

Impact Child Development Center

Family Handbook: Information & Policies

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A Ministry of

Impact Church of Fruitland Since 1986

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IMPACT CHILD DEVELOPMENT CENTER (ICDC)

Mission Statement

It is the purpose of Impact Child Development Center (ICDC) to bring together concerns for Christian values, quality child care, and excellent pre-school education in a way that will be both exciting to teach and fulfilling for children to learn.

The primary value permeating our curriculum is that every person is valued by God. We welcome all children, regardless of ability, need, background, culture, religion, gender, or economic circumstances. Our goal is to provide an environment where each child has opportunities to develop a sense of self-worth and his or her own unique gifts as a child of God.

Inclusion Policy

At ICDC, we actively promote inclusive childcare to best meet the needs of the children, families, and staff of our center. ICDC will make all reasonable modifications to our policies and practices to accommodate children with special needs or special health care needs, unless to do so would be a fundamental alteration of our existing program.

We strive to identify the needs, abilities, and interests of each child at ICDC and provide activities that are developmentally appropriate, culturally relevant and expressed in their primary language.

Children can participate in all activities to the best of their abilities. Items are stored on low shelves to provide access to learning centers and materials. When planning lessons and activities, the needs and abilities of all children are considered. Children are assessed for any additional support needs. Daily observations by the lead teachers and staff, IEPs, and IFSPs assist in determining the need for additional supports and aid staff when working together with early intervention or special education service providers to support child and family outcomes. Space is made available for outside services like the Infant and Toddler Program so that children can be served in their regular child care setting. So that we might provide the best care for your child, please provide the center with all IEPs or IFSPs for planning purposes.

SCHEDULES

Infant/Toddlers

7-8:30 a.m..... Morning Arrival/Transition Time
8:30-9:30 a.m..... Child-initiated Free Play/Tummy Time/Diaper/
Potty/Transition Time
9:30-10 a.m..... Calendar/Clean-up
10-10:20 a.m..... Morning Snack/Bottles
10:20-10:40 a.m..... Music & Movement/Potty or Diaper Check/Transition Time
10:40-11 a.m..... Story Time/Activity Time/Large Group
11-11:30 a.m..... Large Muscle Activities/Outdoor or Indoor Play/Stroller Time
11:30-11:45 a.m..... Diaper/Potty
11:45 a.m.-Noon.... Transition Time/Clean up
Noon-12:20 p.m..... Lunch
12:20-12:50 p.m..... Quiet Time Activities/Transition
12:50-3 p.m..... Diaper/Potty, Naptime
3-3:15 p.m..... Diaper/Potty
3:15-3:45 p.m..... Afternoon Snack
3:45-5 p.m..... Indoor/Outdoor Activity/Transition to Home

Please Note: All Infant and Toddler activities and times are subject to the individual needs of the children

2, 3, 4 and 5-Year-Old Classes

7-8:50 a.m..... Child-initiated Play/Small Group Activities
8:50-8:55 a.m..... Clean-up/Transition/Bathroom Break
9:00-9:20..... Snack
9:20-9:30 a.m..... Calendar Time (number review/special child for day is
picked/weather/Bible story/prayer/bathroom/wash hands)
9:30-10:05..... Teacher directed small group activities
10:05-10:25 a.m..... Circle Time, Child & Teacher directed songs, stories & finger
plays
10:25-10:35a.m..... Bathroom Break/Transition
10:45-11:15 a.m..... Learning & Work Time (on lesson plans)
11:15-11:25..... Transition (coats for outside play, set up for inside large
muscle activity as needed)
11:25- 12:00..... Indoor/Outdoor Child-initiated Play
Noon-12:05 p.m..... Wash-up/Transition
12:05-12:35 p.m..... Lunch/Clean-up/Making Cots
12:35-12:40 p.m..... Bathroom Break
12:40-1 p.m..... Child-initiated Activities/Transition
1-3 p.m..... Naptime
3-3:20 p.m..... Put Away Cots/Bathroom Break/Transition

3:20-3:40 p.m..... Snack
3:40-5:15 p.m..... Child-initiated Activities & Small Groups/Outdoor Activity

Please Note: The needs of the children can change the schedule when needed.
Outdoor play is weather dependent.

