



DSCC

*Child Development
Center*

Family Guide



A Family's Guide to the Defense Supply Center Columbus Child Development Center

TABLE OF CONTENTS

INTRODUCTION	3
Philosophy.....	4
ADMINISTRATION	4
Enrollment.....	4
Enrollment Procedure	5
Absences	6
TRANSITIONING TO AND FROM SCHOOL	7
TUITION AND FEES	10
POLICIES AND PROCEDURES	13
Transfer of Records.....	15
Unauthorized Activities	15
Outdoor Play and Playground Safety.....	15
Celebrations	16
Field Trips	16
Television and Videos.....	16
Toilet Learning.....	17
PARENTS AS PARTNERS	18
YOUR INVOLVEMENT IN THE CHILD DEVELOPMENT CENTER.....	18
Family Involvement	18
Open Door Policy for All Parents.....	18
Annual Parent Survey	18
Parent/Teacher/Child Communication.....	19
Chain of Command – Resolution of Concerns and Responding to Family Needs.....	19
Parent Education	20
Parent Involvement Forum	20
DoD CERTIFICATION and NAEYC ACCREDITATION.....	20
CURRICULUM OVERVIEW.....	21
Program.....	21
Educational Program: The World at Their Fingertips	22
Active Learners	22
Teachers are Mentors	22
Primary Caregiving.....	22
Not “How Smart is This Child?” But “How is This Child Smart?”	22
Appropriate Learning Environments	23
Preparation for Academic Excellence.....	23
Documentation and Assessment	23
Parents are Full Partners	24
World Foundations.....	24
THE <i>WORLD</i> OF INFANTS AND TODDLERS	24
THE <i>WORLD</i> OF PRESCHOOL CHILDREN	25
THE <i>WORLD</i> OF KINDERGARTEN CHILDREN	25

THE <i>WORLD</i> AT HOME.....	25
SUMMER PROGRAM	26
THE COMPREHENSIVE <i>WORLD AT THEIR FINGERTIPS</i> CURRICULUM.....	26
<i>Language Works</i> -- A Comprehensive Language Approach	26
<i>Math Counts</i> -- Enriched Experiences in Mathematics	26
<i>Science Rocks</i> -- Enriched Experiences in Science and Technology.....	26
<i>Projections</i> -- Creative Project Learning	27
<i>Our World</i> -- A Multi-cultural, Anti-bias Approach to Learning and Environmental Awareness.....	27
<i>ArtSmart!</i> – Appreciating the Arts	27
TRANSITIONS	27
Transitions are New Beginnings.....	27
Transitioning from Home to Center.....	28
Transitioning to a New Classroom	28
Taking the Next Big Step - Transitioning to Elementary School	28
MEALTIME AND REST	28
Feeding Guidelines: Bottles & Food	28
Breast Feeding	29
Lunch and Snack.....	29
Rest	29
POSITIVE DISCIPLINE	30
Learning Self-Control	30
POLICY ON ADDRESSING BEHAVIOR PROBLEMS AND FAMILY CONCERNS	31
POLICY ON HANDLING AGGRESSIVE BEHAVIOR.....	31
GUIDELINE ON HANDLING AGGRESSIVE BEHAVIOR.....	32
PROCESS FOR DISENROLLING A CHILD	32
Confidentiality Regarding Children’s Behavior	33
PROFESSIONAL OBSERVATIONS.....	33
Professional Classroom Observations.....	33
Research Conducted in the Child Development Center	33
Health and Safety	34
Health and Safety Practices	34
MEDICAL POLICIES.....	34
Protecting the Health and Safety of All	34
Children and Sickness.....	34
Readmission to the Center	35
Contagious Illnesses.....	35
Medical Illnesses Which Must Be Reported To The School.....	36
Medication Administration	36
Allergy Prevention	37
Injury Prevention	37
Reporting an Injury	38
Student Accidents and Injuries	38
OTHER POLICIES.....	38
Addressing Parents’ Concerns	38
Safety and Security	39
Reporting Of Child Abuse	40
DIRECTORY OF PHONE NUMBERS.....	40

INTRODUCTION

Nurturing A Partnership--Family Focused Childcare

As a working parent, you face the difficult challenge of balancing the demands of work with the needs of your family. Finding high quality childcare that is flexible to your work schedule is one of the most difficult tasks you face.

The Defense Supply Center Columbus (DSCC) Child Development Center (CDC) was established with one goal in mind – to support parents by providing high quality, convenient child care services. You and your child will benefit from the peace of mind that comes from having an excellent facility with well-trained staff.

When you bring your child to the DSCC CDC, you will have the reassuring knowledge that a competently trained staff will take care of your child during the hours that you are working. Your child will share experiences with new friends of the same age group in surroundings planned and equipped to serve children's needs.

Together, the DSCC Morale Welfare and Recreation (MWR) Department and Bright Horizons Family Solutions are committed to giving you the security of knowing you made a good choice for the care of your child. Our goal is to develop a partnership with you, and to positively contribute to your child's development. The DSCC CDC provides a nurturing, friendly environment, which creates opportunities for cognitive, physical, emotional, and social development.

As we begin this partnership, we know you have many questions about the DSCC CDC. This Parent Handbook has been designed to help answer these questions, as well as give details about enrollment, program, curriculum, and policies. We all have the same goal in mind -- for your child to be happy, safe and nurtured in his/her new environment. Please feel free to call or visit with us if you would like further information. A directory of phone numbers can be found on the last page of this Handbook.

Philosophy

A child's early years provide a foundation for growth and development for the rest of his/her life. As children grow, they go through an orderly series of developmental stages that are basically the same for all children. However, the rate at which children progress through these stages may vary dramatically from one child to another. The program at the Child Development Center is based on the philosophy that each child is an individual who develops at his/her own rate.

In order to help our children grow to their fullest potential, we believe an environment must be created that encourages a child's curiosity about the world. The environment should provide opportunities to think creatively, to make decisions and choices, and to act freely upon those choices within appropriate limits.

Above all, a child should be in an environment where love and respect is shown for each one as an individual, and where children learn to love and respect themselves and each other.

Our philosophy is to provide experiences for children that meet their developmental needs. Every child in our care is a unique individual and we design our program to promote each child's physical, intellectual, emotional and social development. We encourage the development of a positive self-concept and work as partners with parents to promote continuity in a child's experiences at home and at the Child Development Center. We carefully select and supervise our teachers, who are trained in child development and group care.

ADMINISTRATION

Enrollment

Who can enroll at the DSCC CDC?

Children of active duty military personnel have first priority, followed by Department of Defense (DoD) civilian personnel, and then DoD contractors. Children with siblings already enrolled in the center also receive priority in their categories (for example, military siblings go to the top of the military list). Children will be referred in the order they appear on the DSCC CDC waiting list based on the date of application. No child shall, on the basis of race, color, religious belief, national origin, or gender, be excluded from participation or be subjected to discrimination during any program or activity.

Can a child with special needs be enrolled in the DSCC CDC? Placement for children with special needs will be considered on an individual basis. Children with special needs participating in the

program may require additional staffing support. Any heightened staffing requirements will be determined by the Child and Family Resource Team (CFRT), and will be documented in the child's file. In all cases, the child must be able to participate and substantially benefit from our program without risk to himself/herself or to other children. Parents who wish to enroll a child with special needs must complete the Special Needs Placement Request. This request will be used by the CFRT (including the Child and Youth (CYS) Coordinator, CDC Nurse, Center Director, parent(s) and the necessary experts). The CFRT will make all determinations about the placement of any child.

Enrollment Procedure

The enrollment procedure includes defining your child's weekly schedule. During the period prior to your child's start date, as many visits as are necessary to help familiarize you and your child with the program, teachers, and other children, will be welcomed so that on the first day of enrollment, your child will feel safe in the care of other adults with whom s/he is very familiar.

Many of the forms that you will be asked to complete during the enrollment process are **required** by the Department of Defense agency that monitors and certifies child development programs. These forms include, but are not limited to, the registration form, family and child profile, allergy forms and field trip forms. You must provide documentation of a completed, age-appropriate health assessment, including up-to-date immunization records, prior to the child receiving care. Documentation shall include the signature or stamp of the attending health care provider. An extension for completion of the health assessment of no more than 15 calendar days after the child begins receiving care may be granted in emergency situations. Information about allergies and any other chronic medical conditions must also be provided prior to enrollment. Children whose immunizations are not kept up-to-date will be dismissed after 30 calendar days following initial notification to parents in writing. You are also expected to read and sign a sponsor agreement that outlines the program's policies. This will ensure that you are familiar with all of our operating procedures.

Other forms are specifically designed for our use. These forms will help CDC staff gather needed information to help your child adjust to out-of-home care. The required forms include:

1. Phone numbers and an E-mail address where you can be reached during the day
2. Addresses at home and at work
3. Names of authorized persons who may be contacted in case of your child's illness or injury and/or authorized to pick up your child in the event you cannot. If applicable, current legal documents notating custodial designations: joint, full-custody arrangements in effect.
4. Any change in your child's schedule.
5. Any change in your child's health, particularly food/medication allergies, basic care items and special dietary items.
6. Change in duty assignment of sponsor
7. Family Care Plans (a current copy of family care plans are required of active duty single-military/reservists and dual military families/reservists). Must be submitted 30 days after enrollment.

During the pre-enrollment process, parents will participate in an enrollment orientation with a center manager and staff. This session will help you understand the program and provides an opportunity to gather the information necessary for a developmentally appropriate program for your child. Once these sessions are complete, we will work with you to develop an enrollment plan to help your child adjust to

the center. Most young children have had little experience with change and often need time to adjust to a new setting. Many children will experience intense emotions at drop off and pick up time for the first few weeks. Please discuss a plan for helping your child to successfully transition into group care with us – we are here to support you in this process! We encourage parents to bring the child in a few hours each day for the first week, if possible, in order to ease the child's transition into the center. If this is not feasible, plan to spend 20-30 minutes in the Center before you go to work and then plan to stay about 20 minutes in the Center at the end of the day. Feel free to check in at the Center, or to call the Center, to see how your child is adjusting. Similarly, our staff will call you if they have concerns about the adjustment process.

Absences

Whenever possible, please call the Child Development Center (614)692-2852 if your child is going to be absent or arriving after 9:00 a.m. If we do not hear from you, we will be concerned about your child. If your child has a contagious illness, please let the administrative team at the front desk know so that notices can be posted at the center and children's health/symptoms can be monitored in your child's program. Similarly, please inform us of upcoming vacations by completing a vacation notice obtained at the sign in/out station in the front lobby.

Non-discrimination

Bright Horizons Family Solutions provides full-time services for children between the ages of six weeks and 6 years. Bright Horizons Family Solutions provides equal access to public accommodations. Applications for enrollment are acted upon without regard to race, color, creed, cultural heritage, sex, religion, marital status, age, national origin or ancestry, political beliefs, disability or special needs, medical condition, sexual orientation, or any other consideration made unlawful by federal, state or local laws. All such discrimination is unlawful.

Confidentiality and Distribution of Records

The information in your child's record is considered confidential. It is Bright Horizons Family Solutions' policy that any information regarding a child, a child's family, or other matters discussed with the Director or staff will be held in the strictest confidence. No one who is not directly related to the care of your child will have access to the record without your written permission, except as required by law.

