



Parent Handbook GSRP

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WELCOME TO DOROTHY'S DISCOVERY DAYCARE CENTER, INC.

Dorothy's Discovery Daycare Center, Inc. opened as a Group Home Day Care in 2003, caring for twelve children. Over the years the family-owned daycare has grown. As of 2023 Dorothy's Discovery Daycare Center has two locations which allow for the ability to provide care for children from birth to twelve years of age, including a summer camp program.

Our Philosophy and Curriculum

Dorothy's Discovery Daycare Center, Inc. strives to provide high-quality childcare for all children in a safe, healthy, and developmentally appropriate environment. Educated staff provide educational opportunities for the well-rounded growth and development of children by using the High Scope Curriculum approach. High Scope curriculum closely matches our philosophy and the mission of our program. Our parents and staff are PARTNERS, working together to meet the needs of the children and their family. As partners, we will communicate regularly and thoughtfully with each other to build a relationship of trust and respect.

The Great Start to Readiness Program (GSRP)

DDDC, participates in the Great Start to Readiness Program (GSRP) which is administered by the Michigan Department of Education (MDE) and is no cost to families that qualify. The Washtenaw Quality Preschool Partnership is a collaboration of local school districts and community-based providers who offer State of Michigan (GSRP) federally funded preschool services for low to moderate income families.

Children who attend a high-quality program in the year before kindergarten are better prepared for school academically, socially, and emotionally.

The interest form can be found on www.washtenawpreschool.org which is the first step in the process to apply for free preschool. After completing the interest form, you will still need to complete a full application along with providing your family income information that is from 0-250% of the Federal Poverty Level as well as lives within the Washtenaw Intermediate School District boundaries.

Preschool enrollment is as the following:

After July 1st- Enrollments at or below 100% of FPL

July 15th- Enrollments with income from 101%-150% FPL

July 30th- Enrollments with income from 151%-200% FPL

August 15th- Enrollments with income from 201-250% FPL

Sliding scale for tuition- Up to 10% of children enrolled may be from families above 250% FPL with extreme risk for low educational achievement as determined by the Intermediate School District (ISD).

These families must be charged tuition calculated on a sliding scale, based on family income.

Our Daily Routine

Following a consistent routine day after day gives children the sense of security they need to make choices and take risks, which opens the door to exciting learning opportunities.

Each GSRP classroom decides on the daily routine that works best for its setting, schedule, and population. The following components are included in the routine.

Plan-do-review (planning time, work time, recall time) - This three-part sequence is unique to the High Scope Curriculum. It includes a 10- to 15-minute period during which children plan what they want to do during work time (the area to visit, materials to use, and friends to play with); a 60-minute work time minimum for children to carry out their plans (or shift to new activities that interest them); and another 10- to 15-minute period for reviewing and recalling with an adult and other children what they've done and learned.

Small-group time - During this time, a small group of children meet with an adult to experiment with materials, try out new skills, and solve problems. Adults develop a small-group activity based on children's

interests and particular skills, materials, or content areas that suit children's developmental learning needs. Though adults plan the activity and set it in motion, children make choices about how to use the materials and freely communicate their ideas.

Large-group time - Large-group time builds a sense of community. The class comes together for movement and music activities, interactive storytelling, and other shared experiences. Children have many opportunities to make choices and play the role of leader.

Outside time - Children and adults spend at least 60-120 minutes outside every day, enjoying vigorous and often noisy play in the fresh air.

It will be important your child is in weather appropriate clothing for the day or has a change of clothes in their cubby for sudden changes in weather. On our playgrounds, children are encouraged to play in the sand, dirt, and water along with the climber, swings, basketball hoops, bikes, and much more. In the winter, we will go outside with a temperature as low as 10 degrees, meaning we will need all winter gear; coat, pants, boots, hat, and gloves.

Transition times - Transitions are the minutes between other blocks of the day, as well as arrival and departure times. Teachers plan meaningful learning experiences for these times, which keeps children engaged and minimizes disruption.

Eating and resting times - Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. Rest is for napping or quiet, solitary activities. Since both activities happen at home as well as at school, adults in HighScope programs try to respect family customs at these times as much as possible.

DDDC provides all the meals for the day- breakfast, lunch, and afternoon snacks. Foods served will reflect the home and community cultures and be high in nutrients and low in saturated and trans-fat, added sugar, and salt. If your child has a food allergy or restriction, we have established policies and procedures to provide a safe and healthy environment for all children. You will need to meet with Dorothy or Carolyn to go over the food allergies or restrictions.

