeting Time		
11:00 – 11:30 am	Gross Motor / Outside Time	Gross Motor / Outside Time	Journal mini lesson / journal writing
11:30 – 12:00 pm	Lunch	Lunch	Gross Motor / Outside Time
12:00 – 12:30 pm	Rest	Rest / Quiet Activities	Lunch
12:30 – 1:00 pm			Rest
1:00 – 1:30 pm			Self-initiated play, clean up
1:30 – 2:00 pm	Wake Up & Material Exploration	Ongoing Investigations / Snack	Gross Motor / Outside Time
2:00 – 2:30 pm	Large Group / Literacy / Meeting Time		Large Group / Afternoon Explorations / Snack
2:30 – 3:00 pm	Snack (Whole Group)	Whole Group Reflection / Literacy	
3:00 – 3:30 pm	Constructive Play Time On-going learning group exploration		
3:30 – 4:00 pm	Gross Motor / Outside Time / Pick-Up	Gross Motor / Outside Time / Pick-Up	Afternoon Reflection
4:00 – 4:30 pm	After School Care (prior registration required)	After School Care (prior registration required)	After School Care (prior registration required)
4:30 – 5:00 pm			
5:00 – 5:30 pm			

Anti-bias Education: Multidisciplinary Instruction

The ECEC has a commitment to anti-bias education. We look at the contribution each individual makes to our diverse community as being important. Children with developmental differences, families of all configurations, people of different races, and parents and staff with different belief systems are all welcome here. We strive to ensure that all aspects of our curriculum are inclusive, allowing for the recognition, inclusion and the comfort of our diverse community. Although learning is individualized, we keep in mind that our children are learning to be part of a group. Respect for others and practice in seeing other points of view are important aspects of this process for adults and children alike. We are also committed to productively challenging our assumptions [and we strive to provide books](#), materials and experiences throughout the year that reflect diverse cultures that children may not likely see, as well as those that represent their family life and culture. We want to enrich the lives of children with respectful acceptance and appreciation of differences and similarities.

Guidance Policy

The teaching team provides a safe, hazard-free setting with careful supervision. The center's daily scheduling, curriculum plans, room arrangements and staffing patterns are designed to promote positive and enjoyable learning experiences, including respectful and trusting relationships between adults and children. Our foundations of child guidance include consistency in daily routines and encouragement of positive behavior. Strategies such as redirecting children and setting clean limits are the basis for facilitating self-management when difficulties arise as well as developing self-control in children.

All children are encouraged to "use words" to express what they want, what they need, and how they feel. When age-appropriate, it is the staff's role to facilitate verbal problem solving among children in conflict. Appropriate and positive behaviors are continually reinforced. The team's response to inappropriate or negative behavior may include: ignoring behavior; discussing the situation with the child; redirecting the child's activity; and/or using firm, clear and concise language to instruct the child as to a more positive way to express her/himself. We heavily believe in Positive Guidance techniques and have knowledge about Conscious Discipline, using techniques to work with children.

In situations when a child is having difficulty changing his/her behavior and the above techniques have been unsuccessful, the team will remove him/her from the situation to calm down. A team member will accompany the child to a space away from the activity for a brief period of time. The teacher would then brainstorm with the child; when age appropriate, what s/he needs to do in the future. We guide the children in age appropriate ways. For instance, if one child hits another, instead of having the child apologize (which is not developmentally appropriate) we will make sure the other child is okay, ask them what they need, and the teacher will speak with both children, guiding them through different problem solving techniques.

The basis of a guidance and discipline policy at the center is to encourage positive behavior and to facilitate empathetic social learning. Since children generally desire positive attention from the adults around them, negative behavior is greatly diminished when those adults provide a supportive, nurturing environment. Certain punishments are PROHIBITED at the ECEC. These are any sort of corporal punishment including hitting, spanking, swatting or shaking, verbal abuse, threats, coercion or derogatory remarks, withholding or forcing meals, snacks or naps, punishing for lapses in toilet training, not allowing a child to play outdoors, isolating a child in any restricted area, and/or a child owing time.