As a parent/guardian, you may have access to your child's record within two days of a request to view the record. Upon withdrawal of your child from the Child Development Center, files will be retained for seven years.

As a parent/guardian, you have the right to add information, comments, data or other relevant material to your child's record. You also have the right to request from the Child Development Center Director deletion or amendment of any information contained in the record.

Clothing/Items Needed/Weather

Since children are involved in active and sometimes messy play, and go outdoors on the playground daily, it is important that they are dressed appropriately, wearing comfortable, easily washable clothes. Each child attending the program is expected to have a complete change of clothing labeled with his/her name. Clothing will be kept in each child's cubby and used as needed. The Child Development Center is not responsible for lost or damaged clothing.

Other important items include:

- Diapers and wipes
- Pacifiers (when applicable for age)
- A special toy or stuffed animal small enough to fit in the child's cubby

The DSCC CDC provides nap mat, cots and cribs. The CDC provides sheets and blankets for each child. Infants are placed in sleep sacks as a preventative measure against Sudden Infant Death Syndrome (SIDS).

Our playground is used as an extension of the classroom and daily programs are conducted outside whenever weather permits. In order for your child to enjoy full participation in the program, please have him/her dress appropriately for the weather. If it is raining lightly, waterproof outer clothing is needed; if it snows, attach mittens, a hat, boots, etc. If you are using shoe boots, please send slippers or sneakers so that your child will not have to keep his/her boots on indoors. In general, durable clothing that can withstand the energetic activity of young children is usually the best. **All shoes for children must be closed toed and have a back to them.**

If the day is extremely cold, we suggest you send an extra sweater. We will probably be outside only for a brief time, but children need to run around, have some large muscle activity and get some fresh air. Our health care consultant recommends that if your child is well enough to come to school, he/she should be able to play outside as long as she/he stays dry. Therefore, we ask that you leave a complete set of seasonally appropriate, labeled extra clothing, including socks, at all times. In addition, if your child is newly toilet trained, it is helpful to keep several extra pairs of underwear, pants and socks on hand. Please replace the items when they become soiled. Parents or emergency contact persons will be notified to provide clothing for children if replacement clothing is not available.

TRANSITIONING TO AND FROM SCHOOL

Important Rules Regarding Vehicles on CDC Property

Because very young children frequent the center's parking areas with their parents, extreme care must be taken to ensure their safety.

- ❑ The speed limit that must be observed at all times while driving in the center's parking areas is 5mph.
- ❑ At no time is it permissible to leave an unattended, running vehicle in our center's parking lot.
- ❑ At no time is it permissible to leave a child unattended, even if in a car seat, in a vehicle.

Parents are strongly encouraged to report violation of vehicle rules to the front desk immediately with the vehicle tag number. Our staff will immediately report the violation to DSCC CDC Police for action.

Arrival and Departure

Arrival at the Child Development Center is an exciting time for children. Upon arrival, children are anxious to see friends and share stories of the night before. And, of course, nothing can compare with seeing your mother or dad at the end of the day! We believe that these transition times deserve special attention.

To ensure that your child is safe and supervised at all times and to foster daily communication between families and staff, you are expected to accompany your child into the classroom and to ensure that he/she is under supervision before leaving the premises. Even when children are away from their rooms, on brief excursions or outside on the playground, teachers maintain possession of their classroom attendance sheets.

First, you must check your child in and out each day at the sign in computer located in the Child Development Center lobby. Then, accompany your child into his or her classroom and sign the daily attendance sheet there as well. At no time may a child be permitted to wander unsupervised in the center's hallways, classrooms, on the playgrounds or in the parking lot areas.

Upon arrival, the staff will conduct a brief health screening of your child. The health check is used to determine if any symptoms of illness are present at that time. The check will include a quick look at the child's general physical condition and temperature. Once the health check is complete, you are free to tell your child goodbye and leave the building unless your child is ill. Parents are asked to stay with their child until the health check is completed. Please inform the teacher if your child has a recent injury that has occurred since last attending the center.

Consistent parent/teacher communication is vital in determining exactly who is in the center in the event the building should be evacuated. Therefore, parents **MUST** sign their child out and back in when taking the child out for an activity and then returning to the Center, during the day. This communication ensures the teachers' abilities to identify where children are at all times. Also, prior to departure inform the front desk if your child is leaving for the day or will be returning.

Picking Up

Children will be released only to a parent or legal guardian or to persons whose names you have listed on the Child Release Form. You should advise the CDC Front Desk in advance, in writing, if an alternate person not listed on the original form is to pick up your child. For the safety of each child, photographic identification will be requested of all authorized persons picking up children. We spend a lot of time building the trust of the children in our care; for that reason, we will not release children to a person they do not know. Therefore, we request that parents use only alternates to pick up their child whom they have met before to reduce anxiety in their child.

Parents must list the names of anyone who might pick up their child on the Registration Form. We will grant pick up permission only to individuals who are on this list. You can change the list or add names to it, but you must make all changes in person. We will not grant permission by telephone. If the adult picking up the child is unfamiliar to staff, we require the adult to show their driver's license for identification. Before any adult may pick up a child from the Child Development Center, he or she must sign the child in/out located in the lobby and in the child's primary classroom. Parents are required to provide two additional emergency designees. If an alternate contact cannot be reached, and the child is not removed from the center by 1845, the CDC will notify the DLA Police and Bright Horizon's Regional Manager (BHRM). The CDC will then follow the guidance of security personnel. Bright

Horizon's Regional Manager and/or CDC Closing Manager **reserves the right to prohibit a child from riding in a vehicle driven by an adult we suspect of being under the influence of drugs or alcohol.**

The center closes promptly at 1800. We expect all families to have exited the CDC by closing time. Because our staff work a long day, and look forward to being with their families and children, while we understand the occasional, unforeseen lateness for which we receive forewarning, we cannot be tolerant when parents are late repeatedly. Excessive tardiness (more than once in 30 days) will result in substantial late fees and/or termination of enrollment.

Security

The safety and security of your child is of primary concern to both DSCC CDC and Bright Horizons Family Solutions. A physical security system is provided by DSCC CDC. Bright Horizons will administer the day-to-day pick-up operations. Only those families whose children are registered in the Child Development Center will be able to automatically operate the card swipe system. These families will be required to obtain a photo identification badge allowing them access to the Child Development Center.

From time to time, visitors may be in the center to tour or observe classroom activities. Center staff must screen all visitors prior to admittance into the Center. Visitors must sign in and provide a stated purpose for their visit. Visitors will be required to submit a form of photo identification and to record the date, time, and reason for their visit in the Visitor's Log in the reception area. Similarly, individuals who you designate to remove your child from care in an emergency will also be required to provide a picture ID upon arrival. Visitors are required to wear a visitor's badge at all times while in the Center.

RELEASE OF CHILDREN TO A NON-GUARDIAN

Children will be released only to an authorized adult whom the parents have identified in the child's center record. It is for the safety of your child that:

1. All visitors entering the center must present a photo I.D.
2. All visitors must sign in and out at the front desk.
3. All undesigned visitors will be escorted. Parents are required to notify the Center in writing if someone other than the legal guardian is authorized to pick up their child.
4. Parents are required to provide the CDC office with current emergency information as changes occur.
5. Any time an "unauthorized" person attempts to pick up your child, you will be called.
6. If any adult acts suspiciously or is hostile while in the CDC, DLA Police will be called.
7. No child shall be released into the care of ANY adult who appears to be impaired due to alcohol or drugs.
8. In the case of separated or divorced parents, the law stipulates that we cannot determine which parent may pick up the child. We must release children to either parent regardless of which parent has enrolled the child unless the custodial, enrolling parent provides us with a copy of a legal document stipulating custody. Parents should inform the center immediately if there are any changes to custody.
9. Children are not permitted to wander in the center hallway, outdoors or on the parking lot without supervision. Once you have signed a child out, you are responsible to maintain visual supervision of your child while on the CDC property. Our center is a very busy place during drop off and pick up hours, and we want to ensure that all children are safe.
10. For the safety of the children, all adult rest rooms are locked at all times. Parents wishing access to a rest room may sign out a key at the front desk.

Child Custody

We respect legal decisions regarding issues of child custody. In fairness to parents and children, we require documentation of the custody rights of each parent.

Bright Horizons Family Solutions cannot legally deny access to a parent or guardian unless there is an active restraining order on file or specific schedule of court ordered visitation rights. If the situation is unclear, it is our recommendation that the family go back to the court to resolve the differences.

TUITION AND FEES

Tuition

Tuition fees scales are established by the Department of Defense. The tuition rate charged to a family is determined by reviewing the “total family income.” To determine total family income, the current leave and earnings statement or pay stub (for both husband and wife) must be reviewed by a CDC administrator. Families must include all earned income for both parents in their disclosures for fee determination. If you do not wish to disclose your financial information, you will be charged the highest (Category 9) tuition rate. If you are newly employed and do not yet have a Leave and Earning Statement (LES), you must estimate your annual income. If you work an irregular, part-time or an intermittent schedule, average three or more consecutive LES's to determine your average monthly total income. The Current Fee Category Schedule is included upon enrollment to the center. Basic Allowance for Quarters and Basic Subsistence Allowances must be included for all military personnel. This is true whether the military employee resides on or off Post.

Each family is required to update their income status annually. If your total family income decreases drastically in the midst of the year, you may apply for reconsideration of your tuition rate. You must complete a new application form and provide documentation to support the change in income. Any adjustments will be effective the payment period following the approval. Adjustments will not be retroactive.

Discounts

Patrons receive a 15% discount for siblings in the Center. If more than one child in a family is enrolled, the parent pays the full rate for the youngest child and all other children in the same family receive a 15% discount.

Annual Fee Changes

Center tuition may be adjusted annually, based on DoD guidance. Parents will be notified of changes at least 30 days prior to the effective date of any fee adjustment.

Other Fees:

Registration and Annual Re-registration

A non-refundable initial family enrollment fee of \$25.00 is payable at the time of enrollment. An annual processing fee of \$25.00 will be charged on October 1 of each year. The annual enrollment fee covers administrative costs, student accident insurance coverage and liability insurance coverage. Parents will be reminded of this fee during the annual re-registration process. New applicants enrolled after the re-registration month will be assessed \$1 for each remaining month in the Fiscal Year.

Late Pick-up Fees

It is important that children be picked up at their scheduled time of departure. Please be aware that children who are not picked up at the appropriate time often become anxious and worried when they see other friends leaving. A late pick up fee of \$1.00 per minute per child will be charged each time a family or child remains in the center after 1800. It is the policy of the DSCC CDC to take into consideration occasions of serious inclement weather when determining late fees.

