LillyPatch Kids Daycare, Inc.

Mt Airy,MD, 21771

347-743-4510

Email: lillypatchkids1@gmail.com

Dear Parents,

Welcome to Lilly Patch Kids and thank -you for your interest. We are excited to offer your child a spot in our childcare program, and we look forward to a wonderful and long-term relationship. I know for all of us as parents, it can be a difficult time choosing a daycare that we are comfortable with and I understand that completely. I would like to take a moment to just let you know that I realize daycare, as with any other business is a choice, and it is extremely important that you and your child feel respected and cared for while in our home and at the same time understands that there are rules, for the safety and wellbeing of all the kids in our childcare home.

I know in the past when my own kids have been in daycare, the one that you choose truly makes all the difference in the world! It makes it much easier on everyone involved if you as a parent can go to work and not worry all day long about your child! I think you’ll find on some days; they may not even want to go home!

When you place your child here, you have entered into a partnership with me for the benefit of your child. Our primary goal is to support each child in a safe and loving home that builds self-esteem, encourages home living skills, and actively promotes each child's sense of curiosity and discovery.

I have created this handbook because I believe it is incredibly important that a strong home-school connection is created. Communication is key to making your child’s experience happy and healthy. If you ever have any questions now or in the future, or just want to know how your child is doing, please come to me, whether it be in person, by phone, email, or text.

-TerryAnn Burns

**Mission Statement**

Lilly Patch Kids is a child-centered learning community for children ages 1 and up, reflecting the children and families that we serve. We are an anti- bias program, and opening welcome children and families of every race, religion, and family composition. We operate as a state licensed family child care home.

**Our Philosophy**

We recognize that each child is an individual with their own pattern of development. Our goal is to support the whole child through their natural development. We believe that children learn through play and hands-on experiences.

Children need a safe place of their own where they feel loved, respected, and cared for. A place to spend their days where they fit it, feel comfortable and feel free to be themselves.

As research has proven, children do their most important learning from birth to the age of five. At Lilly Patch Kids, we believe that as Early Childhood Educators, it is our job to provide children with an age appropriate environment that encourages them to learn, discover, create, play, and explore.

We believe that every child needs warmth, attention, enthusiasm, and encouragement. Most of all, they need the joy and challenge of doing things for themselves.

We further believe that parents are the child’s most important significant adults in a child’s life. We strive to create mutual respect between parents and teachers. We encourage open communication.

My policies and procedures will be posted in the parent information handbook inside the childcare. You can also find my policies posted on lillypatchkids1@gmail.com and are required to read / initial each page along with your other enrollment forms.

\*\*\*Our philosophy emphasizes the child’s development of strong values and a healthy view of themselves. Children need a positive learning environment full of love and strong values. They need to learn life skills such as sharing, caring, loving, coping, and adapting. Our goal is for the children of all levels to thrive in an environment full of sensory opportunities. We work to teach that all children are created equally, all matter, all are unique, and all are loved even if we are different! The children will thrive in an environment that accepts everyone as they are. Inclusive education allows children of all backgrounds to attend our childcare home. Each child is given equal access and treatment regardless of their culture, abilities, and development.

Learning thru play is the best way to expose children to creative expression, the arts, music, rules, problem solving and creativity. Our goal is to provide coping, critical thinking, and problem-solving skills thru the curriculum. The curriculum is designed to reflect our community, interests, ethnicities, values, attitudes, and morals allowing the children to thrive. We will support dual language learners by planning activities to integrate their language and culture into our daily routines and lessons. All aspects of their development and learning are interrelated and interdependent. \*\*\*

**More About Lilly Patch Kids**

We offer a full day of play-based play for children. My passion has been in creating a beautiful, enriching place for children to spend their days. More than anything, I want to give every child a chance to have an unhurried, joyful childhood. Our daily focus is open-ended learning and plentiful outdoor play.

Children blossom when they feel love, acceptance, structure, and are given the space and materials to explore their natural interests. I am inspired by several different philosophies. I love the creative expression and community that shines through in a Reggio Emilia environment. I believe wholeheartedly, as many proponents of the Waldorf approach do, in the children’s environment itself being a calming, natural, homelike place, full of beautiful things. I avoid as many plastic, single-purpose, or battery-operated toys as I can.

Our constructivist approach to early childhood education is based upon our deeply held belief that the most meaningful learning happens through play. Strong relationships and bonds are formed between children and teachers, offering a secure foundation for the early years. We provide a rich environment and authentic experiences. From this place of security and developmentally-appropriate challenge, we strive to scaffold children’s natural creativity, curiosity, and competence.

**Licensing**

All providers are licensed by the State Of Maryland. License is always posted for parents to see on our parent information board at the sign in counter. I also hold a degree in English Education. All additional postings are posted on the parent bulletin board as well.

**Enrollment Information**

Before your child can begin childcare, there are five forms that you **must** fill out completely and return on the first day of care. These forms are:

1 Emergency Form (OCC 1214)

2 Health Inventory Form (OCC 1215)

3 Medical Authorization Form (OCC 1216)

4 Child Care Agreement

5 Initialed copy of my Policies & Procedures

**These forms are a must and there can be no exceptions**.

Completed forms and the non-refundable enrollment fee of $100.00 can be dropped off during business hours or submitted electronically.

All children’s records are kept confidential in a file cabinet near my desk. Staff will have access to children’s files for medical administration or emergencies. Parents may have access to their child’s records.

I will keep immunization records up to date by checking them each September, and on your child’s birthday. I need parent cooperation for this process; if you take your child to the doctor for any shots, please ask for a copy of their record for me on the day of your appointment.

We do have a 24 hour rule regarding immunizations. We require children be at home for 24 hours after immunizations are given. The reason for this is so parents can watch for any signs of complications that may arise after shots are administered. It might be helpful to schedule Doctor visits for Friday so you don’t need to miss work. Children are welcome to return to childcare 24 hours after immunizations are administered.

I have a “get acquainted” visit before your child begins. I would like your child to come and play for a couple of hours. The reason for this is to make the transition period a little easier when they actually begin childcare. There is no charge for this visit, however; it does need to be scheduled ahead of time. Parents have free access to any room in my home that is licensed for childcare.