TUITION / ENROLLMENT effective 09/07/2021

Full Time	Infant/Toddler	2 years	3+ years
Individual Full Day	\$250/week	\$220/week	\$200/week
	\$70/day	\$70/day	\$50/day

School Age	Full Time	\$150
	Before and After Care	\$125
	Before or After Care	\$75

Please Note: For full-time enrollees, there is a 10% discount for 2nd child

The committed fee established at time of enrollment is due on Monday of each week. A late fee of \$5 will be charged if your payment is not received by your child's arrival time on Tuesday or the first day your child regularly attends for the week. If you need to request a change in the weekly payment plan, the request must be approved before your child is enrolled. Prompt payment is expected

There is a returned check fee of \$15. If a second check is returned for non-sufficient funds, ICDC will require cash payments for all future fees.

A full deposit is accepted to hold your child's spot and will be used for your first week of care.

A two-week notification of withdrawing your child is expected. If you do not give two weeks' notice, the fees for those two weeks are expected.

Please Note: ICDC reserves the right to terminate child care services for any child with or without cause, in absolute discretion, as deemed necessary.

If you have concerns, suggestions or questions, please address them to the director. The center has a board that meets as needed to oversee the Center. Should you have any questions that the ICDC director cannot answer, he/she will direct the questions to the board or you may contact the Pastor.

DEVELOPMENT CENTER INFORMATION AND POLICIES

I. Registration Packet

You have received several forms with your application; most forms are required by the Child Care Administration for our licensing.

- A. **Family Handbook: Information and Policies** – This ICDC information and policies manual.
- B. **Emergency Card** – Provide names and numbers to be used in an emergency. It is imperative that these are kept up to date.
- C. **Health Inventory** – Includes immunization records.
- D. **Contract**- This form covers understanding and acceptance of the policies and procedures of ICDC. Included on this form are permission for photographic release, email address for communication and any modifications agreed upon with the director.

II. Hours

- A. ICDC is open 7 a.m.-5:15 p.m. Monday through Friday.
- B. A fee of \$5 will be charged if a child is left past 5:20 p.m. If the child remains past 5:30 p.m. an additional \$5 will be charged and \$5 for each subsequent quarter hour. Please mindful that habitual lateness is inconsiderate toward staff who also have personal responsibilities.
- C. To bring continuity to our program and consistency to your child's life, we ask that your child be in attendance by 10 a.m. unless previous arrangements have been made.
- D. Naptime is 1-3 p.m. and we ask that you let us know ahead of time if you must pick up during this time. We can have your child ready so there is minimal interruption.
- E. When the child's class is scheduled for a field trip, no coverage will be offered for children who do not attend the field trip

III. Holidays

- A. ICDC will be closed for the following holidays:
 - 1. New Year's Day
 - 2. Good Friday
 - 3. Memorial Day
 - 4. Fourth of July
 - 5. Labor Day
 - 6. Thanksgiving Day
 - 7. Thanksgiving Friday
 - 8. Christmas Eve
 - 9. Christmas Day
- B. These holidays will be observed on the federal holiday. If the holiday is on a Saturday, we will close on the preceding Friday. If the holiday falls on Sunday, we will observe it on Monday.
- C. We will post a reminder for each holiday the center is closed.
- D. Your child's fee will be charged for these days.

IV. Observation and Developmental Checklist Policy

The staff at ICDC observes your child for developmental progress. Within 90 days of enrollment children are observed and screened using the Ages & Stages Questionnaires (ASQ) and developmental milestone screenings from the Centers for Disease Control and Prevention

(www.cdc.gov/ncbddd/childdevelopment). On an ongoing basis, children are screened and observed by their lead teacher for developmental needs. Families and infant and toddler teachers create a development plan, and staff work together with parents to keep the child's development plan updated every three months. All children are screened using the ASQ twice year in October and April and additionally as needed. The results of your child's screening will be shared during parent conferences the last weeks of October and April, and other times as needed.