We do not allow peanut butter, nuts, or food with these ingredients in our program.

We do ask parents to provide their child with a light blanket for nap time on Mondays and we will send it home on Friday to be washed. If children do not fall asleep after 45 minutes of rest time, they will then be provided quiet activities.

Developmental Screenings and On-Going Assessments

ASQ-3

Ages and Stages Questionnaire (ASQ-3 and ASQ-SE) are used with parents as a developmental screener. You will be asked to answer questions about some things your child can and cannot do. The questionnaire includes questions about your child's communication, gross motor, fine motor, problem solving, and personal social skills. The ASQ-3 helps the teachers to set goals for each individual child at the beginning of the year.

ASQ-Social Emotional (SE)

You will be asked to answer questions about some of your child's behaviors. The questionnaire includes questions about your child's ability to calm down, take directions and follow rules, communicate, perform daily activities (e.g., eating, sleeping), act independently, demonstrate feelings, and interact with others.

Child Observation Record (COR)

Our COR Advantage assessment is research based and aligns with the High Scope Curriculum. COR Advantage



is built on 36 items that best prepare children for school success. Teachers capture and record child development in the COR Advantage online tool and then use the valuable insight to create individualized lesson plans and detailed reports on child and classroom progress.

Home visits

Home Visits are scheduled twice a year in the GSRP program. The first will be the week before school starts and the second will be in May/June. Home visits provide a time for you and your child to get to know your teachers before beginning the program and exiting at the end of the year.

Parent/teacher conferences

Conferences are scheduled twice a year, once in the fall and once in the winter. During the conference we will discuss your child's development with the data from AQS and COR. We will also show you the progress in their work with samples, pictures, and anecdotal notes. GSRP families are required to attend both conferences.

Referrals for professional evaluation

When assessments identify concerns, appropriate follow-up, referral or other intervention is used. Our formal assessments are done three times a year. The local school districts provide free screening for children who might have special needs. If the school district approves services for a child, outside therapist may provide those services at DDDC. If you think that your child might have special needs, consult with the director who can assist and accompany you through the referral process.

Communication

Parent Bulletin Board

Each classroom has a bulletin board outside of their classroom for important information for parents. It is the parents' responsibility to keep up on all the announcements as they are posted.

Kangaroo Time (KT) updates

Preschoolers receive an update on what their child has been doing in the classroom to further conversations and exploration at home. KT also gives parents and teachers the opportunity to message each other during the day, similar to text message. When Teachers are available, they will respond to messages, most likely during nap time.

Newsletters

Each classroom sends out a monthly newsletter with information on what learning happened in the classroom, what the class could be focusing on for the upcoming month, and any other important information for the classroom or the center.

Parent involvement

At DDDC, we encourage families to come into the center and spend time with their child in the room. Our open-door policy allows for parents or family members to come in to read the class a book, share about special holidays or cultures, to participate in cooking activities, etc. Plan with your classroom teachers when a good opportunity to volunteer would be!

Family Gatherings and Curriculum Nights

Throughout the year we will plan different family nights. These family nights typically take place at one of our centers in the fall winter and spring.

Parent Advisory Committee (PAC)

Legislation requires each GSRP site to provide for active and continuous participation of parents of enrolled children. Keeping in mind that those most in need of a quality public education often don't feel well-served by

the system, the ECC will champion parents as active decision makers in GSRP, ensuring annual training that instills confidence in parents as active members. ISD administrative policies must address design and monitoring of GSRP advisory groups.

The ISD ensures that programs have a local GSRP parent advisory committee with a focus on local considerations, including recruitment/enrollment, PQA results and child outcome data. This committee meets twice each program year. The committee has one parent representative for every 18 children enrolled in the program, with a minimum of two parents or guardians. The local GSRP parent advisory committee also has representation from the GSRP teaching staff and support of other GSRP administration. Each ISD is also required to have GSRP parent representation on the regional Great Start Collaborative Parent Coalition (GSPC), working with other committed parents to support early childhood practices in the community. These GSRP parents, in turn, act as liaisons to local GSRP Advisory Committees, sharing ideas and activities in person, virtually (e.g., Skype) or through emailed reports.