**Business Hours**

We are open Monday- Friday from 6:30 a.m. to 5:30 p.m. If you need a flexible schedule and my capacity will allow that, please ask.

A late fee will be charged if you are continually late to pick up your children. The exception to this is of course an emergency. The late fee is $15 for every 15 mins you are late. If you think you might be running a few minutes late, please call us to make sure we have no other commitment we need to engage in.

**Daily Communication**

Upon enrollment, please download the Brightwheel app where you will be able to view photos and updates. You’ll be able to get a wonderful sneak peek into what your child’s day looks like, it’s also a fantastic way for out of state relatives to be connected with your little ones as well by seeing what they’re doing and often times is a great conversation piece for phone calls. We often post articles and resources we feel our families would enjoy. Parents are also welcome to communicate through phone calls, emails, or text messages and I encourage open communication.

**Drop Off / Pick Up and Attendance**

We use a child care management app for attendance called BrightWheel. We will add each person authorized for drop- off / pick-up based on the information your list on your child’s registration forms.

All children are to be delivered **inside** and signed in on the with the parent's full legal signature and the time. All children are to be picked up inside my home and signed out with the parent's full legal signature. I cannot release any child to any person who is not authorized to pick them up and listed on the enrollment form.

**Supporting Children Through Transitions**

* From the first day of enrollment our goal is to help the child successfully transition from home to program, and program to school. Transition plans have been developed for children, including individualized plans for children with disabilities and children with special health care needs, which include policies for sharing information on child assessment and developmental progress.
* To help the child successfully transition from home to daycare from the first day of inquiry, we assist with the transition by meeting the parent and child, giving them a walk through, explaining the daily schedule and what to expect. The parents will be giving an enrollment application, our handbook with policies, procedures, contract, medical forms and an GETTING AQUAINTED form to complete and return. After returning all needed documents and us preparing for any special circumstances, the child will receive a start date. Before the start date the child and parent can visit several times at different times of the day to help the child and parents to feel comfortable. Another way we help the child, if they are having trouble adapting, they can bring something special from home: blanket, toy, picture etc. Parents are also allowed to stay for a short period of time with the child during drop-off. They are also allowed to assist with activities such as lunch, circle time, outdoor play. We follow up with parents after a week to discuss the child’s transition into the program
* Talk with your child about how you plan to say goodbye and when you will return. Agree to a goodbye routine which you and your child can both count on each day. Some parents choose to read a book, or give a special handshake and hug. Often waving goodbye at the window can be comforting.
* Make sure that your family’s morning routine is predictable. Staying longer when your child is upset can often cause a child to expect you to stay longer the next time. If that won’t always be possible, it can be confusing and upsetting, and often causes more upset.
* Do your very best to recognize your own emotions and work through them, so you can be calm and confident about your child’s day. I will make every effort to stay in touch over the first few days, and we can often text you a photo and update after drop-off. The Facebook page also helps parents feel connected and in touch with what their child is doing each day.
* Don’t distract, sneak off, or discount your child’s strong emotions. No matter how upsetting it might be to confront your child’s sadness, take the time to say goodbye. Teachers are able to step in to support your child through the transition. Goodbyes can be sad, and we work very hard to support that reality for children.
* Do not be surprised if the child who was sad at drop-off is highly emotional at pick-up time. You are your child’s safe person, and after a long and busy day, they may let it all out in your presence. Another reality is that your child may not always be immediately ready to go home at the end of the day. Try not to take either reaction as a personal affront. Talk with your child about what they are doing, and if time allows, let them have time to finish what they are doing. We will also help with this transition if needed.
* Even after your child has become used to their routine, life changes (developmental steps, a new sibling, illness, etc.) can cause them to have a rough time at transitions again. Do your very best to be calm and supportive through these moments. If they are upset at drop off time, reassure them that you will be back to pick them up, acknowledge their feelings, hug them, and then say goodbye. Lingering only causes further sadness and more often than not, they are off and playing before you even get to the top of the road!

**Transition from LillyPatch Kids to Kindergarten**

* For children with special needs, disabilities or special diets we modify the schedule/ program, example for a disability like a wheelchair, we will modify the placement of toys, so they can reached more easily, or make wider walking spaces, A child with a special diet, we will make substitutions on the menu and have a sign in food prep area and a special folder to notify anyone this child is allergic to eggs.
* I also offer to assist when transitioning to Head Start or to Kindergarten by attending IEP/ or IFSP transition meetings. Teachers also give parents a copy of the child’s most recent developmental assessment to share with the child’s new teacher. We like to share ideas and get feedback on things that we can implement in the program to help the child adjust to the new school or classroom.
* While daily we implement activities that focus on each of their individual developmental needs such as language, personal and social, physical and cognitive development, for children ages three to five that will be transitioning out of the program we also focus on literacy, mathematical thinking, scientific thinking, social studies, the arts and health. Preparing the child for kindergarten is a difficult task, teachers here are LillyPatch Kids try to make the transition as easy as possible. We do this by incorporating lesson plans on riding the bus, meeting new friends, visiting classrooms if possible and keeping parents informed with upcoming dates such as back to school nights, and preschool sign up dates.
* A few school readiness goals are;  
  1. Children will learn to express a wide range of emotions through positive relationships and interactions with adults and peers.  
  2. Children will aspire to the highest level of cognition and general knowledge to successfully shape their physical and social world.  
  3. Children will develop behavior and habits to encourage overall healthy living and enhance their well-being. The children will develop motor skills through manipulations, navigation and various objects.
* Although development is important, we also focus on making the child as independent as possible. We help with potty training, Helping the child dress independently (putting on/taking off jacket and zipping it, putting on shoes. We prepare them by teaching them to use scissors correctly, following simple directions, and holding pencils. We also focus on adapting to the child new school schedule by implementing shorter naptime, if any depending on school schedule. Visiting the school and helping the child get familiar with the classroom and teacher is another goal we implement in our transition plan.