Children who are at the center after 1800, when the CDC closes, will be escorted to the front lobby area by the CDC staff. If the parent has not been in contact with the CDC office, the CDC will begin attempts to telephone the parent. All phone numbers provided will be utilized, to include work numbers, home numbers and cell phone numbers where applicable. If the parent cannot be reached and have not phoned the CDC by 1815, the CDC closing administrative staff member will begin to alert the family's emergency designees by telephone. This "heads up" alert will enable the emergency designee to prepare to retrieve the child if the parent has not arrived by 1830. At 1830, if the child has not been removed, the emergency designee shall be contacted to come for the child. At this time, the CDC staff member will ask the emergency designee where they can be reached while enroute. ****However, if the emergency designee cannot be reached at this time, or refuses to pick up the child, information will be posted on the front door for parents, noting who and what time the child/children were picked up. If an emergency designee cannot be reached or refuses to pick up the child, at no later than 1845, the CDC will contact the DSCC CDC Contracting Representative and Bright Horizon's Regional Manager to inform them that a child has not yet been picked up. The CDC will then telephone the DLA Police to report that a child has not yet been removed from the DSCC CDC. The DSCC CDC will follow the guidance of the DLA Police. The CDC Administrative Personnel will document all times and persons contacted at the initiation of this protocol. A minimum of two staff must at all times remain with a child who has not been removed from the care by 1800.

Returned Check Fee

A fee of \$25.00 will be assessed for all returned checks. After two returned NSF checks, payment by cashier's check or money order will be required.

Payment Schedule

The first two weeks of tuition is due within 3 business days of acceptance. Subsequent payments will then be due on the 1st and 15th of the month. Tuition can be paid by check or money order. Payments may also be made electronically via Tuition Express (see the front desk for Tuition Express enrollment forms). Cash will not be accepted.

Late Payment Fee

Fees are due in advance and may be paid monthly (on the 1st) or bimonthly (on the 1st and the 15th). Fees must be paid in full within 5 business days of the due date. A late payment fee of \$5.00 per enrolled child per payment cycle (monthly or bimonthly) will be assessed. Any additional fee incurred (such as late payment, late pick-up, etc) is due with the next scheduled tuition payment.

Suspension of Enrollment Privileges

After five business days of non-payment, the child's enrollment privileges will be suspended until payment in full is received. We cannot extend credit to any family enrolled at our center. Payments may be made monthly or bi-monthly (on the 1st and 15th), as long as payment is received in advance of care. Consistent late pick-up and/or late payments could result in additional penalties.

Credits/Refunds

No credit or refunds are issued for child absences of less than two weeks due to illnesses or injuries; inclement weather; staff training days; unused vacation time; or special installation circumstance determined by the Commander.

Voluntary Withdrawal from the Center

Parents intending to voluntarily withdraw their children from the center must submit written notice of intent to the center office a minimum of two weeks in advance of the withdrawal date, or tuition charges will be assessed for the two-week period. Since enrollment is on a weekly schedule, the termination notice must cover two complete Monday-Friday periods, we do not prorate tuition for mid-week termination. Withdrawal forms are available at the front desk.

POLICES AND PROCEDURES

Hours of Operation

The Child Development Center is open from 6:00 a.m. – 6:00 p.m., Monday – Friday.

Ratio of Caregivers to Children

Implementation of developmentally appropriate early childhood practices requires limiting the size of the groups and providing sufficient numbers of adults to ensure individualized, age-appropriate experience for the children. The maximum child-to-staff ratio, based on the Department of Defense Instruction, follows:

Infants (6 wks to 23 months) 1:4

Pre-toddlers *(18-24 months) 1:5

Toddlers (24-36 months) 1:7

Preschool (36 mo-5 years) 1:10

*Center may reconfigure for pre-toddlers based on waiting list demand.

Holiday Care

The Child Development Center will be closed on all holidays observed by DSCC. Holidays observed are:

- New Year's Day
- Martin Luther King Day
- Presidents Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Day
- Christmas Day

Any other day designated as a holiday by Federal Statute or Executive Order (e.g., the Friday or Monday adjacent to specific holiday).

Emergency Closing

The Child Development Center will follow the Emergency Closing procedures of the DSCC. When DSCC is open for business the Child Development Center will be open. If DSCC is opening on a delayed schedule, the Center will open 30 minutes prior to the indicated opening time. If DSCC is closing early, parents will have 30 minutes to then pick up their children. If DSCC has afforded their employees the opportunity to use their Liberal/Unscheduled Leave, the Center will still open at the appropriate time. We will make every effort to meet the demands of care for all our families; however, this is dictated by the number of Center staff able to make it to work. If DSCC is open for essential personnel only, the Center will only be open for the children of essential personnel. A letter is required

of CDC family members designated as essential personnel from their command indicating they do not have alternate care. The letter must be issued by the family member's unit commander, or primary supervisor. If you fall under the category of essential personnel, your status will have to be supported with a letter from your supervisor to be kept in your child's file.

Contingency Plans

There may be times when an emergency evacuation of the Center is necessary, e.g., water or heat problem, threat, etc. The following procedures will be followed if the DSCC Commandant determines that an evacuation of the Center is necessary.

If evacuation is necessary, but can take place in about an hour, parents will be notified to pick up their children. If the sponsor is not available, emergency points of contact will be notified. If an immediate evacuation of the Center is required, children will be relocated to the cafeteria in Building 21 unless directed to do otherwise by the Office of Public Safety. Stainless steel evacuation cribs will be used to evacuate children under the age of 2 (no more than four children per crib). Parents will be contacted via phone to take responsibility for their children.

If both the DSCC and CDC must be evacuated, parents will be instructed, via the Public Address system, to pick up their children immediately. If parents are not in the DSCC, an emergency point of contact must be available to pick up the children. If children must be removed from the CDC before emergency points of contact can reach the Center, the children will be moved to the cafeteria in Building 21 unless directed to do otherwise by the Office of Public Safety.

Parents are encouraged to contact the DSCC Emergency Hotline at (614) 692-1800 to check the status of the center during emergency situations. Bright Horizons has also established an Emergency Hotline. The Bright Horizons Emergency Hotline and the Ready to Respond cards are a resource for your family to use in case of a severe emergency in the community where your child attends a Bright Horizon program. This hotline is intended to provide families with information in case of extreme situations that may impact on phone lines and other normal means of communication with the center, or may require the evacuation of people from the building. Examples of such sudden and severe emergency situations include storms, broad-based power outages, fires or other unpredictable emergencies. Callers to the Hotline will hear a recorded message with the most current information available on the status of their center and may be connected with an Emergency Management Operator for further information at any time. In case of an emergency, always try to contact your child's center directly before calling the BHFS Hotline to determine the status of the center. In the event that you do need to call the Hotline, please be prepared to provide Emergency Management Operators with a callback number at which you can be reached. In addition, it is important that you fill out the center number 1343 and **Division # 2** Region F on the Ready to Respond wallet cards, and be prepared to provide that information to help the operator identify your child's specific program. Please use discretion when choosing to use the BHFS Emergency Hotline. The Hotline will **NOT** provide information regarding health or safety emergencies related to individual children and cannot relay messages directly back to the center. It will also not provide information regarding center cancellations or delayed openings due to inclement weather.

The Bright Horizons Emergency Hotline telephone number is: 1-800-420-1970

Smoking Policy

Parents are reminded that smoking is not permitted in the center or on the grounds. For the safety of children please do not toss cigarette or cigar butts on the grounds or in the parking lot.

Information Required

Parents must show proof of health assessment and immunization prior to enrollment. A child whose immunizations are not kept up-to-date will be dismissed after 30 calendar days after initial notification to parents. Children who are not immunized due to medical reasons must have documentation in their registration files. Children whose religious tenets preclude the administration of immunizations shall have documentation from the denomination for inclusion in their medical records. In either case, the health consultant shall approve a waiver for the immunizations. Children meeting these criteria and not immunized will be excluded from the center during outbreaks of vaccine preventable illness as directed by the State Health Department. Periodic well child examinations are required according to the current recommendations of the American Academy of Pediatrics. Documentation of an age appropriate health assessment should be obtained prior to the child enrolling in the program and each time the child changes age groups within the program or when the assessments exceed two years. Parents are responsible for ensuring that their child's health assessment/immunizations are provided to the child development program. It is the responsibility of the parent to ensure that a child's record is current at all times. As immunization status, emergency contacts and phone numbers change, parents are required to submit updated information to the CDC. Failure to submit all required records and timely updates will result in suspension of enrollment privileges.

The DoD and Installation Inspectors may review a child's record. This is done to ensure that the Child Development Center has followed all requirements in collecting and maintaining required information. All information in the record is kept confidential.

Bright Horizons Family Solutions is required to have a copy of all certification regulations on the premises of each Center. These regulations are available to any parent/guardian who would like to review them. Please see your Director for further information.

Transfer of Records

The Director will transfer a copy of your child's record to you, or any other person you may designate, upon receipt of a written request from you.

Unauthorized Activities

Bright Horizons shall not authorize any activities unrelated to the direct care of children or to any contacts with the parents or guardians without the written, informed consent of the parents or guardians nor shall they provide a list of names without consent. "Activities" shall mean, but not be limited to: publicity, including photographs and participation in the mass media; external professional observations and surveys other than those of the Child Development Center.

Outdoor Play and Playground Safety

All children attending the CDC program shall be taken outside on a daily basis. Children of all ages enjoy and benefit from outdoor play except in the most extreme weather. Young children need daily outdoor experiences to exercise large muscles, learn more about the environment, breathe fresh air and experience freedom of movement not always possible indoors. The CDC follows the "wet bulb" reading and recommendations for outdoor activity as provided by DSCC. Exceptions to outdoor play will be based on inclement weather, such as extreme heat indices, heavy rain, sleet, adverse "wet bulb" reading as determined by the Center Director.

Playground safety is a major concern in childcare. One particular aspect of concern that has been identified by the CPSC is the risk associated with children's clothing becoming entangled in climbing or sliding equipment and creating a serious hazard that might lead to strangulation or other serious harm.

Parents should be aware of the potential strangulation hazards posed by drawstrings on clothing. Clothing with drawstrings at the neck or waist will not be permitted at any time while children are in the care of the CDC. Children will not be permitted to wear any shirt, jacket, sweat shirt, jewelry, or article that is tied around the neck while in the center at any time. It is your responsibility to send your child to the Child Development Center with appropriate clothing.

Celebrations

Children's birthdays and special events may be celebrated at the Center. Elaborate parties and fancy cakes encourage competitiveness among the children for the "best" party and take some of the joy and pleasure out of the celebration. The children enjoy planning and preparing special snacks and items for celebrations, and they can do this with their friends in the classroom. Please do not bring candy to the Center for these occasions. Because some children have dietary restrictions and allergies, no food will be brought into the center to serve to children with the exception of food for infants and those children who have documented medical diet restrictions. Birthday Celebrations will be recognized with a cake or other special snack, provided by the CDC to each classroom, once per month on the last Friday of the month. The classrooms will individually acknowledge your child's special day (i.e., a special hat, birthday song, special helper...). Please coordinate plans for celebrations with the staff at least two weeks in advance. To ensure the safety of children in our care, we do not allow balloons to be brought into the Center. Parents interested in steering or planning holiday celebration events are encouraged to speak to their child's teacher(s).

Typically, infants and toddlers do not yet understand the significance of their birthdays. You can help make your infant or toddler's day special by bringing in some photos and a short biography to be posted. Young children get great enjoyment from seeing photos of themselves and their family and friends.