Data Analysis Team- GSRP Program

The Early Childhood Specialist (ECS) assembles and leads a data analysis team made up of lead and associate teachers (or representatives of those groups in a large program), the program supervisor, parents, and other relevant personnel such as specialists and stakeholders. A systematic approach brings the team together three times each program year. The team analyzes program data including Online PQA reports and ongoing child assessment results. The team sets and monitors goals for the continuous quality improvement of the program. Program quality data from the Preschool Program Quality Assessment (PQA) and child outcome data from child screening and assessment are aggregated and provided to the data analysis team in advance. Data sets should be prepared for the meeting in a reader-friendly format such as bar graphs, and without identifying features such as child names. During the end-of-year meeting, the team: Identifies the current level of performance across relevant indicators, evident strengths, and extraordinary accommodations for children/families (e.g., attendance rates, program settings and/or options, language groups, child, family or community risk factors); Uses data to establish professional development priorities; Sets measurable goals and objectives to address classroom quality (Form A), agency quality 16 (Form B), and child outcomes; Agrees to eliminate what is not effective, for example, strategies which resulted in PQA scores of three or less; Addresses whether policies and procedures require revision; and Inventories available program resources such as time, money, personnel, technology, curriculum resources, and local training opportunities. The data analysis team reports program results to the local GSRP Advisory Committee, school or agency board, and the public. Information relating to both the status of meeting the current year's goals and the goals set for the following year should be shared with local advisory committee, parents, staff, administration, and the school board.

School Readiness Advisory Committee (SRAC)

The ECC is a leader in the ISD-wide school readiness advisory committee, established annually and which operates as a workgroup of the local GSC. One of the tasks of the school readiness advisory committee is to annually review and make recommendations about: Collaboration with and involvement of community volunteer and/or social service organizations in addressing all aspects of educational disadvantage; Partnership with the local GSC, Regional Resource Center, and others to build the capacity of local community agencies to take part in GSRP; Collaborative recruitment and enrollment process to assure that each child is enrolled in the program most appropriate to his or her needs and to maximize the use of federal, state, and local funds; The choice of an approved curriculum; Nutritional services utilizing federal, state and local food program support as applicable; Health and developmental screening process; Referrals to community social service agencies, as appropriate; Parent involvement; PQA and Child Outcome data; Continuous improvement efforts, and Transition into kindergarten. Great Start Coalition (GSC Parent Coalition) The mission of the Washtenaw Great Start Parent Coalition is to engage and empower parents through education around early childhood development, community resources and advocacy opportunities on behalf of all families in Washtenaw County. We do this in four keyways: Support each other in our journeys as parents Educate parents about growth and

development from birth to school age Offer our experiences and voices so that the leaders of our community know what parents need Talk with legislators about the programs and services parents and children need to be successful We are a supportive network of parents who: Help each other on our parenting journeys Organize and attend community events to share information on the importance of early childhood programs Know that our voices matter when it comes to supporting our community's youngest members Work with other community leaders to develop a system of services to meet the needs of infants, 17 young children, and their parents We have reached out to our parent community to make sure parents are aware of all of the great programs and services that are available to help them in the toughest job in the world – parenting well!

Program Evaluation

The Great Start Readiness Program (GSRP) evaluation requirements come from three sources: the Michigan Legislature in the law that establishes and funds GSRP, the Michigan State Board of Education in the criteria established for GSRP and Michigan Department of Education (MDE) reporting guidelines. GSRP utilizes information from screenings, ongoing observations, program quality evaluations, and insight from staff and families to determine if the systems in place are working, whether there is an efficient use of resources and how the program can best respond to the needs of enrolled children. The focus of a systematic approach to local data collection and data use is to provide continuous improvement feedback to staff and enrolled families. The GSRP is required by legislation to provide for active and continuous participation of families of enrolled children. Families partner in child development goals as active decision-makers. Families discuss data with their children's teachers and understand what the data means for their children, both inside and outside of the classroom. Upon enrollment, parents/guardians must be informed that information about their child and family is collected, reported, and analyzed to learn about the effectiveness of GSRP. Confidentiality must be maintained. A sample announcement to families on program evaluation can be found in the resources for this section. Each Intermediate School District (ISD) must have a written evaluation plan that covers the implementation of all required program components as follows.

Parent Grievance

DDDC staff encourage parents to discuss concerns with their classroom teachers. You are also encouraged to ask the staff any questions you have about your child's care, development, or general center issues. It is important for parents to address questions or misunderstandings quickly. Ongoing communication is vital for a smooth-running classroom. Most concerns can be addressed at the classroom level; however, if you and your child's teacher are not able to reach a satisfactory resolution, you may follow the steps below.