**For children with special needs, disabilities**

* School readiness is a time of transition that requires the interface between individuals, families and the school system. We focus on engaging families as partners involved in their child's education. We assist parent involvement by letting them know dates and times of kindergarten sign up. Helping with paperwork such as enrollment forms and health records. If the parent needs an advocate/representative, we work on their behalf or point them to the correct resources, to help with any questions or concerns, and provide a list of school material. The goal is to have the child and parent have a successful transition, the only way that can be done is by the child and parent being comfortable leaving their comfort zone.

**Photography**

Digital photography is one method we use to document children’s learning. We use these photos many different ways, with parental permission. We will ask you to sign a photography consent for, giving me permission to use photos in the ways you find acceptable.

* We post children’s photos around the classroom.
* We have a family photo wall. We also use photos in cubbies.
* Photos are posted on my daycare Facebook page.
* We use photos on my website for the purpose of illustrating my program’s approach and philosophy.

**Fees, Payments and Business Practices**

At Lilly Patch Kids, the fee is broken down by a daily rate but we do not charge by the day or hour. I sell you a “slot” for daycare. This means that you pick the days and times you need childcare and I hold that spot open for you. You will be charged a flat rate for this every week Infant Rate $380 weekly, toddler care $340 weekly (all meals are included in this price point). Payments are due on the Friday before care is provided. The full rate is due regardless of attendance, vacation closures or holidays. There are no exceptions to this rule

Enrollment Fee: $100.00 due prior to the first day of care.

**All payments are to be paid on the due date. There will be a late fee of $10.00 per day that applies if needed. NO EXCEPTIONS!**

If I receive a check that bounces, you will be charged an additional $30.00 and all future payments will be in cash or money order only.

I will review my rates yearly to decide at that time if they will change or stay the same. I will provide you with a W-10 tax form at the end of the year that will show you the total amount you’ve paid for childcare for your taxes. This will be in your child’s sign in folders in January.

**Two Week Trial Period**

This is to determine if you and your child are happy with my services, as well as to see if your child fits into the surroundings in our daycare home. At the end of that time, you will need to decide if my services fit your needs and I will decide if your child is adjusting alright to the new surroundings. If either party decides at the end of the two week trial period that care is not working, any fees will be due at the time of the notice and must be paid in full.

**Schedule Changes**

In the event that your schedule may change, please try to give me as much notice as possible so that I may try to accommodate any changes. If I am not able to accommodate your scheduling change, I am happy to give you some names of other Licensed Providers who may have availability.

**Paid Closed Holidays**

We are closed on the following Holidays unless further noted and all holidays are paid:

1 New Year's Day

* Martin Luther King Jr Day

3 Memorial Day

4 July 4th

5 Labor Day

6 President's Day

7 Thanksgiving Day and Wednesday before

8 Christmas and the day After

\*\*Juneteenth\*\*

**Our Constructivist Approach to Early Childhood Education**

I often get asked about my curriculum. What are we? What curriculum do I use? I have brought together some of the best and most powerful parts of many different philosophies and approaches to early childhood education, creating my own vision of what I want to give to children.

I value the beautiful, calming spaces of the Waldorf Philosophy. Reggio Emilia brings powerful observation and documentation as a tool of teaching and learning.

Overall, our constructivist approach is grounded in Lev Vygotsky’s theories about how children learn – through social interaction and hand’s -on experiences. You will not find adult – led themes or an academic approach to early learning at Lilly Patch Kids. What you will find is …

* we are following children’s interests, scaffolding emergent and ongoing projects chosen by the children.
* conflict resolution as children learn how to be a caring and competent member of a community, develop self-regulation, and discover their own unique qualities.
* many opportunities for using BIG muscles -- running, jumping, balancing, and digging.
* much practice with fine motor skills -- writing with different tools, using scissors, play dough, sensory materials.
* relevant literacy – such as list making, story telling, sequencing, recognizing print.
* numeracy – found in board games, counting objects, sorting and classifying.
* scientific discovery – scooping, pouring, measuring, investigating.
* creative children expressing themselves through process-oriented art in a variety of media: paints, markers, crayons, pastels, collage, clay.
* sensory experiences with clay, play dough, beans and rice, and a wide variety of “messy” materials.
* children singing songs, playing music, listening to music, dancing, playing group games.
* an exploration of the natural world through being outdoors and caring for our rabbit, chickens and plants.
* Imaginative play as children dress up, pretend, and role play.

Here are a few resources on play-based “best practices” in early childhood education I highly recommend, if you are interested in thinking more deeply about early learning’s foundation in play.

Free to Learn, by Peter Gray

The Importance of Being Little, by Erika Christakis

**Preschool Program**

We are big believers in learning through play! We offer a preschool program for my daycare children and use a variety of learning activities at Lilly Patch Kids. We also use The Creative Curriculum and Funshine Curriculum. Each month we focus on several different themes.

We are also learning how to prepare ourselves for kindergarten by focusing on social skills like sharing, taking turns, being good listeners, how to treat our friends, and so on.

The cost for this is FREE to full time clients.

Please make sure your students arrives on time to participate. If they are late, they will be missing not only the activities, but also our Circle Time where a lot of learning takes place and it’s not an option for us to catch them up on what they’ve missed if they arrive late.

**Our Environment**

Our home- like environment offers indoor and outdoor spaces designed to foster children’s natural learning and independence. You’ll find a calming, harmonious, and sunlit indoor space, full of beautiful materials, loose parts, building blocks, and readily-available media for open-ended art. Children will discover spaces to build, create, dance, sing, and gather together. We’ve got a second small playroom inside specifically designated for pretend play like housekeeping and dress up. Outdoors, a huge fully-fenced yard invites with a, water tables, a play house, and a garden plot dedicated to each child. We love spending time outdoors

**Kindergarten Readiness**

There are many skills we would like the children to master before they head to kindergarten. Most importantly, we want them to be confident, joyful learners. More than anything else, the social skills that come from being part of a group are what will aid them in being successful learners in kindergarten and beyond. We work hard to communicate both formally and informally with you throughout your child’s enrollment on particular skills we are working with your child to develop, as well as any possible areas of development or behavior that concern us, and we welcome your input about the things you notice at home, as well. If needed, many helpful resources are available through local agencies, and often with just a bit of help early on, a child can work through a skill or area that is challenging to him or her. I also conduct “conferences” at least twice per year to discuss your child’s developmental progress.