Field Trips

We enjoy providing children with the opportunity to learn about our community by providing exciting recreational and educational field trips. Since the majority of our children are under 5, many field trips are brought into the center. In all cases, we require signed authorization from a parent for a child to participate in any scheduled trip. Teachers are required to prepare and submit field trip plans prior to each trip. You will be notified of all scheduled trips in advance. If you do not authorize your child to participate in a scheduled trip, he/she may remain at the Center. If a child should arrive at the center after his/her class has departed for a scheduled field trip, he/she may be temporarily re-assigned to another classroom until the regular class returns. Temporary classroom assignments will be based on availability to ensure compliance with teacher/child ratios.

A licensed, insured, chartered vehicle is used for field trips that require transportation. All children will remain seated for the duration of the bus ride. We require ample parent volunteers or the field trip will be cancelled. Parent volunteers will have specific responsibilities to ensure the safety of ALL children on the trip. Attendance records will be maintained and checked upon reaching the field trip destination and before returning to the center.

Television and Videos

Television shows/videos are not considered appropriate to our educational philosophy because they are not hands-on experiences for children. Center staff may occasionally show videos, which are developmentally appropriate and possess educational value. All programs will be previewed and approved by authorized staff prior to any showing. If you wish to share an educational video with your child's class, it must first be deemed necessary and appropriate to the age of the children and units they

are studying. When videos are shown in the classroom, an alternate activity will be offered for those who do not choose to view the video. Laws regulating motion pictures prohibit us from showing videos of retail market movies, including Disney, or similar films, without obtaining a permit from the film's producer, and paying a fee. While these films may be viewed at home, the law does not permit child care centers to show them publicly.

Toilet Learning

The mastery of control over bodily functions is a rite of passage for young children and of no small significance to the adults in the child's life – at home and at the Child Development Center. It is critical that families and teachers work together to ensure each child receives the support that s/he needs during this important development period. Research indicates that young children cannot successfully learn how to use the toilet until they are physically, mentally, and emotionally ready. Pediatricians say that most children under 24 months of age are not yet physically capable of consistently regulating bladder and bowel muscles. Thus, toilet learning is most successful when it is started when a child is two years of age. Adults know it is time to begin the toilet learning process when a child shows signs of physical control (or awareness) of their bodily functions and when they have demonstrated an interest or curiosity in the toileting process. Bright Horizons Child Development Center toilet learning procedures will follow the recommendations of the American Academy of Pediatrics and be carried out in a manner that is consistent with each child's physical and emotional abilities, and in compliance with state regulations. Procedures will be posted in each classroom. The following guidelines will be followed:

- Children must be supervised during toilet learning, and shall be praised for their efforts as well as their accomplishments.
- Toilet learning shall not be coerced. The individual developmental ability of each child shall be considered. Children shall not be punished emotionally or physically for soiling, wetting or failing using the toilet.
- Children shall not be left to sit on the toilet for extended periods of time.
- Parents will provide sufficient extra sets seasonally appropriate clothing for their child. If an accident occurs, the child shall be changed into clean clothes. Extra clothes that are soiled must be replaced by the parent daily.
- Parents or emergency contact (only contacted if parents cannot be contacted within 1 hour) will be notified to provide additional clothing if the child runs out of clothing.
- Parents shall be kept advised of their child's progress at regular intervals.

Underwear and rubber pants should be provided by the parent for toilet learning purposes. Pull-ups are highly discouraged.

PARENTS AS PARTNERS

YOUR INVOLVEMENT IN THE CHILD DEVELOPMENT CENTER

We believe that involving parents in the Child Development Center activities is important for both you and your child. When parents are involved in the Child Development Center, it strengthens the continuity between a child's experiences at home and at the Child Development Center. There are a variety of ways you can become involved in the Child Development Center. Child Development Centers are of the greatest value to children when a productive parent partnership can be achieved. Parent involvement, parent satisfaction, shared decision-making, and support of family life is essential to the quality of the DSCC Child Development Center programs.

Family Involvement

We believe the Child Development Center forms a caring and learning community in which parents, faculty, and children can interact and grow. We actively work to create ways to involve families in our program. The Child Development Center's open-door policy welcomes and encourages you to call or visit at any time.

Parent resources are available so that you can find books, articles, videotapes, and other helpful materials on parenting, child development, health and nutrition, and general work-life and family topics. A Parent Partnership Group provides a forum to discuss center-wide activities and concerns. Parenting seminars, curriculum nights, special events, family breakfasts, potluck dinners, and parent support group meetings are held throughout the year. Parent committees, made up of parent volunteers from each classroom, meet periodically to work on projects of interest. An annual parent survey allows parents to rate and comment on all aspects of the program.

Daily, weekly, and monthly formal and informal communication takes place through vehicles such as morning and afternoon greetings, daily and weekly journals, classroom bulletin boards, Child Development Center calendars, newsletters, conferences, and email.

Parents are invited to participate in field trips with their children. Parents are also invited to come into their child's classroom and may choose to share a special activity or project. Parents are welcome to join their child for lunch any time they wish. Please notify the center director if you wish to join your child for lunch to ensure enough food is served.

We encourage you at any time to share your ideas and concerns with the Director and faculty. All suggestions will be considered and responded to either verbally or, if a written response is requested, in writing.

Open Door Policy for All Parents

You are welcome to visit the Child Development Center at anytime, and we encourage you to do so!

Annual Parent Survey

Bright Horizons Family Solutions conducts a Parent Survey each year at all the Bright Horizons Child Development Centers. The survey is designed to provide each parent with personal feedback regarding their child's care and education, center operations and center communication. The results of the annual survey are shared with the Contracting Representative and parents. Along with the results of the survey, we also develop an action plan at the center level to address areas of necessary growth and center improvement.

Parent/Teacher/Child Communication

Communication between the center staff and parents is important. The E-mail system will be used to provide an efficient communication vehicle for communicating information that is time sensitive. A parent bulletin board in the child's classroom will be used to post classroom-specific information for families. Parents are invited to talk with the staff daily about their child's day. Parents can also expect written communication from the staff on a regular basis. Please be sensitive to the fact that when our staff is responsible for the supervision of children, conversations cannot be lengthy. Naptime is an appropriate time to have more lengthy telephone or face-to-face conversations.

Primary Caregivers will provide personal daily records to inform the parents of our youngest children about their child's day. Older children's teachers will post a daily curriculum happenings review sheet for parents to review each day. Talking with your child about experiences and feelings is a valuable way to bridge your child's experiences in the center and at home. You may also wish to use the monthly calendar as a springboard for discussion with your child. In addition, all teachers prepare lesson plans that are posted on the classroom bulletin board for parents to review.

Individual parent/teacher conferences are held twice each school year at minimum, and at other times as necessary to discuss your child's progress, accomplishments, and difficulties at home or at the center. Conferences are held at naptime in classrooms with older children. Conferences are typically scheduled for the families of younger children at times when there is overlap in staff coverage.

Chain of Command – Resolution of Concerns and Responding to Family Needs

The supervision of your child's growth and education is our joint responsibility. We want to know and understand your child. Feel free to discuss with us any problem that you or your child may be experiencing that could have an impact upon your child's success at the center. Similarly, whenever you have a complaint or concern, please do not hesitate to bring it to our attention. We are interested in hearing your needs, thoughts and perspectives on our center. When you have a comment, question or concern, we ask that you observe the following chain of command:

1. First, be sure to communicate with your child's Primary Caregiver. Most personal family needs can easily be understood and responded to through open parent/teacher conversation.
2. If the classroom response is unsatisfactory, or you have a question or concern that you cannot bring to the attention of your child's teacher, please contact the Program Manager for your child's program.
3. Should consultation with a center manager be necessary, please do not hesitate to contact the Program Director immediately.
4. The Center Director is also available to meet with you in regards to your needs or concerns. There is always a manager on duty to assist you.
5. If you feel your needs have not been adequately addressed at the center level, we encourage you to contact the Bright Horizons Family Solution's Regional Manager. The Regional Manager's phone number is (571) 839-5333.

It is always best to immediately make us aware of concerns or complaints. Your needs and perspectives are important to us, and we want to immediately respond to them. Be assured that no matter what your concerns, our staff considers your feedback extremely valuable and important. We

highly value the confidence demonstrated when a parent entrusts their complaints, questions or concerns to us.

Parent Education

Bright Horizons Family Solutions is committed to the development of an ongoing parent education program. On an annual basis parents will be surveyed to determine their needs and interests regarding parent education programs and topic. As part of the Parent Advisory Board, a parent education committee will be convened to work with center leadership to develop an annual parent education plan. A required component of this annual training plan will be information about child abuse identification and prevention. Additionally, resources materials focused on parent education topics will be made available on a regular basis.

CDC Parent Involvement Forum (PIF)

The CDC Parent Involvement Forum is established to serve as a forum to learn about Center programs and activities, receive updates on projects, learn about volunteer opportunities, and help plan special activities. The CDC Director and Child Development Services Coordinator participate, along with parents from each classroom. Minutes from the meeting are shared with all CDC families and staff members and are also forwarded up thru the DLA Installation Support at Columbus Site Director.

DoD CERTIFICATION and NAEYC ACCREDITATION

The DSCC CDC is operated within compliance with the requirements of the Department of Defense. This DoD certification requires regular inspections by safety, child abuse prevention, health, fire, and facilities inspectors. In addition there are two teams of inspectors that conduct inspections/assessments of the Child Development Center. The Installation Program Self Assessment Evaluation Tool (IPSAET) and the Agency Program Self Assessment Evaluation Team (APSAET) is comprised of a multi-disciplinary team of expert inspectors and parent representatives (as applicable). The Child Care Risk Assessment Tool (CARAT) will be used on an annual basis to evaluate the potential risk of child abuse and to develop a plan to address any identified areas for improvement.

The following documents are available for review:

- * Defense Logistics Agency Child Development Program Policy
- * IPET/APET Inspection Forms
- * CARAT Assessment Forms
- * SOPs for BHFS Child Development Services
- * DoD Inspection Checklists
- * Guidelines for Accreditation by the National Association for the Education of Young Children

The center also has the following information available for review upon request:

- * The Objectives and Developmental Program of the Center
- * Registration and Medical Examination Forms
- *The current menu, including snack menus.
- *The letter or compliance evaluation from the most recent Certification visit.
- *The most recent fire inspection report.

Accreditation through the National Association for the Education of Young Children (NAEYC)

We believe that quality is a process. That is why we have made ongoing self-assessment an integral part of our program.

The National Association for the Education of Young Children (NAEYC) has developed standards to define and recognize the highest quality childcare programs. To become accredited, a childcare program must go through a rigorous process of self-study involving children, parents, and faculty. A variety of strict criteria related to providing a developmentally appropriate program must be met. These criteria include:

1. Providing a well-qualified and highly trained faculty
2. Operating at low staff-child ratios and group sizes
3. Stimulating interactions between caregivers and children
4. A comprehensive developmentally appropriate curriculum
5. Well equipped and maintained classroom environments
6. Center practices which are in compliance with the highest health and safety standards
7. Providing meaningful opportunities for parent involvement.