Biting

The ECEC recognizes that biting is a typical developmental behavior that some children may exhibit. If biting occurs, we will work to identify the situation that may have caused the incident and work to prevent its recurrence. The teacher and parents will collaborate to develop a plan to implement in the classroom and at home to prevent further occurrences.

Administrative Policies and Procedures

Children's Files

The ECEC is pledged to keep all information about your child and your family confidential. This means that we will not release any information unless we are required to under state law or if you give us written permission to do so. State law mandates that we release certain information when requested by child care licensing, law enforcement agencies, child protection agencies or government health officials.

Confidential files are kept on each child. The main file will contain the application, informational forms, emergency and release forms, signed parental consent forms, child information record, birth certificate/proof of birth, health appraisal, certificate of immunization, incident reports, and assessment forms will remain at the front desk. Only authorized personnel (Academic Director, Head Teachers, and Administrative staff) are allowed to view these files. All files are locked each night at close down. Individual files are also kept locked and confidentially by the child's Teacher containing completed medication forms, incident reports, assessment forms, anecdotal reports, and other records that may assist the teacher in working effectively with the family. Children's files are retained until the last date of enrollment. Parents are welcome to review the files with the center staff by appointment.

The ECEC will not release any information about your child/family on the Internet, without your written permission.

Sign-In/Sign-Out

It is required through State of Michigan Child Care Licensing that an adult over the age of 18 must bring the enrolled child into the classroom, sign the child in upon arrival, and to come into the center to sign them out prior to departure. The only people other than a child's custodial parents/guardians who are authorized to take the child from the center are those people designated in writing on the Child Information, Contact and Emergency Record. You may list as many people as you wish provided they are legal adults, 18 years or older. **PLEASE ENSURE THAT THE PERSON PICKING UP YOUR CHILD HAS A VALID GOVERNMENT ISSUED I.D. WITH THEM.** Staff may ask for an ID at any time and will ask if they do not know the person.

Requirements of Persons Picking Up Children

Upon enrollment, the parent(s)/legal guardian(s) indicate the names and contact information of those that may pick up the enrolled child. Only persons on this list are allowed to remove the child from the center. The parent(s)/legal guardian(s) may add or take names from the list at any time provided they are legal adults, 18 years or older. Persons unknown to staff must show a valid picture ID. In cases of emergency, you may need someone not listed on your child's Child Information Card to pick up. A legal guardian must notify the ECEC in writing, email is sufficient (from an on-file email), with the pick-up person's full legal name and the specific date of pick up, will be honored for the particular instance. Showing an ID will be required from an email request.

Persons who are excluded by court order from having contact with and/or picking up the child should also be indicated at the time of enrollment. It is necessary to give a certified, signed copy of associated documents to the Academic Director.

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

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

Parking Lot

The ECEC parking lot has a speed limit of 5 mph. 15-minute parking is reserved for families dropping off or picking up from the classroom. No one is permitted to park or idle in the fire lane. For trips into the center than may take more than 15 minutes, please park in the unmarked parking spots.

Please use caution in the parking lot, as you would in any parking lot. Children are not to be left unattended in or outside of the vehicle or left unattended on school grounds after they are signed out. If a child is found inside of a vehicle every measure is taken to remove the child from the vehicle and protective services will be called. Holding hands while crossing the parking lot is greatly encouraged.

Parking lot safety is routinely taught with the children throughout the school year, we ask that each family work with us to support safety. We ask that you do not keep valuables within eye sight in your vehicle while you are not present. The parking lot is routinely monitored by the University of Michigan-Dearborn Police Department, City of Dearborn Police Department as well as Beaumont Security.

EZ ChildTrack

EZChildTrack is the system that we will be using for checking in and checking out children each day. Each family creates their own PIN number in the system once given access. PIN numbers are used to sign in and sign out. After a child is signed out a time stamp is automatically entered into the system. The system automatically assigns late fees for children signed out after 4:00pm.

Children's Lending Library

The ECEC has a Lending Library outside of the garden on the playground. Families are welcome to "pick a book, take a book" as a way to read a variety of literature. Families are welcome to borrow books at their own discretion, and donations are welcome. Please be respectful to the library – the door is up high because we do not want children to be in charge of opening/closing the door. The structure took a lot of work to construct and we want to ensure it stays in good condition.

