



Parent Handbook 2024-2025

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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.

Required Forms for Enrollment

Once you have decided to join our family, there are forms that are required for licensing at the beginning of enrollment and annually thereafter.

- Childcare Contract
- Playground account set up, child and parent profile, billing.
- Signed annual forms with Parent Handbook Acknowledgement and Licensing Notebook Acknowledgement.
- Child Information Card
- Health Appraisal and Immunization Record
- Sunscreen, bug repellent, diaper cream permission slip
- Walking field trip permission slip for Merritt location
- Transportation permission slip
- Statement of good health (school-age)
- Family Survey, "Getting to know your family"

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 funded prekindergarten 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.helpmegrowwashtenaw.org which is the first step in the process to apply for free PreK.

Tuition Fees (2024/2025)

Upon enrollment, the primary parent is required to submit a nonrefundable, annual registration fee of \$75.00 for one child/\$85.00 for two or more children along with one week's tuition to hold their placement at the center. The one week's tuition will be applied for the first week of class.

The childcare contracts are a one-year contract running from September 1st-August 31st. The tuition rate will stay the same regardless of if your child moves to another classroom during the contract year. Contracts are renewed in March for the upcoming school year for all currently enrolled families and then will open to the



public for enrollment in April.

Tuition is due every Thursday automatically through autopay on Playground using a checking account (\$1.00 processing fee) or credit/debit card (3% + \$.30 processing fee). If payment has failed or not been received by Friday, a \$25 late fee will be added to the account automatically.

Weekly tuition rates (2024/2025)

<u>Infant & Toddler</u> 0-2.5 years \$340 weekly	<u>Prepper's</u> 2.5-3 years \$285 weekly	<u>Preschool</u> 3 years \$278 weekly	<u>Prekindergarten</u> 4 years \$270 weekly
<u>GSRP</u> 7:00-8:80am GSRP \$42 weekly 3:00-6:00pm GSRP \$83 weekly	<u>EAST ARBOR</u> 3:00-6:00pm \$75 weekly	<u>LINCOLN CONSOLIDATED</u> 7:00-8:45am \$59 weekly 3:00-6:00pm \$69 weekly	



- *Tuition rates are updated annually. Families enrolled will begin paying the new contracted rates September 1st.
- *Families who enroll within a contract year will pay the current year posted rates beginning March 1st
- *Tuition is due weekly regardless of child’s attendance; sick, vacation, or just staying home.

Supplies for the week

Infants and Toddlers	Preschoolers
Daily bottles- one bottle per feeding premade with formula or breastmilk, with lid. Labeled with child’s first and last name along with the days date.	If not potty trained- Sleeve of pull-ups, 6 per day needed. We change pull-ups every two hours or more frequently if a child has a BM in between time.
1-2 bottle supply of “emergency” milk. Frozen breastmilk or formula	Package of wipes
One sleeve of diapers, 6 per day needed. We change diapers every two hours or more frequently if a child has a BM in between time.	Two sets of extra clothes. If the child is still potty training, please send in 4 sets while we’re transitioning.
Package of wipes	Nap blanket
Diaper cream (if needed/preferred)	Sunscreen/Insect repellent
Two sets of extra clothes	Weather appropriate clothing; coats, boots, gloves, etc.
Sleep sack (0-1years old) or nap blanket (over 1 years old)	
Sunscreen/Insect repellent (over 6 months)	
Weather appropriate clothing; coats, boots, gloves, etc.	



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 High Scope programs try to respect family customs at these times as much as possible.

Bodily Care- When the child begins to show signs of potty training, the classroom teachers and parents will discuss the bathroom routine we can follow while in group care. Consistency at home and school is very important for success!

DDDC provides four meals for the day- breakfast, lunch, morning, and afternoon snack. 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.

Breastfeeding is the normative standard for infant feeding and nutrition. [The Michigan Breastfeeding Plan](#) is guided by the vision of removing barriers, advancing equity, and promoting breastfeeding as essential for infant nutrition, social emotional health, and chronic disease prevention by ensuring all families have the opportunity to breastfeed for as long as they choose. Mothers have the choice and opportunity to come to the center to breastfeed during the day instead of bottle feed. Mothers can breastfeed within the classroom in the rocking chair, an adult chair, or sitting on the floor. If mothers would like a more private location to breastfeed, they can sit in our staff lounge.