All Centers are eligible to go through a self-assessment study after one year of operation. While nationwide, only 5-7% of all child care center actually achieve NAEYC Accreditation, currently 85% of the Centers operated by Bright Horizons are NAEYC accredited. The remaining BHFS Centers are either in the process of obtaining the accreditation or are not yet eligible to apply.

CURRICULUM OVERVIEW

The Creative Curriculum and the Humanics Developmental Assessment Tool have been selected to enhance the program at the Child Development Center. By utilizing these, we are able to adapt the program to meet the needs and learning styles of all children. These early curriculums emphasize the process of learning and encourage both children and adults to initiate learning experiences. Through daily planning and evaluation sessions, adults provide activities and generate strategies to challenge children's emerging abilities and to encourage them to develop and pursue their own interests, talents, and goals.

Program

Daily activities are provided for the children to meet their own developmental levels. Generally, these activities are provided in the child's classroom or "classroom" as Bright Horizons prefers to call the primary space for each group of children. Activities are designed to help each child grow and develop socially, emotionally, intellectually, and physically in a relaxed, caring atmosphere.

The teachers in each class post a schedule of daily activities, which has been designed specifically for that class. Schedules will alternate between quiet and active times and will be flexible to allow for the unique needs of the class each day. The children participate in outside time every day, unless weather is extreme. There will be a rest period each afternoon, which will vary in length depending on the age of the children in the class. Infants will determine their own schedule.

Educational Program: The World at Their Fingertips

The World at Their Fingertips

Welcome to a place of microscopes and mess, kaleidoscopes and computers, blocks and books; a warm, soft place of beauty that has the tone and texture of childhood; a place filled with laps, smiles and hugs, and an abundance of good conversation.

The World at Their Fingertips: Education for Bright Horizons empowers children to become confident, successful, life-long learners and secure, caring people. We help each child to see the world as an invitation to learn, to grow, and to live fully; to see a world full of possibilities that he or she can achieve. We help children to approach school and academics with skills, confidence, and the drive for excellence.

Active Learners

Children are active learners who learn best from activities they plan and carry out themselves. Play is the daily “work” of children! They are scientists, builders, acrobats, artisans, librarians, writers, leaders of families and even teachers who need active experience with the world of people and things; who need opportunities to set goals, plan, reflect, and take responsibility. From birth children are communicators who need a world filled with books, language experiences, and great conversation.

Teachers are Mentors

Teachers are the members of the Child Development Center team who provide the environment and experiences from which children learn. They create experiences appropriate for each child, ask stimulating questions, provide challenge, and help children find new answers and new opportunities in the learning process. Teaching also involves helping children build the confidence and self-discipline necessary to develop increasingly more sophisticated social and intellectual skills and the love of learning that will prepare them for later success in school.

Primary Caregiving

Each child at the Child Development Center is assigned a primary caregiver who assumes responsibility for your child and for communication with you, especially during parent-teacher conferences. Primary caregiving strengthens the link between parents, children, and teachers. By assigning a primary teacher to your child, we are encouraging you to establish a relationship with a particular faculty member who will be especially focused on your child’s needs and development. As your child’s primary caregiver, this faculty member assumes *primary* responsibility, but not *total* responsibility for your child. All teachers on the classroom team will interact with and provide learning experiences for every child.

Not “How Smart is This Child?” But “How is This Child Smart?”

The concept of a single unified intelligence has been replaced by the understanding that there are multiple intelligences: ways of knowing and achieving in the world. Success in school and success in life draws upon multiple intelligences. Multiple intelligences are interrelated and interactive. Developmentally appropriate guidance and teaching require that adults identify a child’s unique talents, strengths and interests, and then capitalize upon those in special abilities to encourage the child to succeed in school and in life.

Appropriate Learning Environments

The World at Their Fingertips Education for Bright Horizons creates developmentally, culturally, and individually appropriate learning environments in which each child of every age learns what the world is like, how it works, what he/she is capable of, and his/her place in it. The daily schedules, learning Centers and the way learning is incorporated into the furnishings of the classroom and of the playground are all carefully planned to allow children to explore, discover, and learn independently in preparation for academic success. The routines and environment are organized to teach: labeled shelves use color, symbols, and language; science experiences are built into the playground; and language and numbers are built into meals and clean up. Teachers prepare and rotate the learning Centers and provide large and small group experiences, extended projects, and field trips to enrich children's learning. Themes and directions emerge from the interests and experiences of the children, families, and teachers.

Preparation for Academic Excellence

Children come to us with the wonder, wanting and will to learn. They need to enter school with the skills and desire to think for themselves, solve problems, work with others, communicate, and gain an increasing understanding of the world and how it works. *The World at Their Fingertips* is designed to prepare every child to:

- Be ready to read: armed with the desire, the vocabulary, and the language deciphering skills they have learned through experiences that are meaningful to them.
- Approach the world with wonder and the knowledge and skills that lead to success in math and science: possess a growing interest in the properties of things and the relationships and forces that exist in the natural world.
- Use the social skills to perform in a school classroom: listening, self-discipline, patience, attention to the task, ability to work with others, and problem solving.

Documentation and Assessment

Documentation of learning experiences is a critical program requirement of *The World at Their Fingertips*. Teachers and children document classroom experience, projects, and field trips using journals, documentation panels, and other means of public display that allow parents to be full partners in the educational process.

Individualized child observation and assessment are important features guiding parent/teacher/child goal setting. Assessment characterizes a child's strengths and achievements as well as noting areas for growth. Each child develops a portfolio of accomplishments.

Child assessment has two components at a Bright Horizons Child Development Center: a child portfolio that provides a collection of information and artifacts that illustrates your child's experience and accomplishments, and a teacher/parent child observation process designed to create a developmental profile. The faculty will work with you to assess your experience and that of your child's at the Center. Periodic conferences, from every three months to at least every 6 months (depending on the age of the child) are a time to share observations. The faculty will bring significant developments or special problems to your attention immediately. Conferences with faculty are always available at your request.

Parents are Full Partners

At a Bright Horizons Child Development Center, parents are full partners in every aspect of curriculum: helping to set goals and priorities, plan and evaluate, and sustain learning through coordinated experiences at home: The *World* at Home.

World Foundations

The World at Their Fingertips is based on a rich tradition of early childhood education theory and practice. The developmental psychology of Jean Piaget, Lev Vygotsky, Eric Erickson, and Howard Gardner provides the fundamental beliefs underlying *World*. *World at Their Fingertips* also draws on the work of Peter Salovey and others developing the concept of *Emotional Intelligence*. Robert Coles, author of **The Moral Intelligence of Children** and a number of other studies of the development of children's character, is also a major influence.

THE WORLD OF INFANTS AND TODDLERS

A Bright Horizons Child Development Center recognizes that the first three years of life are an extraordinary time that sets the stage for the all the years that follow. From birth babies are marvelous learners, immediately investigating the sights, sounds, and feel of the world. The *World at Their Fingertips* provides Bright Horizon's infants and toddlers what they need: a safe *World* rich with opportunities to actively explore and enjoy-- to see, hear, feel, touch and move. They need a *World* filled with responsive interactions and language: many "conversations" with others, books (for even the youngest babies), songs, and lots of listening and responding to their vocalizations and words. The infant and toddler program for learning is based on the book **Prime Times: A Handbook for Excellence in Infant and Toddler Programs** (Jim Greenman and Anne Stonehouse). The program includes:

Personal Care Plans: Care and learning are inseparable. Parents and the primary caregiver establish a personal care plan that is continually updated to ensure that care routines are personalized "prime times" that fit the child and family. Care plans continue throughout the child's experience.

Snuggle Care: Very young babies spend ample time each day "heart to heart" with their primary caregiver. Every sound and movement of the baby is met with a warm response: a word, a smile, a touch that signals, "You are special."

Let's Read: Long before they understand the words and pictures, infants benefit from the joy of sharing a book in the arms of a caring adult. Reading begins with young babies and gains momentum as the child matures. On laps, on the floor, and as they drift off to sleep, infants and toddlers experience the magic and wonder of books. *Language Works* from birth!

My Place to Grow: Infants and toddlers are sensory motor beings. They explore the world with their senses and their developing motor skills. Long before they understand a

concept like "under" or "far" with their minds, their bodies are learning to navigate the up and down, over and under of the physical world. Their perceptions are sorting out sizes, colors, and shapes. The *World at Their Fingertips* provides infants and toddlers with a rich learning environment with appropriate learning Centers planned and organized to maximize all areas of development.

THE WORLD OF PRESCHOOL CHILDREN

The preschool learning environment is primarily based on The *Creative Curriculum*, developed by Teaching Strategies Inc, in use in high quality early education settings throughout the United States, Canada, and Australia. At the core of the *Creative Curriculum* lies well planned learning Centers that allow for child choice and self-directed play, small groups, and supportive teaching that prepares children for academic excellence.

The development of language, mathematical reasoning, and scientific thought are emphasized throughout all the Centers. Changes to the learning environment, activities, and projects reflect emerging interests and individual goals. Learning Centers result in the guided experiences that encompass all the skills and understandings necessary for optimum development and success in school.

Children are **guided** to critical learning experiences that form the building blocks of healthy development and prepare for academic success. Using the Creative Curriculum and knowledge of the children and families as a framework, teachers use their talent and expertise to design, adapt, and invent learning Centers that best serve the children in the room. The Preschool Program incorporates *Language Works, Math Counts, Science Rocks, Our World, and Art Smart* into the environment, daily activities and projects that organize the children's experience.

The program is designed for each child to learn all the necessary skills and understandings to succeed in kindergarten and continue to thrive academically.

THE WORLD OF KINDERGARTEN CHILDREN

The *World* kindergarten curriculum builds off the child's knowledge and skill base, learning style and interests. Each Bright Horizons Center develops expectations in concert with the local schools that children will be attending. Important "school skills" of listening carefully, following through on a sequence of tasks, and working cooperatively are reinforced as children are engaged in projects and daily activities. The enhanced Creative Curriculum learning environment incorporates Language Works, Math Counts, Science Rocks, and the other Bright Horizons elements to offer each child a kindergarten curriculum designed for school success.

THE WORLD AT HOME

The *World* at Home extends our educational program to your home. Throughout your child's enrollment, you will be provided with voluntary, fun, parent-child activities that you can do with your child that extend the ideas and skills developed at the Child Development Center.

SUMMER PROGRAM

Each summer, all of the Bright Horizons Child Development Centers offer families a summer enrichment program, with added outdoor extracurricular activities. We feel summer is a special time of year when children have the opportunity to engage in new and different experiences. By using the outdoors as an extension of the classroom, Bright Horizons Family Solutions provides opportunities for all children to learn and grow in new ways while maintaining the same quality care provided during the balance of the year.