Health & Safety Policies & Procedures

Children's Health Records

The ECEC collects health appraisals and immunization records at the time of enrollment. In compliance with State of Michigan law and licensing regulations, each child must have a series of immunizations recommended by the child's physician. A 'certificate of immunization' is required with the enrollment application and after each set of shots. If there is any variance from the recommended immunization schedule, the Health Department is the only agency to obtain a waiver for enrollment. Under immunized children will be subject to exclusion if an outbreak of a disease occurs and must stay home until the health department deems it safe for them to return. A Michigan 'health appraisal' (physical) is required within 30 days of the child's first date of attendance. For children under 2 years and 6 months of age, it must not be older than three months. For children 2 years and 6 months of age to school age, it must be less than a year old. Health Appraisals (wellness checks) are required to be updated on a yearly basis.

Wellness visits are important. Wellness visits can help doctors identify current health problems. Maybe your child always has the sniffles, or maybe he has a health issue without any symptoms. Your child's pediatrician can identify those sniffles as an allergy, or help catch a more serious health problem before it's too late. They allow you and your child's pediatrician to keep track of your child's growth and development. Developmental monitoring can help identify any delays or problems with your child's growth and development. Again, being made aware of health issues early is the best way to ensure that they don't become more severe.

In the effort to support children's well-being, we will partner with families to remind you when it is time to schedule your child's check-up and we encourage you to bring your updated documents for our files. We have created a resource with guidance regarding developmental milestones and well-child visits. Please visit the front desk for information.

The Family Educational Rights & Privacy Act (FERPA) 20 U.S.C. § 1232g

Policies put forth by the Michigan Department of Health & Human Services (MDHHS) requires that all schools participate in health data reporting. As a result, all schools require health appraisal reports and immunization records in order to enroll the child in an education program. To ensure policies are upheld, MDHHS maintains an online database utilized by schools, physician's offices and the local health department called Michigan Care Improvement Registry (MCIR). In addition, schools are mandated to report communicable disease incidents to the local Health Department on a weekly basis.

These reporting tools are utilized by the MDHHS and the local health department to monitor the overall local statistics for communicable disease and to ensure that all children have the opportunity for medical care.

The Family Education Rights and Privacy Act of 1974 is a federal law that protects the privacy of student education records. Health Appraisal Reports, Immunization Records, and weekly communicable disease reports are all considered part of your child's student education records. Reports recorded to the local health department all require voluntary consent from the parent or legal guardian for reporting. MDHHS considers consent received unless written notification to object reporting is issued from the parent or legal guardian.

To ensure that all families understand these rights, the University of Michigan-Dearborn Early Childhood Education Center (ECEC) requires explicit permission to share this information. Upon new student enrollment the FERPA Form is required and will remain on file for the duration of the child's enrollment. If a parent/guardian wishes to make a change in their authorization, they can do so at any time by completing a new form.

Regardless of your reporting choice, ECEC policies regarding the requirement of updated Health Appraisals and Immunization Records remains the same. Choosing to opt out of reporting simply means that we will not include your child's data with our required reporting to the local health department or MDHHS.

Child Illness Policy

We know that managing the demands of work can be challenging when your child is ill. We strive to limit the spread of communicable disease in our Center and are committed to implementing policies that balance and respect the needs of children, families and staff in these circumstances. All families are expected to openly share information about their child's behavior, symptoms or exposure to illness. If your child has been diagnosed with a communicable disease, please inform the front desk immediately: (313) 593-5424, so that extra care can be made to stop the spread and inform families about possible symptoms to be aware of. **Parents must identify the illness, if known, or describe the symptoms the child is experiencing. Whenever a contagious illness has been reported the ECEC must post a contagious illness notification form on the classroom door.**

Families must have a backup plan for care for their children when the child is unable to be in the facility due to illness or injury. UM-Dearborn Faculty and Staff have access to Kids Kare if they are preregistered for the service. Please visit Human Resources online for more information. Exclusion from the center is sometimes necessary either to reduce the transmission of illness or because the center is not able to adequately meet the needs of the child. Mild illnesses are common among children, and infections are often spread before the onset of any symptoms. Reasons the ECEC excludes children include (but are not limited to) the following:

- Illness that prevents the child from participating comfortably in program activities, such as going outdoors.
- Illness that results in a greater need for care than our staff can provide without compromising the health and safety of other children.
- Illness that poses a risk of spread of harmful disease to others
- Severely ill appearance.
- Fever of 100.4 or above.
- Diarrhea; watery stools or decreased form of stool not associated with change of diet; stool not contained in the diaper; children unable to reach the toilet; or stool frequency that exceeds 2 or more stools above normal for that child.

For cases of bloody diarrhea and diarrhea caused by Shigella, salmonella, Shiga toxin producing E coli; Cryptosporidium or G intestinalis must be cleared for readmission by a health care professional.

- Blood or mucus in the stools not explained by dietary change, medication or hard stools.
- Vomiting in the previous 24 hours (unless the vomiting is determined to be caused by a non-communicable condition and the child is not in danger of dehydration).
- Mouth sores with drooling (unless the child's medical provider or local health department authority states that the child is noninfectious).
- Persistent cough, persistent runny nose, mucus draining that causes vomiting
- Diagnosis of Flu, COVID-19, H1N1, etc.

- Abdominal pain that continues for more than 2 hours; intermittent abdominal pain associated with fever, dehydration, or other signs of illness.
- Rash with fever or behavioral changes (unless a physician has determined it is not a communicable disease).
- Skin sores weeping fluid and on an exposed area that cannot be covered.
- Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge) until on antibiotics for 24 hours and discharge has cleared.
- Impetigo until 24 hours after treatment has been started
- Strep throat (or other streptococcal infection) until 24 hours after treatment has been started.
- Head lice or nits until after first treatment.
- Rubella, until 7 days after the rash appears.
- Scabies until 24 hours after treatment has been started.
- Chickenpox, until all lesions have dried or crusted (usually 6 days after onset of rash).
- Pertussis (whooping cough) until 5 days of antibiotics.
- Mumps, until 5 days after onset of parotid gland swelling.
- Measles, until 4 days after onset of rash.
- Hepatitis A virus until 1 week after onset of illness or jaundice or as directed by the health department (if the child's symptoms are mild).
- Tuberculosis, until the child's medical provider or local health department states the child is on appropriate treatment and can return.
- Any child determined by the local health department to be contributing to the transmission of illness during an outbreak. We follow guidance from [Wayne County Health Department](#), and [Childcare Licensing](#) regarding illness and communicable diseases.

For your child's comfort, and to reduce the risk of contagion, we ask that children be picked up within 1 hour of notification. Until then, your child will be kept comfortable and will continue to be observed for symptoms. If the child is not picked up within 1 hour of notification, a \$50 fee will be billed to the family account. Please be considerate not only of the health and comfort of your child but also the health of all the children and staff at the center.

Children need to remain home for 24 hours without symptoms before returning to the program, unless the center receives a note from the child's medical provider stating that the child is not contagious and may return to the center. In the case of a (suspected) contagious disease, rash or continuing symptoms, a note from the child's medical provider may be required before the child can return. Children who have been excluded may return when:

- They are free of fever, vomiting, and diarrhea for a full 24 hours. (Without the use of Tylenol, ibuprofen etc.)
- Readmission after diarrhea can occur when diapered children have their stool contained by the diaper and when toilet-trained children do not have toileting accidents.
- The child has been treated with antibiotics for a full 24 hours.
- The child is able to participate comfortably in all usual program activities, including outdoor time.
- The child is free of open, oozing skin conditions and drooling (not related to teething) unless:

- The child's medical provider signs a note stating that the child's condition is not contagious, and
- The involved areas can be covered by a bandage without seepage or drainage through the bandage.

If a child is excluded because of a reportable communicable disease, a note from the child's medical provider stating that the child is no longer contagious and may return is required.

The final decision on whether to exclude a child from the program due to illness will be made by the ECEC.