Here is a list of the “kindergarten readiness” skills we feel are important goals:

* Listen to stories without interrupting
* recognizes rhyming sounds
* pays attention for short periods of time to adult-directed tasks
* understands actions have causes and effects
* shows understanding of general times of the day
* cuts with scissors
* traces basic shapes
* beginning to share with others
* starting to follow rules / directions
* manages bathroom needs
* buttons shirts, pants, coats, and zips up zippers
* speaks understandably
* talks in complete sentences of five to six words
* looks at pictures and then tells stories
* identifies some alphabet letters

sorts similar objects by color, size and shape

* recognizes groups of one, two, three, four, and five objects
* counts to ten
* bounces a ball

Adapted from the “Kindergarten Readiness Checklist” by Peggy Gisler, Ed. S. and Marge Eberts, Ed. S.

**Developmental progress**

Directors/ teachers observe children’s progress and conducts ongoing assessments that includes observation and anecdotal records; portfolios; and checklists that are either designed for or aligned with the curriculum.

* Family conferences are held three times a year, January, June and September to evaluate student’s benchmarks and academic portfolios.

Parents are reminded via the monthly newsletter, community bulletin board via the Brightwheel app. A sign-up sheet will be digitally attached to the Newsletter on those months. Please sign up on available days/ time slots posted.

* Curriculum / Assessment
  + Curriculum is constructed utilizing an approved MSDE curriculum guide, Healthy Beginnings Curriculum for Infants.
  + Students’ development progress is via Ages and stages Questionnaire and CDC Milestone Checklist.

**Inclusion: Special Needs**

We do not discriminate against children with special needs. Children of all special health care needs, disabilities, and developmental abilities are accepted and welcomed into our program as long as we can fully meet their individual needs within the group setting, we will work to make the most appropriate accommodations to include all children with disabilities and special health care needs Close communication and collaboration is key to providing high quality care for all children, and this is especially true for children with special needs. We must be able to meet each child’s needs within my group setting. If I feel that a child needs an evaluation for extra help, I will make that recommendation to you, and offer you any community resources and referrals available. Examples ofappropriate accommodations/ referrals includes, but are not limited to: accessibility to developmentally appropriate and accommodating learning materials, accessibility to accommodating equipment, collaboration with intervention specialist, and adapting routines and learning activities to meet the needs of all children.

If your child currently has an IFSP/IEP, we request that a copy be shared with the program in order to provide that best care to your child. All intervention service specialists are welcome here at LillyPatch Kids. Intervention specialists are encouraged to visit the center to provide ongoing support to the child within the early learning environment.

If your student has an IEP/ ISFP please share with us so we can work jointly in ensure that your student’s educational and developmental needs are met.

We do not discriminate against anyone for gender, race, religion, ethnicity, disabilities, or anyone requiring special health needs. We will observe all children frequently

**Guidance / Behavior Management** / **Discipline Policy**

At Lilly Patch Kids, we have super simple rules, and try to always be consistent with children, so they can be sure of the expectations.

1. Be safe with yourself and others.
2. Be kind to others.
3. Be safe with our toys and space.
4. **Age appropriate** — When developing classroom rules, teachers consider the typical behaviors of children in the age group with which they are working and what the children can understand .
5. **Culturally responsive** — Teachers make an effort to learn about the culture and customs of the children and families in our care . This knowledge helps teachers understand the role that culture plays in determining appropriate behaviors, which in turn can inform the rules and instructional practices that teachers choose to implement . There are occasions when teachers and children might not have a common understanding of behavior expectations (e .g ., showing respect) and the corresponding rules . Although teachers should honor children’s culture, they must think carefully about when to adjust their rules to accommodate a family’s individual cultural practices and when to focus explicitly on teaching children the differences between expectations at school and in their homes or communities.

* Example: Some teachers define the behavior expectation “Be respectful” as “Look at me when I’m talking.” However, in some cultures making eye contact with adults is considered disrespectful. In such cases, when the classroom rule clashes with the children’s cultural norm, the teacher can create a different rule that addresses the behavior expectation but also takes into consideration the children’s perspective (e .g ., “Use listening ears”)

**• Positively stated:** Rules tell children what to do rather than what not to do . For example, a rule stating “Use walking feet” is more appropriate than one that simply says “Don’t run .”

**• Few in number:** Teachers create no more than five rules for each setting. This is especially important because children have to learn the rules for multiple settings (e .g ., classroom, playground) .

**• Simple and specific:** Rules are stated clearly, in as few words as possible, and using language that the children can understand. For example, “Put toys away” is more appropriate for younger children than “Clean up after yourself.”

**• Measurable and observable:** Because any adult working in the setting should be able to determine whether a child is following a rule, the rule should define a behavior that can be seen and counted or timed. For example, “Sit on the swing” is more easily observed and measured than “Be safe.”

Rules are consistent across settings. For example, the rule “Use quiet voices” should is applicable in a variety of settings (e .g ., classroom, hallway, bathroom) .

Teachers allow children help develop the classroom rules. By doing so, students will more likely feel a sense of ownership and follow the rules. However, teachers will guide children in this discussion because they often offer a list of rules such as “Don’t run with scissors,” “Don’t stab anyone with scissors,” and “Don’t push.” Teachers will help children put their ideas into categories and make them positive rules about what they can do.

Although displaying rules is an important step to help children understand what is expected of them in the classroom, teachers also intentionally teach the rules. To do teachers:

* Use clear, child-friendly language that is simple and concrete (e .g ., “We clean up” instead of “We clean up after we make messes with paint and glue”) .
* Provide examples and nonexamples (e .g ., for “Use walking feet,” demonstrate walking and not walking) .
* Discuss why the rules are important (e .g ., “Why is it important to use walking feet?”) .
* Use a variety of teaching tools (e .g ., discussions, role-play, puppets, books, songs, videos, and technology) .

Teachers use the following techniques to encourage appropriate behavior:

* ***Redirecting*** - a preventive strategy for directing a child from an inappropriate behavior before it escalates to an alternative behavior that is more appropriate.
* ***Positive descriptive feedback*** - calling attention to a child’s appropriate behavior with a brief, positive, specific description of what the child is doing. Because it is specific, this type of feedback helps children know exactly what behavior teachers would like to see repeated.
* ***Behavior reflections*** - neutral, non-judgmental statements in which the teacher describes or refers to the everyday activities in which a child engages. This type of statement demonstrates to the child that the teacher is interested in what the child is doing. Teachers use behavior reflections to build rapport with children and to establish a positive and supportive classroom environment.