THE COMPREHENSIVE *WORLD AT THEIR FINGERTIPS* CURRICULUM

Language Works -- A Comprehensive Language Approach

Language Works is a comprehensive language approach that infuses *The World at Their Fingertips*. Long before learning to read, children are immersed in language activities that lead to a lifelong appreciation and respect for the power and beauty of language. Phonemic awareness is an integral part of *Language Works*. Language is a vital part of every interaction, every aspect of curriculum, and every day. *Language Works* engages children in a continuum of language experiences that challenge their emerging skills and knowledge. In the *Language Works* approach, teachers are trained to be alert for opportunities to extend the child's ideas and interests into opportunities to read, write, speak or listen. Words are deconstructed into sounds and letters in poetry, finger plays, reading and activities. Rhyming with toddlers, puppet shows, creating a classroom newspaper in a pre-kindergarten class, composing Haiku with kindergartners, acting out plays, and corresponding with national (and international) pen pals are all a part of the magic of *Language Works!*

Math Counts -- Enriched Experiences in Mathematics

The World at Their Fingertips Program for Learning includes an emphasis on developing a solid foundation in mathematical skills and reasoning. *Math Counts!* is first a sensibility that encourages all the adults in the child's life to look for and create opportunities to help children understand the math inherent in their everyday lives. From a toddler's conception of more (e.g. cookies) to the one to one correspondence in setting a table, children are helped to become increasingly competent in numerical skills and reasoning. *Math Counts!* utilizes the DLM program: **Under Construction: Beginning Math and Math Their Way** as a primary source of curriculum. *Math Counts!* establishes learning Centers, projects, and activities, and teacher guidelines for interactions that promote the developmental growth necessary for success in school. Children learn number recognition, one to one correspondence, seriation, ordination, and other fundamental math skills.

Science Rocks -- Enriched Experiences in Science and Technology

Science Rocks makes science come alive by taking advantage of the child's experience with science in daily life: the physics of falling blocks, the chemistry of mixing paint or frost on the windows, or the biology of growing plants and animals. *Science Rocks* includes special learning Centers and learning stations, projects, activities, and guidelines for teacher interactions that stimulate a child's sense of wonder and challenge a child's problem-solving skills. *Science Rocks* encourages children to observe, question, experiment, and reflect. Activities include experiments from raising butterflies and frogs to measuring rainfall or shadows, growing and weighing a "crop" of beans or sunflowers, or timing the evaporation of a wet footprint.

Projections -- Creative Project Learning

Projects take the child beyond the usual childcare time and space, outside of the tidy framework of a work time or day, and beyond the limits of learning Centers. A project is an adventure in learning fueled by the children's interests and enthusiasm for making sense of their experience; an in-depth study of an idea, topic, or phenomenon that a group or an individual child finds interesting. Projects are filled with problems to solve; hypotheses to be tested, charted, graphed, or pictured; and discoveries to be communicated.

Our World -- A Multi-cultural, Anti-bias Approach to Learning and Environmental Awareness

Our World characterizes the Bright Horizons Center's commitment to instill in each child a respect for all living things and the environment we inhabit. *Our World* incorporates into *The World at Their Fingertips* and includes materials depicting people from many different places doing many different things, and people with all sorts abilities and challenges living their lives. Books, music, games, learning Centers, enrichment programs, and a wide range of activities help children learn respect for our world – its diverse people and the environment that we need to live. *Our World* provides experiences that help children understand at their individual developmental level the ideas and issues presented by diversity.

Respect for the natural world is also an important element of the *Our World* approach. Children are taught to respect all living things and the environment we inhabit. They learn about conservation of resources through the practices of the Center and through special activities and projects.

Art Smart! – Appreciating the Arts

Art Smart! recognizes that young children can develop an appreciation of art, music, theater and dance. Preschool children can take first steps towards developing their own artistic capabilities. *Art Smart!* includes learning to distinguish and enjoy the artistic expression of quality artists: the distinctly different visions of a Monet and a Jackson Pollock, the dance of Alvin Ailey and Swan Lake, the music of Mozart and Gershwin, and the drama inherent in the best of children's literature. Opportunities to explore different art media, musical instruments, and dramatic vehicles are also features of *Art Smart!*

Art Smart takes advantage of local and national resources to introduce children to artists of all kinds and seeks to uncover the child's unique talents to both appreciate and express artistic vision.

TRANSITIONS

Transitions are New Beginnings

At Bright Horizons Family Solutions, we recognize how important new beginnings are in each child's development and to each child's family. We call these new beginnings transitions. We make a great effort to make transitions special and as smooth as possible for children and their families. This is done by slowly integrating children into a new program and by customizing care and communication throughout the transition period.

Transitioning from Home to Center

The first transition families experience is from the home to the Child Development Center. We realize that this can often be a difficult period for families as everyone adjusts to new routines and new people. During the transition from home to the Child Development Center, you will receive general information on the program and a daily schedule, meet with your child's teachers, tour the classroom, and meet the other children in the classroom. During this period, you are encouraged to discuss with the teachers communication methods that work best for you. You are invited to mention any adjustment problems you anticipate and together with you we will devise a plan to foster the happiest possible adjustment. If possible, (and we know it may be difficult), we recommend that you visit the Child Development Center several times prior to your child's first day. Increasing the amount of time you spend at the Child Development Center and eventually leaving for short periods of time will help ease your child into this new situation.

Transitioning to a New Classroom

As children grow and develop, they need new challenges and social interactions with other children in their peer group. They will make a transition to the next program based on chronological age, developmental readiness, and space availability. However, the time does come when all children change classrooms. During the transition from one program to another, current and future teachers meet with you, and your child is gently integrated into the new environment through a series of visits to the new classroom. We encourage you to visit the new classroom as often as you can so that you too can become accustomed to the environment and bond with your child's new primary caregiver. Special attention is given to your family to support you through these changes. You will be provided daily transition feedback forms to let you know how your child's transition is progressing.

Taking the Next Big Step - Transitioning to Elementary School

Bright Horizons Family Solutions assists families in the transition from the Child Development Center to elementary school. Teachers will provide you with information on local schools, how to talk to children about going to elementary school, and what to expect. Transition activities are integrated into the preschool curricula. Children may create a good-bye book to commemorate special friends and times while at the Child Development Center. Often seminars are hosted on the topic of "Getting Ready for School." Ask your Director for information on advocating for your children as they enter and transition through elementary school.

MEALTIME AND REST

Feeding Guidelines: Bottles & Food

Our intent is to feed infants in a safe, caring manner. Infants are fed when hungry rather than on an imposed schedule. Infants will be fed individually or in small groups to promote a nurturing atmosphere. Infants will be held for bottle feedings. Infants are allowed to self-feed and hold a spoon or cup as soon as interest is displayed. The introduction of new foods is coordinated with parents. A child's intake of foods and liquids is communicated to parents on a daily basis. Infants will not be fed honey, low fat or skim milk or foods that present potential choking hazard. For infants, parents supply fresh formula and baby food. These products need to be provided by the parents and brought to the Child Development Center on a daily basis. Any unused portions will be returned to the parent, and

must be removed from the center each day. Your child's bottle must be plastic and capped. All bottles and caps shall be clearly labeled with your child's first and last name and date. ALL bottles will be sent home at the end of the day. For older infants and toddlers, the Child Development Center will supply all snacks (e.g., crackers, fruit, teething biscuits, etc.). Bibs will not be left on babies when they are placed in cribs.

Breast Feeding

A meaningful benefit of having childcare near or at the work site is the opportunity for a new mother to breast feed throughout the day. We welcome nursing mothers to visit their infants any time of the day. We will provide you with a quiet place to enjoy your nursing experience. If the Child Development Center is not convenient to your workplace for nursing visits, please feel free to supply us with expressed milk to feed your baby. We can store dated breast milk at the center for that day's consumption only.

Lunch and Snack

Children are served meals and a snack family style within their activity room/module and participate in all phases of meal service whenever possible. Mealtimes are designed to promote good nutrition habits. Meals and snack times are intended to be pleasant social and learning experiences for children. Foods indicative of children's cultural backgrounds are served periodically. At least one adult sits with children during meals.

At each meal, with the CDC provides "child friendly foods" prepared on site by qualified personnel. Nutritional snack foods served include milk, fruit juices, fresh fruits or vegetables, and muffins or crackers. All meals will meet USDA guidelines and meets nutrition standards for young children. The Child Development Center maintains a peanut free environment - no peanut or peanut products will be served. Each month the Child Development Center will provide a list of upcoming snack and lunch menus. If your child has special dietary needs, arrangements may need to be made to accommodate his/her diet. Please make the Child Development Center Director aware of any food allergies or dietary needs. Foods prepared by families at home are not permitted in the center.

Rest

Babies will sleep and eat according to their own schedules. At Bright Horizons Family Solutions, your infant's health is our primary concern. The U.S. Public Health Association and the American Academy of Pediatrics strongly recommend that infants be put to sleep on their backs to reduce the chance of Sudden Infant Death Syndrome (SIDS). At first, some babies do not like sleeping on their back, but most quickly get used to it and this is the best sleep position for your baby. It is the policy at all Bright Horizons Child Development Centers for infants to be placed to sleep on their backs unless a doctor's statement requests otherwise.

Toddlers and older children will have an afternoon rest period of at least 60 minutes following lunch. Staff will encourage children to lie down; however, if your child does not wish to nap, the teacher will provide alternative quiet activities. Staff shall not require children who are still awake after 45 minutes to remain on their cots. Children will begin to get up from nap after 2:30 p.m. or before.

POSITIVE DISCIPLINE

Learning Self-Control

Bright Horizons Family Solutions' philosophy consistently emphasizes basic respect for the individual child. Young children are striving for understanding, independence, and self-control. Children learn by exploring, experimenting and testing the limits of their environment and experiencing the consequences of their behavior. In this way they come to begin to understand how the world works, their own limits, and appropriate assertiveness. Children are helped to learn self-control and how the world works in a relaxed, positive atmosphere of support and understanding that recognizes the child's struggle. Adults view discipline as an important aspect of teaching and learning. Children are accepted as they are. Development is viewed as a process of growing, with each age and stage having its own characteristics, its own challenges and needs. Through positive guidance of behavior and modeling, the faculty helps children to feel good about themselves and to behave in responsible ways.

In our approach:

- Expectations are limited to what is realistic for the developmental level of the child, and are clarified for children so that they understand what is expected of them.
- A "yes" environment is created that enhances and encourages children's positive behavior.
- Teachers model appropriate behavior.
- Teachers encourage children's efforts to build feelings of self-worth.
- Children are given alternatives, which enable them to turn destructive situations into constructive ones.
- Natural and logical consequences are used to motivate and empower children to make responsible decisions about their behavior.
- Behaviors such as cooperating, helping, negotiating, and problem solving are encouraged.

The following methods of discipline are prohibited:

- Corporal punishment, including spanking.
- Shaking, jerking, squeezing or physically indicating our disapproval.
- Shaming or humiliation.
- Labeling: "bad" girl or boy or otherwise implying that the child is the problem, instead of the behavior.
- Using bribes, false threats, or false choices.
- Withholding of food or un-related activities (field trips) as punishments.
- Retaliating or doing to the child what he or she did to someone else.

For further clarification of appropriate touch with children please refer to our Touch and Child Abuse Policy provided to parents in their new enrollment packets. A copy is also available on request at the center's front desk.