V. Transition Policy

As new families become part of the ICDC family, the director or a lead staff member will take them on a tour of our facility. The director will explain the contents of the enrollment packet, which includes the Parent Contract, Health Inventory, Emergency Card, and as appropriate an Infant/Toddler Development Plan form. New families will be directed to our website at <http://impactdevelopment.org>, where they will find this Family Handbook. The Family Handbook can answer many questions for new families. The director will request documentation of any disabilities or special health care needs to assist in obtaining any additional resources or training necessary to assist families with transitions. Parents will sign the contract after reviewing the handbook and making any necessary notations about individualized needs for children with disabilities and special health care needs.

Parents of breastfeeding children are encouraged to begin the breast to bottle/cup transition several weeks in advance of enrollment if they plan to use a bottle/cup when the child is at the center. Parents are encouraged to go over or practice any new routines that will occur for the first time at the center with their child.

As children move from classroom to the next within the program, there is a transition period. Children are observed by their lead teacher for signs that they are developmentally ready for the next-level classroom. There is a period of "practicing" in the new classroom of at least two weeks. Often a teacher-generated conference will be requested when a child is transitioning from one developmental/age group to the next. This is a great time for the teacher to share expectations pertaining to this new milestone in your child's life. Children will gradually join the next-level classroom for selected activities until they are confidently able to transition to the new classroom full time. Every child may bring a soft textured comfy item for transitioning at drop off, during nap and at pick up time.

Lead teachers will assist children transitioning to primary school by developing activities based on the child's most recent ASQ and Maryland Model for School Readiness information. In addition, lead teachers will share the child's assessments and developmental progress with the family during the child's family conference in April of the transition year. A reminder of the pre-

kindergarten and kindergarten registration and back-to-school fair times will be posted on the family resource board by the director as the Board of Education makes the information available. Lead teachers will connect children who will be attending primary school for the first time with children at ICDC who are already attending primary school whenever possible.

VI. Emergency Plan

- A. In case of an emergency affecting only our facility, we will vacate the building and walk to Impact Church, across our parking lot. We will have the ICDC phone with us and also can be reached at the church (410-543-2484).
- B. In case of an emergency affecting the whole Impact Church campus (including the Impact Child Development Center), we will transport children by personal vehicles to the Stepping Stones facility at 402 W. Main St., Fruitland, MD. Their phone number is 410-341-7668.
- C. We will have emergency cards with your numbers with us and will make every effort to contact you.

VII. Inclement Weather and/or Public Health Emergency Closures

In case of severe weather, please tune to local television stations WBOC-16 or WMDT-47. Normal fees apply to weather related closures.

In case of a Public Health Emergency Closure, such as the COVID-19 outbreak it may be necessary for ICDC to close. This may include, but will not necessarily be limited to, instances when ICDC is required to close in compliance with a federal, state or local government order or when the ICDC is required or advised to close to address a confirmed or suspected outbreak amongst staff or children. Please be advised that, if ICDC must close for any period of time due to a public health emergency or related circumstances, tuition will remain in effect for up to weeks. After two weeks, if a family wishes to maintain their child's placement, payment will be expected at the rate of 50%. If the parent or guardian does not wish to reserve the child's placement, the child must be withdrawn in writing and their placement will be forfeited.

VIII. Community Resource Information

Information about community resources, including referral sources for children with disabilities and special health care needs, is located on the family resource bulletin board. This information is available for both families and staff. Resources are updated by the director monthly, or more frequently as new information becomes available. The director will assist staff and families in acquiring community resources as needed. Resources are gathered from community agencies like the Lower Shore Early Childhood Mental Health Consultation Program, Lower Shore Child Care Resource Center, Maryland State Department of Education, Wicomico Partnership for Families and Children, Maryland Family

Network, Tri-County Behavioral Health Services, and Healthy Families Eastern Shore. ICDC provides resources offered by the Wicomico Public Library by posting the Bookmobile schedule on the family resource bulletin board and participating in their Tote to Center program.