Throughout the day children are offered opportunities to make choices:

* For example: playing in a group or alone, students are given opportunities. on what activity they would like to work on, which manipulative to use today, when to share with a friend or if they would like to do a craft or play with a toy. Teachers also asks many questions that start with “Would you like to\_\_\_or\_\_\_\_?” Children are encouraged to use positive behavior by offering choices.
* For example: if a child tries to take a toy away from another friend, teacher would tell the child that this toy is unavailable, and the child may choose to play with another available toy with their friend or alone. When choices are given, they will be within the rules and something that would interest the child.

**Rules are implemented by 1. Simplifying them and 2. Using visual supports.**

**Behavior Management Communication with Families**

When students are enrolled at LillyPatch Kids, Director shares behavior expectations with families. Staff also ask families about the behavior expectations they have at home. Through sharing this kind of information, teachers and families can attempt to create consistency across settings.

**Biting Policy**

Biting can be, unfortunately, a developmentally “normal”, yet unsafe behavior up to age three, and sometimes beyond, depending upon individual development. We do our very best to keep all children safe, and this can be a behavior that is extremely upsetting for everyone involved. We work hard to help children through this difficult behavior, and find ways to help them develop the language and coping skills which will work to curtail biting Parents often ask if we “expel” children for biting. Rarely does biting become that much of an issue, and we always do our best to support children through what is normally a passing phase. Sometimes children bite simply because they may be teething and that’s a way to ease their pain. In the case of biting or other physically harmful behavior that cannot be managed or curtailed within our environment, we will work with the family and the child to seek out solutions. We reserve the right to terminate care if all other avenues have been exhausted, and the safety of the other children is at stake

**Termination Notice**

If you feel that my business is not working for you and your family, I will need a two week notice. If your child becomes continually disruptive to the point that I cannot provide adequate care, then I will have to terminate your child's care with a two week notice as well. If termination notice is given by either party, **all** **childcare charges are due in full at the time of the notice.**

**Under certain circumstances listed below, this notice will be waived, and immediate termination of services will result:**

1. **Child’s behavior is a risk to themselves or other children.**
2. **Child’s behavior is aggressive to another child.**
3. **Fees are not paid and are overdue.**
4. **Parent (or their behavior) is a risk to provider or other children in care.**
5. **Parent is on premises and visibly under the influence of drugs and/or alcohol.**
6. **Parent is verbally abusive or threatening to provider.**
7. **Parent demonstrates any physical, mental, or verbal abuse to any child while at the provider’s home.**
8. **Child does not show up for childcare for three or more days with no contact from parent.**

**Daily Schedule**

7:00-9:00 – Arrival – Small group free play

09:00 - 9:30 – Breakfast

9:30 - 10:00 – Handwashing, Diapering, free play (teacher works individually with students)

10:30 – 11:15 – Small Group and individual learning

11:15-11:45 – Circle Time; Whole group activity, Preschool Activities (May be outside)

11:45-12:00 – Transition, handwashing, clean up, Group activity

12:00-12:30- Lunch time

12:30 – 3:00 – Quiet Time/ Rest time

3:00-3:30 - PM Snack

3:30-4:45 – Arts, crafts, games, group activity , Individual centers set up

4:45-5:30 - Outdoor Playtime (large group activity), clean up, get ready to go home

All routines and activities are individualized to meet the developmental needs of all children, including children with disabilities and special health care needs.

As children and the weather vary, so does this schedule. This is just an idea of our daily routine. We do like to spend a lot of time outside getting fresh air, exercise and enjoying our Natural Playscape.

**Nap / Quiet Time**

Everyone lies down at Lilly Patch Kids for some rest time. Please don’t ask me to exclude your child from quiet time, even if your child is not of napping age; everyone still needs some quiet time. Naps are provided on cots in approved / licensed space .Children who wake up before others are given quiet activities (examples: books, paper & color crayons) to work on at their mats. Each child has their own sleeping linens/ blanket and pillow that are sanitized weekly.

**Nutrition Policy:**

* Provider participates in the Child and Adult Food Program; all meals are provided. Provider/ teachers will monitor, and limit fats, sugar and salt being served.

Drinking water is always available throughout the day. Each child has their own water bottle that is washed daily.

We will:

* 1. Stir and test for safe temperature any heated food before serving;
  2. Closely supervise all children when eating;
  3. Not force or shame a child to eat or try any food;
  4. Not punish a child for refusing to try or eat foods;
  5. Serve meals in a safe and sanitary manner;
  6. Be respectful of each child’s cultural food practices; and
  7. Sit with children during meals when possible..

**Substitutions**

If your child has a food allergy or sensitivity, please note this on the enrollment forms, and notify me so that we can arrange to work around it. If a special food or substitution is required, you may need to supply your child’s own lunch / snack. We will need a doctor’s note describing allergy, symptoms, treatment plan, and any needed food substitutions. If you are choosing to bring your child’s own meals for religious, cultural preferences, or family preference that’s fine too, I will just need a written note from you.

\*\*\*In the rare instance, birthdays, parents are permitted to bring outside food, provider will provide parents with the USDA guidelines for healthy snacks and meals, as we are currently participants in the food program. \*\*

**Child Abuse / Neglect Reporting**

Federal Law (and my conscience) requires me to report any suspected injury, child neglect, abandonment, food poisoning, or death to the proper authorities. I take this duty very, very seriously for the sake of the children. If I report any suspected case of abuse or neglect, I will have done so in good honor. I am a mandated reporter by law.

**Non-Discrimination Statement**

I will not discriminate based on any religion, sex, sexual orientation, creed, color, national origin, marital status, age, or the presence of any sensory, mental, or physical disability or use of a trained guide dog or service animal of any child or family member. All children's families are represented in the things we see, do, read, and hear.