LEARNING SOCIAL SKILLS

In social settings where young children are just beginning to explore and experiment with ways of interacting effectively with their peers, it is not unusual for incidences of aggression to sometimes occur. At certain stages in early childhood development, children's desire to communicate their feeling and the

need to assert themselves as individuals may often be expressed in nonverbal ways that are not constructive. Children at this stage in their development may express themselves by sometimes hitting another child, grabbing toys, or even biting. As an organization committed to the education and development of young children, we at Bright Horizons Family Solutions understand the developmental context in which these behaviors may occur, and we provide an environment in which children can develop and grow as individuals, as they also learn more constructive ways of interacting with their peers.

POLICY ON ADDRESSING BEHAVIOR PROBLEMS AND FAMILY CONCERNS

Bright Horizons Family Solutions employs a team approach whenever there are concerns that a child has behavior problems. Team members include:

- The child's family
- Bright Horizons faculty
- The Center Director
- The Regional Manager
- The child's health care provider
- Child and Family Resource Team (CFRT) (if needed)

At the family's or Center's request Bright Horizons attempts to identify the problem, then the team works cooperatively to develop intervention strategies and set goals for dealing positively with the child's behavior. Bright Horizons offers support resources to the family throughout the process. When intervention goals are not being met, given reasonable time and sufficient alternative plans, Bright Horizons may take steps to disenroll the child from the Center.

POLICY ON HANDLING AGGRESSIVE BEHAVIOR

In social settings where young children are just beginning to interact with peers, incidents of aggression are not unusual. At certain stages in early childhood development, a child's desire to communicate his or her feelings and the need to assert him/herself as an individual are often expressed in nonverbal ways that are not constructive. Sometimes a child at this stage may express him/herself by hitting another child, grabbing toys, or even biting. As an organization committed to the education and development of young children, Bright Horizons Family Solutions understands the developmental context in which these behaviors may occur. Bright Horizons strives to provide an environment in which children can develop and grow as individuals as they also learn more constructive ways of interacting with their peers.

When an incident of aggression does occur, Bright Horizons faculty will inform parents/guardians of the children involved about the incident and furnish specific information pertinent to understanding the situation. Bright Horizons typically provides the details of the incident itself such as:

- The time when it occurred
- The place where it occurred
- Any preceding and subsequent events
- The steps taken to comfort the child, if s/he was hurt
- How Bright Horizons faculty handled the situation

Note: Faculty members cannot reveal the identity of the child who engaged in aggressive behavior. Faculty will advise parents/guardians of the plans the Center is undertaking to teach more appropriate interactions and to prevent the reoccurrence of the aggressive behavior.

GUIDELINE ON HANDLING AGGRESSIVE BEHAVIOR

If a child's behavior jeopardizes the well being of other children, we will take action to resolve the situation. Possible steps/solutions include:

- Providing closer short-term supervision
- Anticipating situations that are likely to lead to frustration and aggression
- Redirecting children to more appropriate activities
- Removing children from tense situations
- Setting firm and consistent limits
- Providing alternative outlets for expressing feelings
- Requiring that the child be removed from care for a period of time.

PROCESS FOR DISENROLLING A CHILD

Our childcare programs are centered on the children for whom we care. We seek to provide programs designed to support children's growth and to challenge them to learn as individuals with unique learning styles and ways of responding to the world. Given the diversity of families and communities we serve, we recognize and appreciate the characteristics and behaviors that each child brings to our programs. Our hope is to build programs that are very responsive to the wide range of individual learning styles and needs in our classrooms, one that truly celebrates and values the individuality of each child.

Because our child-centered approach seeks to accommodate a wide range of individual differences, it is only on rare occasions that a child's behavior may warrant the need to find a more suitable setting for care. Examples of such instances include:

- A child appears to be a danger to him/herself, other children attending the center, center staff or anyone else at the center.
- Medical, psychological, or social service personnel working with the center determine that continued care at the center could be harmful to, or not in the best interest of, the child.
- Necessary auxiliary aids and services pose an undue burden on the center, or would fundamentally alter the nature of the program.
- Any other situation in which the accommodation required for the child's success and participation place an undue burden on center resources and finances and removal is in the best interest of the child or the center.

At any point that a child's behavior/circumstances is of concern to a teacher or administrator, written documentation and family/teacher communication will begin as the first steps to understanding the problem.

A family may be asked to leave the center, if a parent abuses the Policies and Procedures of the center (i.e., failure to pick up an ill child within one hour of the time notified; or negligence in updating medical records; not paying tuition on time; or negatively impacting the well being of the center).

The removal of a child from the center for any reason will not occur without the prior approval of the Contracting Officer.

Confidentiality Regarding Children's Behavior

When incidences of aggression do occur, parents/guardians of the children involved are, of course, informed of the incident and of any specific information pertinent to an understanding of the situation. The information shared typically includes the details of the incident itself (e.g., the time and the place, the preceding and subsequent events, the steps taken specifically to comfort the child who was hurt and, more generally, to handle the situation, etc.). The plans put into place to teach more appropriate interactions and to prevent the reoccurrence of the aggressive behavior are also shared with parents/guardians. However, the identity of the child who engaged in aggressive behavior is not revealed.

Our policies are intended to demonstrate the utmost respect for every child and family we serve. We place a high value on the confidentiality of each child's records. Consequently, we will not reveal the identity of one child who has engaged in an aggressive act against another, even at the request of the parent/guardian whose child has been the target of that aggressive incident. We understand the concerns of parents/guardians in this situation. However, knowledge of the identity of the aggressor is not significant to parents'/guardians' understanding of the details of an incident of aggression or of the actions taken by the Child Development Center staff to ensure the well being of their own child. In fact, such knowledge may only serve to stigmatize the other child unnecessarily (and inappropriately, given the developmental context of such behaviors). It may even add to the stress of this child's family, who already find themselves in the midst of a stressful situation. The interfamilial conflicts that could also result add nothing constructive to the situation and may even hinder its speedy and natural resolution. Therefore, it is in the best interests of all involved parties to maintain a policy of confidentiality in such cases. This policy is consistent with what we know to be the standards for excellence in early childhood education, and it is one practiced consistently by other high-quality childcare organizations.

If, in our judgment, any child's behavior places in jeopardy the well-being of other children, we will act quickly and decisively to resolve the situation (e.g., through closer supervision, anticipating situations likely to lead to frustration and aggression, redirection to more appropriate activities, removal from tense situations, firm and consistent limit-setting, providing alternative outlets for the expression of feelings, etc.). If after exhausting our resources in finding a successful solution to the problem, the aggressive behavior continues, we may consider it to be in the best interests of all children involved to ask the parents/guardians of the child who is exhibiting consistently aggressive behavior to withdraw from the program. Our commitment is to provide a quality learning environment for every child, and we will honor that commitment unless it becomes apparent that we are not able to provide the most appropriate learning environment for a particular child.

PROFESSIONAL OBSERVATIONS

Professional Classroom Observations

As part of the Child Development Center's activities, childcare professionals not employed by Bright Horizons Family Solutions may observe children in their classrooms. In all cases, the confidentiality of information related to the children will be maintained.

Research Conducted in the Child Development Center

Occasionally, Bright Horizons Family Solutions in consultation with the DSCC COR will support research at the Child Development Center. This research increases our collective knowledge about children and/or training of professionals for careers in Early Childhood Education or related fields.

Bright Horizons Family Solutions requires the written informed consent of parent/guardians for each occurrence of research and experimentation. The following information is included in the consent form:

- The identities, positions and qualifications of the individuals conducting the research
- The nature and purpose of the research
- The duration of the research and the frequency of contact between the child and the researcher
- The specific location where the research is to occur
- An ethics statement regarding research at the Child Development Center

Bright Horizons Family Solutions will document the process and maintain a summary of the research. The log will include the names of the researcher and the child who participates, the duration of the sessions, and the times the child was removed from and returned to the classroom.

HEALTH AND SAFETY

Health and Safety Practices

Bright Horizons Family Solutions maintains stringent health and safety practices. Our health and safety policies and practices are based on the Health Procedures Standard Operating Procedures provided by DLA Child and Youth Programs operating instructions.

To ensure that parents and children feel safe and comfortable at all times, families of enrolled children are welcome to visit at any time during the day. The faculty undergoes a thorough screening and hiring process, including background reference checks, and a Federal criminal background check.

The entire faculty is certified in First Aid, CPR, and Blood borne Pathogen (infection control). Bright Horizons Family Solutions employs a Health and Safety Consultant to advise on all health and safety issues. In addition, a Nurse Consultant is available at the CDC for 20 hours per week provided through the center's contract with DSCC.

All staff is trained with regard to proper hygiene practices which includes hand washing procedures, general infection control, safe food handling, and diapering and toileting procedures (procedures posted in each classroom).

MEDICAL POLICIES

Protecting the Health and Safety of All

Bright Horizons Family Solutions will give serious consideration to all recommendations made by the public health agencies in order to ensure the health and safety of faculty members and the children and families we serve. It is extremely important that parents notify the Child Development Center of exposure to reportable disease so that other child(ren) can receive preventive treatment if available.

Children and Sickness

We are unable to care for children who are ill. We take all reasonable precautions to offer a healthy environment for children. If the symptoms of illness occur after you leave your child at the Center, we will notify you immediately. Your child must be picked up within an hour of the time you are called.

Parents will also be notified after a first vomiting or diarrhea incident. In the event that we are not able to reach either parent listed on the registration form within the first hour, the emergency contact persons listed will be contacted to pick-up the child.

Symptoms that require a child exclusion from the center include but not inclusive to:

- ❑ Temperature in excess of 100.5 F Auxiliary for infants under 3 months. Children three months of age or older will be excluded with an Auxiliary temperature of 101 F.
- ❑ Fine blisters of the face, scalp, or body indicating the possibility of chicken pox.
- ❑ One or more bowel movements that are atypical for the child indicating the possibility of infectious diarrhea. A watery stool is the indication of diarrhea.
- ❑ Any rash of unknown origin.
- ❑ Discharge from the eyes or crusted eyelids indicating the possibility of infectious pink eye.
- ❑ Purulent discharge from a wound or skin lesion
- ❑ Inability to participate in daily activities.
- ❑ Inability to arouse child admitted to care in the CDC.
- ❑ Vomiting.
- ❑ Body or head lice.
- ❑ Unusual rash or skin lesions indicating the possibility of ringworm, impetigo, or scabies.
- ❑ Persistent or productive cough: a cough that does not clear up in two to three days and/or interferes with a child's activity.
- ❑ Coxsackie virus (hand and foot disease): painful blisters on the mouth, on the gums, and tongue, on the palms and fingers of the hand, or the soles of the feet.
- ❑ Pinworm infestation: anal itching, irritability.

Readmission to the Center

Certification is not required when a child has been out of the CDC due to a simple fever, nausea, vomiting or diarrhea, provided all symptoms have subsided for at least 24 hours (or 48 hours if 2 or more children are involved from the same classroom.) If the child is readmitted and the symptoms reoccur that day or soon thereafter, the CDC Director may require a physician's certification before a second readmission.

Remember that when children are ill, their immune responses may be lowered, leaving them vulnerable to other illnesses. Additionally, when children come to the Center ill, other children and staff is exposed to illness, thus creating an unhealthy environment.