IX. What To Bring

- A. ***Clothing*** – Children should have a complete change of clothes at the center at all times.
1. Please put your child's name on the items that you bring. We cannot be responsible for unmarked articles.
 2. In spring, fall and winter, please have a pair of pants, a long-sleeved shirt, a pair of socks and two pairs of underpants at the center at all times.
 3. In summer, please have a pair of shorts, a short-sleeved top, a pair of socks and two pairs of underpants at the center at all times.
 4. Potty training: If we are helping to potty train your child, please dress your child in pants (without snaps, etc.) that your child can easily pull down and pull up. When we begin in underwear be sure to have several changes of clothing at the center.
 5. Please do not dress children in clothing that they may not play in. Childhood is a carefree messy time. Belts are not a recommended accessory for children during this stage of development.
- B. ***Footwear*** – Shoes should be easy for 2-5 year olds to put on. Shoes with backs or back straps are expected. No flip-flops or mule-type shoes. Feet should be well protected at all times.
- C. ***Outerwear*** – Children should have a jacket or sweater at the center at all times, with the exception of very hot summer months. We recommended one that stays here. In colder months a coat, hat, and mittens/gloves are required for outdoor play. We suggest a set of head and hand covering that stays at the center
- E. ***Jewelry*** – Any accessories deemed unsafe by staff will be removed.

X. What Not To Bring

For the children 2 years and older do not bring:

- Bottles
- Pacifiers
- Sippy cups
- Personal toys (unless instructed by teacher)

XI. Cubbies

Each child has a cubby to "house" coats, lunch box, bedding, etc. All personal items should be kept in the center section. Bottom is for bedding. Top is for parent-teacher communication and sunscreen only. Clean out daily.

XII. Curriculum/Learning Centers/Lesson Planning

At ICDC, we believe curriculum, lesson plans, materials, and activities should be individualized to meet the needs of every child. The developmental-domain-based lesson planning process, learning centers, activities, and the materials used with each of these are guided by Maryland State Department of Education Healthy Beginnings and Maryland Model for School Readiness Early Learning Standards. In addition, the age and culture of the child, ongoing observations and assessments, and family input are garnered to reflect the individual needs, skills, and interests of the children when planning lessons, choosing materials, and developing learning centers. As needed, individual needs specified in a child's IEP or IFSP are integrated into the planning and implementation of the curriculum. Within the daily schedule of Indoor and Outdoor Child-Initiated Play Times, Circle Time, and Calendar there is a balance of individual, small and whole group opportunities with both quiet and active experiences that meet the child's needs. Each activity and opportunity also provides adequate time for transitions, literacy, and reading opportunities. The Center's domain-based learning and Work Time activities feature directed play and exploration, supportive dialogue, and conversation. Opportunities for skill building occur through Music and Movement time. Daily living activities are addressed through clean-up, snack, nap, and potty/diaper time. We provide many resources for extending learning through extracurricular activities, including field trips and guest visitors. We consider these resources crucial to maintaining an individualized, balanced, and exciting curriculum.

- A. Your child's preschool classroom and the materials used in it have been designed to be developmentally appropriate and accessible to all children. Toys are stored on low-lying shelves so that children have easy access to play materials. For example, the toy gas station is on a low shelf with play people and accessories within easy reach to facilitate ease of play.
- B. The space and learning material are designed to meet the needs of all early learners and is reflective and adaptable to the interests of the children.
- C. Each classroom is divided into Learning Centers that provide self-guided or directed activities that are realistic and child friendly, and can be individualized to meet specific developmental needs.
- D. Children learn while at play and each of these centers encourages the developmental skills children need to thrive. Some examples of the learning centers are: housekeeping, science, reading, art, blocks, etc.
- E. Your child's activities and learning/play materials have been selected in a purposeful way. The activities cover multiple domains and modalities. For example, when your child is playing in the sand box they are exploring mathematical concepts when they fill a bucket. They will explore the concept of "all" and 100%. They may have used number skills like counting when they used 12 scoops to fill the bucket. As your child pours and scoops they are working on their fine motor development. At the same time, they are experimenting with concepts of science by exploring the way the sand flows easily through the sifter but the small rocks do not. In

addition to all of this, they are learning to share, take turns, and wait for the sifter, important social and personal development skills. They experiment with emerging language and literacy skills as they name objects like scoop, bucket, and sand, and they use their language to negotiate play time with friends and create dramatic play scenarios.