If follow up is needed, contact Carolyn Layher, Assistant Director at 734-483-9684/Textile or by email at dorothysdiscovery@gmail.com, you can also contact Dorothy Morris Director at 734-985-1253cell or 734-483-9684/Merritt or my email, dorothys.discovery@yahoo.com.

For the GSRP classroom, if the concern is not resolved through these channels, the next person in line to contact is WISD at 734-994-8100.

If the concern relates to a licensing regulation, reports may be made to the Department of Human Services, Office of Children and Adult Licensing, at (866) 685-0006 or www.michigan.gov/michildcare.

Arrival, Departure and Attendance

Regular attendance at school is important for kindergarten readiness and your child's attendance habits.

If it is necessary for your child to be absent, please notify your child's teacher via KT. In the event your child is absent and we haven't received an update, you may receive a message or phone call from your child's teacher.

Preschoolers who are absent from class for 15 consecutive school days may be dropped from the program to



make space available for a child on the waiting list.

All children must be brought into the building by a Parent (or other authorized person) and taken to the child's classroom. Children must never be left unattended. At pick-up, a Parent (or another authorized person) must enter the building and pick up the child from his/her classroom. Parents are responsible for the safety of their children at all times. Please remember signing your child in/out via KT daily is extremely important!

If your child is to be released to an individual other than the parent or guardian, the individual's name must be provided on the Child Information Record at time of enrollment. We must be notified that this individual is picking up, and they must bring their state issued identification.

If a parent has custodial paperwork, we will ask for a copy to keep with our records. We will follow the court orders per the provided documents. If you do not provide custodial papers, we cannot deny a parent/guardian the right to take their child.

DDDC staff has the right to deny the release of a child to an individual if we suspect that person is under the influence of drugs or alcohol for the safety of the child.

Center and Classroom Closures

The center may be closed due to loss of power, snow/weather, communicable disease outbreaks or other unforeseen events, etc. Parents agree to arrange alternate emergency childcare for these situations. In the event the childcare program is closed for more than two consecutive business days, the parent is relieved of any financial obligation for any wrap around care contracted with Dorothy's after the second consecutive day we are closed. Parents further agree to resume use of the childcare program as soon as it resumes operation.

If our centers close due to unforeseen events, parents will be notified on KT and a note posted on the center doors. We communicate via KT frequently so please make sure to check for updates regularly.

Holidays

The Centers are closed on the following holidays:

Memorial Day

Independence Day

Wednesday-Friday before Labor Day (Teacher In-Service)

Labor Day

Thanksgiving Day and Day after

Christmas Eve – New Year's Day (dates may alter each year depending on when the holiday falls)

GSRP closures (see calendar for exact dates)

Home visits in September

Fall Conferences in November/December

Winter break

Spring Conferences

Home Visits in May/June

Closed for summer

Health Policy

Our center will report to the parent any accidents, suspected illnesses, or other changes observed in the health of a child. Any time a child has been crying more than usual or complaining about discomfort for over ½ hour you may be called to pick up your child. When a child becomes ill while at the center, we will comfortably isolate the child in an area where the child can be supervised and then contact the parent, who will be asked to pick the

child up within an hour of notification.

In order to resume care, your child must be 24 hours free of symptoms, eating a regular diet, fully able to participate and not have taken fever reducing medication before returning. If an antibiotic is prescribed, your child may return after taking the medication for 24 hours, if they are feeling better and no fever is present. We know this may be an inconvenience, but we also know that efforts such as these to contain illnesses benefit all of us.

The following should be helpful in deciding when it is appropriate for your child to attend the program before, during and after an illness. These policies were written with the health of everyone in mind.

Change in behavior: If this is the only symptom, send your child to the program, but be prepared to be notified if your child has developed other symptoms and needs to be picked up.

Fever: If your child's fever is higher than 100.4 degrees, he/she cannot attend the program until 24 hours after the temperature has remained normal (without fever reducing medication) and the child feels well.

Upper respiratory disturbances: A child with a simple cold may attend the program only if he/she is fully able to participate in the daily regimen of the program. If he/she is lethargic, they will need to stay home to be monitored.

Gastrointestinal disturbances: If your child vomits or has diarrhea, he/she needs to stay home and may return after 24 hours of no vomiting or diarrhea and eating regular meals.

Pain: A child who is in pain cannot be comfortable or adequately cared for in a childcare setting; therefore, the child will need to stay home until the pain has been investigated and the child feels well enough to return and fully participate in the normal routine without the aid of pain medication.