**Diversity**

We embrace diversity at Lilly Patch Kids. We are all different and here, we celebrate our differences. We respect other cultures, languages, foods, and the diversity in our society. We have different books about different cultures, dolls from other cultures, and we also learn about other cultures through our preschool program.

**Religion / Holidays**

I will not practice any forms of religion with your child. However, If your child chooses to say a prayer before a meal (for example) that is fine with me. That choice is between you and your child and I will respect it.

We do celebrate Birthdays, Holidays and seasons throughout the year.

**Toys from Home**

We will work with a child if they find the group setting a difficult adjustment at first, with the goal of helping children feel comfortable enough to begin storing their security objects in their cubby, where they can be readily available for rest time, and safely stored during play and activity times.

Please dress your child according to the weather. We need fresh air as a way to release our energy so we do go outside in all kinds of weather for different activities. They need to be warm so they can stay healthy. Let me know if you need coats, hats, etc., I can be on the lookout for extras. Please share with me any special issues you may be dealing with at home; it’s important for your child to know that we are a team and on the same page!

**What to Bring for your Child**

Please bring and extra set of clothes that can stay here labeled with your child’s name. Please dress your child according to the weather. We need fresh air as a way to release our energy so we do go outside in all kinds of weather for different activities. They need to be warm so they can stay healthy. Let me know if you need coats, hats, etc., I can be on the lookout for extras. Please share with me any special issues you may be dealing with at home; it’s important for your child to know that we are a team and on the same page!

Remember that we offer a play-based program. Play is messy stuff! Your child will be busy running, painting, working with play dough, digging in the sand, pouring water, and so on. Please dress your child in comfortable play clothing.

Please bring one 4x6 photo of your family for our Family Picture Wall.

Please bring 3-5 pictures of important people / pets to your child for their cubby wall.

Special blanket for resting (I have plenty for everyone too!)

Diapers & Wipes if your child uses them.

**Parental Communication / Open Door Policy**

We have an “open door policy”. This means that anytime your child is here, you are more than welcome to stop in. Please remember that naptime is from 12:30 -3 pm, and be respectful of the group’s need for rest. Parents have free access to any child care space that is licensed space. The front door is never locked during business hours and there is never a need to knock. This is everyone’s daycare space and everyone is welcome during business hours.

I encourage open communication between the parents and myself. If you feel there is something you wish to discuss with me please, feel free to do so. I am more than willing to discuss anything with parents regarding your children and my business.

I may on occasion send home notes for parents that will be in your sign in folders. You are also welcome to communicate with me through phone calls, emails, texts, and drop-off / pick-up times. I do appreciate that all phone calls happen during business hours, unless there is an emergency. Please add your email address to your registration form. Newsletters are also used as a way of communicating what’s happening at Lilly Patch Kids. I do them at least quarterly. Open communication with parents and provider is the key in making childcare successful!

* will communicate with you regularly regarding your parenting at home and how it can be supported at daycare. During the initial interview you will be asked questions about your parenting, and at that time we will set a plan of how it can be supported at daycare. As time moves on parenting styles may change, and it is important that you communicate with me when you are trying new things at home that I can also support at daycare. Please feel free to share your concerns, or ask for advice or different resources that are available regarding parenting. Open communication regarding all issues is very important to me.

**SCREEN TIME**

Children under the age 2 will not be allowed ANY screen time.

Toddlers 2+ - Screen time is only used when directly related to facilitate learning experiences. In the instances where screen time is incorporated into our program it will be interactive, ie IPAD, Computer. Interactive technology means educational and age appropriate technology, including programs, applications (apps), noncommercial television programming, videos, streaming media, and eBook that is designed to :facilitate, active and creative use of technology and encourage social engagement with other children and adults.

**Outdoor Play – Physical Fitness**

We are so lucky to have a huge outdoor play area! Knowing how important physical activity is for healthy bodies and minds, we play outside on a daily basis, regardless of weather. Only during extreme temperatures or high winds do we avoid outdoor play. One the rare occasion that we are stuck inside, we supply gross motor activities to ensure children are able to remain physically active: music & movement, big pillow jumping, bowling, etc.

We’ve worked really hard to create different areas for the kids to play and explore. We’ve got a playhouse, multiple swing sets, multiple dedicated garden plot for each child.

Students are given the opportunity to engage and work on gross motors skills via outdoor play and inside large manipulative such as blocks and soft foam climbing blocks.

**Sunscreen**

We ask that parents apply a first application of sunscreen before arriving in the morning. With your signed consent, we will apply sunscreen before outdoor play (normally once in mid-morning on spring and summer days, and again after nap). We supply *Blue Lizard Australian Baby SPF 30* sunscreen, a product carefully selected for the rating it received from the Environmental Working Group (EWG), a non-profit working to educate consumers on safe cosmetics and skin products.

**Information Injury Prevention**

I will check indoor and outdoor areas, all equipment and supplies for safety hazards daily. When a child has an injury that requires only first aid, I will give written or verbal notice to the child’s parent or guardian and keep a record in the child’s file.

**Treatment of Minor Illness**

will care for ill children waiting to be picked up on the couch in my living room.

* I will notify you to pick up your child if he/she is running a fever or vomiting.
* I will do the following in case of a minor medical emergency: I will call the parents and go by the information in the child's records

**Injuries Requiring Medical Treatment**

Teachers will do the following in case of a major medical emergency:

* Call 911
* Treat the child to the best of our abilities (we are CPR and First Aide certified),
* Call the parents,
* A teacher will accompany a student if a serious injury occurs that requires a child to go to the hospital.
* Within 24 hrs., submit a completed injury/incident report form to Childcare licensing

**Medication Management**

LillyPatch Kids has chosen not to give medications to daycare children. If your child is ill and requires medication; they need to be at home. In very rare circumstances that we do give medication, the following will be followed:

Any rescue medications (epi-pen, inhaler, bee sting kit, seizure medication, etc.) will be stored inaccessible but not locked.

No medications may be administered without written permission from the child’s parent or guardian. I

Parents and guardians may give me a 30- day permission slip for any of the following:

1. Sun screen
2. Hand sanitizers
3. Hand wipes with alcohol
4. Diaper ointments and talc free powders for the diaper area

**Blood Borne Pathogens Plan**

What is a BLOODBORNE PATHOGEN?