NOTE: Doctor Notes allowing for a child's return to the center after exclusion due to illness must originate from the child's medical provider. A note written and signed by the child's parent/guardian who is also a physician is **NOT** acceptable.

Medications

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

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

Over-the-Counter Medications

The ECEC can only administer over-the-counter medication with a Doctor's note indicating name of medicine, why the medication is needed, when the medication is needed (ex: bee sting), dosage, frequency of dosage, for how long (days) the medicine should be given, child's name and birth date. Over-the-counter medications are subject to the same rules listed above. Please bring in a new, unopened container if the ECEC is administering over-the-counter medication. **DO NOT** put medication of any sort in your child's cubby or in your backpack. This includes: sunscreen, diaper cream, Fever reducing medication like Tylenol are not permitted as the teachers do not know each time the root cause of the fever. Medicine discovered will be locked in the classroom until retrieved by an adult.

Sunscreen

The ECEC provides Bull Frog Mosquito Coast Sunscreen and Insect Repellent. This is SPF 50, DEET-free, Oxybenzone free, and is made with Vitamin E and Aloe. By initialing, you the parent/guardian, give the ECEC permission to apply sunscreen to your child. By checking the "YES" box below you authorize the ECEC to use the provided sunscreen for your child. If you wish for the ECEC to use a different sunscreen, please check the box marked "NO". Please note, families who choose to use a different sunscreen than listed above **MUST** provide the ECEC with the sunscreen in original packaging, labeled with the child's name and also complete the Medication Permission Form which is available at the ECEC Front Desk. Families are then responsible to maintain their child's supply in the classroom.

Importance of Vision and Hearing Screenings

About one-quarter of all school-aged children have a significant vision problem. Too few children receive the vision screening services that they need, which means that they go through childhood with untreated visual impairment. Common childhood eye conditions include nearsightedness, lazy eye (amblyopia), and misalignment of the eyes (strabismus). Left untreated, these eye conditions can create far-reaching and long-lasting consequences. In fact, amblyopia is the most common cause of single eye vision loss among adults 20 to 70 years old.

Two to three out of every 1,000 children are born with hearing impairments, which can range from mild to profound. Many more children develop hearing problems after birth. These problems can have a negative impact on language and speech development, academic performance, and overall well-being. Research shows that identifying and treating hearing impairments early – before 6 months of age – can help prevent these outcomes. According to the Michigan Department of Health and Human Services, screenings are to be administered yearly to children between the ages of 3 and 5 years of age.

We partner with the Wayne County Department of Health, Veterans & Community Wellness to administer hearing and vision screenings on a yearly basis.

Developmental Milestones

Developmental milestones identify a set of functional skills/age-specific tasks that most children at a certain age range can accomplish. Your pediatrician uses milestones to indicate how your child is developing. Although each milestone occurs at a certain age level, the actual age when a typically developing child reaches that milestone can vary quite a bit. Every child is unique and develops at an individual rate.

We partner with families to educate them regarding the developmental milestones. If you'd like developmental milestone information regarding your child, you can request it from your child's teacher, the Academic Director or the front desk. In addition, parent-teacher conferences that are held twice during the school year include information on your child's individual developmental milestones.

Universal Precautions

The ECEC takes precautions to protect children and adults from infections resulting from contact with blood or bodily fluids.

Minor Injury Procedures

In the event of an accident/injury involving a child that sustains a broken bone, either suspected or observed, a head injury with lacerations and bleeding or any other type of serious accident from a fall, collision, or other incident the ECEC will complete the State of Michigan Incident, Accident, Illness, Death or Fire Report. The completed form will be shared with the parent/guardian at pick-up time for a signature. A copy will be given to the parent/guardian and a copy kept on file at the ECEC.

Serious Injury, Accident or Illness Policy

In the event of a child sustaining a serious injury, accident or illness, the following procedures are in place:

- First aid will be given by a certified First Responder.
- 9-1-1 will be called by office administration.
- Parents of the injured/ill child will be contacted by office administration.

- Child will be transported to institution designated on family emergency card. The Academic Director will accompany child.
- A verbal report will be made to the Department of Human Services within 24 hours of an accident.
- The incident, accident, illness, death or fire report for the State of Michigan will be completed and submitted to the Department of Human Services within 72 hours of the incident.
- Child Incident Report will be completed and kept on file at the ECEC.