Rash: If your child has any rash a physician must identify it. Your child can return with documentation from a physician.

If your child has a minor illness or has one of the above six symptoms above and you are unsure about sending your child to the program, please message your classroom teacher. If your child will be absent because of any of the above illnesses, message us on KT.

For the health and safety of everyone here at Dorothy's we are not able to care for children who have taken pain or fever reducing medications. If your child is not feeling well enough to fully function at daycare, we ask that you keep your child(ren) at home and consult your physician. If you have any questions, please feel free to go and see Dorothy at the Merritt Building. You can also reach her on her cell# 734-985-1253.

Allergies and Asthma

If your child has been diagnosed with environmental allergies or asthma, we do ask for an action plan from the doctor for your child's file on a yearly basis. When bringing in their medication needed, please ensure it's in the original packaging with the pharmacy label on it. During your enrollment period Dorothy or Carolyn will meet with you to go over the plan and help as needed to fill out the medication forms.

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

in case of an emergency.

Accident/Incident, and Injury notification

Parents will be notified when the child experiences accidents/incidents and injury. Each of the following notifications will occur;

- *Accident, injury, or incident – parents will receive an electronic written report that includes the time, date, nature of the incident/accident, and first aid or action taken.
- *Accident, injury, or incident (serious) – parents will receive a phone call as well as the electronic written report discussing the accident, injury, or incident.
- *Parents will automatically receive a phone call if the injury occurs above the shoulders in addition to the electronic report.

Administering Medication

Medication, including prescription and over the counter will be given or applied only with prior written permission from the parent. Prescription medication must have the original pharmacy label indicating the physician's name, child's name, instructions, and name and strength of the medication and shall be given in accordance with those instructions.

DDDC will maintain a record as to the time and the amount of any medication given or applied.

The medication will be stored in our medicine bucket which is kept out of the reach of children and will return the medication to the parent or destroy it when no longer needed.

The Provider will not administer any over-the-counter medicines that, in the sole discretion of the Provider, may mask symptoms of illness.

Toys

While our classrooms are well stocked with toys and equipment, we understand preschoolers may want to bring their own toys to play with or to show. We do ask for all home toys to stay in the vehicle or at home. Teachers cannot be responsible for lost, stolen, or broken toys.

Guidance and Discipline

For guidance and discipline with children, DDDC uses the High Scope model called Six Steps to Conflict Resolution.

1. Approach calmly, stopping any hurtful actions
 - i. Place yourself between the children, on their level
 - ii. Use a calm voice and gentle touch
 - iii. Remain neutral rather than take sides
2. Acknowledge children's feelings
 - i. "You look really upset"
 - ii. Let children know you need to hold any object in question
3. Gather information
 - i. "What is the problem?"
4. Restate the problem
 - i. "So the problem is..."
5. Ask for ideas for solutions and choose one together
 - i. "What can we do to solve this problem?"
 - ii. Encourage children to think of a solution

6. Be prepared to give follow-up support
 - i. “You solved the problem!”
 - ii. Stay near the children

When a child’s behavior is disruptive, (i.e. biting, hitting, throwing objects or using “bad” language) the parents will be notified. If the child continues a disruptive behavior, a parent conference will be held to discuss reasonable solutions to the situation. The discussion will include a consideration of any disability, which affects the child’s behavior and a reasonable accommodation to meet the child’s needs and ameliorate the disruptive behavior.

Emergency Procedures

The safety of your child and all children in our centers as well as the safety of the center staff is very important to us. To maintain a safe environment for our children to play and learn, it is necessary that we practice our emergency and crisis response plans by having drills designed to exercise our procedures.

Before the drill, the teachers will have conversations with their class to explain what the alarm will sound like or what we will say, how we stop what we are doing to line up, how we need to be quiet, and if we were leaving the room where do we go?

During the drill, the teachers will encourage the children to remain calm and quiet, talk about what is happening around them, and then engage with songs/games like “I spy”.

After the drill, the class will reconvene on the carpet to discuss what happened, our feelings, and any other information the children may need to feel comfortable.

FIRE DRILLS

The center will conduct a “fire drill” at least every quarter throughout the year. We want each student to understand and be aware of the importance of this drill and not be afraid when the fire alarm is sounded. By practicing they will know what to do and how to do it. Each classroom will escape their fire exit door or nearest exit for quickness and proceed to their route of either to the back of the property or to the parking lot.