Contagious Illnesses

In the event that a child contracts a contagious illness, it is the parent's responsibility to inform the Center immediately. When contagious illnesses are identified among children who attend the center, a notice will be posted indicating the type of illness, symptoms to look for, and other information that may be of interest to parents, such as the incubation period for various diseases. We do this, as much in advance as we can so that you can plan for alternative care for your child should he/she become ill. Names of ill children are not made public. Only the type of disease and related information is shared. The center will notify the local health department when specific communicable diseases have been diagnosed, as required by law.

In addition, parents are requested to notify the center of exposure to a communicable disease outside the Center. At the discretion of the center administrative team, children who have been exposed to a

communicable disease may be excluded from the center for the period of time recommended by the child's physician or by the local health department.

Medical Illnesses Which Must Be Reported To The School:

Bacterial or viral Meningitis
Botulism
Diphtheria
Haemophilus influenza (invasive)
Measles (including suspect)
Meningococcal infection (invasive)
Poliomyelitis (including suspect)
Rabies (human only)
Rotovirus
Rubella congenital and non-congenital (including suspect)
Salomnela
Tetanus (including suspect)
Tuberculosis

NOTE: Please refer to your local Public Health Department for additional information. Some states recommend lead screening for children due to the danger of lead poisoning.

Medication Administration

We do not administer medication without a physician's current prescription order and your written permission. To authorize us to administer medicine to your child, you must fill out a DLA form 1849 (medical consent and log) and a daily medication authorization permit, 5225-R (available at the front desk). Each morning thereafter, you will need to re-sign the DLA form 1849 authorizing the center to give the medication again for that day and each day you wish for your child to receive the prescribed medication. The administration of medication incurs a significant potential for liability and is resource intensive. Medication administration will be confined to situations where not other reasonable alternative exists (e.g., medication given four or more times a day, or with specific hourly increments such as every six hours). Most medication can be given before care, upon the child being picked up, and prior to bedtime. For those medications which must be administered during care, the center will administer medications between the hours of 1100-1200 and or 1500-1600. In most cases it is rarely imperative that the child be given medication exactly at a specific hour. In those cases where it is imperative, the medication will be given specifically at the requested time. Parents will be asked to administer the early morning doses of medication at home before dropping the child off for care. If it is determined by the physician that it is absolutely necessary to give medication at a specific time that does not fall between 1100-1200 or 1500-1600, and the parent is not available to administer the medication, it will be necessary for the prescription to be written in exact terms. Examples of acceptable instructions are: "Take one tsp by mouth at 0800, 1200, 1600, and 2000,.". In order to provide the child with the necessary prescribed medication and maintain programming consistencies, parents should ask the physician to arrange a dose schedule that meets the center's medication schedule.

In addition:

1. Prescription medication must be in the original container, bearing the prescription number, the name of the medication, the date the prescription was filled, the physician's name, the child's name, and the directions for administration. The center must administer the medication as stated on the label directions. Medication must be administered for the first 24 hours by the parent only.

The center will not administer “as needed” medications and those that are beyond the expiration date.

2. Non-prescription (over the counter medications) will not be administered without a doctor’s order, pharmacy label and parent permission. All other medication policies apply to non-prescription medications.
3. Parents must sign and date medication forms before a medication can be administered. The medication form must specify the dates, times, and amount of the pharmaceutical to be administered. The completed medication form must be turned in to the center management.
4. All medication is to be given directly to the management staff person and never left in the child's bag or cubby. Medications must be kept in a storage area inaccessible to children and in accordance with pharmacy instructions (i.e., "refrigeration required").
5. Parents are requested to remember to take medication home with the child each day. This is especially important for those medications that require continued administration on a consistent basis, as with antibiotics. An alternative to this is to ask the pharmacist to provide you with two labeled bottles for the medication so that one can be left at the Center and the other at home.
6. When medications are no longer needed, the Center must return them to the child's parent. The center must dispose of medication when a child withdraws from the center or when the medication is out of date.
7. Special exceptions to policy and trainings are required should your child be on a nebulizer. Please see Director or Center Nurse Consultant for assistance.

Don't forget to mention to your pediatrician or family physician that your child is in Center-based childcare. Often medication can be administered before you bring the child to the center and again in the evening, avoiding administering medication at the center completely.

Parents are highly encouraged to send sunscreen/sun block to the center to help prevent sunburn. Basic Care Items (ie Sunscreen/sun block, diaper cream, etc..) may be applied to children's exposed skin when going outside with written consent from parents or guardians. As with other medications, a 5225-R form (available at the front desk) must be completed in order for our staff to administer the medication. All basic care items must be labeled with the child's first and last name and given to the staff members in the classroom for safekeeping. In order to lend the teachers a hand in the busy morning time frame, we encourage parents to apply sunscreen/sun block before coming to the center each day.

Allergy Prevention

You are required to notify the Child Development Center regarding your child’s food or environmental allergies. A list of children’s allergies is posted in the child’s classroom and a master list is also posted in our center kitchen. Faculty is trained to familiarize themselves with the allergy lists and to consult the lists as appropriate to avoid the potential of exposing children to substances to which they have known allergies.

The Child Development Center maintains a peanut-free environment. As such, no peanuts or food containing peanut products will be served. **No food can be brought into the center to serve to children with the exception of food for infants and special condition food documented in a special diet plan that has been approved by a physician.**

Injury Prevention

Teachers for each age group are responsible for daily safety inspections of their assigned area and equipment. Damaged equipment will be removed or repaired as soon as possible to prevent injury. Small toy pieces or other objects that could pose a choking hazard to infants and toddlers will not be

allowed in areas designated for children under age three. When visiting your child's classroom, please ensure that purses and briefcases are not left within the reach of children.

Reporting an Injury

In the event that your child sustains an injury (e.g., scraped knee), you will receive an occurrence report outlining the incident and course of action taken by the faculty member. You will be contacted immediately if the injury produces any type of swelling or needs medical attention.

Student Accidents and Injuries

Parents will be notified in the event of significant injuries that include:

- *Insect stings that result in questionable swelling or other possible allergic reactions
- *Abrasions or minor cuts that cause concern
- *Bites
- *Injuries that result in bleeding
- *Any injury to the head

Each injury will be considered on an individual basis to determine whether or not parents should (or would prefer to) be notified. If it appears that an accident is serious, the parents will be notified immediately. In an instance of extreme emergency, 911 will be contacted, immediately followed by the parents. We carry student accident insurance to cover expenses your insurance company does not cover. We will provide you with written documentation of the incident. We review any incident to determine preventive measures that could reduce the possibility of a repeat incident.

OTHER POLICIES

Addressing Parents' Concerns

Bright Horizons Family Solutions is committed to a strong parent partnership. A key element of this partnership is the development and maintenance of good parent/public relations. The guiding principles of our relations with parents include: cooperation, clear, efficient and accurate communication, responsiveness and courtesy to all. We are committed to responding to all parent concerns within a 24-hour period and to resolving those concerns as quickly as possible. It is our goal to answer questions and resolve potential conflicts within the center rather than sending a parent to another agency or source for help.

In any community environment, and in the routine and regular process of daily living, there are inevitable situations or conflicts that are potentially negative to individuals or to the community. It is critical that long before conflict arises there already exists an environment that fosters mutual respect, tolerance, and clear, honest communication. The emotional health of a Center is not the absence of conflict, but its quick and effective resolution.

Concerns are most effectively addressed within the Child Development Center. If a specific classroom concern arises, you should discuss the issue with the appropriate teacher or the Child Development Center Director, if you believe that is more appropriate. We encourage you to discuss more general Child Development Center concerns with the Child Development Center Director, who will involve faculty members as needed. When needed, a meeting to seek a satisfactory resolution will be held with all concerned parties. At this meeting a written "resolution plan" will be developed that will include the following information: a definition of the issue(s); a goal; responsibilities for all parties; a timeline and follow-up plan.

If you then wish to speak with a Regional Manager, you are encouraged to do so. If concerns are not satisfactorily resolved at this level, the Divisional Vice President and the Senior Vice President of Operations are available to pursue the matter further.

Regional Manager: Lori Ritter
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Divisional Vice President: Patti Eickhoff
Office Telephone: 330-873-9485
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Senior Vice President: Jackie Legg
Office: 615- 256-9915
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If the issue cannot be resolved with the Bright Horizons Family Solutions chain of command then the matter will be referred to HQC for resolution.

Safety and Security

Our policies and procedures for dealing with emergencies and security are carefully drafted to ensure that your child will be safe with us. We conduct monthly emergency drills for evacuation and severe weather. Evacuation plans are posted in each area of the center. In the event of a sudden storm or emergency that causes off site parents to be unable to reach the center, we are prepared to care for the children for extended periods. In the unlikely event that the center is severely damaged and declared unsafe, plans are made to evacuate children to safety where they will await your arrival. Should such an emergency occur, the Director will notify you and/or will post a notice at the Center.

It is the center's strict policy that no child is ever left alone. Children will always be under supervision of an adult. Before moving to or from different areas within the facility, a headcount and an attendance check will be taken to account for all the children within that group. During the transition from room to room, a teacher will always leave the classroom first, as a leader, with the other teachers being the last out of the room to assure that all the children have safely left the room. Transitions involving the outdoors will follow the same procedure.

The center has an intercom system throughout the building so that staff can contact others for assistance, if necessary. Children will remain under adult supervision at all times while at the center. We will do everything possible to minimize accidents through various safety programs, facility inspections, routine maintenance, and consistent policies and procedures. However, minor injuries sometimes occur; we request your understanding and cooperation. We will communicate those incidents to you by written reports and phone calls when appropriate. Staff will respond immediately to administer first aid and correct any deficiencies in the program as needed.

Reporting Of Child Abuse

The CDC staff is obligated by law to report any suspected incidences of child abuse or neglect. If a staff member sees a child with suspicious bruises, cuts, burns, welts, or other indicators of abuse or neglect, they must report it to the reporting point of contact. The reporting point of contact may take the child for a medical assessment before or after contacting the parents depending on each individual situation. Suspected cases of child abuse and neglect are presented to the Family Advocacy Program (FAP) Manager at DSCC. In the presence of the FAP Manager, the staff member suspecting abuse will contact Franklin County Children's Services (FCCS). Family Advocacy may also be required to contact the Office of Public Safety and/or the Criminal Investigation Division (CID).

Our concern is the protection of each child. If your child has a bad bruise, a severe rash, etc., please take time to explain the situation to your child's caregiver when you leave the child in our care. Conversely, if you see an injury or mark on your child, check for an accident/incident report explaining what occurred. If no report is available or if you have questions that are not answered by the report, talk to the staff or director immediately.

DIRECTORY OF PHONE NUMBERS

CDC Reception Area	(614) 692-2852 or 231-8353
CDC Admissions	(614) 692-8024
CDC Director	(614) 692-8027
CDC Assistant Director	(614) 692-8023
CDC Training & Curriculum Specialist	(614) 692-8026
DES Child Development Services Coord/COR	(614) 692-6651
DES Emergency Line	(614) 692-2111
TDD Phone	(614) 692-2854
DES Safety Office	(614) 692-9164
Family Advocacy Program (FAP) Manager	(614) 692-7217
Child Abuse Hot Line	1-800-336-4592