XIII. Screen Time Policy

Infants and toddlers will have no exposure to screens (electronic media: TV, computer, and other media devices.). Children 2 and up will have limited exposure to screens. Screen time will only be utilized when it supports facilitated learning experiences; content will be age-appropriate and support learning and development.

IXV. Positive Guidance/Discipline Techniques

- A. It is our goal to use a positive approach in our interaction with the children entrusted to us. Staff will be positive role models. We realize each child is special, and we want them to grow and develop in a positive way. Appropriate guidance techniques may include using redirection, modeling problem solving, establishing clear rules, and providing natural consequences, such as not putting on shoes means no outside play, no new toy till the present one is cleaned up. Every effort will be made to recognize and praise positive behaviors in order to reinforce the desired actions.
- B. The children will work together with the staff to develop understandable expectations and consequences for inappropriate classroom behavior. These expectation and consequences will be reviewed and changed cooperatively.
- C. Unacceptable behaviors include such actions as hitting, slapping, biting, pushing, kicking, throwing items, spitting, bad language, destroying property. Leaving the playground or classroom area without permission is not allowed. Disrespect shown to staff, such as yelling at teachers, talking back, failure to listen and obey instructions, sticking out tongue, making faces, etc. is also not acceptable.
- D. The following techniques are used to correct such behavior:
 1. Child is spoken to about what is wrong with his/her behavior.
 2. Child may be removed from the situation and given choices from other activities.
 3. If behavior doesn't improve, the child will be removed for a time of reflection. After an age-appropriate period of time, staff will talk to the child about the undesired behavior and discuss with the child how things could have been handled differently.
 4. In order to prevent undesirable behaviors, whenever possible staff will work to identify triggers for negative behaviors and assist children in making better choices.
- E. We will often ask parents' assistance in helping to change a child's undesirable behavior. If kindness, respect, firmness, and consistency do

not alter unacceptable behavior, we will not be able to continue to provide care.

F. We may recommend parents use the free services provided by the Lower Shore Early Childhood Mental Health Consultation Program. They work with the child, day care staff, and family to make positive behavioral changes.

G. On occasions when a child's behavior is out of control, we reserve the right to call a parent and ask them to remove the child from ICDC immediately.

XV. Nutrition and Physical Fitness Policy

- A morning and afternoon snack is provided to all children 2 and older by the center. The center will serve either 1% milk or 100% fruit juice or water with snacks. Please remember that we serve a morning snack and not a breakfast in the a.m. Children should eat breakfast before they arrive. The staff monitors the meals provided from home and supplements as needed to ensure that children are receiving nutritious, balanced meals and snacks. Fresh fruits and vegetables are provided at least twice a week. The monthly snack menu is located on the kitchen refrigerator for your convenience.
- Each child 2 to 5 years of age is to bring his/her own lunch in a lunch box or bag, marked with their name. (Milk is provided at lunchtime by the center.) Lunches should be made up of mostly nutritious foods; the staff monitors mealtime and will contact the family if the nutrition value of the food provided is of concern. Each child needs to have a main course (ex. leftovers, sandwich, Lunchable). ICDC policy at lunchtime is for the child to eat half of his/her main dish before having snacks. We ask that each child bring either a vegetable or a fruit as their second course.
 - All food for children ages 2 and under should be provided by the family each day.
- Families of children 12 months to 2 years should bring at least two snacks, a lunch, and 100% milk or a doctor-prescribed and documented substitute each day. Please do not send "puffed foods" to be used for one of the three meals times. These foods are not filling and often are not nutritionally sound. They may be used as an add-on to an already appropriate snack or meal. Only one or two supplemental foods should be kept at the center and should not be counted on to be used as a daily requirement.
- Families of infants approximately 6 months and older should bring breast milk/formula and food (preferably finger foods) each day. In addition, children 6 months and older should bring a developmentally appropriate cup.
- Families of infants 6 months and under must bring all breast milk/formula and as directed by a licensed health practitioner and

- all the food needed for the time they will be at the center.
- Once children are older than 6 months old, milk alone is not sufficient for breakfast.
- C. Mealtime is a social and learning time. They will carry these habits through a lifetime.
- D. Child Care Regulations require that when milk is served to your child it be 1% for children 2-5 and 100% for children 12 months to 2 years). If a child brings a supplementary drink, it must be 100% fruit juice. Water is always available to children. Please do not send candy for your child.
- E. Please check your child's store of food in the kitchen and cubbies regularly and remove unused food items. We do not have room for an abundance of excess food storage.
- F. If your child requires a modified diet for medical reasons, we require a written prescription for the diet, signed and dated by the child's licensed health practitioner within the previous six months.
- G. To promote physical fitness and an active healthy lifestyle, children engage in outdoor play (weather permitting) at least twice daily for a minimum of 30 minutes.