Child Protection Law Act No. 238

A licensed child care organization or school is required by law to report any suspected child abuse or neglect if reasonable cause is evident. All information gathered about such matters is regarded as strictly confidential and only discussed with the appropriate people.

Child Abuse and Neglect Reporting Requirement

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

Evacuation Procedures

Your child's safety is always our first priority, the ECEC completes a number of steps to ensure your child's safety. These include, but are not limited to: fire drills, shelter in place drills, secure in place drills, active shooter drills and staff trainings. All drills are scheduled but unannounced and conducted by a member of the UM-Dearborn Emergency Management team. Drill information is available in the lobby of the ECEC. During emergency situations, classrooms will have their emergency backpacks equipped with first aid kit, general supplies, classroom medications, emergency information, walkie talkies and cell phones. Fire extinguishers are strategically located in the hallways outside the classroom doors. The building is equipped with a fire alarm system and smoke detectors. Sprinkler systems are installed in each classroom.

As a safety precaution, the main entrance to the ECEC is locked and secured at all times. As a second line of defense, the blue door to the classrooms is locked and requires key card access between 8:00 am and 4:00 pm. Security cameras are also strategically placed for emergency purposes and feed directly to the UM-Dearborn Police Department.

Fire Drill

All classrooms participate in a minimum of five fire drills throughout the year. Evacuation will take place at the nearest exit to the grassy area behind the ECEC connected to Stout Middle School.

Shelter In Place Drill

During tornado season (April –October) all classrooms participate in a shelter in place drill within the ECEC. Classrooms are assigned a designated shelter in place that is marked as a tornado shelter.

Secure In Place Drill

An emergency lock-down is a situation in which university officials, ECEC administrators or public safety officials order buildings to be secured to best safeguard the occupants of the facility. Teachers practice lockdown drills with

the children at least three times per year. These crisis management/disaster drills are performed for inside intruders as well as outside intruders.

Emergency Plan/Evacuation Plan

In case of loss of water, power, heat in cold weather, air conditioning in hot weather, or extreme weather, parents will be notified by automated phone call, text message, email and by local radio or television stations that the center will be closed and that they must pick up their children. In the event of an emergency requiring evacuation from the immediate area of the center, necessary action will be organized by the Academic Director or person in charge. Depending upon the nature of the evacuation an alternate evacuation has been identified and will be communicated should it be necessary. If time permits, a message will be left on the voicemail of the ECEC (313) 593-5424 to indicate which meeting place you may pick up your child. If time does not permit, parents/guardians should contact UM-Dearborn Safety at (313) 593-5333 or 9-1-1 for more information.

Inclement Weather

When there is a predicted forecast of inclement weather and hazardous road conditions, the decision to close the ECEC will be made by the administration. It is our priority that the safety and wellbeing of our students, teachers and staff are the primary determination of the decision to close our site. Inclement weather days have been built into the calendar year. If the number of days exceed 5 then the days will be made up at the end of the school year or other means of compensation will be considered for families.

In the event of overnight and early morning weather forcing a closing, the ECEC office will immediately:

- Send an automated ClassDojo message, and email
- Notify local television and radio stations
- Post information on the ECEC website and social media channels

In addition, if the University of Michigan-Dearborn is closed, the ECEC is closed. Every attempt will be made to reach a decision regarding closure by 5:30 am so the information will be available for 6:00 am newscasts.

In the event the ECEC is required to close early, every attempt will be made to contact family members to pick up their child(ren) in a timely fashion.

Eco Friendly Practices

The ECEC is aware of Eco-Friendly Practices in our program. In addition to using as much natural lighting as possible, recycling, not wasting food, and advocating for multi-use water bottles and lunch containers, we encourage the children to appreciate the natural environment and have frequent discussions on ways to help our environment. This website is also a good link for families to use as a resource regarding air quality, and pest control :<https://cehn.org/our-work/eco-healthy-child-care/ehcc-factsheets/> .