TORNADO DRILLS

The center will conduct a “tornado drill” twice between March-November. We want each student to understand and be aware of the importance of this drill and not be afraid when the tornado alarm is sounded. By practicing they will know what to do and how to do it. Each classroom has their designated inner wall to sit near which is away from windows.

LOCKDOWN DRILLS (INTRUDER)

The center will conduct two “Lockdown Drill” throughout the year. This type of drill will secure the center building and safely shelter all students, staff and visitors inside the building. The purpose of this drill is to keep the students safe from any danger outside or inside the building. During a “lockdown drill” all the perimeter doors and windows will remain locked until the danger or issue outside or inside the building is removed. To enable everyone to remain safe, no one will be allowed to enter the building or leave the building until the drill is completed. The teachers will have a designated place in their classroom for the children to “hide”, be quiet, and given a sucker to help them stay quiet from the danger we might be in.

EVACUATION DRILLS

During an “Evacuation Drill”, students will be safely escorted along a designated evacuation route to one of our pre-determined evacuation sites. At the conclusion of the drill, all students will be escorted back to the center.



In the event of an actual emergency, you will receive notification on KT about what is happening, where we went, and how to be reunified with your child.

Child Abuse Policy

As a licensed childcare provider, DDDC and its employees are mandated reporters, therefore, we are required by law to report any instances of child abuse or neglect to the appropriate authorities. They must also report any instances in which there is a “**reasonable suspicion**” that abuse or neglect may have occurred. DDDC takes these responsibilities seriously and will report any actual or reasonable suspicions of abuse.

Inappropriate Parent Conduct

Parents must be aware that adults serve as role models for children. Additionally, DDDC is responsible for protecting the children in DDDC’s care, and for providing a safe workplace for staff members. Therefore, it is critical that, while on program property, Parent conducts himself or herself in a professional and rational behavior always. DDDC reserves the right to immediately terminate the childcare agreement if a parent behaves inappropriately.

The following actions are grounds for immediate dismissal (please note, however, that this is not an exhaustive list of inappropriate behaviors):

- Acts of violence, including assault and battery
- Harassment of or threats against the staff, other parents or children
- Possession of illegal substances or firearms
- Verbal or physical abuse of any child
- Profanity
- Indecent exposure

Termination

Either Parent or DDDC may terminate the childcare agreement upon two weeks written notice to other party. When Parent does not provide two weeks written notice, Parent is still required to pay for the final two weeks of care, following the notice of termination, whether the child attends that program.

DDDC reserves the right to terminate this agreement immediately, without notice to Parent, if: 1) childcare fees and/or other fees are not paid when due; 2) the child’s continued participation in the program creates a direct threat of harm to the child, other children, or the DDDC’s staff; or 3) Parent engages in inappropriate parent conduct as defined above.

DDDC will not exclude or expel children from the program because of the need for additional developmental, medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions. All are welcome at Dorothy’s.

Field trips and transportation

The teachers will notify parents in writing of any pre-planned field trips. A permission slip form will also be provided to the parents and a signature required for a child to attend. A field trip announcement will be posted on the classroom’s bulletin board.

Our center will provide transportation services to and from special activities such as field trips. Transportation is conducted in accordance with the licensing rules set forth by the Department of Consumer and Industry Services Division of Child Day Care Licensing.

DDDC asks that the parent refrain from asking employees to transport children either before or after the child’s



attendance at the program, as employees are prohibited from doing so and may be subject to discipline up to and including termination. DDDC reserves the right to terminate either before or after the child's attendance at the program.

GSRP students – No fees will be charged for any field trips.

Photography

From time to time, DDDC will take photographs of the children participating in program activities. The photographs will be posted in the child's classroom or on our website for parents and visitors to enjoy. If a parent wishes that photographs not be taken of their child, a written notice must be delivered to the Director.

Privacy Policy

Information pertaining to a child and his/her family is kept confidential by the staff always. Occasionally, records may be reviewed by regulatory agencies for information that may be pertinent to a child's well-being or requested by a legal subpoena. All children's records are kept in a secure database. Persons having access to these records include the Director, Program Director, and staff. The staff members use these records when assessing children, interpreting the assessment data, and making decisions about the children's development.

We want to welcome you and your family to our community here at Dorothy's! We look forward to creating long lasting memories together.

*Dorothy Morris – Director/Owner
Dorothy's Discovery Daycare Center*