A BLOODBORNE PATHOGEN is an organism that is present in the human blood that can cause disease to humans, such as:

* HUMAN IMMUNODEFIENCY (HIV)
* HEPATITIS B VIRUS (HBV)
* HEPATITIS C VIRUS (HCV)

Any employee that comes in contact with ANY type of bodily fluid, including blood, feces nasal discharge, saliva, urine or vomit MUST do the following to disinfect the area:

* Put on latex gloves
* Clean up the area or spill with disposable towels
* Apply bleach water solution of 1T bleach per 1 qt. of water-made daily
* Dispose of used latex gloves and disposable towels into a double bag tied tightly and put into outside covered garbage.
* Contaminated clothing must be either double bagged in a plastic bag and tied tightly and sent home with the child, or washed separately from other items.

Any employee must wash their hands after each of the following:

* Diapering or going to the bathroom
* Handling bodily fluids of any kind
* Before and after giving First Aid(bloody nose, cuts/scratches)
* Cleaning up spills or objects contaminated with bodily fluids
* Touching animals
* Blowing their nose
* After coming in from outside

Any employee must wear latex gloves during any of the following:

* During any contact with blood or bodily fluids(such as vomit or feces which contain blood that you can see)
* When any individual has a cut, scratch or rash that causes a break in the skin of their hands.

Disinfecting should be done regularly and as needed:

* TOYS: bleach solution= 1T bleach to 1 qt H2o
* Surfaces/diapering area: bleach solution= 1T bleach to 1 qt H2o

Blood spills or objects with blood on them need to be disinfected with a stronger bleach solution using ¼ C bleach to 21/2 C water. Employees MUST always wear gloves when handling blood.

“Standard Precautions” is a term for Infection Control Measures that childcare providers should follow to protect themselves from infectious disease. Standard precautions involve cleaning and sanitizing contaminated surfaces and use of appropriate barriers. Appropriate barriers include materials such as disposable diaper table paper, disposable towels and surfaces that can be sanitized.

I will document any exposure situation, whether or not I have received a medical exam and follow-up, and also whether or not a Hepatitis B vaccination was necessary.

**Cleaning and Disinfecting Procedures**

I will clean and disinfect toys and equipment with bleach water at least 1 time weekly. Our bleach solution is ¾ tsp to 1 qt water. Other cleaners may be used so long as they are labeled approved for food contact surfaces and used according to the manufacturer’s instructions.

Toys being mouthed by toddlers will be cleaned and sanitized before another child begins to play with it. Toys will be cleaned and sanitized if they become contaminated with bodily fluids or are visibly soiled.

I will clean and disinfect the bathroom daily with bleach water. I will generally clean child care areas daily with bleach water. Any laundry done during childcare hours will be done using warm or hot water, laundry soap and bleach.

**Communicable Disease Prevention, Management and Reporting**

I will report any communicable disease to the Health Department

**I will not accept children with any of the following:**

* **Fever of or over 101 F.**
* **Vomiting on two or more occasions in the past 24 hours.**
* **Diarrhea, three or more watery bowel movements in the past 24 hours.**
* **Draining rash.**
* **Eye discharge or pink eye.**
* **Head Lice or Nits...NO EXCEPTIONS!!!**
* **Fatigue that prevents regular participation in activities.**

Runny noses, colds are to be expected with little ones. But please, if your child is not feeling well...keep them home. That's where they want to be anyway when they are not feeling well.

If the school calls you to pick up your child because they are running a fever or not feeling well...please don't ask me if they can come to daycare. If they are too sick for school, they are too sick for daycare too.

Coughs: A lot of children have some type of allergy which can cause coughing, if your child is coughing to the point of gagging, or spitting up mucous ...you will be called to pick them up. The only way to stop spreading germs and stay healthy is to keep sick kids home until they are over whatever ails them.

I cannot afford to get sick, and I do not want numerous childcare parents angry at me because sick kids come to day care...if they are sick, keep them home, if you bring them sick, you will be called to pick them up!

I will not provide childcare if I have a communicable disease.

**Hand Washing**

We practice regular hand washing. Much research has shown that regular hand washing is one of the most effective ways to lower the incidence of colds, flus, and other illnesses in child care. We have the expectation that myself and the children was hands (at bare minimum!)

* upon arrival in childcare
* after bathroom use
* before, after eating and cooking activities
* after playing outside
* after any contact with pets
* before they go home
* after wiping faces, blowing noses, etc.
* after coming into contact with any bodily fluids (stool, urine, blood, drool, vomit, mucus)

I will help younger children wash their hands by wetting hands with warm water, applying soap, washing, rinsing, drying with paper towels, and turning off water with paper towel.

**Fire Information**

Fire drills are done monthly. Earthquake drills, Disaster and Intruder drills are practiced quarterly. Smoke detectors are checked monthly. We have a fire and safety record hanging on the playroom wall. Our evacuation plan is next to it as well. We always do a fire drill when a new child is enrolled to get them acquainted to our drills and explain to them why they are done. Records of disaster drills are on the form hanging near the fire extinguisher in the playroom.

**Emergency / Disaster Plan**

In the event of a disaster that could pose a health hazard:

1. If it is determined it is safer to evacuate, children will be taken to a place of safety OR a note will be placed on the front door to advise parents where the children have been taken. We will take along our emergency bag (includes first aid supplies, water, snacks, contact numbers, etc.) Our planned evacuation site is The Mt Airy Volunteer Fire Department (.4 miles south of Lilly Patch Kids).
2. Parents will be contacted by cell once children are safe.
3. We will remain with the children until it is either safe to return, or the child’s guardian has picked him / her up. If we return to the home, parents will be contacted.

I am also prepared to keep your children (if necessary) for several days. I have enough of the following on hand:

* Several bottled water for each child.
* Enough food for 15 people for at least three days
* Extra pillows, blankets, quilts
* Flashlights, radio, batteries
* First Aid Kit full of supplies
* Extra clothes for several children
* Ready to eat canned fruits, vegetables, soups, crackers, grains, peanut butter, tuna.
* Comfort / Stress Foods, cookies, cereals, crackers, granola bars

In the event of a disaster, if you were unable to contact us by land line telephone, my cell phone number is 347-743-4510.