ECEC Teachers & Staff

Equal Opportunity – Non-Discrimination

The center strongly believes children and employees are entitled to equal opportunities and freedom from discrimination because of race, color, religion, age, sex, national origin or handicap. The center's instructional curriculum is both multicultural and anti-bias. It complies with federal regulations concerning race, color, religion, and national origin. Children and employees are entitled to work and play in an environment that is non-discriminatory in all aspects and free of any harassment that interferes with an individual's work/play performance or creates an intimidating, hostile or offensive work/play atmosphere.

Background Check of Employees

All employees and practicum students must complete the LARA background check prior to offer of employment or internship. LARA's comprehensive background check includes a clearance check for substantiated child abuse and neglect, a national fingerprint/background check and a criminal record check is performed using the Michigan Department of State Police's internet criminal history access tool.

Staff Training Requirements

All full-time employees are required to have current certification in infant, child, and adult CPR and current first aid certification. This ensures that the ECEC is prepared during all hours of operation. In addition, each caregiver completes blood-borne pathogen training within six months of hire and yearly. All paid employees also complete at least twelve clock hours of training per fall and winter semester on topics including child development, curriculum, child discipline, health/safety, nutrition, working with parents, and licensing rules for child care centers. These training hours will be accumulated through in services, workshops, seminars, classes, and conferences on early childhood, child development or child care administration and practices offered by early childhood organizations, etc. Those staff members working with infants and toddlers have training that includes information about safe sleep and shaken baby syndrome on a yearly basis. In addition, Teachers working in a toddler classroom have at least three (3) semester hours or 4.5 CEUs in toddler development and care practices. Verification of said training will be kept at the center by the Academic Director.

Resources for Families

Conscious Discipline is a research based methodology for social-emotional development and regulation for young children. Strategies for this method can be implemented at school or at home. For more information, visit this [link](#).

Arab Community Center for Economic and Social Services (ACCESS) is a local community organization that helps families with a variety of resources. The intent of the organization is to help families from a variety of backgrounds come together to build a strong, positive community. For more information, visit this [link](#).

The **Ford Community & Performing Arts Center** is a local community organization offering different programs for families including sports programs, wellness visits, a fitness center, and theater groups. For more information, visit this [link](#).

The Guidance Center is a local organization that offers a variety of services for children, adults, and families. The services range from parent support groups, mental health services, intervention programs for children and youth, and advocacy services. For more information, visit this [link](#).

Dearborn Public Schools has a Special Education Department that families can contact if they live within the district to see if their child is eligible for intervention services and/or individual therapy. If your child is over 3 years old, you can visit this [link](#) to request an evaluation. If you do not live within the Dearborn Public School district, contact your child's teacher for information on your family's specific school district.

Early On is a state funded organization that offers support to individual children 0-3 years old and their families. If you are concerned about an aspect of your child's development, you can request a free evaluation at this [link](#). If you are unsure of how to request an evaluation, please ask your child's teacher and they will help you with the process.

The **Department of Human Services** through the State of Michigan offers a variety of resources for families including assistance with childcare costs, food assistance, mental and behavioral health services for children and families, and resources for housing. For more information, please visit this [link](#).

The **Dearborn Public Library** is a great resource for families! They have a variety of books, events, and offerings that suit every age. Please visit this [link](#) for more details!

In addition to books found in the Lending Library outside of our garden, [our website has book lists](#) with age appropriate literature for children. Some of these titles can also be found in our classroom libraries!



ACKNOWLEDGEMENT OF RECEIPT OF PARENT HANDBOOK

I, _____ (Parent/Guardian Name) have received and read the UM-Dearborn Early Childhood Education Center (ECEC) Parent Handbook. I understand the policies and procedures given to me and agree to adhere to all school policies.

Please note: The ECEC’s Parent Handbook policies and procedures are subject to change to reflect the needs of the program, children, and families we serve.

We may also make changes or modifications in our policies if required by our licensing agencies. The ECEC will inform parents of changes taking place in a timely fashion.

Please complete and sign this form and return to the ECEC front office.

Child/ren’s Name(s)

Parent Printed Name: _____

Signature _____ **Date** _____