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. The ASQ-SE helps the teachers to set goals for each individual child at the beginning of the year.

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 during four academic periods, and then uses the valuable insight to create individualized lesson plans and detailed reports on child and classroom progress.

Parent/teacher conferences

Conferences are scheduled twice a year, once in the fall and once in the spring. During the conference we will discuss your child's development with the data from ASQ 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.

Playground (PG) updates

Families will receive an update on what their child has been doing in the classroom to further conversations and exploration at home. Playground 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 information 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.

Program Evaluation

DDDC evaluation requirements come from two sources: Michigan Department of Human Services LARA and Great Start to Quality. DDDC 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. 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 our curriculum and centers. Confidentiality must be maintained.

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, you can contact either Carolyn Layher, Assistant Director at 734-483-9684 or by email at dorothysdiscovery@gmail.com, or you can also contact Dorothy Morris Director at 734-985-1253 or by email, dorothys.discovery@yahoo.com.

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

Our centers are open 7:00am-6:00pm, Monday-Friday. If parents are late picking up their child(ren) after 6:00pm, there is a \$1/minute late fee that will be charged daily per child.

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 Playground. 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.

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 the Playground app. 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 with proper documentation the right to take their child.

DDDC staff have 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 Playground and a note posted on the center doors. We will communicate via Playground 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)

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.

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 may 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 Playground.

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 reach out to Dorothy, 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 a 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 a 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 written report.

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.

Cultural Competence Plan

At the time of enrollment, we ask all families to fill out a family survey to acknowledge their families culture including home language. We understand being in a new place is intimidating, especially when the child is not recognizing the language and understanding expectations due to the language barrier. At Dorothy's we want to include your child's home language as much as possible throughout the day and encourage them as well to speak their language as we will try to teach them English throughout the year.

If home language is different than English (verbal or non-verbal) we will ask you about dialect, simple phrases to use including greetings, basic needs, times of day, etc., and help on writing/typing classroom labels for your child to see their language throughout the day. At the center we will provide books, songs and music in your child's home language while in care. If teachers are fluent in your home language, they will use it throughout the day naturally as well as English.

We also would like to invite a family member throughout the year to read or sing to us in your home language. Children enjoy learning how others read and write.

Our program has a commitment to respecting all children and families' diverse and cultural needs. Our goal is to provide a supportive early learning program that respects home culture and promotes and encourages the active involvement of the traditional family, extended family, and the non-traditional unit. To ensure all children and families of different cultures and ethnicities are respected and valued our program provides the following:

- Baby dolls in each classroom with various skin colors and facial features.
- We do not celebrate religious holidays as part of our curriculum. We do encourage families to share their individual holiday traditions with their child's classroom.
- Books, pictures, materials, and dress up clothes are in the classroom that reflects various cultures of the children.
- We use "traditional clothing" as part of our dress up clothes such as, kimono's or Native American headdresses.

Our curriculum focuses on the factors that make us different such as, skin color or language.

Family structure such as, dual parent families, single parent families, foster parents, same sex parents, grandparents raising, etc., are reflected throughout the curriculum in stories, pictures, and discussions.

Special Needs

Our program has a commitment to the inclusion of all children. It is important that communication is ongoing

and responsive to the needs of all families. We want to assure you that confidentiality is respected and upheld by all children and families in our care. To meet the individual needs of the child we ask that you communicate any special needs your child may have. We will always strive to maintain a barrier free physical environment to enhance the educational experience of all children in our program. If a need were to arise, we would gladly help to connect you to any comprehensive services. Parents of children with special needs may request a written daily record.

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 through their fire exit door or the nearest exit quickly 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 Playground 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/Withdrawal

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.

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.

Changes to the handbook

The Provider reserves the unilateral right to add, delete, modify or amend the policies and procedures described in the Handbook upon 30-day written notice to Parent.

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*