If we needed to evacuate, I will ensure that all children exit the building first, I will do a headcount and I will be the last person to exit the building. Any child who cannot walk will be carried. Upon evacuation, we would take first aid kits with us, child records, child medication records, child’s medications

**Potty Training and Diapers**

Although you may be anxious to be rid of diapers and ready for your child to be potty trained, there are definite signs that will show you when your child is both physically and emotionally ready to start this process. Attempting to potty train before your child is ready will only cause frustration for everyone concerned and may actually delay the process. Look for these signs and when your child is exhibiting most or all of these signs, he or she is ready to start toilet training.

* Staying dry for a 2 hour period while awake.
* Waking up dry after naps.
* Able to pull down pants and underwear and pull them up again when done.
* Telling you just before going to the bathroom in his/her diaper.
* Is comfortable sitting on the toilet and willingly does so for 1-2 minutes.
* Has regular/ comfortable bowel movements.
* Is cooperative when asked to do tasks
* Follows directions willingly.

When your child is ready, I will assist you in helping your child become toilet trained. Children who need this assistance will need extra clothing that can be kept here. I'm not a fan of pull-ups for potty training but, prefer underwear. Potty training will require your help at home as well. It's confusing to the child if they are using the toilet at daycare and wearing diapers at home, it sends a mixed message to them.

Diapers and wipes are your responsibility to bring and I must have a supply on hand at all times. I will change diapers on a vinyl mat on top of my dryer. It will be disinfected with a bleach water solution after each use. There is a hand washing sink right next to the diapering area that is used only for washing hands and never food preparation. Diapers are disposed of in the Diaper Genie located right next to the diaper changing area. Gloves are worn during diaper changes and proper hand washing techniques are followed before and after diaper changes.

Diapers are changed at the first sign of being wet and at least every two hours, needed or not. More often if needed, we have NEVER had a child with diaper rash in my daycare!

**Infant Care**

To help prevent the chance of Sudden Infant Death Syndrome all babies in my care and put to sleep on their backs on regular pack and play mattresses. I do not have any cribs or crib bumper pads. I do not put stuffed animals in with them, or tight fitting blankets. All babies are checked on continuously while sleeping. We never prop bottles, we hold babies and cuddle them while feeding.

Babies in my care are encouraged to crawl and explore. That's how they learn! They are not just put into an exersaucer and left alone!

All babies get regular tummy time as part of their daily routine. When babies are awake, we supervise tummy time at least three times per day. While babies are on the play mat on the floor, they are supervised at all times.

**Transportation**

No transportation or field trips is provided at this time.

We do go for walks in the neighborhood, we ensure a staff / child ratio that will ensure supervision at all times.

Copies of children’s files are also taken on field trips and include:

1. Emergency contact information
2. Medical records
3. Immunization records

**Staff**

I will provide qualified staff to fulfill the staffing requirements and ratios at all times during operating hours.

In the event of my absence of more than seven days, parents will be notified in writing or verbally prior. In the event of my absence of more than four hours per day and reoccurring, I will also notify parents verbally or in writing.

My staff and I maintain current Adult/Infant/Child CPR, First Aid, and any and all state certification necessary to operate a license child care facility.

All staff must follow the written policies in the staff handbook that they are trained on in the beginning of their employment. Parents are welcome to review our staff handbook if they so choose.

We must according to State Law receive Early Childhood Education training, as well as an additional 20 hours of Early Childhood Education training each year.

Parents may have access to my training records, as well as staff training development records if they would like.

**No Smoking Policy / Drug & Alcohol Information**

Per Maryland State Law, no smoking is allowed inside the home, in any outdoor or indoor licensed space, in motor vehicles while transporting children, or within 25 feet from any entrance, exit, and window or ventilation intake of the home during operating hours.

We will not allow anyone on the premises to have any illegal drugs, consume alcohol during operating hours, and be under the influence of alcohol or illegal drugs, misused prescription drugs at any time when working or in the presence of children in care. All alcohol, in either open or closed containers shall be inaccessible to children.

**Pets**

We currently do not have any pets

**Pesticides**

We do not use any pesticides. In the event, we were to use an outdoor bug spray for example; it would be after childcare hours and parents will receive a 48 hour notice prior. We use no lead based paint.

**Confidentiality**

We respect your right to privacy. We will not share any confidential information among other families without your permission or consent unless mandated by child care licensing regulations, other statutes, or by a court of law (see Mandatory Reporting). We are obligated to protect children’s privacy, which includes withholding the names of children who may have been involved in incidents which occur in the program.

**Right to Change Policies**

We reserve the right to add, delete, modify, or amend the policies set forth in the handbook at anytime and will provide parents a new copy as changes are made. A copy of this handbook is always available on my website, lillypatchkids.com as well as in our Parent & Program Handbook located at the sign in counter in the playroom.

**Time Slots / Schedule Needed for Childcare**

These are the days and times my child will need childcare, I understand I am paying for a full time slot of Monday-Friday, regardless of my schedule needs

Monday from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tuesday from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wednesday from \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thursday from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Friday from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total flat rate is $\_\_\_\_\_\_\_\_\_\_\_\_ per day.

**I understand I will be charged this daily rate regardless if my child was in attendance or not.**

I have read all of the Policies and Procedures listed in this contract. By signing this agreement, I agree to all that is listed here. Please initial each page of my Policies and Procedures are return to me. I’m happy to provide you with a copy as well.

Here at LillyPatch Kids, we are an inclusive program and we do not discriminate individuals based on disability of special health care need. In order to properly care for your child, we request that a copy of your child’s IEP/IFSP is provided at the time of enrollment.

\_\_\_\_ I agree to provide a copy of my child’s IEP/IFSP to LillyPatch Kids upon enrollment.

\_\_\_\_ I do not agree to provide a copy of my child’s IEP/IFSP to LillyPatch Kids upon enrollment.

The days we have discussed for payment are the Friday before care is given

I understand that a late fee may apply if I am late with payment and that fee is $10.00 per day until my account is paid in full.

TerryAnn Burns

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date

***Thank-you for choosing LillyPatch Kids for your childcare needs!***