XVI. Illness

- A. According to Child Care Center Regulations, a center may not admit a child or allow a child to remain in care when the child is exhibiting symptoms of acute illness.
- B. We cannot re-admit a child to the ICDC after an absence due to illness for three days or more without first receiving a written statement from the parent or physician. In the case of a fever, a child may not return to the ICDC until their temperature is normal for 24 hours without fever-reducing medication.
- C. A child showing signs or symptoms of illness shall be temporarily isolated in a suitable area until a parent or designated person can be contacted.

XVII. Medication

- A. Child Care Regulations permit child care centers to administer prescription and non-prescription medication to children in care under certain conditions and with prior written permission from the child's parent. If possible, however, arrange the time of dosage so that the medication will not have to be given while your child is in care. At least one dose of the medication must have been given to the child at home. A separate form for each prescription and/or non-prescription drug must be filled out by the parent or physician. These forms are available at the center.
- B. Non-Prescription Medication
1. Non-prescription medication, may not be administered to a child in care unless: (a) Parental permission to administer the medication is documented on a completed, signed, and dated medication authorization

form, provided by the office, that is received at the center before the medication is administered; and (b) A licensed health practitioner has approved the administration of the medication and the medication dosage.

C. Prescription Medication

1. Medication must be in a container labeled by the pharmacy or physician with the child's name and expiration date.
 2. Medication may only be administered according to the health care practitioner's written instructions or the instructions on the label of the medication, whichever is more recently dated.
 3. In regards to diagnosed asthmatic children, ICDC will administer inhalers/nebulizer treatments per physician's orders and the center will notify the parents regarding dates and/times medications were administered.
- D. Topical applications like diaper rash products, sunscreen, or insect repellent supplied by a child's parent may be applied without prior approval of a licensed health practitioner.

XVIII. Family Engagement Opportunities

ICDC encourages family engagement to support and enhance learning:

- A. Several times a year parents/guardians will have opportunities to join the children on field trips.
- B. A Christmas program and fellowship opportunity occurs each year in December.
- C. An open house is held at the end of each school year.
- D. We also encourage parent/guardians/family members to share your time or talents with the children. Please speak to your child's teacher to see how you can be a part of your child's experience at ICDC.

IXX. Arrival and Leaving

- A. Except for Infants and Toddlers, children should walk (not be carried) in and out of the center.
- B. Please notify ICDC if a different person will be picking up your child or if there is someone who is not allowed to pick them up. Upon registration, you will be asked to give a list of those who you will allow to call for your child as well as listing who may not call for your child.
- C. If you have an active custody/ visitation/restraining order or other legal document pertaining to the protection/ pick up/decision making rights of the children in our care, we must have a current copy on file at the center at all times.
- D. Any visits by others to the center other than the registering guardian/s must be preapproved by the center director.
- E. It is important that you observe the hours of care you have agreed upon with the director. Any changes must be agreed upon by the director. For example, if you say that you will be leaving your child from 9 a.m.-3 p.m., that is what the center expects.

- F. For safety reasons, we ask that only adults (guardians or teachers) open the center door and also the playground gates.
- G. As per Maryland law, do not go around the public school bus when it is in our parking lot. Remind anyone who might transport your child.
- H. Please do not be on your cell phone, bluetooth, etc. when you enter and leave the building. We often need to communicate with you and cell phone usage prohibits this dialogue.
- I. Smoking Policy: To ensure the safety of children in our center and to provide each child with an appropriate learning atmosphere, the ICDC has a strict no smoking policy. Please refrain from smoking in, on or near the center. This includes any areas near the parking lot, playground or building.

